



The Effectiveness of Islamic Religious Education Learning on Students' Morals at Pelita Pesawaran Lampung Vocational School

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ABSTRACT

This research discusses educational issues, especially the declining morality of students in Indonesia. Crime, promiscuity, violence against children and sexual harassment are increasing, tarnishing the image of students and educational institutions. This research aims to understand the effectiveness of Islamic religious learning on the morale of students at SMK Pelita Pesawaran. Qualitative methods are used to understand this phenomenon, with direct observation, interviews, and inductive data analysis. Teachers prepare lessons well, pay attention to students' seating arrangements, choose appropriate learning resources and media, and carry out learning and evaluation carefully. The conclusion of this research shows that PAI learning is effective but has not yet reached its maximum potential, with the role of teachers, students and infrastructure as supporting factors. The approaches used by teachers vary, but the humanistic approach seems to be the most conducive to student morale

Keywords: *Student Morality, Effectiveness of Islamic Religious Learning, Classroom Management*

ARTICLE INFO

Article history:

Received

March 20, 2024

Revised

April 20, 2024

Accepted

April 25, 2024

Journal Homepage

<https://ojs.staialfurqan.ac.id/IJoASER/>

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INTRODUCTION

Talking about education, the problem of education currently being obtained is very crushing, especially the morals of students which is a matter for thought and common concern because Indonesian society is currently experiencing morals. This crisis occurred marked by the rise of crime, such as student brawls, increased promiscuity, rampant violence against children, and sexual harassment.

This can be seen from the results of reports submitted to the online information system belonging to the Ministry of PPPA (Simponi). Information before the pandemic, January 1 - February 28 2020, showed that there were 1,913 cases of violence against women, then after the pandemic there was a five-fold increase to 5,500 cases.

This phenomenon has clearly tarnished the image of students and educational institutions, because many people have the view or have the perspective that this condition originates from what is produced by educational institutions. In the midst of the chaotic world of education today with various complex problems, various ways have been taken to avoid this from happening. One effort to solve this problem is by instilling ethical values in students, because in shaping a person's behavior or conduct they are able to differentiate and can also determine whether something is good or bad, it is play on words that moral values are used as a guide.

Morals are guidelines or benchmarks for the good and bad of human behavior. Providing an understanding of moral values is a very important foundation for their existence, because they will be well ingrained in every individual. Humans are

basically born with their own nature and have the potential to become good human beings. Understanding moral values can be provided directly by teachers at school, because the role of teachers is very important in shaping the character of students.

Considering the problems that have been described regarding the moral crisis experienced by every teenager today, researchers have also directly encountered a phenomenon where the morals and morales of students at school are declining. Loss of respect and respect for parents, laziness in participating in school and even religious activities such as prayer, not speaking. politeness and loss of humanity. Based on this description, the researcher wants to study further regarding the effectiveness of Islamic learning on the ethics of students at Pelita Pesawaran Vocational School.

METHOD

The approach method in this research uses a qualitative approach, meaning that this research aims to understand the phenomena experienced by research subjects, for example, behavior, perceptions, motivation, actions and so on. Holistically and descriptively in the form of words and language, in a special natural context and by utilizing various scientific methods (Sulgiyono, 2014). The type of research used in this research is field research (field ask approximately) (Syahrulm, 2012). The researcher made direct observations in the field by making notes containing information related to the research which later the researcher could describe and collect data regarding the effectiveness of Islamic religious education learning methods on moral values in everyday life. Qualitative data analysis is inductive, namely an analysis based on the data obtained (Sulgiyono, 2014). Qualitative research in this study was carried out during the collection process and completed data collection within a certain period of time. During the interview, the researcher analyzed the respondents' responses. Miles and Huberman said that data analysis carried out in qualitative research, namely data reducing, data appearing and conclusion drawing/verification (Sulgiyono, 2014)

RESULTS AND DISCUSSION

1. Effectiveness of Islamic Religious Education Learning in Improving the Moral Quality of Class XI Accounting Students at Pelita Pesawaran Vocational School

