Effective Strategies in Learning Islamic Cultural History for Cultivating Moral Values

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ABSTRACT – Islamic Cultural History (IHR) has a strategic role in shaping students' morals through instilling moral values rooted in Islamic teachings. This study aims to explore the role of IHR teachers in shaping students' morals and identify effective learning methods and strategies to support this goal. The research method used is a literature review, which includes analyzing various theoretical sources, previous research, and best practices related to IHR learning. The results show that IHR teachers have a great responsibility as material deliverers, and as role models who reflect moral values. Effective methods in fostering student morals include exemplary, mau'idzah and advice, habituation, stories, and punishment and reward. IHR learning also integrates values such as respecting reason, demanding knowledge, avoiding blind taklid, and prohibiting damage, which are relevant to the challenges of globalization. Factors that influence the formation of student morals include the role of the family, student personality, community environment, and media influence. Effective learning strategies, such as technology integration, contextual approaches, and strengthening collaboration between teachers, parents, and communities, can increase the effectiveness of IHR learning. With the right approach, IHR learning can produce a young generation that is intellectually intelligent, and has noble morals and is ready to face the challenges of the times.

Keywords: islamic culture history, moral formation, moral education, islamic culture history teacher, value-based learning.

A. INTRODUCTION

History is a series of events experienced by humans from the past, which continues to provide meaning and learning for the next generation. History not only connects the past, present and future, but also plays an important role in building the identity and civilization of a nation. One of the important branches in the study of history is the History of Islamic Culture (IHR), which reflects the noble values of Islam embedded in various historical events. IHR records the journey of the spread of Islam, and instills cultural values that become the foundation for the formation of human morals and character.

Islam, as a religion that has spread throughout the world, brings religious teachings and cultural values that reflect tawhid as its main principle. Islamic culture is a tangible manifestation of human reason, mind, and work based on the values of faith. IHR teaching is expected to make a major contribution to shaping the morality of the younger generation who are facing the challenges of globalization.

The challenges of globalization have a significant influence on the behavior of the younger generation, both in positive and negative aspects. One of the many phenomena found is children who are addicted to gadgets and social media, often without adequate supervision from parents. This has the potential to erode the moral values that should guide their lives. Thus, the role of teachers, especially in IHR subjects, becomes very crucial to instill moral values that can fortify students from the negative effects of globalization.

Teachers have a strategic role as guardians of cultural and moral values (Warasto, 2018). In the IHR learning process, teachers act as conveyors of knowledge, and also as role models who are able to inspire students to internalize the noble values taught. These values, such as honesty, responsibility, and kindness, are very important to form a young generation that has superior character.

Education in Indonesia has a noble goal, which is to develop students into individuals who are faithful, devoted to God Almighty, have noble character, are creative, independent, and responsible. However, this goal cannot be

achieved only through the transfer of knowledge. An approach that emphasizes the formation of students' morals and character through effective learning is needed (Darojah, 2016). In this case, IHR has a unique role because it integrates religious and cultural values in the learning process.

In the process of forming students' morals, teachers cannot work alone (Suryawati, 2016). Collaboration between teachers and parents is an important factor to ensure that moral values taught at school are also applied at home (Ulfah & Tsaury, 2021). Parents have a greater opportunity to monitor and guide their children, while teachers act as partners who provide the basis for moral education at school. Harmonious cooperation between these two parties is needed to create a generation with morals and character.

This research is relevant because it provides practical guidance for IHR teachers to optimize their role as shapers of student morals. In conditions where the younger generation is increasingly exposed to the negative impact of technology, this research can be a reference for creating effective learning strategies. This research is expected to make a real contribution to strengthening character education in Indonesia.

The main objective of this study is to explore the role of IHR teachers in shaping students' morals. This study also aims to identify learning strategies that can be applied to improve the effectiveness of moral education. The results of this study are expected to be a reference for educators to face the increasingly complex challenges of globalization.

Through teaching IHR, students are taught to understand Islamic history and culture, and are trained to practice moral values in everyday life. With the right approach, IHR learning can be an effective means to produce young people who are intellectually intelligent, and have noble morals and are able to face the challenges of the times.

