



# INTERNALIZATION OF TYPICAL CURRICULUM RELIGIOUS VALUES AS A STRENGTHENING OF THE CHARACTER OF MTS MATHLA'UL ANWAR STUDENTS TELUKAMBULU, KARAWANG DISTRICT

**Ira Hoirot Hisan\***

Universitas Islam 45 Bekasi  
e-mail: irahoirot29@gmail.com

**Yayat Suharyat**

Universitas Islam 45 Bekasi  
e-mail: yayatsuharyat@unismabekasi.ac.id

**Dede Rubai Misbahul Alam**

Universitas Islam 45 Bekasi  
e-mail: dede.rubai@unismabekasi.ac.id

\*Correspondence e-mail: irahoirot29@gmail.com

## Article Info

### Article History:

Received 03 July 2023

Revised 23 September 2023

Accepted 29 October 2023

Available online 03

November 2023

## Abstracts

Internalising religious values in a typical curriculum is important in strengthening student character. This study aims to analyse the process of internalising religious values in a typical curriculum and its impact on strengthening students' character at MTs Mathla'ul Anwar. Data collection techniques include class observations, interviews, and analysis of curriculum documents. Data analysis was carried out using a qualitative approach. Observational data, interviews, and document analysis were studied thematically to identify internalisation patterns of religious values in a typical curriculum and their impact on strengthening student character. The sample of this research is students. The results of the study show that the process of internalising religious values in a typical curriculum has a significant impact on strengthening student character. Students experience changes in attitudes, behavior, and a deeper understanding of religious values. They can apply these values in everyday life, such as being kind, honest, tolerant and responsible. The implication of this research is the importance of developing a distinctive curriculum that focuses on internalising religious values to strengthen student character.

### Keyword:

Internalisation, Typical Curriculum, Character

## Introduction

The character of students in the modern era has experienced significant development along with the changing times. In this era, the character of students not only includes academic aspects, but also involves a number of social and emotional skills. Modern students are required to have strong characters, such as leadership, teamwork, and resilience in facing the challenges of daily life. The rapid development of the times also affects the character of students, where they must be able to adapt and innovate in order to remain relevant in a constantly changing environment.

However, the character of students in the modern era also faces challenges in terms of dependence on technology. Students tend to spend a lot of time in front of screens and sometimes develop less hands-on social skills. Therefore, it is important for modern education to pay attention to the development of student character that is balanced between digital and direct social interaction. In developing student character, modern education needs to provide opportunities for students to interact directly with the surrounding environment and develop communication skills and empathy with others.

In conclusion, the character of students in the modern era has experienced significant development in response to the times. Modern students are required to have strong social and emotional skills, as well as independence and critical thinking skills. However, challenges in reliance on technology also need attention. It is important for modern education to create a balanced environment between technology and direct social interaction in developing student character.

The cultivation of religious values is very important in strengthening the character of students in the modern era. Through internalizing religious values, students can develop strong personalities and integrity. Religious values such as honesty, sincerity, and kindness are solid foundations in forming good character. In the development of this fast-paced era, students are often exposed to various kinds of negative influences from the surrounding environment. Therefore, it is important for them to have strong religious values, in order to face life's challenges wisely, responsibly, and ethically.

In addition, the cultivation of religious values can also help students in maintaining a balance between personal life and technological developments. In this modern digital era, students are often tempted to stay connected to cyberspace, without paying attention to the religious aspects of their lives. By understanding and internalizing religious values, students will be able to control the use of technology wisely and make it a positive tool in enriching knowledge and self-development.

Responding to technological developments in the modern era that affect students, the West Java Regional Office delivered a speech when opening the Madrasah Working Group Development (KKM) event throughout West Java stating: "Education in the current era must be able to prepare human resources who are strong, honest, sturdy, test-resistant, competitive, and have reliable abilities in their fields. Madrasah in West Java will develop into an independent and outstanding educational institution. Vision "Madrasah Mandiri Berprestasi" This is a big vision and motto for the growth of the mandrasah industry. However, it must be balanced with many useful and measurable tasks".

## **Methods**

This research uses qualitative methods. The data collected in this study included interviews, observations, and documents. These data can be described as follows:

1. Observation is used for the process of internalizing values.
2. Interview. The results of the interview were used to obtain a deeper picture of the Internalization of Religious Values. This interview method is used in collecting data through conversations with a grid of research instruments.
3. Documentation is collecting archives in the form of documents.

## **Results and Discussion**

In the era of increasingly advanced globalization like today, education has a very important role in shaping the character of students. One educational institution that has special attention to character building is MTs Mathla'ul Anwar Telukambulu Kab. Karawang. The school has a distinctive curriculum that focuses on internalizing religious values as reinforcement of students' character.



