

Implementation Of Akhalak Education Through Academic Culture In IT Jabal Noor High School Deli Serdang

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Abstract:

This study aims to describe the implementation of moral education through academic culture at Jabal Noor Deli Serdang IT High School. The approach used is descriptive qualitative with a focus on the integration of moral values in the curriculum, extracurricular activities, and social interactions in the school environment. The results showed that Jabal Noor Deli Serdang IT High School successfully integrated moral education in every aspect of education, by prioritizing Islamic values in teaching and daily activities. Activities such as Al-Qur'an tadarus, congregational prayer, and social service serve as a medium to strengthen students' character. However, external challenges, such as the influence of social media, require more attention in maintaining consistency in the application of moral values. Overall, the implementation of moral education at Jabal Noor Deli Serdang IT High School is effective in forming students who are not only academically intelligent, but also have noble character.

INTRODUCTION

Education is one of the most important aspects in shaping the character and personality of the younger generation, especially in the era of globalization which is full of challenges and dynamics of life. In Indonesia, education is not only seen as an effort to transfer knowledge, but also as a means to instill moral and ethical values in accordance with social and religious norms. In this context, moral education plays a very vital role, because morals are the foundation for good behavior, which includes honesty, responsibility, and mutual respect among others (Bahri, 2022)

One effective way to instill moral education is through the academic culture implemented at school. Academic culture not only includes learning activities that focus on academic knowledge, but also includes the formation of student character that is expected to be reflected in their daily actions. (Indarwati, 2020) Therefore, the implementation of moral education through academic culture is a very relevant and important thing to study in the context of education in Indonesia. (Suhadi & Zakariyah, 2021)

SMA IT Jabal Noor Deli Serdang is one of the educational institutions that has

committed to creating an environment that not only focuses on academic achievement, but also on character building based on religious and moral values. As a school based on an integrated Islamic education system (IT), SMA IT Jabal Noor Deli Serdang strives to integrate religious education and general education in harmony, so that it is expected not only to produce students who are intellectually intelligent, but also have good morals and are able to become noble individuals in the community. (Ependi et al., 2023)

The academic culture at Jabal Noor Deli Serdang IT High School not only includes aspects of teaching in the classroom, but also in character building through social interactions between students, between students and teachers, as well as strengthening religious values in everyday life. Therefore, this school has a very big role in realizing the goals of national education, namely creating smart, skilled, and noble people. (Rozana, 2024)

In this research, the author will dig deeper into how the implementation of moral education through academic culture at Jabal Noor Deli Serdang IT High School, as well as how this school facilitates the creation of an academic environment that supports student character building. In addition, this research also aims to provide an overview of the challenges faced by the school in realizing moral education through academic culture, as well as solutions that can be taken to optimize the process. (Widya, 2019)

By seeing the important role of moral education in shaping the character of the younger generation, it is hoped that the results of this study can make a positive contribution to the development of an academic culture-based character education model that can be applied in other schools, both at the secondary and tertiary levels, in order to produce a generation that is not only intellectually intelligent, but also has good morals and is beneficial to society. (Ismaraidha, Asmidar Parapat, Nanda Rahayu Agustia, 2020)

RESEARCH METHODS

This type of research is descriptive qualitative research, namely the data collected is in the form of words, images, not numbers (Sudarwan Danim, 2002). According to Bogdan and Taylor, as quoted by Lexy J. Moleong, qualitative research is a research procedure that produces descriptive data in the form of written or spoken words from people and observed behavior. (Moleong, 2000). Meanwhile, descriptive research is a form of research aimed at describing or illustrating existing phenomena, both natural

phenomena and human engineering.

Data collection in this research is as follows, namely. Observations, interviews and documentary studies. Observation is an observation carried out by involving oneself in the situation of the object being studied (Kartono, 1996). Then interviews, a data collection method using one-sided questions and answers carried out systematically based on the research objectives (Rahayu, 2004). The reason for using the interview method is to obtain in-depth information from sources including teachers, school principals, students and other educational staff. Next is a documentary study, namely collecting written data, in the form of documents that are considered relevant to the discussion of the research (Nawawi, 1998).

