

COMMUNICATION SHAPES STUDENTS' CHARACTER THROUGH THE VALUES OF AHLUSSUNAH WAL JAMAAH IN MADRASAH

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Abstract

This study aims to analyze the communication of student character formation through the values of ahlussunah wal jamaah in learning activities in madrasahs. This study uses a qualitative case study type approach. The research subjects comprised the Head of the Madrasah, the Deputy Head of the Madrasah, the PAI Teacher, and others. The data collection technique uses observation, interviews, and documentation. Data analysis techniques use data reduction, data presentation, and conclusions. This study shows that integrating the curriculum through the values of Ahlussunah Wal Jamaah (Aswaja) in madrasah learning effectively builds students' character and morals. This approach strengthens students' understanding of moderate and inclusive Islam and creates a conducive and harmonious learning environment. The mentoring program and "Day by Example" have effectively shaped the morale of positive students. Collaboration between madrasahs, parents, and the community, including the involvement of religious and traditional leaders, is essential in supporting the implementation of the curriculum. Thus, integrating Aswaja values is crucial in forming a young generation with noble character and broad insight.

Abstrak

Penelitian ini bertujuan untuk menganalisis komunikasi pembentukan karakter siswa melalui nilai-nilai ahlussunah wal jamaah dalam kegiatan pembelajaran di madrasah. Penelitian ini menggunakan pendekatan tipe studi kasus kualitatif. Subjek penelitian terdiri dari Ketua Madrasah, Wakil Kepala Madrasah, Guru PAI, dan lain-lain. Teknik pengumpulan data menggunakan observasi, wawancara dan dokumentasi. Teknik analisis data menggunakan reduksi data, penyajian data, dan kesimpulan. Penelitian ini menunjukkan bahwa integrasi kurikulum melalui nilai-nilai Ahlussunah Wal Jamaah (Aswaja) dalam pembelajaran madrasah efektif dalam membangun karakter dan moral siswa. Pendekatan ini memperkuat pemahaman siswa tentang Islam yang moderat dan inklusif serta menciptakan lingkungan belajar yang kondusif dan harmonis. Program pendampingan dan "Hari Teladan" telah secara efektif membentuk moral siswa yang positif. Kolaborasi antara madrasah, orang tua, dan masyarakat, termasuk keterlibatan tokoh agama dan tokoh adat, sangat penting dalam mendukung implementasi kurikulum. Dengan demikian, mengintegrasikan nilai-nilai Aswaja sangat penting dalam membentuk generasi muda yang berakhlak mulia dan wawasan yang luas.

Keywords:

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INTRODUCTION

In the world of education, the formation of student character is one of the main goals that educational institutions must achieve (Putri, Dewi, & Furnamasari, 2021). This approach highlights the importance of integrating and communicating Ahlussunah Wal Jamaah's values in madrasahs' learning process (Arifin, Zaini, & Sanjani, 2024). These values, which include moderation, tolerance, and balance between spiritual and mundane aspects, are believed to be able to shape the character of students who are not only intellectually intelligent but also morally and spiritually mature (Yulianto, 2020) (Mubarok, Amal, & Faizin, 2023). By prioritizing this approach, it is hoped that madrasahs can produce graduates who have high integrity, behave well, and are ready to face the challenges of the times while still adhering to the Islamic teachings of rahmatan lil 'alamin (Baihaqi & Mabekruroh, 2022).

Values of Arabic Ahlussunah Wal Jamaah in learning activities in madrasahs are very important for the sustainability of education because they provide a solid moral and ethical foundation for students. (Mulyana, Ash'ari, & Sirojuddin, 2024). By internalizing these values, students are taught to be moderate, tolerant, and fair, all essential qualities in building a harmonious and inclusive society. (Shofia Hattarina, Nurul Saila, Adenta Faradila, Dita Refani Putri, & RR. Ghina Ayu Putri, 2022). In addition, the Arabic Ahlussunah Wal Jamaah emphasizes a balance between spiritual and mundane aspects, helping students develop a comprehensive understanding of life (Ahsanul Khaq, 2019). This improves their personal qualities and prepares them to become future leaders with high integrity (Rochim, 2024) (Sain, Thelma, Baharun, & Cryssandra, 2024). Thus, integrating these values in Madrasah Learning ensures that education not only focuses on the academic aspect but also on character development, which ultimately supports the sustainability of holistic and inclusive education (Fatikh, 2020).

