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The Relevance of Akhlak Material in Building Religious Values and Character Among Sixth-Grade Students at SD Negeri 04 Talaok Bayang Pesisir Selatan

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ABSTRACT

The global challenge of moral decline among youth, exacerbated by rapid technological advancements and shifting societal values, underscores the urgent need for effective moral education. This issue is particularly critical in Islamic education, where instilling religious values and character (akhlak) is essential for nurturing ethical individuals. This study addresses this global problem by examining the implementation of akhlak education at SD Negeri 04 Talaok, a rural elementary school in Indonesia, aiming to understand its role in building religious values and character among sixth-grade students. The research employs a qualitative case study design, utilizing interviews, observations, and document analysis to explore how akhlak material is integrated into the curriculum and its impact on students' moral and spiritual development. Findings reveal that structured religious activities, curriculum integration, and parental involvement significantly enhance students' discipline, ethical behavior, and spiritual awareness. However, challenges such as behavioral issues, external influences, and limited resources hinder optimal outcomes. The study concludes that akhlak education, when effectively implemented, fosters holistic development, aligning students' academic and moral growth. Despite its contributions, the research is limited by its focus on a single school, suggesting the need for broader studies across diverse contexts. This study highlights the transformative potential of moral education in addressing global moral challenges, offering actionable insights for educators and policymakers in Islamic education.

Keyword

Akhlak; Learning Materials; Moral; Religion

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Abstrak

Tantangan global terkait penurunan moral di kalangan generasi muda, yang diperparah oleh kemajuan teknologi yang pesat dan pergeseran nilai-nilai sosial, menegaskan perlunya pendidikan moral yang

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efektif. Isu ini sangat krusial dalam pendidikan Islam, di mana penanaman nilai-nilai agama dan akhlak sangat penting untuk membentuk individu yang beretika. Studi ini mengatasi masalah global tersebut dengan mengkaji implementasi pendidikan akhlak di SD Negeri 04 Talaok, sebuah sekolah dasar pedesaan di Indonesia, dengan tujuan memahami perannya dalam membangun nilai-nilai agama dan karakter siswa kelas enam. Penelitian ini menggunakan desain studi kasus kualitatif, memanfaatkan wawancara, observasi, dan analisis dokumen untuk mengeksplorasi bagaimana materi akhlak diintegrasikan ke dalam kurikulum serta dampaknya terhadap perkembangan moral dan spiritual siswa. Temuan menunjukkan bahwa kegiatan keagamaan terstruktur, integrasi kurikulum, dan keterlibatan orang tua secara signifikan meningkatkan kedisiplinan, perilaku etis, dan kesadaran spiritual siswa. Namun, tantangan seperti masalah perilaku, pengaruh eksternal, dan keterbatasan sumber daya menghambat pencapaian hasil yang optimal. Studi ini menyimpulkan bahwa pendidikan akhlak, ketika diimplementasikan secara efektif, mendorong perkembangan holistik, menyelaraskan pertumbuhan akademik dan moral siswa. Meskipun memberikan kontribusi, penelitian ini terbatas pada fokusnya di satu sekolah, sehingga menyarankan perlunya studi yang lebih luas di berbagai konteks. Studi ini menyoroti potensi transformatif pendidikan moral dalam mengatasi tantangan moral global, menawarkan wawasan yang dapat ditindaklanjuti bagi pendidik dan pembuat kebijakan dalam pendidikan Islam.

Kata Kunci

Akhlak; Materi Pembelajaran; Moral; Religi

INTRODUCTION

The development of religious values and character in students is a crucial aspect of education, particularly in the context of Islamic education. Moral education (akhlak) plays a central role in shaping the ethical and spiritual foundation of learners (Amin et al., 2021; Jannah et al., 2024), equipping them with the principles necessary to navigate life with integrity and piety (Maidugu & Isah, 2024). In the case of sixth-grade students at SD Negeri 04 Talaok, Bayang District, the integration of akhlak material into the curriculum is expected to foster not only religious values but also strong character traits that align with Islamic teachings. However, the extent to which akhlak material is effectively utilized to achieve these goals remains underexplored, particularly in the specific context of this school. This study seeks to address this gap by examining the relevance of akhlak material in building religious values and character among students.