1) Preparation before the learning process takes place

In the learning process, a teacher's preparation before delivering or starting the learning process is very important, the teacher must know what must be prepared before the learning process takes place. In Preparation, Mrs. Lailasari, S.Ag Mpd . In fact, it is very good to prepare everything before the learning process takes place. Mother in her interview said that:

For learning activities, I first prepare a lesson plan, with this lesson plan it can simplify and expedite learning activities in class and for learning activities I am used to giving 10-15 minutes before starting learning to have a dialogue with students. Usually I ask students about the problems students are experiencing. for example: "Are there any students sick today?", "Is anyone in this class having problems?". that's how I usually open the lesson (Interview Results of Lailasari S.Ag M.Pd, PAI Teacher class XI and XII SMK Pelita Peswaran 19 March 2024) Then he further said that:

The learning activities in class are actually not that short, there are initial learning activities, core activities and also closing activities. In the opening activity, I usually just greet the children and usually continue with prayer. The core activities are related to delivering material to students and there is also

interaction with students, such as when I ask students questions, the students answer. And the last one is the closing activity, you must already know what the activity is like... at the end of the lesson I usually try to summarize the material that I have presented and sometimes also give assignments to students to do at home. Then what is more important is that before the learning begins, there are usually preparations for teaching materials and so on, such as guidebooks or media if that is needed.

This shows that in terms of teacher preparation, Mrs. Lailasari already knows the things that must be prepared before she starts the learning process. This can be an example for other teachers in religious subjects and other subjects.

2) Student seating arrangement concept

The next success factor for effective PAI learning in class is the concept of student seating arrangements. A teacher must know what the ideal seating concept is like for his students so that the learning process can be achieved optimally. In its implementation, the seating concept applied by Mrs. Lailasari is not based on one concept, for example just a U background. As the results of interviews with several students taught by him.

The results of an interview with Muh Rahmat, a class XI student majoring in Accounting, said:

For my class, Mrs. Laila arranged our seating positions in a row towards the back. But sometimes mothers also replace it with other concepts. It depends on how we are in class too, sis. If many students don't come, you will change our position. It's like that, Sis (Interview Results of Muh Rahmat, Class XI Accounting Student, SMK Pelita Pesawaran, 20 March 2024).

The results of an interview with Awal Muhamad, a class XI student majoring in Accounting, said:

In my class, Mrs. Laila arranges our seating positions by sitting in groups. We were divided into several groups. If I'm not mistaken there are five groups. Each group consists of seven people. I also don't know why Mrs. Kasma arranged our sitting positions like that while in the other classes that you taught, the sitting positions were different from ours (Interview Results of Muhamad Abdul, Class XI Accounting Student, interview, SMK Pelita Pesawaran, 20 March 2024).

This shows that in its implementation, Mrs. Kasmawati applies different seating concepts in each class she teaches. This depends on the situation and conditions of the students in the class being taught.

3) Learning sources and media

Before teaching, the teacher first makes a thorough plan to make the learning process easier regarding what media and learning resources to use. The following is what Mrs. Lailasari said:

For PAI subjects, apart from referring to the RPP, we also have a separate blend book as a learning resource. Meanwhile, for media and learning tools, I condition them on the subject matter being taught. For example, the material on handling corpses, for this material, what is emphasized on students is practice,

so we need various kinds of media to understand students (Interview Results of Lailasari S.Ag M.Pd, PAI Teacher for class XI and XII, , SMK Pelita Peswaran 19 March 2024) .

Thus learning resources and media are one of the main factors to support the success of the learning process. The use of appropriate learning resources and media will result in achieving the learning objectives themselves.

4) Application of Learning

The implementation of learning is closely related to the role of the teacher in classroom learning which will determine whether the learning objectives have been achieved or not. Implementation of this learning includes organizing learning and managing teachers in classroom learning. Class management is an effort carried out by the person responsible for learning and teaching activities which helps with the aim of achieving optimal conditions, so that learning activities can be carried out as expected. "In teaching and learning, the classroom is a place that has unique characteristics that are used for learning, teachers indirectly influence students in the teaching and learning process" (Nurul Khusnaini)

Apart from the aspect of classroom management, the implementation of Pai learning is implemented in three stages as follows;

- a. First; Pre-Instructional Stage (Introduction). In this stage, PAI teachers make it a habit to always pray together before learning, ask for attendance, pretest question and answer quizzes or also ice breaking.
- b. Second: Instructional (Core) stage. In this stage, PAI teachers carry out a series of learning activities with students to achieve learning objectives.
- c. Third: Post-Instructional (Concluding) stage. In this stage the teacher always provides reinforcement of conclusions about the learning that has been undertaken, reinforcement of material to students which is useful in providing understanding related to discussions during the learning process.