Several previous studies are related to this research theme. (Shah, 2023) learning about Islamic history and culture, especially the positive character of key Islamic figures, can help build important character in students. Next (Zynuddin, Kenayathulla, and Sumintono, 2023) explained that it is essential to develop character education in Islamic madrasahs, which includes instilling knowledge, love and good behavior patterns in students, including values such as religious, honest, tolerant, Disciplined, hardworking, creative, independent, democratic, curious, patriotic, appreciative of achievements, friendly/communicative, peaceful, fond of reading, caring for the environment and society, and responsible. (Qowiduddin, 2024) explained that character education is based on the values of Ahlussunnah Waljamaah. It is implemented sequentially through strategies such as habituation, introduction to the science of goodness, introduction to the love of virtue, example, and academic and non-academic repentance. (Nabila, 2024) explained that holding several religious activities to develop religious character

values for students, such as reading the Quran and Asmaul Husna. (Hastasari, Setiawan, and Aw, 2022) Added that habituation methods are essential in shaping positive character values in students if the school and home environment are supportive.

The novelty of this study lies in its systematic and structured approach to integrating the values of Ahlussunah Wal Jamaah into the madrasah education curriculum. This research highlights the importance of these values and offers concrete methods and strategies to apply them in daily learning activities. In addition, this study also examines the effectiveness of this approach through case studies and empirical analysis, providing concrete evidence of its impact on the formation of student character. (Ansori, Hefniy, Baharun, Agus, & ..., 2023). Thus, this research makes a new and valuable contribution to character education and the development of a curriculum based on religious values (Syafuddin & Ahwan, 2024).

This research aims to explore and analyze how these values of Arabic Ahlussunah Wal Jamaah can be effectively integrated into learning activities in madrasahs to build students' character. In addition, this study aims to identify the most effective methods and strategies for implementing these values and measure their impact on the development of students' moral and spiritual character. This research argues that instilling these values in education is very important to form the character of students who have high integrity, tolerance, and fairness. (Falah, Baharun, Wibowo, & ..., 2023). Values like moderation, balance, and social awareness are key elements that can help students develop positive attitudes and good behavior. In addition, amid the challenges of Globalization and rapid social change, the values of Arabic Ahlussunah Wal Jamaah remain relevant (Abdullah, Annisah, & Baharun, 2023). These values can guide students in facing various modern challenges, including conflicts of values and ethics. By equipping students with these values, madrasahs can help them become capable of critical thinking and acting wisely in complex situations (Syafulloh, 2024).

METHOD

This study uses a qualitative method that utilizes descriptive data from the observed phenomena in written and spoken language. Madrasah Ibtidaiyah NU 1 Purwoharjo became the location of this research because it is relevant to the research topic that applies Ahlussunah Wal Jamaah in the learning process in the madrasah. This method was chosen because of its excellence in providing a direct relationship between the researcher and the research subject and its flexibility in adapting to complex realities (Moleong, 2019). The type of research used is a case study, where the researcher explores a particular phenomenon in depth and detail by collecting data through various procedures over a certain period. This approach focuses intensively on a single object and studies it as a comprehensive case. Primary data sources were obtained from interviews with several informants selected using purposive techniques. This technique ensures that the sources studied are representative and in-depth. With this approach, the research

provides a clear and detailed picture of the phenomenon being studied and reveals the relationships and dynamics that occur.

In addition to the interview technique, the researcher uses secondary data sources by observing archives and several documents owned by related parties. The steps in obtaining data for this research activity use three methods: interviews, observations, and documentation.

In this study, data analysis was carried out in three stages, namely 1) Data Reduction (Miles & Huberman, 2014). At this stage, the data is categorized, routed, clarified, organized, and irrelevant data is deleted. This process helps simplify and focus the data obtained so that it is easier to analyze; 2) Data Presentation. The reduced data is then presented in various forms, such as matrices, graphs, charts, and networks. This presentation aims to visualize the data to facilitate further understanding and analysis and 3) Draw conclusions. Based on the data that has been presented, the researcher concluded. This process involves interpreting data and generating new ideas or understandings that did not exist before, contributing to the knowledge or theory being researched.