Previous research has highlighted the importance of moral education in Islamic schooling systems, emphasizing its role in cultivating ethical behavior, spiritual awareness, and social responsibility. Studies such as those by Yusuf et al. (2020) and (Rinaldi Putra et al., 2022) have demonstrated the positive correlation between akhlak education and the development of students' moral and religious identities (Yusuf et al., 2020). However, these studies often focus on broader educational contexts or higher levels of schooling, leaving a gap in understanding how akhlak material is implemented and its impact on younger learners, particularly at the elementary level. Furthermore, there is limited research on the specific challenges and opportunities faced by schools in rural or semi-rural areas, such as SD Negeri 04 Talaok, where cultural and socioeconomic factors may influence the effectiveness of moral education. This study aims to fill this gap by providing a focused analysis of the relevance of akhlak material in shaping the religious and character values of sixth-grade students in this unique setting.

The primary problem this research seeks to address is the lack of empirical evidence on how akhlak material contributes to the development of religious values and

character among elementary students, particularly in rural Islamic educational contexts. The study aims to achieve the following objectives: (1) to understand the extent to which akhlak material is integrated into the curriculum at SD Negeri 04 Talaok, (2) to analyze its impact on students' religious and character development, and (3) to identify potential challenges and opportunities in implementing akhlak education effectively. By addressing these objectives, the research will provide valuable insights into the practical application of moral education in Islamic schooling systems, particularly in rural areas. The findings are expected to contribute to the broader discourse on Islamic education by offering evidence-based recommendations for enhancing the role of akhlak material in fostering religious and character values among young learners.

The central argument of this study is that akhlak material, when effectively integrated into the curriculum, serves as a powerful tool for building religious values and character among students. It is hypothesized that the moral principles taught through akhlak education not only strengthen students' spiritual awareness but also instill ethical behaviors that are essential for their personal and social development. By examining the implementation and impact of akhlak material at SD Negeri 04 Talaok, this research will test this argument and provide a nuanced understanding of how moral education can be optimized to meet the needs of students in similar contexts. Ultimately, the study aims to underscore the importance of akhlak education in shaping well-rounded individuals who embody the values of Islam in their daily lives.

METHOD

This research employs a case study design to explore the relevance of akhlak material in building religious values and character among sixth-grade students at SD Negeri 04 Talaok, Bayang District. A case study approach is chosen because it allows for an in-depth examination of a specific phenomenon within its real-life context, providing rich, detailed insights into how akhlak material is integrated into the curriculum and its impact on students' religious and character development. This design is particularly suitable for addressing the research questions, as it enables the researcher to gather comprehensive data from multiple sources and analyze the complexities of moral education in a specific educational setting.

The research subjects include: 1) Students: Sixth-grade students at SD Negeri 04 Talaok, selected purposively to represent the target population. 2) Teachers: Islamic education teachers who deliver akhlak material to the students. 3) School Administrators: Key stakeholders involved in curriculum design and implementation. The sample size is determined based on the principle of saturation, where data collection continues until no new information or themes emerge from the data.

Data is collected through a combination of qualitative methods, including: 1) Interviews: Semi-structured interviews with teachers, students, and school administrators to gather insights into the implementation of akhlak material and its perceived impact. 2) Observation: Classroom observations to assess how akhlak material is taught and how students engage with the content. 3) Document Analysis: Review of curriculum documents, lesson plans, and teaching materials related to akhlak education.

The data collection process is conducted in the following steps: 1) Preparation: Obtain permission from the school and inform participants about the research objectives

and procedures. 2) Interviews: Conduct one-on-one interviews with teachers and administrators, and focus group discussions with students. 3) Observation: Observe classroom activities during akhlak lessons to capture teaching methods and student interactions. 4) Document Review: Analyze relevant documents to understand the curriculum framework and the role of akhlak material within it.

The data is analyzed using thematic analysis, a method that identifies, organizes, and interprets patterns or themes within qualitative data. The steps include: 1) Transcription: Transcribe interview recordings and observation notes. 2) Coding: Assign codes to meaningful segments of the data. 3) Theme Development: Group codes into broader themes that reflect the research objectives. 4) Interpretation: Analyze the themes to draw conclusions about the relevance of akhlak material in building religious values and character.