5) Learning evaluation

Learning evaluation is very important for teachers. Learning evaluation aims to measure the extent of success achieved by students in following the learning process.

The following is information from Mrs. Lailasari when interviewed by researchers:

In my opinion, evaluation is very important, because with evaluation I know which students need more attention and which students can receive the lesson material optimally, besides that it can also make it easier for me to plan the next learning activities. If there is no evaluation, I will have difficulty planning the next lesson. And the form of evaluation is in daily tests, exams, from mid-semester exams to final semester exams and also in practice. I assess students' practice in participating in congregational prayers and also Duha prayers

(Interview results of Lailasari S.Ag M.Pd, PAI teacher for class XI and XII SMK Pelita Peswaran 19 March 2024).

In this way, evaluation makes it easier for teachers to plan subsequent learning activities. With an evaluation, teachers can find out which students understand the material being taught and which ones do not.

2. General Description of the Moral Quality of Class XI Accounting Students at Pelita Pesawaran Vocational School

One of the indicators that support student success in the learning process in the classroom is seen from their morals and actions in daily life. Based on the results of an interview with Mr. AUNURROFIQ M, S. Sos, MM, the Principal of the Vocational School said:

If asked about student morals, there are some students who are often late for flag ceremonies on Mondays, there are also those who often skip class when classes are in session and some students do not obey school rules and regulations, such as not dressing neatly, not wearing shoes.

Thus, there are still many students at SMK Muhammadiyah 3 Makassar whose moral qualities are not good, this is proven by the way students behave every day in the school environment. Based on the results of an interview with Mrs. Laialasari, the Islamic Religious Education Teacher at Pelita Pesawaran Vocational School, said:

I admit that some students are often late when the learning process is taking place in class, there are also some students who make noise during the learning process, there are also students who are given assignments they don't do well, and there are also students who don't respect their teachers.

Thus, from the findings in the field there are still many students at Pelita Pesawaran Vocational School whose morals are not good, this is proven by the way students behave towards their friends and teachers.

3. Supporting and Inhibiting Factors of the Effectiveness of Islamic Religious Education Learning in Improving the Moral Quality of Class XI Accounting Students at Pelita Pesawaran Vocational School

a. Supporting factors

The main supporting factor in the classroom to increase the effectiveness of PAI learning at SMK Muhammadiyah 3 Makassar comes from the students themselves. When students feel happy about taking PAI subjects, this will encourage effective learning. This was proven when researchers conducted interviews with several students at Pelita Pesawaran Vocational School

The results of an interview with sister Dea Ananda Pratiwi, a class XI student majoring in Accounting, said:

If you ask about Mrs. Laila's learning activities, I think her learning is fun, sis. I really enjoy taking lessons from Mrs. Laila. Moreover, in my opinion, Mrs. Laila is not a fierce person. He is very familiar with us, Sis (Results of an

interview with sister Dea Ananda Pratiwi, a class XI student majoring in Accounting at SMK Pelita Pesawaran, March 20 2024).

A similar thing was also conveyed by Resky Amelia, a class XI student majoring in Accounting, who said: Mrs. Laila is a very good teacher, Sis. We really enjoyed following the PAI subjects he taught. The learning is also very fun in my opinion. Moreover, when Mrs. Kasma teaches, she rarely creates a tense atmosphere with her students

The teacher is also a supporting factor in the classroom. Factors that can influence student learning outcomes, one of which is the teacher himself. Because, if teachers only teach without knowing what the students' physical and psychological conditions are, it will never be effective. Therefore, to anticipate and avoid this, school principals as managers, supervisors, administrators and facilitators have the responsibility to provide direction/coaching and guidance to teachers, both directly and indirectly.