The data analysis used is the Miles and Huberman version, that there are three activity streams, namely data reduction, data presentation, and conclusion drawing or verification. (Akbar, 2009). Analysis begins when formulating and explaining the problem, before going into the field and continues until the writing of the research results. Data analysis becomes a guideline for further research until, if possible, a grounded theory. However, in qualitative research, data analysis is more focused during the process in the field along with data collection (Sudarto, 1997).

RESULTS AND DISCUSSION

This paper aims to explore how the implementation of moral education through academic culture at Jabal Noor Deli Serdang IT High School. In the research, the author used a qualitative method with a descriptive approach, where data were collected through in-depth interviews, direct observation, and analysis of relevant documents. The research subjects consisted of principals, teachers, and students who were directly involved in learning activities and academic life at the school.

Implementation of Moral Education through Academic Culture

In general, the implementation of moral education at Jabal Noor Deli Serdang IT High School can be categorized into three main dimensions, namely curriculum, extracurricular activities, and social interactions in the school environment. Below is a further explanation of these three dimensions. One of the most prominent aspects in the implementation of moral education at Jabal Noor Deli Serdang IT High School is the integration of moral values in the learning curriculum. This school adapts an integrated

Islamic education system, where every subject, both those directly related to religion and general subjects, are taught with attention to moral principles. For example, in religious subjects, students are taught about the importance of morals to Allah, the messenger, and fellow humans, and how these morals can be applied in everyday life. However, moral education is not only limited to religious subjects. In general lessons such as math, Indonesian language, and science, teachers also indirectly instill the values of honesty, responsibility, and discipline through the attitudes and teaching methods applied. For example, in completing assignments and exams, teachers emphasize the importance of honesty in work, avoiding plagiarism, and respecting the opinions Extracurricular Activities and Habituation.

In addition to classroom learning, SMA IT Jabal Noor Deli Serdang also facilitates the implementation of moral education through extracurricular activities that support student character development. These activities include various clubs and organizations that not only hone academic skills, but also shape students' positive behavior. One example of a very influential activity is the implementation of a character building program through Qur'anic tadarus, congregational prayer, and other social activities such as social services and fundraising to help underprivileged communities.

Through these extracurricular activities, students are taught to help each other, work together, and empathize with others. They are also given the opportunity to hone their leadership and discipline in running organizational activities at school. In addition, there is also a mentoring program between seniors and juniors that aims to foster a sense of responsibility and provide a good example in behavior of classmates.

Social Interaction and Daily Habits

The academic culture that emphasizes moral values is also reflected in the social interaction between students, teachers, and school staff. In daily life at school, the relationship between teachers and students at SMA IT Jabal Noor Deli Serdang is very close and full of mutual respect. The teachers not only act as educators, but also as mentors and role models for students in terms of attitude and behavior. One of the principles instilled is the importance of manners of speech and action, which is reflected in polite communication between teachers and students. In addition, students are also encouraged to develop mutual respect and tolerance in the classroom, both in academic

discussions and in daily social interactions. For example, students are taught to listen attentively to other people's opinions, respect differences, and uphold the values of honesty and integrity in every action they take.

Challenges in the Implementation of Moral Education

Although Jabal Noor Deli Serdang IT High School has tried to implement moral education quite well, there are several challenges faced in the process. One of the main challenges is how to harmonize the academic culture instilled in schools with the influence of students' external environment, such as family, peers, and social media. Some students may bring values or attitudes that are contrary to the moral education taught at school, so there needs to be more effort to change their mindset and behavior as a whole. Another challenge is the limited time to instill moral education intensively outside of class hours. Limited extracurricular activities or insufficient time for character building activities often become obstacles in creating significant changes in students.

