

**The Role Model Method in Learning Akidah Akhlak
for Grade VIII Students at Mts Darul Ulum Kembang Kuning
Central Amuntai District**

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Abstract

This research is motivated by the fact that the Akidah Akhlak learning has used the role model method in learning, but still found moral crisis behavior among students such as lack of manners, ethics, respect, honesty, and responsibility. The purpose of this writing is to determine the use of the role model method in learning Akidah Akhlak for grade VIII students at MTs Darul Ulum Kembang Kuning, Central Amuntai District. The subject in this writing is one Akidah Akhlak teacher. The results of this writing show that the use of the role model in learning Akidah Akhlak for grade VIII students at MTs Darul Ulum Kembang Kuning is that teachers use direct role model methods (direct method) such as saying greetings, reading prayers, and reading surah al-Zalzalah, and indirect role model methods (indirect method) such as telling personal experiences and telling stories from figures. While the use of steps carried out by Akidah Akhlak teachers in using the role model methods during teaching and learning are showing religious practices, conveying material clearly, providing real examples both from personal experiences and from figures, asking questions, and encouraging students to provide examples. The supporting factors for the use of the role model methods in learning Akidah Akhlak are the role of the family, the role of teachers, and the existence of cooperation between schools and parents. While the inhibiting factors for the use of the role model methods in learning Akidah Akhlak are the lack of parental concern and student interaction, especially peers.

Keywords: The Role Model Method, Learning, Akidah Akhlak.

Abstrak

Penelitian ini dilatarbelakangi oleh guru Akidah Akhlak yang sudah menggunakan metode keteladanan dalam pembelajaran, namun masih ditemukan adanya perilaku krisis moral di kalangan peserta didik seperti kurangnya adab, etika, rasa hormat, kejujuran, dan tanggung jawab. Tujuan dalam Penulisan ini adalah untuk mengetahui penggunaan metode keteladanan dalam pembelajaran Akidah Akhlak pada siswa kelas VIII MTs Darul Ulum Kembang Kuning Kecamatan Amuntai Tengah. Subjek dalam Penulisan ini adalah guru Akidah Akhlak berjumlah 1 orang. Hasil Penulisan ini menunjukkan bahwa penggunaan metode keteladanan dalam pembelajaran Akidah Akhlak pada siswa kelas VIII Di MTs Darul Ulum Kembang Kuning yaitu guru menggunakan bentuk metode keteladanan secara langsung (*direct method*) seperti mengucapkan salam, membaca doa, dan membaca surah al-Zalzalah, dan bentuk metode keteladanan secara tidak langsung (*indirect method*) seperti menceritakan pengalaman pribadi dan menceritakan kisah dari para tokoh. Sedangkan penggunaan langkah-langkah yang di lakukan guru Akidah Akhlak dalam menggunakan metode keteladanan pada saat belajar mengajar yaitu menunjukkan amalan kegamaan, menyampaikan materi secara jelas, memberikan contoh nyata baik dari pengalaman pribadi maupun dari para tokoh, mengajukan pertanyaan, dan mendorong siswa untuk memberikan contoh. Adapun faktor pendukung penggunaan metode keteladanan dalam pembelajaran Akidah Akhlak yaitu peran keluarga, peran guru, dan adanya kerja sama antara sekolah dan orang tua. Sedangkan Faktor penghambat penggunaan metode keteladanan dalam pembelajaran Akidah Akhlak yaitu kurangnya kepedulian orang tua dan pergaulan siswa terutama teman sebaya.

Kata kunci: Metode Keteladanan, Pembelajaran, Akidah Akhlak.

Introduction

In the process of Islamic Religious Education, the use of methods in learning plays a crucial role in achieving objectives because they serve as a means of conveying the subject matter outlined in the curriculum. Without methods, subject matter cannot be processed effectively and efficiently in teaching and learning activities, leading to the desired educational goals.

Selecting the right learning method will stimulate student motivation. Students will be more engaged with the material presented by the teacher, making it easier for them to understand the lesson through a particular method. If the learning method used is ineffective, it will hinder the smooth teaching and learning process, resulting in a significant waste of time and energy . Therefore, a teacher will be successful if he or she can choose and use methods effectively to achieve the stated educational goals.