To ensure the validity and reliability of the findings, the following techniques are employed: 1) Triangulation: Cross-check data from multiple sources (interviews, observations, and documents) to ensure consistency and accuracy. 2) Member Checking: Share preliminary findings with participants to verify the accuracy of the interpretations. 3) Peer Review: Collaborate with colleagues to review the analysis process and findings, ensuring objectivity and rigor.

RESULTS&DISCUSSION

1. Implementation of Moral education in building religious values and character among sixth-grade students at SD Negeri 04 Talaok, Bayang District, Pesisir Selatan Regency

The findings of this study highlight the implementation of moral (akhlak) education in building religious values and character among sixth-grade students at SD Negeri 04 Talaok, Bayang District, Pesisir Selatan Regency. The data collected through interviews, observations, and document analysis reveal several key practices and outcomes related to the integration of akhlak material into the school's curriculum and daily activities. Below is a summary of the main findings, presented in a structured format to ensure clarity and coherence.

The following table summarizes the main findings of the study, focusing on the key activities, objectives, and outcomes of implementing akhlak material in building religious values and character among students. The table is divided into three main categories: 1) Religious Activities, 2) Integration of Akhlak Material in Curriculum, and 3) Parental and Community Involvement. Each category provides a detailed overview of the practices observed and their impact on students' religious and character development.

Table 1. Implementation of Moral Education

Category	Activities	Objectives	Outcomes
Religious Activities	Morning greetings with handshakes, recitation of Asmaul Husna, Duha prayers.	To instill discipline, religious awareness, and moral values.	Students demonstrate improved discipline, spiritual awareness, and ethical behavior.
	First-hour activities: lining up, praying, and congregational Dzuhur	To foster a sense of community and religious	Students exhibit a stronger sense of unity and commitment to

Category	Activities	Objectives	Outcomes
	prayers.	responsibility.	religious practices.
	Celebration of Islamic holidays (e.g., Maulid Nabi, Isra Mikraj).	To deepen understanding and appreciation of Islamic traditions.	Students show increased knowledge and enthusiasm for Islamic cultural events.
Integration of Akhlak Material	Incorporation of religious values into all subjects.	To align cognitive learning with affective (moral and spiritual) development.	Students achieve a balance between academic and religious growth.
	Evaluation of religious intelligence alongside academic performance.	To ensure holistic development of students.	Students develop well-rounded personalities with strong moral foundations.
Parental and Community Involvement	Parents modeling good behavior (e.g., praying together, wearing religious attire).	To reinforce moral teachings at home.	Students internalize and personalize moral values, reflecting them in daily behavior.
	Collaborative efforts between school and parents in moral education.	To create a consistent moral learning environment.	Students benefit from a cohesive approach to character building.

The table 1 above provides a comprehensive overview of the key findings from the study. It categorizes the findings into three main areas: 1) Religious Activities, 2) Integration of Akhlak Material in Curriculum, and 3) Parental and Community Involvement. Each category is further broken down into specific activities, their objectives, and the observed outcomes.

Religious Activities: This category highlights the daily and special religious practices implemented at SD Negeri 04 Talaok. Activities such as morning greetings, recitation of Asmaul Husna, and congregational prayers aim to instill discipline, spiritual awareness, and a sense of community among students. The outcomes indicate that these practices have successfully fostered a strong religious identity and ethical behavior in students.

Integration of Akhlak Material: This category focuses on how akhlak material is integrated into the school's curriculum. By incorporating religious values into all subjects and evaluating students' religious intelligence, the school ensures a holistic approach to education. The outcomes demonstrate that students achieve a balance between academic success and moral development.

Parental and Community Involvement: This category emphasizes the role of parents and the community in reinforcing moral education. By modeling good behavior and collaborating with the school, parents contribute to a consistent moral learning environment. The outcomes show that students internalize and personalize these values, reflecting them in their daily lives.

The findings demonstrate that the implementation of akhlak material at SD Negeri 04 Talaok effectively builds religious values and character among students.

Through structured religious activities, curriculum integration, and parental involvement, the school creates a cohesive environment for moral and spiritual development. These practices not only align with the goals of Islamic education but also contribute to the holistic growth of students, preparing them to embody moral values in their daily lives.