If the teacher makes a mistake in learning, he will be given a special warning to improve teaching and learning. Teachers are also involved in educational programs, such as educational seminars, teacher training, workshops, etc. to support and make them professional teachers. In addition, educational background and final diploma as a bachelor's degree. So, the teachers at SMK Pelita Pesawaran are very competent in their respective fields.

Apart from that, another supporting factor that encourages improving the moral quality of students in the class is the facilities and infrastructure available in the class. Having adequate facilities in the classroom will make classroom management easier. Pelita Pesawaran Vocational School is one of the schools that provides these facilities. In this way, successful learning in class will be easily achieved if the students themselves are happy with the subjects taught by the subject teachers concerned. Apart from students, teachers are also a driving factor in the success of effective classroom learning. And the third factor is support in the form of facilities and infrastructure in each class.

b. Obstacle factor

Actually, the first inhibiting factor also comes from the students themselves. When students are still playing around during the lesson, it will become an obstacle or obstacle to the effectiveness of the learning itself.

The results of an interview from sister Hasma Fitrayanti, a class

This was expressed by Mrs. Lailasari when asked about students who were noisy or playing during class. Mrs. Lailasari said:

There are bound to be problems in class and for individual problems what often happens is that students talk to their friends next door, sometimes students' cellphones ring, for my cellphone that rings, I usually immediately ask to put it on the front desk. Even though the rule at this school is that you have to collect your cellphone at the office in the morning before entering each class

(Results of an interview with sister Hasma Fitriyani, a class XI student majoring in Accounting at Pelita Pesawaran Vocational School, March 20 2024).

In terms of facilities and infrastructure, there are still problems. The uneven distribution of AC and LCD in each class is the main obstacle. For AC, only a few classes have AC installed. Likewise with LCD projectors. This was stated by Mr. Marjan Supiana when interviewed by researchers. He said:

If the issue is whether it is evenly distributed or not, it is actually not evenly distributed, but we will try to ensure that all facilities are evenly distributed, for example the use of AC in each class is only in the nursing department, then the nursing lab, the computer network engineering department, and also the computer lab, while in the classroom there are no others yet.

When it comes to maintaining facilities, the school also has problems. Sometimes it is the students themselves who damage the facilities in the classroom. This shows students' lack of attention to the facilities in their classrooms. In his further interview, Mr. Azwar Amin S.E said:

The inhibiting factors are usually the students themselves. Sometimes many of these facilities are damaged because students feel they don't have them, but we still remind them as teachers to maintain these facilities (Results of an interview with Mr. Azwar Amin, Sarpras SMK Pelita Pesawaran, March 20 2024).

In conclusion, the inhibiting factors themselves also come from the students. There are still students playing around during class. Apart from that, students also pay less attention to the facilities in their respective classes. Many facilities were damaged because of Shiva. Apart from that, the uneven distribution of facilities in each class is still an obstacle or inhibiting factor in the effectiveness of PAI learning, especially improving the moral quality of students at Pelita Pesawaran Vocational School.

The role of a teacher in the classroom is very important, especially in creating an interesting learning atmosphere. This is because in principle, teachers have two main tasks and problems, namely teaching and classroom management. Teaching issues relate to all efforts to assist students in achieving learning goals, while management issues relate to efforts to create and maintain conditions in such a way that the learning process can take place effectively and efficiently in order to achieve learning goals. A teacher's failure to achieve learning goals is directly proportional to the teacher's inability to manage the class. Indicators of failure include low student learning achievement, not in accordance with specified standards or measurement limits. Through classroom learning approaches and methods, it will make it easier for teachers to manage the class.