In learning Islamic religious education, there are many different methods used by educators in conveying lesson material, especially in the subject of Aqidah Akhlak. One of the methods used is the role model method. The role model method is considered effective in preparing and shaping children's character and morals. Abdullah Nashih Ulwan's role model theory, quoted from the journal of Yusuf Rendi Wibowo, Fatonah Salsafadilah, and Moch. Farich Alfani, states that "role model behavior is the most effective way to prepare a child's character, shape their soul and social feelings" (Wibowo, 2023). Role model behavior is mentioned in the Qur'an, Surah Al-Ahzab, verse 21, which reads (Al-Qur'an, Ministry of Religious Affairs of the Republic of Indonesia, 2019):

لَقَدْ كَانَ لَكُمْ فِي رَسُولِ اللَّهِ أُسْوَةٌ حَسَنَةٌ لِّمَن كَانَ يَرْجُوا اللَّهَ وَالْيَوْمَ الْآخِرَ وَذَكَرَ
اللَّهَ كَثِيرًا

This verse explains that the main principle in emulating the Prophet Muhammad SAW, both in his words, actions and behavior. This verse is also a command from Allah to mankind to emulate the Prophet Muhammad (peace be upon him). Therefore, an educator should emulate the Prophet Muhammad (peace be upon him), thus demonstrating that The role model method emphasizes the importance of educators as *role models* or good examples for students in everyday life in order to form good character and morals.

The role model method is one method used by educators to foster and educate students by instilling good moral values. The role model method is used to realize educational goals by providing good examples to students so that they can develop physically and mentally, and develop good and correct morals (Rahman, 2021).

The position of educators as good role models for their students will be imitated in various words and behaviors. Role model behavior is a factor in determining the good and bad character of students, if educators are honest, trustworthy, have good morals, and refrain from actions that contradict religious teachings, then through the role model method exemplified by educators, students will grow in honesty and form noble morals.

In line with the Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System in Article 3, which reads:

National Education aims to develop abilities and shape the character and civilization of a dignified nation in order to enlighten the life of the nation, aiming to develop the potential of students to become human beings who believe in and fear God Almighty, have noble morals, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens (Ansori, 2019).

Based on the National Education Objectives that have been stated in As mentioned above, education is carried out as an effort to enhance human dignity through families, schools, and communities. This aligns with the goal of education, which is to cultivate an intelligent, pious nation with noble character and skills to equip them for life now and in the future.

As we know, in teaching Aqidah and Akhlak, educators must use methods, one of which is the role model method. Even though educators have used role model methods, in reality, what is happening in schools is that there is still moral crisis behavior among students, such as a lack of manners, ethics, respect, honesty, and responsibility. This condition raises the question of whether the use of the role model method has been running effectively or whether there are still obstacles in forming the character and morals of students. The subject of Aqidah and Akhlak is still a less interesting subject, because the presentation of this subject still uses a method that is said to be monotonous and sometimes the supporting infrastructure applied to the role model method is inadequate.

Based on the description of the background of the problem above, the researcher intends to conduct research on the use of this method with the title " The Role Model Method Learning Akidah Akhlak for Grade VIII Students at Mts Darul Ulum Kembang Kuning Central Amuntai District "

As for study previously which is relevant with study This, as following :
First, a study conducted by Ngatmin Abbas and Mulyanto Abdullah Khoir, students of the Mamba'ul Ulum Islamic Institute, Surakarta, in 2023 with the title " *Implementation of the Teacher Role model Method in Islamic Religious Education Learning at SMP*

Negeri 2 Gemolong ". The results of the study concluded that the implementation of the teacher role model method in Islamic Religious Education learning at SMP Negeri 2 Gemolong, Sragen Regency had been carried out quite well by the teachers. This was evidenced by 69.1 % of students who stated that teachers always linked Islamic Religious Education learning with everyday life. The results of the observation also showed that the teachers had applied the teacher role model method well in Islamic Religious Education learning (Abbas and Khoir, 2023)

The difference between this research and previous research is that the research by Ngatmin Abbas and Mulyanto Abdullah Khoir aims to determine the implementation of the teacher role model method at SMP Negeri 2 Gemolong which includes broader objectives, the research method is also different, namely using quantitative.