Then it is said in the journal Study of the Crisis Problems of Character Education in Students from the Perspective of Educational Psychology that character education in the context of family, society, and educational settings can help build moral principles. Article 3 of Law Number 23 of 2003 concerning the National Education System, which explains that national education has a function in terms of instilling skills and forming a dignified character or character and civilization of the nation in order to educate the lives of the nation's children, and to develop the potential of students, adjusting character education in the school environment to the purpose of education itself. To produce children of the country who have superior morals and character in themselves, educators strongly emphasize character education in the classroom and incorporate it into their teaching methods.

## 2. INTERNALIZATION OF RELIGIOUS VALUES IN A DISTINCTIVE CURRICULUM

### a. Faith

According to a journal, a child, adolescent, or someone entering adulthood can be protected from the negative influences of the social and environmental environment through the cultivation of faith values, creeds, morals, and worship that are carried out properly based on religious teachings. The bad influence of the times. For example, instilling moral principles in children at a young age can help them develop strong personalities and prepare them for the future. The foundation of a person's life will be solid if he has strong faith. Children who are taught good moral principles and worship in a family environment are more likely to be protected from the direct or indirect effects of various types of moral decadence in society, such as pornography, promiscuity, narcotics, and dangerous drugs (drugs), as well as violence among children, adolescents, and adults. Faith is a conviction that pierces the heart and is rooted in absolute certainty.

Because faith is rooted in the heart, a believer upholds the teachings of Islam with his heart as well as his creed and outward conduct. As a result, believers are at a higher level than Muslims. The majority of scientific laws in the Qur'an are transmitted to Muslims and non-Muslims alike. Islam defines faith as belief in Allah, His angels, His writings, His messengers, the last days, and the possibility of good and bad karma. Deeds, words from the heart, deeds from the mouth, and physical deeds are part of faith. Obedience builds faith, while disobedience erodes it.

### b. Honesty

It is mentioned in journals that claim that various techniques, including habituation approaches, can be used to help children internalize the character qualities of honesty. The habituation method is the process of forming positive habits through actions that are carried out repeatedly and consistently. Internalizing the character values of honesty with habituation methods is a technique or strategy in character education that aims to help students internalize the values of honesty and integrity in themselves through positive reinforcement. This method of habituation can be applied by rewarding or praising honest behavior and upholding the values of honesty, as well as giving consequences or sanctions for dishonest behavior. This method of habituation is based on the principle that students will be more likely to exhibit valued and recognized behaviors than unappreciated or ignored behaviors. Therefore, by rewarding and praising honest behavior and upholding the values of honesty, students will feel valued and recognized, making the behavior easier to internalize within themselves.

### c. Manners

As noted in a journal that states that in this study adolescents showed polite personalities that fell into the high (61.00%), medium (38.50%), and low (0.50%)

categories. Adolescent boys had a slightly higher average character index of politeness (81.63) than adolescent girls (81.60).

Self-esteem is the basis of good manners. The dimension of politeness with the largest average index score is self-respect. Compared to adolescent boys (89.27), adolescent girls have a somewhat higher average index value (91.83). According to these findings, both adolescent boys and girls have adequate levels of self-esteem. Respecting parents is the second aspect of polite character. The average female politeness index score was 87.22, slightly higher than the average young men politeness index score (85.31). Respecting the instructor is the third component of polite character. Compared to other aspects of polite character, this dimension has the lowest average index value. The average score of boys is greater than that of girls (74.20) (72.00). These findings suggest that initiative is needed to improve student politeness, especially courtesy towards instructors. Politeness towards others is the fourth aspect of polite character. Young women scored an average of 81.33, which is slightly higher than the average young man (80.45). Information about the typical value of being polite to others. Respect for the environment is the sixth aspect of well-mannered character. Teenage boys scored an average of 81.86, on average. The results were somewhat better than the scores obtained by young women, which was an average of 79.11.

### **Analysis**

The findings of this study that pupils have undergone a real transformation are very interesting. In reality, the unique or distinctive curriculum that exists in the setting of Mathla'ul Anwar not only involves students but also teachers in character change. The changes brought about by the internalization of these values have a significant impact; This is also stated in the journal article internalizing values, which claims that based on research on the impact of the learning environment and self-concept on student character, significant positive conclusions can be drawn about the relationship between the two (Huda et al, 2022).

The findings of this study show how closely the process of education and learning with student character is expressed in the school environment. The quality of student character increases along with how well the educational environment is maintained. The most significant factors (19%) in the creation of a learning environment are the interaction between students during their learning and the familiarity between instructors and staff. This suggests that learning spaces should be provided in schools to create a positive learning atmosphere.

The character of MTs student Mathla'ul Anwar Telukambulu is felt to have gone further from the character image taught by Islam. Students prefer to follow the lifestyle of friends and the environment they place, and not all places or friends have good character. Even students prefer to be naughty in order to be friends with others and to be able to enter an environment that they consider cool and slang.