RESULTS AND DISCUSSION

The discussion results showed that building student character through the values of Ahlussunah Wal Jamaah in learning activities in Madrasah was as follows.

Curriculum Integration

Curriculum Integration Communication is an essential indicator in building student character through the values of Ahlussunah Wal Jamaah in learning activities at Madrasah Ibtidaiyah NU 1 Purwoharjo. As conveyed by Sabar Indah Hikmawati as the head of the Madrasah, the importance of integrating the values of Ahlussunah Wal Jamaah (Aswaja) in learning activities in the madrasah not only helps shape the character and morals of students but also strengthens their understanding of moderate and inclusive Islam. Integrating Aswaja values can create a more conducive and harmonious learning atmosphere. Anis Hariyani, a PAI teacher, said that the student responded to integrating Aswaja values in learning. They better understand and appreciate the values of tolerance, justice, balance, and moderation. They are also more active in discussing and sharing views, which shows that they understand and internalize those values.

The informant's statement above shows that integrating the curriculum through the values of Ahlussunah Wal Jamaah (Aswaja) in madrasahs is a practical approach to building students' character and morals. This approach strengthens students' understanding of moderate and inclusive Islam and creates a conducive and harmonious learning environment. The positive response from the students, which demonstrated an understanding and internalization of the values

of tolerance, justice, balance, and moderation, confirmed the success of this integration. Thus, integrating Aswaja values in madrasah learning plays a vital role in shaping a young generation with noble character and broad insights.

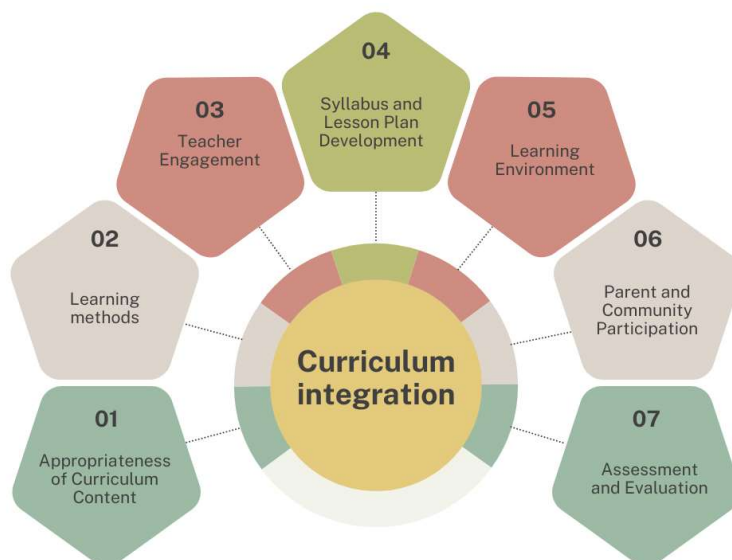


Figure 1. Curriculum Integration Indicators

With the figure above, it can be proven that integrating Ahlussunah Wal Jamaah Values in the madrasah curriculum requires a holistic approach that involves the conformity of the curriculum content with Sunni teachings, the application of effective learning methods, and the involvement of competent teachers. The syllabus and lesson plans should reflect the learning objectives related to those values while grading systems must evaluate students' understanding and application. The madrasah environment, as well as the participation of parents and the community, also plays a vital role in supporting the implementation of the curriculum. In addition, the learning resources used must be by the values of Ahlussunah Wal Jamaah to ensure a deep understanding of these teachings.

Curriculum integration through values of Arabic Ahlussunah Wal Jamaah (Aswaja) in learning activities in madrassas has a vital role in shaping the character and personality of students by moderate Islamic teachings.(Hidayah & Baharun, 2023)(Sabran, Riswadi, Baharun, Hidayah, & Aminah, 2023). Aswaja Values, which emphasize Tasamuh (tolerance), tawazun (balance), tidal (justice), and tawassuth (moderation), can be integrated into various subjects, both religious and general.(Moch Zainal Arifin Hasan & Muhammad Rizal Ansori, 2024). In learning, teachers can relate the subject matter with the principles of Aswaja so that students not only gain academic knowledge but also a deep understanding of the Islamic teachings of rahmatan lil 'alamin. For example, in Islamic history lessons, teachers can emphasize the importance of tolerance taught by the Prophet Muhammad (PBUH), as well as how these values are Applied by Aswaja ulama in responding to differences.(Abdullah & Holifah, 2024). In

addition, extracurricular activities such as Aswaja studies, Quranic recitations, and Islamic discussions can also be a means to strengthen the understanding and practice of Aswaja values. Thus, it is hoped that the integration of the curriculum through Aswaja values can create a conducive learning environment, harmonious and able to produce graduates with noble character and broad insights.