Second, Research conducted by Nur Ikhlas with the title " *Use of Role model Method in Developing Students' Morals at State Junior High School 9 Tapung, Kampar Regency* ". The results of the study concluded that: The use of role model methods in developing students' morals at State Junior High School 9 Tapung, Kampar Regency is good, because it is supported by the teacher's educational background which is sufficient and can position themselves as role models in developing students' morals (Ikhlas, 2020). The difference between previous research and this research is that Nur Ikhlas' research aims to determine the development of students' morals through the role model method at SMP Negeri 9 Tapung in general, while this research is for the use of the role model method specifically for class VIII students at MTs Darul Ulum Kembang Kuning (Ikhlas, 2020).

Literature Review

The researcher will divide the discussion of this theoretical basis into two topics: the definition of the role model method, the steps of the role model method, and the teaching of faith and morals. The explanations are as follows:

1. Understanding the role model method

A method is a way of conveying lesson material in an effort to achieve curriculum objectives. A method encompasses the implementation of teacher and

student activities in the learning process, implemented through specific procedures (Yasmin, 2022) .

Role modeling is an effort to provide examples of good behavior in accordance with learning objectives. Role model behavior is something that can be imitated or copied by someone from another person . However , the role model behavior in question is one that can be used as a tool for Islamic education, namely good role modeling (Khomaeny and Hamzah , 2019).

In the Qur'an, the word example is translated with the word *uswah* . Then, it is given a quality after it, such as *hasanah*, which means good. When these two words are combined, they become *uswatun hasanah*, which means a good example (Arifin, 2018).

Role modeling is any activity that allows someone to imitate another person. The role modeling method is an ancient tool used in the educational process. In its application and use, this method was directly exemplified by the Prophet Muhammad in his preaching, which we can learn from through stories. Therefore, role modeling is a method used in learning by educators by providing examples of good behavior to students to foster a desire to imitate (Al-Yamin, 2020).

In general, methods function as providers or the best possible means for implementing the transformation of knowledge and values. Role models are imitations, namely the process of students imitating educators, the process of children imitating adults, the process of children imitating their parents, the process of students imitating their teachers, and the process of community members imitating community leaders (Ramopoly, 2024).

The principles of the role model method in line with the principles in Islamic education are divided into three, namely *At-Tawasstu' Fil Maqashid la fi Alat* (Deepening the goal not the tool), *Mura'atul Isti'dad Wa Thab'I* (Paying attention to the nature and tendencies of students), and *Min al-Mahsus Ila al-Ma'qul* (Something that can be sensed to rational) (Arifin et.al., 2021).

From the explanation above, the researcher concludes that the role model method is one method in forming the character or morals of students, so that the role

model method is used as a way or path taken by an educator in providing examples through actions or behavior that are worthy of imitation and can motivate students.

According to Khomaeny and Nur Hamzah , in the educational process, the role model method can be practiced in two forms, namely:

- a. Directly (*direct method*), namely that educators truly actualize themselves as good role models for students.
- b. Indirectly (*indirect method*), namely an educator provides an example of role model behavior by telling the story or story of another person (Khomaeny and Hamzah, 2019) .

From the explanation above, the researcher can conclude that there are two forms of role model methods in education, namely direct role model methods such as educators being real role models for students through daily actions and behavior, and indirect role model methods, namely role model methods given through inspirational stories about role model figures, such as prophets and companions so that students can emulate their characteristics.

2. Steps of the role model method

According to Fatimah Zahra, Nurhasanah Putri Nilasari, and Chanifudin, there are steps in implementing the role model method in learning as follows:

- a. Educators must demonstrate good religious practices and noble behavior so that students can follow and adhere to them properly. For example, before entering the classroom, educators greet students and pray.
- b. You should start by presenting the material first.
- c. After delivering the material, educators provide concrete examples of good behavior in everyday life. This can be done through stories or personal experiences.
- d. Educators can also use role model stories from educators or religious figures as learning materials. These stories can inspire and motivate students to emulate the good behavior of these religious figures.