B. METHOD

This research uses the literature review method, which focuses on analyzing and evaluating the literature relevant to the role of teachers in shaping student morals through the subject of Islamic Cultural History (IHR). This approach was chosen because it allows researchers to examine various sources of theory, previous research, and best practices that have been applied in various fields (Mardikaningsih & Darmawan, 2013).

This literature review covers sources available online, including scientific journals, research articles and books relevant to the topic. The literature used focused on publications within the last 10 years to ensure relevance and novelty of the data. The sources reviewed included theories on the role of teachers in character education, IHR learning strategies and factors that influence the success of students' character development.

The research stage began with the collection of relevant literature on the concept of the role of teachers in fostering student morals, especially from the perspective of Islamic religious education. The second stage involves a process of in-depth reading and analysis of the literature that has been collected. In this stage, researchers identified and categorized important concepts related to the research topic.

Furthermore, the researcher synthesized the findings obtained from the literature to answer the formulation of the research problem. This process involved linking the concept of the teacher's role with the formation of students' morals, as well as identifying learning strategies that can be applied. The analysis was conducted critically to ensure that each finding has a strong and relevant theoretical basis related to education in Indonesia.

By using this literature review method, this research is expected to provide an understanding of the importance of the role of IHR teachers to shape student character. This approach also allows the identification of effective learning strategies to support the goals of national education, especially to build a young generation with noble character.

C. RESULTS AND DISCUSSION

The Role of Teachers in the Formation of Student Morals

Teachers have a very strategic position to shape students' morals, especially through teaching Islamic Culture History (IHR) subjects. Education aims to produce a generation that is intellectually intelligent, and plays an important role in instilling moral values that form the basis of human behavior (Warasto, 2018). IHR teachers have a unique responsibility to ensure that the noble values contained in Islamic teachings can be internalized by students.

In IHR learning, the teacher's role is to deliver the material as well as a moral example for students. The teacher's daily behavior and actions are a direct reflection of the values

taught. For example, a disciplined and honest teacher who manages the class provides a real example to students about the importance of work ethics and honesty. This role is increasingly crucial given the challenges of the globalization era, where outside cultural influences often conflict with local and religious values.

The cultivation of moral values through IHR has a deep purpose, namely to shape students into individuals who understand Islamic history and culture, and are able to apply it in everyday life. Thus, students learn about historical events, and understand the essence of the values contained therein, such as tolerance, responsibility, and justice.

Teachers have an important role in creating a learning environment that is conducive to moral formation. An environment decorated with moral values, such as mutual respect and care, will encourage students to develop their character. Teachers as learning facilitators are also tasked with identifying students' moral needs and devising appropriate learning strategies to meet these needs.

To shape students' morals, IHR teachers face various challenges, such as differences in students' backgrounds, the influence of social media, and the lack of teaching time. However, with dedication and a deep understanding of the importance of moral values, teachers can overcome these obstacles through creative approaches based on Islamic principles.

Effective Moral Development Methods

Teachers have various methods that can be applied in learning Islamic Cultural History (IHR) to foster student morals. These methods are designed to transfer knowledge, and to instill moral values relevant to Islamic teachings. The right approach can help students understand and apply these values in daily life.

a. Examplary Method
   This method is one of the most effective ways in fostering student morals. Teachers act as models who provide real examples in their daily attitudes and behaviors. For example, a teacher who is always disciplined, honest, and caring for others inspires students to imitate this behavior. Exemplary behavior shown by teachers helps students understand how moral values are applied to real life. In Islam, this example has a strong foundation, as in the hadith which emphasizes the importance of being a good role model for others.

b. Mau'idzah and Advice Method
   This method involves giving advice and admonitions to students to motivate them to internalize moral values. Mau'idzah, which means moral teaching in a gentle way, allows teachers to touch the hearts of students and awaken their awareness of the importance of good behavior. The success of this method depends largely on the sincere and thoughtful attitude of the teacher. Teachers who give advice with sincerity and polite language tend to be more effective in influencing students' behavior.