2. Moral Education and Religious Values and Character Building

The following table summarizes the key findings from the research on the implementation of moral education (akhlak) in building religious values and character among sixth-grade students at SD Negeri 04 Talaok, Bayang District, Pesisir Selatan Regency. The data is derived from interviews with the school principal, parents, and Islamic Religious Education (PAI) teachers. The table highlights the main themes, observations, and conclusions drawn from the research, providing a clear overview of how moral education contributes to the development of religious values and character in students.

Table 2 Moral Education in Building Religious Values and Character

No	Aspect	Findings	Implications
1	Foundation of Moral Education	Moral education must be ingrained early to become second nature.	Early moral education lays the groundwork for internalizing religious values and character traits.
2	Role of Rules and Discipline	Rules ensure students follow instructions without question, fostering moral and religious growth.	Structured discipline helps students develop habits aligned with Islamic teachings.
3	Impact on Worship Practices	Consistent practice of moral teachings makes worship easier and more joyful for students.	Moral education transforms worship into a source of happiness and a means of connecting with Allah.
4	Communication with Allah and Others	Habitual communication with Allah and others through moral practices enhances spiritual and social bonds.	Strengthens students' faith and interpersonal relationships.
5	Religious Values and Character Formation	Moral education serves as a foundation for cultivating religious values and shaping personality.	Aligns students' behavior with Islamic expectations and societal norms.

The table above presents the main findings of the research, organized into five key aspects. Each aspect is supported by specific observations and implications derived from the interviews conducted with stakeholders. Below is a detailed explanation of the table's content:

Foundation of Moral Education, The research emphasizes that moral education must be introduced early to ensure it becomes an integral part of students' behavior. This aligns with Islamic teachings, which stress the importance of instilling good character from a young age. *Role of Rules and Discipline*, The establishment of rules and structured discipline ensures that students adhere to moral and religious teachings

without resistance. This approach helps internalize these values, making them a natural part of students' daily lives.

Impact on Worship Practices, The consistent application of moral teachings makes religious practices, such as prayer and charity, more meaningful and enjoyable for students. This transforms worship from a mere obligation into a fulfilling spiritual experience. *Communication with Allah and Others*, Moral education encourages students to develop a habit of communicating with Allah and others in a respectful and compassionate manner. This strengthens their spiritual connection and social relationships. *Religious Values and Character Formation*, The research concludes that moral education is essential for cultivating religious values and shaping students' personalities. It ensures that their behavior aligns with Islamic principles and societal expectations.

3. **Supporting and inhibiting factors of implementing moral education (akhlak) in building religious values and character among sixth-grade students at SD Negeri 04 Talaok, Bayang District, Pesisir Selatan Regency**

The following table presents the key findings from the research on the supporting and inhibiting factors of implementing moral education (akhlak) in building religious values and character among sixth-grade students at SD Negeri 04 Talaok, Bayang District, Pesisir Selatan Regency. The data is derived from field observations, interviews, and analysis of the school's vision and mission. The table categorizes the findings into supporting factors and inhibiting factors, providing a clear overview of the elements that facilitate or hinder the effective implementation of moral education in the school.

Table 3. Supporting and Inhibiting Factors in Implementing Moral Education

Category	Factors	Description
Supporting Factors	School Vision and Mission	The school's vision emphasizes confidence, high achievement, worship, noble morals, health, environmental care, and innovation.
	Commitment of the School Principal	The principal is dedicated to applying moral principles and sincerely desires students to become pious individuals.
	Qualified Teaching Resources	Teachers with diverse educational backgrounds and bachelor's degrees effectively deliver moral education.
	Stakeholder Support	Collaboration among the government, educators, staff, parents, and the community supports the implementation of moral education.
	Integration of Moral and Religious Values	Moral education is aligned with Islamic principles, fostering religious and character development.
Inhibiting Factors	Behavioral Challenges Among Students	Concerns about bad behavior, especially during adolescence, hinder the internalization of moral and religious values.
	External Influences (Family, Environment)	Negative influences from family or the surrounding environment can counteract the school's efforts in moral education.
	Inconsistent	Lack of consistent enforcement of rules and

Category	Factors	Description
	Discipline	discipline may weaken the impact of moral education.
	Limited Resources	Insufficient resources, such as teaching materials or training for educators, can limit the effectiveness of moral education programs.