- e. Then the educator asks students questions about the role model behavior that can be taken from the story.
- f. Afterward, educators encourage students to emulate the role model behavior they have learned. By providing appropriate encouragement and support, students will be motivated to emulate the good behavior of respected educators or religious figures (Zahra et al., 2024).

From the explanation above, it can be concluded that in using the role model method in learning, steps can be used in delivering the lesson material, so that the role model role model delivered by the educator can be understood and can be imitated by students in everyday life so that learning will be effective if the delivery steps are used correctly.

3. Moral Learning

According to language, faith comes from the words *aqada-ya'qidu* or *'aqidatan* which means to bind. Aqidah in general is belief, faith, belief deeply and correctly and then realizing it in action. According to the term, creed is something that must be confirmed by the heart and soul and feel at peace with it, so that it becomes a firm belief that is not mixed with doubt. Aqidah contains the meaning of submission, obedience, willingness and honesty in carrying out the commands of Allah SWT (Wahyudi, 2017).

According to Hasan Al-Banna, creed is a series of matters whose truth must be believed in the heart, bringing peace of mind and a conviction that is not mixed with the slightest doubt. Meanwhile, according to Abu Bakar Jabir Al-Jazairy, creed is a series of truths that can be generally accepted by humans based on reason, revelation, and natural instinct (Wahyudi, 2017).

From the explanation above, it can be concluded that faith is a deep belief embedded in the heart, which is accepted completely without doubt. This belief is not just an ordinary belief, but also a foundation that provides peace and stability of the soul.

The word "akhlak" comes from the Arabic word "*khuluq*," the plural of which is "*khuluqun*," which according to the English language means good character,

temperament, behavior, or disposition. In everyday usage, "akhlak" is generally equated with the meaning of the words "budi pekerti," "morality," or "good manners."

According to Imam al-Ghazali, morals are a characteristic that is embedded in the soul from which actions arise easily, without requiring (prior) mental consideration. Meanwhile, according to Ibn Maskawaih, what is called morality is a person's mental state that encourages him to carry out actions without prior mental consideration (Rohmah, 2021).

The two opinions above show that morality is a character or behavior that is embedded in a person's soul and is the source of certain actions that arise from him easily and lightly, without thinking or planning beforehand.

From the explanation above, it can be concluded that the meaning of Aqidah Akhlak in education is a conscious and planned effort to prepare students to know, understand, internalize, and believe in Allah and realize it in noble moral behavior in daily life through guidance activities, teaching, training, use of experience and habituation.

The Aqidah Akhlak subject in madrasas functions to:

- a. Instilling Islamic values as a guide to achieving happiness in life in this world and the hereafter.
- b. Developing faith and piety in Allah SWT, as well as noble morals, in students as optimally as possible, which have previously been instilled in the family environment.
- c. Mental adjustment of students to the physical and social environment.
- d. Correcting students' mistakes and weaknesses in their beliefs and experiences of Islamic teachings in daily life.
- e. Preventing students from negative things from their environment or from foreign cultures that they encounter every day.
- f. Teaching about information and knowledge of faith and morals, as well as its systems and functions.
- g. Provision for students to deepen their faith and morals at higher levels of education (Shubhie, 2023) .

Meanwhile, the aim of the Aqidah Akhlak subject for education is to grow and improve students' faith which is manifested in their commendable morals, through providing and cultivating students' knowledge, appreciation and experience regarding faith and morals, so that they become Muslim human beings who continue to develop and improve the quality of their faith and devotion to Allah SWT and have noble morals in their personal, social, national and state lives, and to be able to continue at a higher level of education. (Shubhie , 2023) .

Research methods

This research uses a type of field research , namely by conducting research on the target object to obtain correct and reliable data about the use of the role model method in learning Akidah Akhlak at MTs Darul Ulum Kembang Kuning, Amuntai Tengah District. The research approach used in this research is qualitative research. In qualitative research, we try to understand the meaning of an event or incident by trying to interact with people in that situation or phenomenon.