c. Habituation Method
   This method aims to shape students' character through good habits. Teachers can accustom students to positive actions, such as reading prayers before learning, greeting teachers and friends politely, and maintaining cleanliness in the school environment. This habit helps students develop positive behaviors that automatically become part of their personality. In the long run, this habituation shapes students' noble character.

d. Story Method
   Stories or tales from Islamic history have their own appeal in learning. Teachers can use inspirational stories about prophets, companions or other Islamic figures to convey moral messages. These stories capture students' attention, and help them understand the values contained in the story. For example, a story about the honesty of Prophet Muhammad SAW can be a means to instill the value of honesty to students.

e. Punishment and Reward Method
   This method is used to reinforce good behavior and correct behavior that is not in line with moral values. Rewards are given to students who demonstrate positive behavior as a form of appreciation for their efforts, while educational punishments are applied to provide students with an understanding of the impact of negative behavior. It is important for teachers to ensure that the punishment given is educational and does not dehumanize students.

By applying these methods, teachers can create a learning atmosphere that supports students' moral formation (Faishol et al., 2021). Each method has its own uniqueness and advantages so teachers need to choose and combine methods that best suit the needs of students and learning materials.

Values in IHR Learning

Learning Islamic Culture History (IHR) aims to convey historical facts, and to instill moral values that can shape student character. These values are rooted in Islamic teachings that are universal and relevant to everyday life (Rosyidah, 2020). Teachers have an important role to integrate these values into the learning process so that students understand the material while being able to internalize moral values in their behavior.

a. Respect for Reason

One of the main values in learning IHR is respect for the human mind. Islam teaches that reason is a gift from Allah that must be used to create progress, both individually and in society. In QS. Ali Imran (3:190), it is mentioned that in the creation of the heavens and the earth there are signs of Allah's greatness for those who think. This value encourages students to think critically, be responsible in making decisions, and respect different opinions.

b. Motivating to Seek Knowledge

Islam strongly emphasizes the importance of studying as part of worship. In QS. Al-Mujadalah (58:11), Allah says that He will raise the status of those who believe and have knowledge. IHR teachers can instill this value by providing real examples of the importance of learning, both through the stories of knowledgeable Islamic figures and through daily motivation. By understanding this value, students are expected to have a high spirit of learning and continue to strive to improve their quality.

c. Avoiding Blind Adherence

This value teaches students not to accept something without doing research or understanding first (Faishol et al., 2021). In QS. Al-Isra (17:36), it is mentioned that humans are asked not to follow something they do not know, because every action will be held accountable. In IHR learning, teachers can encourage students to seek truth based on facts and logic, not just follow the majority opinion without a clear basis.

d. Prohibition of Doing Harm

Islam prohibits all forms of destructive actions, whether against oneself, others, or the environment. In QS. Al-Qasas (28:77), Allah says that humans should not do damage on earth because Allah does not like those who do damage. This value is relevant to modern challenges, such as environmental issues and social conflicts, which can be integrated into IHR learning to build students' awareness of the importance of maintaining harmony in life.

e. Exemplary and Simplicity

This value teaches students to emulate the modest attitude possessed by figures in Islamic history. Simplicity is not only about material things, but also an attitude of life that is humble, grateful, and far from greed. Teachers can use stories about caliphs or great scholars in Islam who show this exemplary attitude as part of learning (Ultra et al., 2020).

By instilling these values, IHR learning becomes a means to recognize history, and becomes a medium to shape students' morality. These values provide practical guidance for students to face the challenges of life so that they are able to become individuals who are intellectually intelligent, and have noble characters (Darojah, 2016).

