

## IMPLEMENTATION OF PAI TEACHER'S PROGRAM TO OVERCOME RELIGIOUS AWARENESS PROBLEMS IN JUNIOR HIGH SCHOOL STUDENTS

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### ABSTRAK

Tujuan penelitian ini untuk mengetahui penerapan program guru Pendidikan Agama Islam dalam mengembangkan kesadaran beragama siswa SMP 1PGRI, Ciputat Tangerang Selatan. Pendekatan yang digunakan dalam penelitian ini adalah penelitian kualitatif. Metode pengumpulan data yang digunakan adalah metode observasi, wawancara dan dokumentasi. Metode observasi dan wawancara digunakan untuk mencari data tentang implementasi program guru Pendidikan Agama Islam dalam mengembangkan kesadaran beragama siswa SMP 1 PGRI, Ciputat Tangerang Selatan. Metode dokumentasi data yang dicari yaitu data tentang letak geografis sekolah, data keadaan guru, keadaan siswa, serta sarana dan pasarana. Adapun pemeriksaan keabsahan data penelitian ini menggunakan kredibilitas dengan cara melakukan perpanjangan pengamatan, peningkatan ketekunan dalam penelitian dan triangulasi. Hasil penelitian menunjukkan bahwa implementasi program guru Pendidikan Agama Islam dalam mengembangkan kesadaran beragama siswa dilakukan dengan cara melalui pendekatan, pembiasaan, nasehat dan hukuman. Adapun kontribusi dari hasil penelitian ini dapat dijadikan sebuah rujukan oleh guru PAI dalam menyusun program dalam mata pelajaran agar siswa dapat memiliki kesadaran beragama dengan baik.

**Kata kunci** : Program Guru PAI, Kesadaran Beragama

### ABSTRACT

*The purpose of this study was to determine the application of the Islamic Religious Education teacher program in developing religious awareness of students of SMP 1PGRI, Ciputat, South Tangerang. The approach used in this research is qualitative research. The data collection methods used are observation, interview and documentation methods. Observation and interview methods are used to find data about the implementation of the Islamic Religious Education teacher program in developing religious awareness of students of SMP 1 PGRI, Ciputat South Tangerang. The documentation method sought data on the geographical location of the school, data on the condition of teachers, the condition of students, and facilities and markets. As for checking the validity of the data, this research uses credibility by extending observation, increasing persistence in research and triangulation. The results showed that the implementation of the Islamic Religious Education teacher program in developing students' religious awareness was carried out through approaches, habituation, advice and punishment. The contribution of the results of this study can be used as a reference by PAI teachers in preparing programs in subjects so that students can have good religious awareness.*

**Keywords:** *Islamic Education Teacher Program, Religious Awareness*

## INTRODUCTION

Every individual has religious awareness in living everyday life, religious awareness has an important meaning to always be remembered by each individual, such as awareness to perform mandatory or sunnah prayers, and muamalah such as alms or helping others. This is reinforced by research conducted by Ajat Sudrajat, who said that to achieve complete religious awareness, every religious person must fulfill the dimensions of religion as a whole (Ajat Sudrajat 2020).

Religious awareness arises because of fitrah as a Muslim, as God says in the Qur'an letter Al-A'raf verse 172:

وَإِذْ أَخَذَ رَبُّكَ مِنْ بَنِي آدَمَ مِنْ ظُهُورِهِمْ ذُرِّيَّتَهُمْ وَأَشْهَدَهُمْ عَلَىٰ أَنفُسِهِمْ أَلَسْتُ بِرَبِّكُمْ ۖ قَالُوا بَلَىٰ ۗ شَهِدْنَا ۗ أَنْ تَقُولُوا يَوْمَ الْقِيَامَةِ إِنَّا كُنَّا عَنْ هَذَا غَافِلِينَ

Meaning: “And (remember) when your Lord brought forth the children of Adam from their ribs, and Allah bore witness to their souls, saying: “Am I not your Lord?” They answered: “Yes (You are our Lord), we bear witness”. (We do so) so that on the Day of Resurrection you may not say: “We were ignorant of this (the oneness of God)”.