Based on the results of research from the Journal on Character Formation Analysis, Students said that character building through character education essentially avoids various problems faced by the younger generation in the current era of globalization. With socialization patterns, lifestyles, lack of interest in learning, drug use, and even crime that lately seems to target minors, the nation's children are in an increasingly concerning situation. Character education has taken various forms as a result of the present circumstances facing most of the younger generation and the discussion around the need to develop moral character in society. The purpose of character education is to create a strong, honorable, and respected country on a global scale. True character education must be used to create such a nation and state.

Based on the findings of subject teacher interviews with subject teachers in Dirasat Islamiyah and to Mathla'ul Anwar, highlights three main issues:



1. The Value of Faith

The value of faith is considered necessary to be emphasized to change students' hearts to be more religious and obedient to God. If the heart is good, then automatically behavior, nature and character can easily change for the better. So this is the reason why faith is emphasized in the special curriculum.

2. Honesty

Honesty is a point that is emphasized in the typical curriculum because if it is not instilled in students it will be difficult to change one's character, dishonest people will feel bad habits, and this bad quality will continue to repeat. So the need for honesty is emphasized so that students are able to behave honestly and have a humble and trustworthy nature in getting along.

3. Manners

Finally, there are manners, students often say rude and unkind words so that it becomes an example and invitation for other friends to imitate bad words as well. To instill good character, there needs to be a change in vocabulary and behavior when meeting with teachers and upperclassmen, good language also reflects that the student's character is good, so it is necessary to emphasize politeness in the application of this distinctive curriculum.

### Conclusion

After conducting various stages of research, in this closing chapter researchers can provide several conclusions that Internalization of Religious Values of the Typical Curriculum as Strengthening the Character of MTs Students Mathla'ul Anwar Telukambulu Kab. Karawang with the following stages:

1. The character of MTs Mathla'ul Anwar Telukambulu Kab. Karawang students can be changed by internalizing religious values in the typical curriculum in Mathla'ul Anwar.
2. Internalization of the religious values of the typical curriculum as a strengthening of the frogs of MTs Mathla'ul Anwar Telukambulu students, Karawang Regency can be implemented by emphasizing 3 values in the typical curriculum, namely:
  - a. Faith
  - b. Honesty
  - c. Manners

Character Change after implementing the special curriculum in MTs Mathla'ul Anwar Telukambulu Kab. Karawang with these 3 points is considered able to change the character of MTs Mathla'ul Anwar students for the better and embedded in his heart that good character is considered necessary for good association in the school, family and social environment.

### References

- Amalia Muthia Khansa. 2020. *Analysis of Student Character Building*. Journal of Basic Education. Vol. 4.
- Anggraeni, S.W. 2022. *Pendidikan Harus Lahirkan SDM Berkarakter*, (Online), <https://jabar.kemendiknas.go.id/portal/read/pendidikan-harus-lahirkan-sdm-berkarakter>
- A. Darmana. 2012. *Learning and learning*. Jakarta. PT Rineka Cipta.
- Farhatilwardah. 2019. "The Character of Adolescent Manners", Journal of Family and Consumer Sciences. Vol. 12 No. 2.
- Kalidluci, F. K. 2010. *Dictionary of civic studies, sociological and political perspectives*". Bandung. Widya Aksara.

- Huda, S., Ridwanulloh, M. U., Khasanah, S. M., Prasetyo, A. E., & Donasari, R. (2022). Improving Language Skills and Instilling Character Values in Children Through Storytelling. *Al-Tadzkiyyah: Jurnal Pendidikan Islam*, 13(2), 161-184.
- Mardianto. 2012. *"Educational Psychology"*. Terrain. Prime Publishing.
- Nur Aniyah. 2013 *"Character Building through Islamic Religious Education"*, Journal of Al-Ulum Vol. 2 Number 1.
- Nurhayani. 2023. *"Internalization of Student Honesty Character Values through Habituation Method in Min 1 Lebong"*. Journal of Literacy. Vol. 9 Number 4
- Rabbi Yati. 2012. *The problem of character education crisis in students in the perspective of educational psychology*. Journal of Education.
- Ridwanulloh, M. U., Surur, A. M., Setiawan, S., & Rahayu, I. P. (2023). Strategi Pembelajaran Pada Masa Pandemi Covid 19 Melalui Kegiatan Bimbingan Belajar Di Dusun Jegles Kecamatan Tarokan Kediri. *Jurnal Anugerah*, 5(1), 1-12.
- Sapriya. 2009. *Social studies education: concepts and learning*. Bandung. Juvenile Rosdakarya.
- Suparno. 2018. *"Analysis of Factors Shaping the Smart Character of Students in Integrated Islamic Schools"*. UNY Journal.
- Vienna Sanjaya. 2006. *"Standards-Oriented Learning Strategies of the Educational Process"*. Jakarta. Prenada Media Dating.