Factors Affecting the Cultivation of Morals

The formation of student morals is influenced by various interrelated factors. These factors play a role in creating an environment that supports or hinders the internalization of moral values taught through learning Islamic Cultural History (IHR). Teachers need to understand these dynamics to optimize learning and create a moral generation.

a. Family Factors

Family is the first environment that shapes a child's personality. Parents have a crucial role to play in providing role models and moral education from an early age. Good habits implemented at home, such as praying before meals, speaking politely, and respecting others, will be the basis of children's behavior in the future. Conversely, bad habits in the family environment, such as arguments or lack of attention, can negatively affect children's character formation. Teachers can collaborate with parents to ensure that moral values taught at school are also applied at home.

b. Student Personality Factors

Each student has a unique personality that influences their response to moral learning (Suryawati, 2016). This personality is influenced by genetic factors, life experiences and social interactions. Some students may be more receptive to moral values because they have a supportive family background, while others need a special

approach. Teachers need to recognize students' personalities to provide appropriate approaches and help them develop better characters.

c. Community Environmental Factors
The social environment around students, such as peers, communities, and organizations, has a great influence on moral formation. Communities that uphold moral values, such as honesty, cooperation, and caring, will have a positive influence on students. Conversely, an environment that is permissive of negative behavior, such as violence or dishonesty, can hinder students' moral formation. Therefore, teachers need to strengthen moral teaching in schools to offset the negative influence of a less conducive environment.

d. Visual and Audio-Visual Media Factors
Media, such as television, internet, and social media, have a significant influence on student behavior. Content that is not in accordance with moral values can shape mindsets and behaviors that are contrary to Islamic teachings (Efendi, 2019). Teachers have an important role to help students filter information from the media and provide an understanding of the negative impact of uneducative content. The use of appropriate educational media can be an effective means of instilling moral values.

e. Formal Education Factors
Schools as formal educational institutions have a great responsibility to shape students' morals. A well-designed curriculum and a supportive school environment will contribute greatly to the moral learning process. In IHR learning, teachers can use various methods that actively involve students to understand and apply moral values in everyday life.

f. Teacher as Role Model Factor
The teacher is a figure who directly interacts with students in the learning process. Teachers' attitudes, behaviors, and approaches reflect the values they teach (Mbagho et al., 2021). Teachers who consistently demonstrate noble morals, such as patience, empathy, and honesty, will have a positive influence on students. Therefore, the role of the teacher is in the delivery of material, and as a model who becomes a role model for students.

By understanding the factors that influence students' moral formation, teachers can develop more effective strategies in IHR learning. The right approach, involving family, community, and media, will provide more optimal results to form a young generation with noble morals (Ulfah & Tsaury, 2021).

Strategies to Improve the Effectiveness of IHR Learning

Learning Islamic Cultural History (IHR) has a strategic role to instill moral values to students. In order to achieve this goal, teachers need to implement various strategies that can increase the effectiveness of learning. These strategies aim to make learning more relevant, interactive, and have a positive impact on student character (Mustofa & Firman, 2021).

a. Using Active and Collaborative Approaches
Active approaches encourage students to be directly involved in the learning process (Suryawati, 2016). Group discussions, simulations and role plays can be used to bring IHR materials to life. For example, students can act out certain historical events, such as intellectual debates during the Islamic caliphate, to understand values such as tolerance and respect for differences. Collaborative approaches also allow students to learn from the perspectives of their peers so that learning becomes richer and more meaningful. Collaborative learning that encourages student engagement can shape good morals through respectful interactions and shared responsibility (Akmal et al., 2015; Lembong et al., 2015). The application of educational innovation and effective communication (Sinambela et al., 2014; Hutomo et al., 2012; Yanti et al., 2013) plays an important role in fostering positive attitudes so that students are increasingly motivated to behave well in the learning process.

b. Technology Integration in Learning
The use of technology can make learning more interest and easy to understand. Teachers can use historical videos, interactive apps or digital platforms to introduce IHR topics. Technology also allows students to access additional sources of information relevant to the material being studied. However, teachers must ensure that the technology used does not reduce the essence of the moral values to be taught (Efendi, 2019).

c. Application of Contextual Methods
Contextual methods connect learning materials with students' daily lives. In IHR learning, teachers can relate historical values to the challenges faced by students today, such as the importance of tolerance in diversity or the impact of globalization on local culture. In this way, students can see the relevance of IHR learning in real life so that they are more motivated to internalize these values. Learning motivation is influenced by varied learning methods (Mardikaningsih, 2014; Purwanti et al., 2014), and needs to be associated with morals so as to encourage an attitude of responsibility and honesty in every stage of learning. Teacher competence, a conducive learning environment, and teacher communication IHRs also play an important role (Yanti & Darmawan, 2016; Darmawan et al., 2021) to ensure strong learning motivation grows along with the formation of noble morals.