And remember when your Lord took out of the sons of Adam each one of them from the backs, i.e. the sulbs of their parents, and placed them in the wombs of their mothers until He made them into perfect human beings, and He, i.e. Allah, testified to the sons of Adam over themselves, i.e. asked for their recognition through the potential that Allah had bestowed upon them (Q. Shihab 2009).

The potential possessed by each individual requires other people in socializing, therefore as a social being must be polite to others, especially to parents, as Allah says in the Qur'an Surah Al-Isra verse 23:

...وَبِالْوَالِدَيْنِ إِحْسَانًا ۖ إِنَّمَا يُبَلِّغَنَّ عِنْدَكَ الْكِبَرَ أَحَدُهُمَا أَوْ كِلَهُمَا فَلَا تَقُلْ لَهُمَا أُفٍّ وَلَا تَنْهَرُهُمَا  
وَقُلْ لَهُمَا قَوْلًا كَرِيمًا

Meaning: “... And you shall do unto your fathers as you would have them do unto you. If either of them or both of them come to an old age in your care, then by no means say to them the word “ah” and do not yell at them and speak to them noble words.” (QS Al-Isra: 23)

This verse tells us about serving our parents. Honoring those who are the reason we are in this world. Because humans when already married. Often forget how to be filial to parents. There may be parents who bore their children. So don't say sentences that contain annoyance (Messy and Charles 2022).

Therefore, it is very important to instill good manners by families to children, the role of parents is needed in the growth of a child, so that a child can practice the education given by his parents in his daily life. Parents must devote all their attention and affection to their children. So that children have good manners (Faizah et al. 2021).

Religious awareness as one of the most important elements in the key to the success of students' lives in the future. Students who have religious awareness become the foundation for success in future life (Permatasari F.I. 2022). Religious awareness is also found in junior high school students, where religious awareness means that students have the awareness to always fulfill their obligations as a Muslim and the obligations of a student for the responsibilities that must be completed. This is in accordance with the words of the Prophet Muhammad:

اول ما يحاسب بالعبء يوم القيامة الصلاة فإن صلحت صلح سائر عمله وإن فسدت فسدت سائر عمله

Meaning: “The first deed that will be judged for a servant on the Day of Judgment is his prayer, if his prayer is good then all other deeds are good. And if the prayer is damaged, then all other deeds are destroyed.” (HR. Tabrani) (Muhammad Nasib Ar-Rifa'I 2008).

In SMP 1 PGRI Ciputat, South Tangerang City, there are problems in students where there are still many students who are not fluent in reading the Qur'an and prayer affairs must be directed by teachers at SMP 1 PGRI Ciputat, South Tangerang City, worship activities at SMP 1 PGRI Ciputat, South Tangerang City still need to be developed and disciplined again, this requires the help of Islamic Religious Education teachers in increasing religious awareness in students at SMP 1 PGRI Ciputat, South Tangerang City. Religious awareness is very important for the future of students of SMP 1 PGRI Ciputat, South Tangerang City.

Based on the background described above, the researcher is interested in carrying out the title “Application of PAI Teacher Program in Overcoming Religious Awareness Problems in Junior High School Students”.

## DISCUSSION

To find out the research findings regarding the application of PAI teacher programs in overcoming religious awareness problems in junior high school students as follows:

Based on the results of interviews conducted with Mr. Feri as an Islamic Religious Education teacher at SMP 1 PGRI Ciputat, South Tangerang City about the application of the Islamic Religious Education teacher program in overcoming the problem of religious awareness in junior high school students, namely:

### **First question:**

What are the objectives of the program conducted by PAI teachers in developing religious awareness? “To help develop religious awareness in children” (Peri, PAI Teacher, 2024).

Furthermore, the researcher asked Sevia Aulia as a 7th grade student of SMP 1 PGRI Ciputat South Tangerang.

