



## Implementing a Strip Story (Sang Kyai) in *Aqidah* Moral Lessons to Improve *Akhlakul Karimah* of Students

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### Abstract

The world of education in Indonesia still prioritizes cognitive intelligence, but ignores the intelligence of the heart, soul and behavior. From here it seems that education is experiencing discontinuity in achieving the ultimate educational goals. The purpose of this research is (1) to determine the process of planning strip stories (Sang Kyai) in moral *aqidah* lessons to improve the *akhlakul karimah* of students at MTs (Islamic Junior High School) Wali Songo Sukajadi, Central Lampung. (2) To find out the implementation of the strip story (Sang Kyai) in moral *aqidah* lessons to improve the *akhlakul karimah* of students at MTs Wali Songo Sukajadi Central Lampung. This research uses a qualitative approach, as an effort to provide answers to the problems that have been described, because it uses a descriptive analysis approach. Data collection techniques through observation, interviews and documentation. The results of this research are (1) The planning of the strip story (*Sang Kyai*) in the *aqidah* *akhlak* lesson was carried out by the ustadz by preparing story books to be used as storytelling material for the students. (2) The process of implementing the strip story (Sang Kyai) where the ustadz tells the story to the students. In implementing the storytelling method, emphasis is placed on instilling morals in the students because listening to the stories of the ustadz about figures with noble morals can at least be an inspiration for the students to emulate good deeds so that they can become *uswatun hasanah*.

## INTRODUCTION

Basically, education is like an experiment that will never be finished, as long as there is human life in this world. It is said that, because education is part of human culture and civilization which continues to develop. This is in line with human nature which has creative and innovative potential in all areas of life (Hasbullah, 2005).

The world of education in Indonesia still prioritizes cognitive intelligence, but ignores the intelligence of the heart, soul and behavior. From here it seems that education is experiencing discontinuity in achieving the ultimate educational goals (E Mulyasa, 2007). As a result, less commendable behavior is often found, such as taking other people's things without the permission of the owner of the goods, even though he has high intelligence. Seeing this

reality, commendable moral education needs to be implemented in this country, one way is by optimizing the role of madrasas.

Madrasah Diniyah works together with families, communities and other elements of the nation to make the big agenda a success, namely instilling good morals in students as future successors to the nation. Education today is faced with increasingly sophisticated demands, increasing in variety and especially quality. This is in accordance with the demands of increasingly advanced developments in science and technology. Education is a matter of human life throughout their lives, both as individuals, social groups and as a nation.

Therefore, the burden carried by the Islamic boarding school is not light because the ustadz must be at the forefront to shape the morals of the students with good examples (*uswatun hasanah*). As a religious teacher, you have a very big role in developing the personality of your students. Ustadz not only teaches but is also an educator. In the Islamic world, a person can become an ustadz or teacher not only because he has scientific or academic qualifications, but more importantly he must have commendable morals (Ngainun Naim, 2009).

In the world of education, efforts to produce quality Human Resources (HR) that are able to face the hardships of life require systems and strategies in the learning process. Learning means the process of changing behavior in individuals thanks to interactions between individuals and individuals, individuals and their environment. In this sense, change means that a person, after experiencing a learning process, will experience changes in behavior, both in aspects of their knowledge, skills and aspects of their attitude (Moh Uzer Usman, 2011).

The professional competence of a teacher or ustadz very dominantly influences the quality of learning. The competencies referred to are the basic abilities possessed by teachers, both in the cognitive (intellectual) field such as mastery of materials, attitude and behavioral fields such as teaching skills, use of learning approaches and methods, assessing teaching and learning outcomes and so on (Hamzah B Uno, 2009). According to Islam, the aim of education is to shape humans so that they are healthy, intelligent, obedient and submissive to God's commands and stay away from His prohibitions. So that he can be happy physically and spiritually, in the world and the afterlife (Djati Indar, 2011).