The table above categorizes the findings into supporting factors and inhibiting factors that influence the implementation of moral education at SD Negeri 04 Talaok. Below is a detailed explanation of the table's content:

Supporting Factors, a) School Vision and Mission: The school's vision and mission are deeply rooted in Islamic principles, emphasizing noble morals, worship, and innovation. This provides a strong foundation for integrating moral education into the curriculum. b) Commitment of the School Principal: The principal's dedication to moral principles and desire to nurture pious students play a crucial role in driving the implementation of moral education, c) Qualified Teaching Resources: Teachers with diverse educational backgrounds and qualifications ensure the effective delivery of moral education, enhancing students' understanding and internalization of values, d) Stakeholder Support: Collaboration among various stakeholders, including the government, educators, parents, and the community, creates a supportive environment for moral education, e) Integration of Moral and Religious Values: The alignment of moral education with Islamic teachings ensures that students develop both religious and ethical values simultaneously.

Inhibiting Factors, a) Behavioral Challenges Among Students: Concerns about negative behavior, particularly during adolescence, pose a challenge to the internalization of moral and religious values, b) External Influences (Family, Environment): Negative influences from family or the surrounding environment can undermine the school's efforts in moral education, c) Inconsistent Discipline: Inconsistent enforcement of rules and discipline may weaken the impact of moral education, as students may not take the teachings seriously, d) Limited Resources: Insufficient resources, such as teaching materials or training for educators, can hinder the effective implementation of moral education programs.

The study on the implementation of moral (akhlak) education at SD Negeri 04 Talaok highlights its effectiveness in fostering religious values and character among sixth-grade students. Key findings reveal that structured religious activities, such as morning greetings, recitation of Asmaul Husna, and congregational prayers, significantly enhance students' discipline, spiritual awareness, and ethical behavior. The integration of akhlak material into the curriculum ensures a balance between academic and moral development, while parental and community involvement reinforces these values at home. However, challenges such as behavioral issues, external influences, and limited resources hinder the full realization of these goals. The school's vision, qualified teachers, and stakeholder support are identified as critical enabling factors. These findings align with the broader objectives of Islamic education, which emphasize holistic development through moral and spiritual growth.

The findings resonate with existing literature on moral education in Islamic contexts. For instance, Al-Attas (1999) emphasizes the importance of integrating religious values into education to cultivate adab (good manners) and taqwa (God-consciousness). Similarly, highlights the role of structured discipline and community involvement in character education (Widayanti et al., 2020). The study also aligns with

research by Chowdhury (2016) and Rahmi et al (2019), which underscores the significance of early moral education in shaping lifelong ethical behavior (Chowdhury, 2016; Rahmi et al., 2019). However, this study adds nuance by identifying specific practices, such as the integration of akhlak material into all subjects and the celebration of Islamic holidays, as effective strategies for moral development. These practices bridge the gap between theoretical frameworks and practical implementation, offering actionable insights for educators.

A notable trend in the findings is the emphasis on holistic education, where cognitive, affective, and spiritual domains are interconnected. This reflects a broader shift in Islamic education towards nurturing well-rounded individuals who excel academically while embodying moral and religious values. The integration of akhlak material into all subjects and the evaluation of religious intelligence alongside academic performance exemplify this trend. Contextually, this approach addresses the challenges of modernity, where students often face conflicting values from external influences. By embedding moral education within the school's daily activities and curriculum, SD Negeri 04 Talaok provides a model for other institutions seeking to balance tradition and contemporary educational demands.

The findings suggest that the successful implementation of moral education depends on sustained collaboration among schools, families, and communities. However, the study also identifies potential challenges, such as inconsistent discipline and limited resources, which could undermine long-term effectiveness. Future research could explore innovative strategies, such as digital tools for moral education or teacher training programs focused on akhlak pedagogy. Additionally, the study's emphasis on parental involvement highlights the need for community-based initiatives to support moral education beyond the school environment. These possibilities underscore the dynamic nature of moral education and its adaptability to evolving societal needs.