Is there a program carried out by PAI teachers in developing students' religious awareness? “There is, dhuha prayers and rohis” (Sevia Aulia, 7th grade student, 2024).

This is in line with Rasya's statement as an 8th grade student of SMP 1 PGRI Ciputat, South Tangerang City, regarding the program carried out by Islamic Religious Education teachers, saying that: “There is, rohis and dhuha” (Rasya, 8th grade student, 2024).

This is also in line with Teguh's statement as a 9th grade student of SMP 1 PGRI Ciputat, South Tangerang City regarding the program carried out by Islamic Religious Education teachers who said that: “There is, every Friday interspersed with sometimes rohis and dhuha activities together, and for ordinary days the most zuhur prayers in congregation” (Teguh, 9th grade student, 2024).

Based on the results of overall interviews with four sources, namely one Islamic Religious Education teacher and three students, researchers can conclude that the program carried out by Islamic Religious Education teachers aims to develop students' religious awareness and the program has daily, weekly and

monthly programs such as dhuha activities together and commemoration of Islamic holidays.

**Second question:**

How do PAI teachers implement the programs carried out at school? “With habituation, if it is not trained, it is difficult to get used to, it will run if there is habituation, the heavy things will feel light because they are used to it” (Peri, PAI teacher, 2024).

Furthermore, researchers asked Sevia Aulia as a 7th grade student of SMP 1 PGRI Ciputat South Tangerang.

How does the PAI teacher implement the program at school? “In my opinion, it's good, but for my class, before learning it's like sholawatan together, tadarus together, and then reading asmaul-husna so we get used to memorizing it” (Sevia Aulia, 7th grade student, 2024).

This is in line with Rasya's statement as an 8th grade student of SMP 1 PGRI Ciputat, South Tangerang City regarding the implementation of the program by the Islamic Religious Education teacher, saying that: “If the teacher is good, the most from the students” (Rasya, 8th grade student, 2024).

This is also in line with Teguh's statement as a 9th grade student of SMP 1 PGRI Ciputat, South Tangerang City regarding the implementation of the program by the Islamic Religious Education teacher who said that: “In my opinion, it is good, it is appropriate” (Teguh, 9th grade student, 2024).

Based on the results of the overall interview of four informants, namely one Islamic Religious Education teacher and three students, the researcher can conclude that the implementation of the program carried out by the Islamic Religious Education teacher at school has gone well.

**Third question:**

According to you, are there any special innovations or methods to implement the program that you do? “We look at the child, such as adapted to the child's condition” (Peri, PAI teacher, 2024).

Furthermore, the researcher asked Sevia Aulia as a 7th grade student of SMP 1 PGRI Ciputat South Tangerang.

In your opinion, are there any special innovations or methods applied by PAI teachers at school? “Mostly reminding, then the homeroom teacher goes to class to tell the class to pray” (Sevia Aulia, 7th grade student, 2024).

This is in line with Rasya's statement as an 8th grade student of SMP 1 PGRI Ciputat, South Tangerang City regarding whether or not there are innovations or special methods carried out by Islamic Religious Education teachers at school, saying that: “From the teacher, if someone runs away from praying, they are punished” (Rasya, 8th grade student, 2024).

This is also in line with Teguh's statement as a 9th grade student of SMP 1 PGRI Ciputat, South Tangerang City regarding whether or not there are innovations or special methods carried out by Islamic Religious Education teachers who say that: “Nothing, just like usual” (Teguh, 9th grade student, 2024).

Based on the results of the overall interview of four informants, namely one Islamic Religious Education teacher and three students, the researcher can conclude that there are no special methods or certain innovations because Islamic Religious Education teachers see more the character conditions of their students.

#### **Fourth question:**

How do school leaders support the program that you make to overcome religious awareness? “Very supportive, for example, such as PHBI activities, the leadership asked to find ustad to give a lecture” (Peri, PAI Teacher, 2024).