To overcome these challenges, schools need to make some additional efforts. First, increase collaboration between the school and parents in terms of students' moral development. Schools can hold seminars or regular meetings with parents to equalize perceptions about the importance of moral education in children's development. Second, strengthening moral education materials in the curriculum, by integrating more moral values in various subjects, so that it is not only limited to religious subjects. Third, further development of extracurricular activities that can instill the values of cooperation, discipline and responsibility, by involving more students in social activities that benefit the community. More positive use of social media and digital platforms can also be used as a means to spread moral values, by involving students in educational social media-based programs, such as anti-hoax campaigns, kindness campaigns, and character-building digital activities.

The implementation of moral education through academic culture at Jabal Noor Deli Serdang IT High School shows significant results in shaping student character. Although there are challenges that need to be overcome, such as external influences and time constraints, this school has succeeded in creating an academic environment that emphasizes moral values. In facing these challenges, collaborative efforts between schools, families and communities are essential to ensure moral education can be

implemented effectively and sustainably. Thus, it is hoped that SMA IT Jabal Noor Deli Serdang can continue to be a role model in realizing a young generation that is not only academically intelligent, but also has noble morals and contributes positively to society.

Moral education has a fundamental role in shaping the character of students who are not only academically intelligent, but also behave nobly in accordance with religious teachings and social norms. In the context of Islamic education, morals are not only seen as good behavior, but also as a reflection of the quality of one's faith. Therefore, the implementation of moral education through academic culture is important, especially in Islamic-based educational institutions, such as SMA IT Jabal Noor Deli Serdang. This discussion will outline how such implementation can be understood through the perspective of Islamic education experts, as well as examine how these theories are applied in this school.

1. Moral Education in the Perspective of Islamic Education

Islamic education views morals as a foundation in the formation of a complete human being. According to Ahmad Tafsir, moral education in Islam cannot be separated from the formation of all aspects of human personality, be it physical, intellect, or heart. In this context, moral education aims to educate students to have good manners towards God, themselves, and fellow humans. This is in line with the concept of “tarbiyah” in Islam, which includes holistic education that involves intellectual, emotional, spiritual, and social development..(Panggabean et al., 2022)

At Jabal Noor Deli Serdang IT High School, the implementation of moral education is carried out through three main dimensions, namely curriculum, extracurricular activities, and social interaction. These three dimensions are in line with the Islamic view of the importance of education that touches all aspects of human life. In this case, the academic culture formed at school not only focuses on the development of knowledge, but also emphasizes character building based on Islamic values.

2. Integration of Morals in the Curriculum

As explained by Syed Muhammad Naquib al-Attas in his book “Islamic Education: The Concept of Education in Islam” (1980), moral education must be integrated in all aspects of education, including in the curriculum taught at school. According to al-Attas, the Islamic education curriculum must lead to the development of a good personality by instilling moral and spiritual principles derived from the teachings of the Qur'an and

Hadith. Therefore, in the implementation of moral education at Jabal Noor Deli Serdang IT High School, each subject not only transfers knowledge, but also emphasizes moral values that are in line with Islamic teachings..(Agustia et al., 2023)

In practice, the curriculum at SMA IT Jabal Noor Deli Serdang has integrated moral values in every aspect of learning. For example, in Islamic religion subjects, students are taught about morals towards God, morals towards the Messenger, and morals towards fellow humans, as well as how to apply them in everyday life. However, what is interesting is how this moral education is also inserted in general subjects such as mathematics, Indonesian language, and science, by prioritizing the values of honesty, discipline, responsibility, and cooperation..(Manshuruddin et al., 2019)

3. Extracurricular Activities as a Media for Character Building

Extracurricular activities play an important role in moral education, because outside of formal lesson hours, students are given space to develop their character in various activities. In the perspective of Hamzah Fansuri (1998), who emphasizes the importance of moral and character development in Islamic education, extracurricular activities must be a vehicle for instilling moral values that are not only accepted in theory but also practiced in everyday life.(ABIDIN, 2019)

SMA IT Jabal Noor Deli Serdang, with its various extracurricular programs, such as Al-Qur'an tadarus, congregational prayer, social service, and mentoring, has created an environment that supports student character building. In tadarus and congregational prayer activities, students are taught to build discipline and piety to God. Social service activities teach students to develop a sense of empathy and social solidarity. In addition, the mentoring program that connects seniors with juniors also plays an important role in guiding students to foster mutual respect, cooperation, and good manners in the school environment. According to Ibrahim al-Sakran (2013), moral education through extracurricular activities is an effective way to strengthen students' moral and social values, because these activities provide practical experience that can affect changes in student behavior in everyday life.