Holistic Approach

The holistic approach is an important indicator to achieve the values of Ahlussunah Wal Jamaah (Aswaja) in learning activities in madrasahs that apply an approach that includes spiritual, moral, and social aspects in learning to instill values such as compassion, tolerance, and justice. As explained by Winartik as the vice chairman of Madrasah Ibtidaiyah NU 1 Purwoharjo, implementing a holistic approach in learning activities with the aim of developing students as a whole, not only from academic aspects but also spiritual, moral, and social. The values of Ahlussunah Wal Jamaah (Aswaja) are the main basis for this approach. Meanwhile, Imam Nawawi, a TU madrasah, said that by instilling social values, such as tolerance and justice, he can hold mutual cooperation activities, social services, and group discussions that emphasize the importance of tolerance and justice. In each activity, students are taught to respect differences and be fair to each other.

Following the informant's statement above, it can be concluded that a holistic approach to learning in madrasahs, which includes spiritual, moral, and social aspects, is critical to achieve the cultivation of Ahlussunah Wal Jamaah (Aswaja) values. This approach not only focuses on academic achievement but also develops students holistically. Based on Aswaja's values, this approach teaches compassion, tolerance, and justice. Activities such as cooperation, social services, and group discussions effectively prepare students to respect differences and be fair. Through this approach, madrasahs can form students who are noble, responsible, and ready to contribute positively to society.

Evidence shows that a holistic approach to building student character through Ahlussunah Wal Jamaah (Aswaja) Values in madrasahs effectively integrates spiritual, moral, and social aspects. Routine activities such as prayers and congregational readings, mentoring programs for character development, and social activities such as cooperation and social service support the implementation of Aswaja values. An evaluation that included various aspects of education showed that this approach successfully improved students' attitudes and behaviors, reflecting progress in developing their character through the teachings of Aswaja.

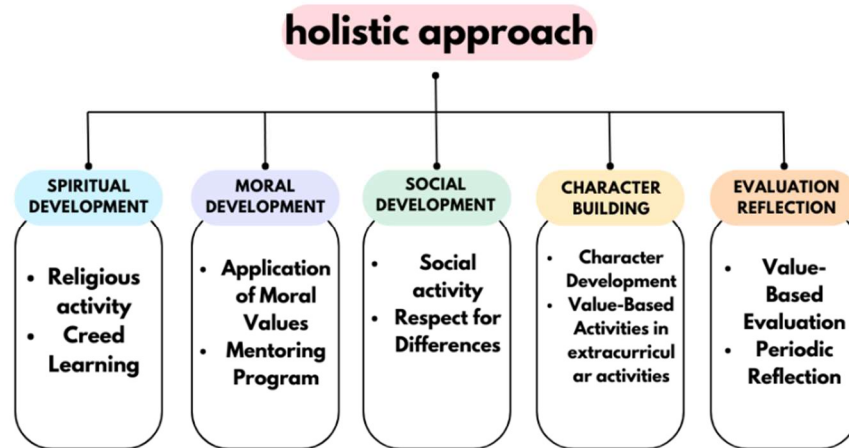


Figure 2. Holistic Approach

The chart above shows that applying a holistic approach through the values of Ahlussunah Wal Jamaah (Aswaja) in learning activities in madrassas involves the balanced development of spiritual, moral, and social aspects. By integrating religious activities, the application of ethical values, and social activities that curb tolerance and justice, madrassas strive to form students who are academically intelligent and have noble character and responsibility in society. This approach includes involvement in extracurricular activities grounded in Aswaja values and regular evaluation and reflection to ensure achievement in all aspects of education. This holistic approach provides a solid foundation for holistic and sustainable student development.