From the description of the learning approach in the classroom above, it can be explained as follows:

- 1) Power approach
The power approach here is understood as a consistent attitude of a teacher to make norms or rules in the classroom as a reference for enforcing discipline.
- 2) Threat Approach
Threats can also be used as an approach that teachers need to take for good classroom management. However, the threat here should not be carried out as often as possible and should only be applied when conditions are truly uncontrollable.
- 3) Freedom Approach
Teachers must help students so that they are free to do anything in class, as long as it does not deviate from the rules that have been set and mutually agreed upon.
- 4) Prescription Approach
The recipe approach is very suitable for the teacher himself. In this case, we need to note several things that can and cannot be done while teaching in class. Therefore, try to remember what students don't like when we teach, so that this dislike can cause the class situation to be ineffective.
- 5) Teaching Approach
The teacher's ability to make teaching plans and implement them in the classroom. Therefore, make a thorough teaching plan before we enter class and adhere to the stages that we have made previously.
- 6) Behavior Change Approach.
As a principle, classroom management is carried out as an effort to change student behavior in the classroom from bad to good. Therefore, we must be able to take an approach based on changing behavior so that classroom management goals can be achieved well.
- 7) Socio-Emotional Approach
A class can be managed efficiently as long as the teacher is able to build good relationships with his students. This approach which is based on establishing a good relationship between teachers and students is called the socio-emotional approach.
- 8) Group Work Approach
This model of group work approach requires the teacher's ability to create momentum that encourages groups in the class to become productive groups.
- 9) Approach Elektis atau Pluralistis
An eclectic approach or also called a pluralistic approach, namely classroom management using various approaches that have the potential to create a teaching and learning process that can run effectively and efficiently. When asked about what approach she applied to her students, Mrs. Lasilasari said:

As for the actual approach, it depends on the situation and conditions. There are times when I use a threat approach and there are also times when I use a power approach. Likewise with other approaches. In essence, we have to put the approach in its position (Interview Results of Lailasari S.Ag M.Pd, PAI teacher for class XI and XII, , SMK Pelita Peswaran 19 March 2024).

With a learning approach, teachers can better master the class by using these approaches. In its implementation during the teaching and learning process at SMK Pelita Pesawaran, Mrs. Kasmawati uses various approaches, depending on the existing situation and conditions.

c. Humanistic Learning Approach

Application of Humanism Theory in PAI learning at School. Humanism Theory is an approach to education that places humans as the main subject in the learning process. This theory emphasizes the importance of developing individual potential as a whole, including physical, intellectual, emotional and spiritual aspects. In the context of Islamic Religious Education (PAI) learning in schools, the application of Humanism Theory can have a significant impact. PAI learning which is based on Humanism Theory emphasizes balanced personal development, mental well-being, and a deep understanding of Islamic religious values. Humanism theory emphasizes individual empowerment, by providing opportunities for students to experience independence, freedom of thought, and autonomy in understanding religion. In the context of PAI learning, Humanism Theory emphasizes an inclusive educational approach, where each student is respected as a unique individual with their own needs and potential. Teachers are expected to create a positive, friendly learning environment and provide support for student development. This approach allows students to feel safe and comfortable to share their thoughts, ideas and experiences related to the Islamic religion. One important aspect in implementation

The Humanism theory in PAI learning is to develop good interpersonal relationships between teachers and students. Teachers are expected to be able to become facilitators in the learning process, by motivating and inspiring students to learn actively. They are also expected to be able to build empathetic relationships with students, understand their needs and feelings, and provide the necessary support. In PAI learning based on Humanism Theory, students are also encouraged to participate actively in learning. They are given the freedom to explore, ask questions, and discuss various aspects of the Islamic religion. Learning becomes more student-centered, with an approach that explores potential and diversity in religious understanding. The main aim of PAI learning which is based on Humanism Theory is to develop students into individuals with noble character, who have a deep understanding of Islamic religious values, and are able to apply them in everyday life. Islamic religious education is not only related to conceptual understanding, but also involves

personal experience, reflection, and the development of good attitudes. In order to apply Theory

Humanism in PAI learning at school, it is important for teachers to adopt an inclusive approach, understand students' needs, and create a learning environment that supports personal development. In this case, teachers also need to have a strong understanding of the principles and values of the Islamic religion, and be able to integrate them relevantly in the learning context. Teaching materials in PAI subjects in schools can be linked to humanistic learning theory through a learning approach that focuses on personal development and human values (Humanistic), including:

- 1) Self-Introduction and Understanding of Life's Goals: This PAI material can help students understand and appreciate themselves. It can also help students understand their life goals in the context of religion and Islamic values. In humanistic learning theory, it is important to develop positive self-understanding and respect for one's own values, as well as emphasizing the importance of having meaningful life goals and providing direction in life.
- 2) Human Values: PAI teaching materials can discuss human values such as justice, compassion, tolerance/moderation, and social concern. Humanistic learning theory emphasizes the importance of these values in personal development and in interacting with others.
- 3) Ethics and Morals: PAI teaching materials that discuss ethics and morals in Islam can be related to humanistic learning theory through an emphasis on the importance of developing moral awareness and acting in accordance with ethical values in everyday life.
- 4) Emotions and Spirituality: Islamic Religious Education can help students develop an understanding of emotions and spirituality. In humanistic learning theory, emotional and spiritual aspects are considered important in personal development and fulfilling one's potential
- 5) Communication and Empathy: PAI teaching materials can discuss effective communication skills and empathy towards others. In humanistic learning theory, these skills are considered important in forming healthy and respectful relationships between individuals. In integrating humanistic learning theory in PAI learning, it is important to encourage students' active participation, provide freedom to explore, encourage self-reflection, and respect individual uniqueness and diversity. The application of humanistic learning theory in PAI learning at school aims to help students develop personal potential, gain a deep understanding of religious values, and become individuals with noble character.

Humanistic learning theory emphasizes individual experiences and needs as well as empowering students in the learning process. Several arguments can be put forward regarding the application of humanistic learning theory in PAI

learning in schools. First, learner-centered education: The application of Humanistic Learning Theory leads to learner-centered learning (Mugisha). Teachers become facilitators (Mugisha, *The epistemological aspects of curriculum development and implementation for the medical laboratory technology diploma in Uganda.*) and guides in the learning process, paying attention to the individual needs and interests of students. Teachers encourage students to actively participate in learning, share thoughts, and express their opinions. Second, Acceptance and appreciation: Humanistic Learning Theory emphasizes the importance of acceptance and appreciation for students (Selina, 2020). Teachers create a safe and supportive atmosphere, where students feel accepted and appreciated without excessive judgment or criticism. This gives students a sense of self-confidence, allows them to share experiences, ask questions, and self-actualize, interact freely (Armedyatama, 2021). Third, experience-based learning: Humanistic Learning Theory emphasizes the importance of experience in learning. In PAI learning, teachers can present real experiences or simulations that are relevant to the religious values being taught (Afkarina, 2021). For example, students can take part in social activities, such as visits to orphanages or other social service activities, to develop empathy and concern for others. Fourth, Empowerment of students: Humanistic Learning Theory prioritizes empowerment of students in the learning process. Students are given the freedom to take initiative, make decisions, and organize their own learning. Teachers provide the necessary support and guidance, but provide space for students to develop creativity, think critically, and explore religious concepts independently (Amalia, 2021). Fifth, connection with everyday life: The application of Humanistic Learning Theory in PAI learning also refers to the connection with students' daily life. Teachers help students to relate the religious values taught to real situations in their lives. Through discussion, reflection and case studies, students can identify the application of religious values in various contexts, including in the family, school, community and the wider environment. Sixth, Support for personal growth: Humanistic Learning Theory emphasizes personal growth as a learning goal. In PAI learning, teachers not only focus on cognitive aspects and religious knowledge, but also on developing affective, social and spiritual aspects of students (Aidah, 2021). Teachers support students to develop positive attitudes, understand their role in society, and overcome moral challenges faced in everyday life. *The Impact of Applying Humanistic Learning Theory on Increasing Student Learning Motivation* Humanistic learning theory is an approach in educational psychology that emphasizes the development of human potential as a whole, including cognitive, emotional and social aspects. In an educational context, the application of this theory focuses on understanding and meeting students' individual needs and respecting the uniqueness of each individual. (Amalia, 2021) By recognizing and respecting students' basic needs, such as safety,