Compared to similar studies, this research shares commonalities in highlighting the importance of early moral education and community involvement. For example, a study by Purnama et al (2022) and Safitri et al (2022) found that parental modeling and school-based religious activities significantly influence students' moral development (Purnama et al., 2022; Safitri, 2022). However, this study distinguishes itself by providing a detailed breakdown of specific activities and their outcomes, such as the impact of morning greetings and Duha prayers on students' discipline. Additionally, the identification of behavioral challenges and external influences as inhibiting factors adds depth to the existing literature, offering a more comprehensive understanding of the complexities involved in moral education.

The findings have significant implications for Islamic education and mental health. By fostering a strong moral foundation, schools like SD Negeri 04 Talaok contribute to students' emotional and psychological well-being. Research indicates that moral and spiritual development is closely linked to mental health, as it provides a sense of purpose and resilience (Steć et al., 2021; Najafi et al., 2022; Hussain et al., 2023; Fidelis et al., 2024; Saedi et al., 2024). The study's emphasis on holistic education aligns with this perspective, suggesting that moral education can serve as a preventive measure against mental health issues. Furthermore, the integration of akhlak material into the curriculum offers a framework for addressing contemporary challenges, such as moral relativism and identity crises, within an Islamic context.

This study contributes to the field of Islamic education by providing a detailed, practice-oriented framework for implementing moral education. Its novelty lies in the

systematic categorization of activities, objectives, and outcomes, which offers a replicable model for other institutions. Additionally, the study bridges the gap between moral education and mental health, highlighting the interconnectedness of these domains. By addressing both supporting and inhibiting factors, the research provides a balanced perspective that can inform policy and practice. Ultimately, this study underscores the transformative potential of moral education in shaping individuals who are not only academically competent but also morally and spiritually grounded.

CONCLUSIONS

This study highlights the effective implementation of moral (akhlak) education at SD Negeri 04 Talaok in fostering religious values and character among sixth-grade students. The key findings reveal that structured religious activities, such as morning greetings, recitation of Asmaul Husna, and congregational prayers, significantly enhance students' discipline, spiritual awareness, and ethical behavior. The integration of akhlak material into the curriculum ensures a balance between academic and moral development, while parental and community involvement reinforces these values at home. However, challenges such as behavioral issues, external influences, and limited resources hinder the full realization of these goals. The school's vision, qualified teachers, and stakeholder support are identified as critical enabling factors. These findings align with the broader objectives of Islamic education, which emphasize holistic development through moral and spiritual growth.

The study contributes to the field of Islamic education by providing a detailed, practice-oriented framework for implementing moral education. Its novelty lies in the systematic categorization of activities, objectives, and outcomes, which offers a replicable model for other institutions. Additionally, the study bridges the gap between moral education and mental health, highlighting the interconnectedness of these domains. By addressing both supporting and inhibiting factors, the research provides a balanced perspective that can inform policy and practice. Ultimately, this study underscores the transformative potential of moral education in shaping individuals who are not only academically competent but also morally and spiritually grounded.

The findings of this study align with its initial objectives, which were to explore the implementation of moral education in building religious values and character among students. The research successfully identified key practices, outcomes, and challenges, providing a comprehensive understanding of how moral education can be effectively integrated into the school environment. The study also highlights the importance of early moral education, structured discipline, and community involvement, which are essential for the holistic development of students.

Future research could explore innovative strategies, such as digital tools for moral education or teacher training programs focused on akhlak pedagogy. Additionally, the study's emphasis on parental involvement highlights the need for community-based initiatives to support moral education beyond the school environment. These possibilities underscore the dynamic nature of moral education and its adaptability to evolving societal needs. Further studies could also investigate the long-term impact of moral education on students' academic performance and mental health.

The study has significant theoretical and practical implications. Theoretically, it contributes to the existing literature on moral education by providing a detailed

framework for its implementation. Practically, it offers actionable insights for educators, policymakers, and stakeholders in Islamic education. The findings suggest that moral education can serve as a preventive measure against mental health issues, providing students with a sense of purpose and resilience.

This study underscores the transformative potential of moral education in shaping individuals who are not only academically competent but also morally and spiritually grounded. The findings serve as a wake-up call for educators and policymakers to prioritize moral education in the curriculum, ensuring that students are equipped with the values and character needed to navigate the complexities of modern life. The shocking reality is that without a strong moral foundation, the future generation may struggle to uphold the ethical and spiritual values that are essential for a harmonious society. Therefore, it is imperative to invest in moral education today to secure a better tomorrow.

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