A holistic approach to learning activities in madrassas through the application of values Arabic Ahlussunah Wal Jamaah (Aswaja) offers a comprehensive and balanced educational method (Abdullah, Sultani, Hasan Baharun, & Izzur Rizqiyah, 2023) (Nasir, Kaharuddin, & Shaleh, 2023). This approach focuses on academic achievement and the development of students' character, morals, and spirituality (Enas & Noviana, 2022). Aswaja Values, which incorporate tolerance, moderation, and balance between the mundane and the every day, is fundamental to every aspect of learning (Rozi, Aminulloh, Baharun, Asmawati, & Hasanah, 2023). Integrating Aswaja's teachings teaches students to respect diversity, uphold justice, and practice the principles of kindness in their daily lives (Lelau, Sopakua, & Rumahuru, 2024). This method supports creating an inclusive and harmonious learning environment where each student can develop optimally according to their potential (Ului, 2023). In addition, this holistic approach also encourages the active involvement of students in extracurricular and social activities that align with the teachings of Aswaja so that they not only become intellectually intelligent individuals but also have noble character and are responsible for society.

Giving Uswatun Hasanah

Providing *uswatun hasanah* is very important in building students' character through the values of *ahlussunah wal jamaah* in learning activities in madrasas. As explained by Anis Hariyani, a PAI teacher, madrasas strongly emphasize the importance of *uswatun hasanah*, or good role models, in learning activities. The teachers and staff act as good role models for students by applying the values of *Ahlussunah Wal Jamaah* in every aspect of daily life in the Madrasah. And continuing from the previous explanation, there is a unique program designed to build student character through *uswatun hasanah*. In this mentoring program, each student is given a mentor from among the teachers. This mentor is in charge of guiding and setting an excellent example for students. In addition, we also have a "Day of Example" program, where students are invited to imitate inspirational stories from *Ahlussunah Wal Jamaah* figures.

So, from the informant's statement above, it can be concluded that the provision of *uswatun hasanah* is essential in building students' character through *Ahlussunah Wal Jamaah*'s values in madrasas' learning activities. Teachers and staff act as good role models for students, applying these values in daily life in Madrasas. Special programs such as mentoring and "Example Day" are designed to support the formation of students' character, guiding them to imitate inspirational stories and practicing the values of *Ahlussunah Wal Jamaah*. This approach has proven influential in shaping students' morals and positive behaviors.

Table 1. Implementation of Uswatun Hasanah Provisions

Indicators	Implementation in providing <i>uswatun hasanah</i>
Exemplary morals	Teachers need to have the right attitude in every aspect of their activities, from their speech to their conflict resolution.
Integration of <i>Ahlussunah Wal Jamaah</i> Values	Teaching not only focuses on academic material but also on character building through the integration of these values.
Application in Social Activities	We are organizing activities involving students practicing <i>Ahlussunah Wal Jamaah</i> values, such as social projects, group discussions, and role-playing games.
Student Response	Reflection can involve feedback from students, parents, and teachers to improve and adjust the approach.
Satisfaction of Parents and Society	Involving parents and the community in the educational process helps create broad and consistent support in educating students.

From the table above, it can be concluded that the application of *uswatun hasanah* in madrasas through the values of *Ahlussunah Wal Jamaah* can be measured by several critical indicators, including exemplary morals by teachers, integration of these values in the curriculum, application in social activities, changes in student attitudes, and satisfaction of parents and the community. Implementation involves teacher modeling, value-based teaching,

active learning activities, evaluation and reflection, and community involvement. By demonstrating behaviors that reflect the values of Ahlussunah Wal Jamaah and integrating these values in every aspect of learning, madrasas can effectively shape students' character, ensuring they are intellectually intelligent and superior in morals.

Providing *uswatun hasanah*, or good role models, is vital in building students' character in madrasas through the values of Arabic Ahlussunah Wal Jamaah (Sanjani, 2024). Teachers and educators who demonstrate behavior by Islamic principles provide concrete examples that students can follow (Rozak, 2023). Through everyday interactions, such as being patient, honest, fair, and compassionate, teachers internalize moral and ethical values in students. (Munawwaroh, 2024). *Uswatun hasanah*'s application in learning activities occurs not only in the classroom but also in extracurricular activities and social activities in the madrasah environment. (Alfiyah & Bachtiar, 2022). In this way, students not only gain academic knowledge but also grow into individuals who have strong character and integrity and can practice the teachings of Islam in their daily lives. (Shodiq Taufiq, 2021). This effort is in line with the madrasah's goal to produce a generation that is not only intellectually intelligent but also superior in character and morality by the teachings of Ahlussunah Wal Jamaah.