4. Social Interaction as Moral Formation

Social interaction between teachers, students, and fellow students is also one of the important ways in implementing moral education. In the context of Islamic education, morals are not only seen in the dimension of human relations with God, but also in social

relations in society. Imam Al-Ghazali in his book "Ihya' Ulumuddin" emphasizes that good morals are the result of healthy social interactions, which are reflected in honest behavior, mutual respect, and helping others. In SMA IT Jabal Noor Deli Serdang, the relationship between teachers and students is established with respect, which creates an academic atmosphere conducive to the development of student character. Teachers not only act as teachers, but also as mentors who provide real examples in terms of morals. In daily practice, students are taught to respect each other, communicate well, and avoid unethical behavior.(Apriyani, 2024)

The culture of discipline instilled at Jabal Noor IT High School is also closely related to Islamic teachings regarding adab or ethics in every action. For example, students are taught to always be on time, avoid procrastination, and keep the school environment clean and tidy. This attitude not only reflects discipline, but is also part of the adab taught in Islamic teachings.

5. Challenges and Solutions in the Implementation of Moral Education

Although the implementation of moral education at Jabal Noor Deli Serdang IT High School has been carried out well, it cannot be denied that challenges in its implementation remain. As stated by Mohammad Fathi Yusof (2015), one of the main challenges in moral education is the external influence that comes from family, society, and social media. In the midst of technological advances and an ever-growing global culture, moral education often faces clashes with values that are not in line with Islamic teachings.(Solehuddin et al., 2023)

For this reason, one of the solutions that can be taken by SMA IT Jabal Noor Deli Serdang is to increase parental involvement in student character development. Parents have a very important role in shaping children's character from an early age, and close cooperation between schools and parents can strengthen the implementation of moral education. In addition, the use of social media as a means of moral education also needs to be considered. In this digital era, social media can be an effective platform to spread moral and moral values to students through positive campaigns that students can follow.

CONCLUSION

Based on the results of research conducted at SMA IT Jabal Noor Deli Serdang, it can be concluded that the implementation of moral education through academic culture

in this school has been going well and effectively. The school succeeded in integrating moral values in various aspects of education, both through the curriculum, extracurricular activities, and social interactions between teachers, students, and fellow students. This is in line with the principles of Islamic education that emphasize the importance of good character and moral formation, which not only includes the academic dimension, but also the spiritual and social dimensions.

Through a curriculum that emphasizes Islamic values in every subject, students at SMA IT Jabal Noor Deli Serdang not only gain academic knowledge, but also moral education that shapes their morals. Extracurricular activities such as Al-Qur'an tadarus, congregational prayer, and social service provide space for students to practice moral values in real life. In addition, the academic culture created in this school, where social interactions between students and teachers are based on mutual respect, supports the creation of an environment conducive to student character development.

However, challenges remain, especially in dealing with external influences that can affect students' moral formation. For this reason, close cooperation between schools, families and communities is needed to ensure that moral values can be applied consistently and thoroughly in students' lives. Through this joint effort, moral education at Jabal Noor Deli Serdang IT High School is expected to produce a young generation that is not only smart in the academic field, but also has noble morals and is ready to make a positive contribution to society.

Thus, SMA IT Jabal Noor Deli Serdang has succeeded in realizing the goal of holistic Islamic education, which is to produce individuals who are knowledgeable, have good morals, and are ready to live life with full responsibility, and are able to have a positive impact on the surrounding environment.

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