MTs Wali Songo Sukajadi is a Madrasah that seeks to improve the quality of education by developing students' morals, whether or not students' morals are strong in their daily activities. MTs Wali Songo Sukajadi is one of the Madrasahs in Central Lampung that implements moral education, such as building the culture of the Madrasah itself. MTs Wali

Songo Sukajadi implements cultural education, such as praying before lessons and after lessons, there is a habit of shaking hands between students and teachers so that friendship is established.

There is an attitude of *tawadhu'* or respect for the students towards the *ustadz*. The attitude that was always exemplified by the morals of Rosulullah. To improve the morals of Islamic boarding school students, an appropriate method is needed to convey knowledge of moral beliefs, so it is necessary to know how to apply the strip story method starting from planning, implementation and evaluation processes, whether it is in accordance with the implementation guidelines used to determine the results. This phenomenon is interesting for conducting research, so researchers feel interested in going directly into the field to study this matter in more depth.

## **METHOD**

The type of this research is field research (*Field Reserch*) is research carried out in a particular place chosen to be used as a location to investigate objective symptoms that occur (Abdurrahmat Fathoni, 2016). This research is descriptive, literally descriptive research is research that intends to create a picture (description) of situations and events (Sumardi Sumarbrata, 2012).

The data collection technique was carried out using three methods, namely observation, interviews and documentation. In this analysis process the author uses an inductive thinking pattern, which is a thinking process that starts from a number of individual phenomena that derive conclusions, so that from there they can produce descriptive data in the form of written or spoken descriptions of people and observed behavior.

The technique for testing the validity of the data that the author uses is triangulation. Data validity techniques that utilize something other than the data for checking purposes or as a comparison to the data and are carried out continuously until the data is saturated.

## **FINDINGS AND DISCUSSION**

According to Echols, strip story consists of two words, namely story, meaning story and telling, meaning telling. The combination of the two words strip story means telling a story or telling a story. Apart from that, strip stories are also called storytelling or storytelling, as stated by Malan, storytelling is telling stories based on the oral tradition. A strip story is an effort made by a storyteller to convey feelings, thoughts or a story to children orally. Meanwhile, in the Big Indonesian Dictionary, the strip story method is a method that tells or depicts the process of an event at length, an essay that presents the course of events (Department of National Education, 2008). The strip story or storytelling method is the right

method to meet educational needs because in stories there are values that can be developed. The experience and abilities of the people are also taken into account (Hasan, 2010).

**Research Findings** This sub-chapter contains research findings regarding the implementation of strip stories (Sang Kyai) in *Aqidah* Akhlak Lessons to Improve Students' Akhlahul Karimah at MTs Wali Songo Sukajadi which the researcher describes as follows:

1. The implementation of a strip story (Sang Kyai) on Moral Belief Lessons

The planning for implementing the strip story (Sang Kyai) carried out by the ustadz includes a program that is infused with moral-forming values. The Ustadz prepares a story that is adapted to the chapter on moral *aqidah* material. So it is hoped that the teaching ustadz will have story books that can be used as references so that there is plenty of material to apply the storytelling method.

2. The implementation of a strip story (Sang Kyai) on Moral Belief Lessons.

The implementation of the storytelling method in the learning process at MTs Wali Songo Sukajadi is going quite well. The implementation of strip stories (Sang Kyai) apart from the ustadz giving stories, students are given the opportunity to tell stories to their friends according to their abilities so that the students will better master the material presented by the ustadz. And most importantly, by implementing the strip story (Sang Kyai) you can change bad behavior into commendable behavior. Here, an example of obeying one's parents is taken from the appropriate story, namely the story about the Kyai.

The analysis was carried out using an interaction analysis model where the data reduction and data presentation components were carried out simultaneously with the data collection process. After the data is collected, the three components of analysis are reduction, namely data reduction, data presentation, interaction drawing conclusions. The data obtained in the field is in the form of qualitative data and the data is processed using an interactive model.