Community Collaboration

Community collaboration is an important indicator that includes cooperation with local communities to support programs that strengthen student character. As explained by Winartik, building students' character requires solid collaboration between the Madrasah, parents, and the community. The values of Ahlussunah Wal Jamaah (Aswaja) are the basis of our character education. We integrate these values into every aspect of learning and activities in the madrasah. Imam Nawawi's perspective that the community contributes to learning in madrasas, including religious leaders and traditional leaders, is critical in providing a practical context for Aswaja values. They are often invited to speak at seminars or lectures that we organize. This activity helps students understand the application of these values in a real-life context.

The above statement concludes that community collaboration is essential in building students' character by involving cooperation between Madrasas, parents, and the local community. The values of Ahlussunah Wal Jamaah (Aswaja) are used as the basis for character education in madrasas, and their implementation is carried out through integration into learning and activities. Community contributions, including religious and traditional leaders, provide a practical context that enriches students' understanding of Aswaja values and helps them apply them daily.

A solid cooperation between Madrasas, parents, and the community is an important indicator of this community collaboration. This can be measured from the frequency and quality of meetings between related parties, as well as the level of their

involvement in madrasah activities. Effective implementation includes holding workshops and seminars for parents and the community and involving religious leaders in teaching activities. Evidence in the field shows that madrasas often hold recitation events and discussions with religious and traditional leaders, where these activities strengthen students' understanding of Aswaja values. For example, last month, our madrasah held a seminar with speakers from the local community that discussed the application of the values of tolerance and togetherness in daily life. As a result, students showed increased tolerance and active participation in social activities. This collaboration is also seen in community-based programs that involve students in social and religious projects, demonstrating the direct application of Aswaja's values in real-life practice.

Community collaboration in building student character through the values of Arabic Ahlussunah Wal Jamaah (Aswaja) in learning activities in madrasas is a significant and strategic effort (Qurtubi & Hudi, 2022). In this context, the involvement of various parties, such as teachers, parents, and the community, is the primary key to ensuring that Aswaja's values are well embedded in students. (Dian, Baroroh, Laraswati, Baharun, & Aisyi, 2023) (Ghufron, Khusnurridlo, Najiburrahman, Baharun, & Muchlis, 2023). Teachers have a central role in conveying the teachings of Aswaja through a curriculum integrated with Islamic values, such as tolerance, moderation, and respect for differences. (Nafa, Sutomo, & Mashudi, 2022). Meanwhile, the role of parents at home is to reinforce and provide a real example of applying these values in everyday life. In addition, community involvement, including religious and traditional leaders, helps enrich learning with local experiences and wisdom in line with the Aswaja Principle. (Hasanah, Munawwaroh, Qushwa, & Agus R, 2024). Through joint activities such as recitations, spiritual discussions, and religion-based social activities, students gain theoretical knowledge and develop a strong and sturdy character through Aswaja values. (Zamroni, Baharun, Hefniy, Bali, & Hasanah, 2020). This collaboration creates a holistic learning environment and supports students' moral and spiritual development so that they can grow into individuals with noble character and benefit society.

CONCLUSION

The conclusion of this study emphasizes the importance of holistically integrating the values of Ahlussunah Wal Jamaah (Aswaja) in learning activities in madrasas to form students' character. Aswaja values, which include moderation, tolerance, and balance between spiritual and mundane aspects, become an essential foundation in character education. This research shows that this approach strengthens students' understanding of moderate and inclusive Islamic teachings and creates a conducive and harmonious

learning environment. Integrating a curriculum that reflects Aswaja's values and applying a holistic approach to learning contributes to the development of students' overall character. Activities such as lectures, discussions, and social projects involving the local community enrich students' understanding and help them apply these values daily.

This research makes a new contribution to the field of character education by offering concrete methods and structured strategies to integrate the values of Ahlussunah Wal Jamaah into the madrasah curriculum. This approach ensures that education not only focuses on the academic aspect but also on character development, which supports the sustainability of holistic and inclusive education. In addition, establishing faith-based programs and increased community involvement are essential to enrich the student learning experience. Modeling and mentoring programs also play an important role in guiding students to practice religious values.

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