Furthermore, the researcher asked Sevia Aulia as a 7th grade student of SMP 1 PGRI Ciputat South Tangerang.

What do you think is the leadership's support for the PAI teacher's program? “In my opinion, it is definitely supportive, because it is for religious activities” (Sevia Aulia, 7th grade student, 2024).

This is in line with Rasya's statement as an 8th grade student of SMP 1 PGRI Ciputat, South Tangerang City, the role of the leadership in the program carried out by Islamic Education teachers at school said that: “The principal supports, because the program runs smoothly” (Rasya, 8th grade student, 2024).

This is also in line with Teguh's statement as a 9th grade student of SMP 1 PGRI Ciputat, South Tangerang City, the role of leaders in the program carried out by Islamic Religious Education teachers who said that: “The leadership really

supports every program undertaken by PAI teachers” (Teguh, 9th grade student, 2024).

Based on the results of the overall interview of four informants, namely one Islamic Religious Education teacher and three students, the researcher can conclude that the leadership of the school is very supportive of the program carried out by Islamic Religious Education teachers to develop students' religious awareness.

**Fifth question:**

How do PAI teachers synergize with the school environment to support this program? “Already have to synergize, there are PHBI competitions such as fashion shows, I call the cultural arts teacher, I call the workshop teacher, I call the teacher to look attractive, give input to me what should be assessed” (Peri, PAI Teacher, 2024).

Furthermore, the researcher asked Sevia Aulia as a 7th grade student of SMP 1 PGRI Ciputat South Tangerang.

In your opinion, how do PAI teachers collaborate with the school environment, both the principal and other teachers to support this program? “Between PAI teachers and other teachers have collaborated for the program” (Sevia Aulia, 7th grade student, 2024).

This is in line with Rasya's statement as an 8th grade student of SMP 1 PGRI Ciputat, South Tangerang City regarding the collaboration between Islamic Religious Education teachers with leaders and other teachers for the program carried out by Islamic Religious Education teachers, saying that: “Islamic education teachers walk together with homeroom teachers” (Rasya, 8th grade student, 2024).

This is also in line with Teguh's statement as a 9th grade student of SMP 1 PGRI Ciputat, South Tangerang City regarding the collaboration between Islamic Religious Education teachers with leaders and other teachers on programs carried out by Islamic Religious Education teachers, saying that: “There is, often, like coming to every class, and it runs smoothly” (Teguh, 9th grade student, 2024).

Based on the results of overall interviews with four informants, namely one Islamic Religious Education teacher and three students, researchers can conclude that Islamic Religious Education teachers should collaborate with leaders and other teachers for the smooth running of the program.

The program carried out by Islamic Religious Education teachers aims to develop students' religious awareness and the program has daily, weekly, and

monthly programs such as dhuha activities together and commemoration of Islamic holidays.

This is reinforced by Dwi Astuti's research, which states that the implementation of the program in developing students' religious awareness is by habituation to daily worship, extracurricular religious activities, and guidance on the Qur'an.

This is reinforced by Muhammad Ali's research, which states that the implementation in developing students' religious awareness is through habituation. This can foster students' religious awareness and teachers must also use creative and innovative strategies so that students become role models in behavior and noble character.

This is reinforced by the research of M. Arifin, who said that the implementation that must be applied to students is exemplary giving, fostering noble morals, instilling religious values and developing a religious culture. With this, students have the religious awareness they should have.

Based on the explanation above, researchers can conclude that there are programs such as daily, weekly and monthly religious activities that can affect religious awareness in students.

## **CONCLUSION**

Based on the results of research that has been conducted by researchers regarding the Implementation of the Islamic Religious Education Teacher Program in Developing Religious Awareness of Students of SMP 1 PGRI Ciputat, South Tangerang. Thus the researcher can take and put forward a conclusion to this research that the implementation of the Islamic religious education teacher program in overcoming the problems of students' religious awareness, namely teachers have an important role in shaping a religious and noble young generation. Although there are several challenges, with the right solution, this program can achieve its goals.

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