d. Building Effective Communication with Parents
Cooperation between teachers and parents is very important in shaping students' morals. Teachers can hold regular meetings with parents to discuss students' moral development and provide suggestions on how the values taught at school can be reinforced at home (Ulfah & Tsaury, 2021). Effective communication between the two parties will create an environment that is consistent in fostering student morals.

e. Development of a Value-based Learning Environment
A supportive learning environment is essential for moral learning. Teachers can create a conducive classroom atmosphere where values such as mutual respect, honesty and discipline are the norm. For example, teachers can set classroom rules that encourage students to act politely and responsibly, and reward students who demonstrate such behavior. A conducive learning environment is one of the keys to achieving an optimal learning process (Andayani & Darmawan, 2004) because students feel safe, comfortable and motivated to actively participate. Through the application of educational strategies and innovations (Saraswati et al., 2014), teachers can create a learning environment that encourages the development of students' full potential.

f. Setting a Consistent Example
Teachers must be role models to apply the moral values taught. Consistency between a teacher's words and deeds is essential for building student trust. For example, teachers who show respect to students will encourage students to do the same to their friends. By being a role model, teachers indirectly help students understand and practice moral values in their lives (Mustofa & Firman, 2021). Teachers' exemplary behavior is an important foundation for fostering learning motivation, as students tend to imitate positive behaviors shown by teachers (Putra et al., 2017; Mardikaningsih & Darmawan, 2021). Through strengthening pedagogical competence, professionalism, and proper educational evaluation (Mardikaningsih & Darmawan, 2018; Sutarjo et al., 2007), teachers' exemplary behavior can be reflected in learning practices so as to trigger students' enthusiasm and awareness of learning.

g. Developing Relevant Learning Materials
Teachers can develop learning materials that are relevant to students' needs and interests. Materials that include inspiring stories from Islamic history, such as the leadership of the Prophet Muhammad, the struggle of the Companions, or the innovations of Muslim scientists, can be used to instill strong moral values. The relevance of learning materials to students' lives will increase their interest in IHR lessons.

h. Character-based Evaluation
Evaluation in IHR learning focuses on cognitive aspects, and on changes in student character. Teachers can use observation methods to assess student behavior, such as discipline, honesty, or sense of responsibility (Faishol et al., 2021). The results of these evaluations can be used to provide feedback to students and parents, and to design more effective learning strategies in the future.

By implementing these strategies, IHR learning can become more effective in shaping students' characters. Innovative and relevant approaches will help students understand the material, and internalize the moral values that are the main goal of education.

D. CONCLUSIONS

Islamic Culture History (IHR) has a very important role in shaping students' morals. Teachers, as the spearhead of learning, are tasked with conveying historical material, and

instilling moral values contained in Islamic teachings. Through the right approach, such as exemplary methods, mau'idzah and advice, habituation, stories, as well as punishment and reward, teachers can help students understand and internalize values such as respecting reason, demanding knowledge, avoiding blind taklid, and prohibiting damage. This role becomes even more crucial given the challenges of globalization that often bring negative influences on the morals of the younger generation.

To shape students' morals, there are various influencing factors, such as family, student personality, community environment, and media. Therefore, learning IHR requires an appropriate approach that involves cooperation between teachers, parents and the community. Schools also need to create a conducive learning environment to instill moral values in students. The use of technology and contextual approaches can be an effective strategy to increase the relevance of IHR learning to the needs of students in the modern era.

With continuous efforts, IHR learning can be a tool that provides historical insights, and shapes the character of students who are noble, strong personality, and ready to face the challenges of the times. It is important for all parties, including teachers, schools, parents, and researchers, to continue to collaborate and develop innovative approaches in IHR learning. Thus, the younger generation is intellectually intelligent, and has a solid moral foundation to become responsible future leaders.

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