1. Planning Storytelling Methods in *Aqidah* Akhlak Lessons

The activities included in planning the strip story (Sang Kyai) are:

- a. Choose a story that fits the lesson of *aqedah* akhlak.
- b. Create a story framework so that at time the story will fit the storyline.
- c. Test your memory if you already have a story.
- d. Planning the implementation of the strip story (Sang Kyai).
- e. Planning the use of story strips (Sang Kyai)
- f. Planning an assessment of student achievement with story strips (Sang Kyai)

- g. Planning to instill Islamic morals in students using the strip story method (Sang Kyai).

From the findings of research conducted at MTs Wali Songo Sukajadi, researchers obtained data that the planning of the strip story (Sang Kyai) in the *aqidah* akhlak lesson was carried out by the ustadz by preparing story books as story material. Ustadz also incorporates moral values into the program and uses storytelling methods and what media will be used to convey the material.

This is in accordance with the narrative of the ustadz for the *aqidah* akhlak subject, which is reinforced by the narrative of the head of MTs Wali Songo Sukajadi: The planning of the strip story (Sang Kyai) was carried out by the ustadz for the *aqidah* akhlak subject by preparing story books as story material. (Ustadz on moral *aqidah* subjects). From the data that the researcher found, the researcher concluded that the planning of the strip story (Sang Kyai) in the *aqidah* akhlak lessons carried out by the ustadz included a story program which was inserted with values that form commendable morals. By using story strips (Sang Kyai) this is in accordance with the material being taught. The Ustadz also adapted to the environmental conditions of the Madrasah and students in planning this method using available media.

## 2. The implementation of a strip story (Sang Kyai) on Moral Belief Lessons

Implementation of learning is the process of ongoing learning in the classroom which is the core of an institution's activities. The learning process with story strips (Sang Kyai) is as follows:

- a. Start the lesson with an opening prayer.
- b. When dealing with ustadz students, you must be calm.
- c. Using story strips (Sang Kyai) with story books as media.
- d. It is not necessary to tell everything in full, you can take the main part of the story which is the content and content of the story. Providing reinforcement in the form of advice to always instill noble morals in the students' personalities.
- f. End the lesson with a closing prayer.

From the six components above, it can be seen that the implementation of learning with strip stories (Sang Kyai) involves the activities of ustadz and students. The following is a statement from the ustadz on the subject of moral *aqidah*:

By implementing this story method, the students are actually more interested. If I don't come in, the children are disappointed because I tell stories by inserting funny words and using new tricks so that the students don't get bored and sleepy. In the observations made by the researcher, the researcher found that the implementation of learning using the storytelling

method was indeed quite good, the ustadz was very active in the learning process, the ustadz was not only a speaker, facilitator but also a motivator. Ustadz also gave examples of moral values such as discipline, honesty and gave examples from previous figures.

From the data that the researcher found, the researcher concluded that in implementing the strip story (Sang Kyai) at MTs Wali Songo Sukajadi, the use of infrastructure was quite optimal, because of the limited infrastructure available and time, of course this made the students get bored quickly which only fixated on one medium, namely the blackboard and storybook sources. But the ustadz has used it quite optimally by explaining the material until the end of the semester and achieving the learning objectives optimally. The method used by the ustadz is storytelling, the ustadz does not want his students to be passive, just listening to stories, but the students are given the opportunity to be able to actively retell what the ustadz explained according to the students' abilities and to find out the level of understanding of the students towards the ustadz's explanation. .

## **CONCLUSION**

The planning of the strip story (Sang Kyai) in the moral *aqidah* lesson was carried out by the ustadz by preparing story books to be used as material for telling stories to the students. The choice of story must be in accordance with the subject matter of the *aqidah* akhlak material, for example in the subject matter of filial piety to parents, the story chosen is a story about the Kyai. Ustadz creates a story framework so that when telling the story the storyline is not messy.

The process of implementing the strip story (Sang Kyai) the ustadz tells the story to the students. In implementing the storytelling method, emphasis is placed on instilling morals in the students because listening to the stories of the ustadz about figures with noble morals can at least be an inspiration for the students to emulate good deeds so that they can become *uswatun hasanah*.

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