The subject of this research is one teacher of the subject of Aqidah Akhlak at MTs Darul Ulum Kembang Kuning . The object of this research is the use of the role model method in learning Aqidah Akhlak for class VIII students which is carried out at MTs Darul Ulum Kembang Kuning . Data collection techniques used observation, interviews, and documentation. Data processing techniques used data reduction, data display, and data verification. Triangulation was also used to check the validity of the data.

Research Results and Discussion

Based on the results of observations and interviews on the learning of faith and morals carried out on Monday, January 6, 2025 in class VIII B and the researcher observed the material taught, namely about "The Role model of the Apostle Ulul Azmi and His Specialties". Learning during the initial activity began with greetings , taking attendance, praying before studying, and reading the surah al-Zalzalah together by the teacher and students. In the core activity the teacher conveyed the Role model of the

Apostle Ulul Azmi, namely the Prophet Noah AS, the Prophet Ibrahim AS, the Prophet Moses AS, the Prophet Isa AS and the Prophet Muhammad SAW also conveyed the role model that can be learned from the role model delivered. The teacher also added personal experiences to provide examples such as traveling long distances on foot to school. In the final learning activity the teacher provided benefits and motivation after studying the material about the Role model of the Apostle Ulul Azmi such as having to have a patient attitude and have a strong determination. After that, closing the learning with prayer .

From the interviews and observations, it was concluded that the Akidah Akhlak teacher had utilized the role model method quite effectively. This method made the learning process more engaging because it made it easier for students to understand and apply the moral values taught through real-life examples, thus motivating them to apply them in their daily lives.

The role model used by teachers can help students better understand the material and even increase their motivation to apply the moral values taught in their daily lives. Researchers observed that Akidah Akhlak teachers consistently set a direct example by greeting , reciting prayers, and reciting Surah al-Zalzalah with students before beginning the lesson.

This indicates that the Akidah Akhlak teacher uses a direct method of exemplification , where he directly carries out an activity or exemplifies a characteristic to the students. As explained by Khomaeny and Nur Hamzah, role models can be practiced directly by teachers (Khomaeny and Hamzah, 2019).

The teacher also conveys the material clearly, followed by providing real examples such as personal experiences and stories of figures such as the prophets. After that, students were given questions and invited to identify role model values from the story, several students were also appointed to directly exemplify examples of role model behavior in everyday life in accordance with the material being taught.

In addition to practicing directly, Akidah Akhlak teachers sometimes bring role model examples from stories of figures such as the Prophet Muhammad SAW, which is a form of indirect method , namely an educator provides examples of role model

behavior by telling stories of personal experiences or stories of others (Khomaeny and Hamzah, 2019).

From the results of interviews and observations, it can be concluded that the role model method applied by teachers in teaching Akidah Akhlak, in the use of steps such as providing direct examples, relating lessons to personal experiences or figures and involving students in direct examples can create an interesting and conducive learning atmosphere. Students not only understand the material more easily, but also motivated to apply the values taught in everyday life.

This is in accordance with the steps in implementing the role model method in learning, namely starting with a teacher having to demonstrate good religious practices and noble behavior so that students can follow and adhere to them well. Next, the material is delivered, after which the teacher gives real examples of good behavior in everyday life. This can be done through stories, or personal experiences (Zahra, et.al, 2024).

Conclusion

Based on the results and discussion above, it can be concluded that the use of role model methods in learning Aqidah Akhlak for class VIII students at MTs Darul Ulum Kembang Kuning, namely: The use of role model methods in learning Aqidah Akhlak for class VIII students at MTs Darul Ulum Kembang Kuning, namely teachers use direct role model methods such as *greetings* , *reading prayers*, and *reading Surah al - Zalzalah*, and indirect role model methods such as telling personal experiences and telling stories from figures. The use of steps taken by Aqidah Akhlak teachers in using role model methods during teaching and learning is showing religious practices, conveying material clearly, providing real examples both from personal experiences and from figures, asking questions, and encouraging students to provide examples.

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