affection and self-esteem, the humanistic approach creates a learning environment that supports and motivates students to learn. When students feel accepted, supported and appreciated as individuals who have unique potential, they tend to be more motivated to participate actively in the learning process. This increases students' level of engagement and makes them more enthusiastic about facing learning tasks. This is in line with what Tamara said that the advantages or benefits of humanistic learning theory are: 1) Changing the attitudes or behavior of students or individuals from what was originally not good, because they didn't know, to being good; 2) Teaching society to act democratically, inclusively and humanely; 3) Respect people's differences, freedom of opinion and freedom to express thoughts; and 4) Increase individual desire to learn (Tamara, 2021). In a humanistic approach, it is important for teachers to build good relationships with students. Teachers who can understand individual needs and provide the necessary emotional support can help increase students' self-confidence and motivate them to achieve better (Afkarina, 2021). (Teachers can also use formative assessment approaches that provide constructive feedback to students, so they can see their development and achievements clearly, which in turn increases motivation and learning achievement. The application of humanistic learning theory also encourages student-centered learning, by recognizing that each student has different potential and interests (Selina, 2020) Teachers can adapt teaching methods, learning materials, and assessments to suit individual student needs. This helps students to feel more involved in the learning process and increases their motivation to achieving learning goals. Apart from motivation, the application of humanistic learning theory also has an impact on increasing student learning achievement. In the humanistic approach, teachers act as facilitators who help students explore and develop their own potential explore their own knowledge and take responsibility for their learning. In a supportive environment, students feel more empowered and motivated to achieve their academic goals. They are better able to understand and apply learning concepts, because they are actively involved in the learning process. In addition, the humanistic approach also encourages students to develop important social skills. Humanistic learning theory also emphasizes the development of healthy and mutually supportive interpersonal relationships between teachers and students, as well as between fellow students. An empathetic and compassionate learning environment creates a safe space for students to experiment, learn from mistakes, and grow socially. These social skills are not only useful in an educational context, but also have a positive impact on students' lives as a whole. Thus, humanistic learning theory is very significant in facilitating students to develop critical skills, think independently, and be able to apply knowledge more effectively and moderately in social life in society.

CONCLUSION

The knot

Based on the problems and research results regarding the effectiveness of Islamic Religious Education learning in improving the moral quality of Pelita Pesawaran Vocational School students as formulated in Chapter I, the conclusions that can be drawn from the research conducted are:

1. Effectiveness of Islamic Religious Education Learning carried out by teachers to increase the effectiveness of PAI learning has been running effectively, but it has not been achieved optimally. It can be seen from the way the teacher prepares everything needed for learning activities, such as preparing lesson plans, preparing learning equipment and learning media. Apart from that, the way the teacher opens the lesson always provides motivation that can arouse students' enthusiasm for learning
2. Factors that support the implementation of effective learning come from the students themselves, which is indicated by students' enjoyment of PAI subjects. Teachers are also one of the supporting factors for classroom management. Apart from students and teachers, the facilities and infrastructure available in the classroom are also determining factors. Having adequate facilities in the classroom will make classroom management easier. The factors that hinder the implementation of classroom management also come from the students themselves, which is characterized by students still playing around during the lesson.
3. The teacher's approach to increasing the effectiveness of PAI learning is carried out using various approaches such as: power approach, threat approach, freedom approach, prescription approach, teaching approach, socio-emotional approach, group work approach, eclectic or pluralistic approach. However, in its implementation PAI teachers condition these approaches. And this humanistic approach can make the effectiveness of PAI learning at school quite conducive to student morale.

Suggestion

Based on research on the Effectiveness of Islamic Religious Education Learning in Improving the Moral Quality of Students at Pelita Pesawaran Vocational School, the author would like to convey things that can be used as input for achieving class management objectives, namely as follows:

1. For school principals as leaders who manage teacher performance, they should provide guidance regarding the importance of classroom management in learning activities. It is necessary to hold a meeting with teachers to convey this through seminars and regular meetings. And for the smooth running of learning activities in schools, it is necessary to improve facilities, especially regarding classrooms.
2. Islamic religious education teachers should understand more about approaches to classroom management. Apart from that, it is necessary to

approach students intensively both in the classroom and outside the classroom to make it easier to know the student's character

3. The school and students should be able to maintain all existing facilities so that they can be used to support the learning process.

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