

Internalization of human values in islamic religious education at the elementary school level

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Abstract. This article discusses the importance of internalizing human values in Islamic Religious Education (IRE) at the elementary school level. Using a literature review approach, it is shown that with the right methods, IRE not only serves as a means of teaching religious principles but also as a vehicle for instilling universal values such as tolerance, justice, and empathy in students. Through varied teaching methods, such as classroom discussions, social activities, and personal reflection, students are encouraged to understand and apply these values in their daily lives. This article concludes that the success of internalizing human values in IRE heavily relies on collaboration among teachers, parents, and the community, as well as the creation of a supportive learning environment. This research is expected to provide insights for educators and policymakers in developing a more effective IRE curriculum that is oriented towards human values.

Keywords: Internalization, human values, islamic religious education learning

INTRODUCTION

Education is one of the main pillars in the development of a nation. In Indonesia, education not only functions to transfer knowledge but also to shape individuals' character and personality. In this context, Islamic Religious Education (PAI) at the elementary school level plays a very important role. PAI does not only teach students about religious teachings, but it also serves as a medium to instill humanitarian values that are essential for the moral and ethical development of students. Internalizing humanitarian values in PAI learning is crucial to creating a generation that is not only academically intelligent but also possesses good character.

Humanitarian values encompass various aspects such as tolerance, justice, empathy, and mutual respect. In Islamic teachings, these values are strongly emphasized through various sources, including the Qur'an and Hadith. For example, the Qur'an teaches the importance of mutual respect and treating others fairly. Therefore, PAI learning in elementary schools must integrate these values into the curriculum so that students can understand and apply them in their daily lives. With the right approach, PAI can become an effective tool for shaping students' character and strengthening social bonds within society.

The teaching methods used in PAI also play an important role in the process of internalizing humanitarian values. Interactive and participatory approaches, such as group discussions, social activities, and personal reflection, can help students understand the meaning of these values more deeply. By actively involving students in the learning process, they will more easily internalize and apply humanitarian values in their lives. One method that can be used is the discussion method. Discussions allow students to share their views and experiences related to humanitarian values. Through these discussions, students can learn from each other and develop a deeper understanding of how these values are applied in everyday life. Additionally, social activities like community service or fundraising can also serve as a medium for internalizing humanitarian values. By directly participating in these activities, students can experience the benefits of doing good for others.

However, there are challenges in implementing PAI education focused on the internalization of humanitarian values. Among these challenges are teachers' lack of understanding of the importance of these values and the limited resources available in schools. Many teachers may not have sufficient training or understanding of how to effectively teach humanitarian values. In addition, limited facilities and resources in schools can also hinder the optimal implementation of learning. The influence of students' social and cultural environments can also affect their reception of the values taught. In some areas, there may be local norms or cultures that conflict with universal humanitarian values. Therefore, collaborative efforts between teachers, parents, and communities are needed to create a supportive learning environment.

The importance of internalizing humanitarian values in PAI learning in elementary schools impacts not only individual students but also society as a whole. A young generation with a strong understanding of

humanitarian values will be better prepared to face the challenges of globalization and cultural diversity today. They will become agents of change capable of building a more tolerant and harmonious society. In the current global context, humanitarian issues are increasingly urgent. Social conflicts, discrimination, and injustice often occur due to a lack of understanding of humanitarian values. Thus, education that emphasizes the internalization of these values is becoming more relevant. PAI in elementary schools has great potential to contribute positively to creating a generation that is sensitive to humanitarian issues.

This research aims to find effective strategies for internalizing humanitarian values in PAI learning at elementary schools. This study will use a literature review method, analyzing previous studies related to the research focus. The results of this study are expected to provide insights for educators and policymakers in designing a more effective PAI curriculum.

Thus, this article aims to explore various aspects related to the internalization of humanitarian values in PAI learning in elementary schools. This research will discuss effective teaching methods, humanitarian values in PAI learning, and the importance of collaboration among various parties in creating a learning environment that supports the internalization of humanitarian values in Islamic Religious Education (PAI) in elementary schools. Emphasizing the internalization of humanitarian values in religious education will not only enrich students' learning experiences but also equip them with social skills needed to interact well in society. Thus, religious education can serve as a moral foundation for the future generation of Indonesia.

In the current Indonesian social context, with high cultural and religious diversity, religious education must be able to bridge these differences. The internalization of humanitarian values through PAI is expected to help students understand the importance of interfaith tolerance and respect for cultural differences. This is highly relevant given the many social conflicts triggered by intolerance and discrimination. Religious education should not only focus on ritual or doctrinal aspects but also emphasize the development of noble character and morals. Thus, students will not only become devout individuals but also responsible citizens who care about their surroundings.

In the future, great expectations are placed on educators to continue innovating in their teaching methods to be more relevant to the needs of the times. Islamic Religious Education must be able to adapt to developments without losing the essence of its teachings. By applying creative and engaging teaching methods and involving all relevant parties, the internalization of humanitarian values through PAI can be achieved optimally. To achieve this goal, support from the government and other educational institutions is needed to provide training for PAI teachers to better prepare them to face challenges in teaching humanitarian values to students. Additionally, collaboration between schools, parents, and the broader community is very important for religious education to function holistically.

Overall, the internalization of humanitarian values in Islamic Religious Education in elementary schools is crucial in creating a young generation of Indonesians who are academically and morally qualified. With the right approach and collaboration between various stakeholders, religious education can serve as a tool for shaping character and raising students' social awareness of surrounding humanitarian issues.

Definition of Internalization

According to the Indonesian Dictionary (KBBI), internalization is the process of deeply understanding a teaching or value that is manifested in attitudes and behavior. In the context of education, this process aims to instill certain values so that students not only understand but also practice these values in their daily lives.

The internalization of humanitarian values means that human beings should be recognized and treated according to their dignity, having equal rights and obligations without discrimination (Firdaus and Anwar in Purnama and Ananda, 2021).

Effective Learning Methods

In the context of Islamic Religious Education (PAI) in elementary schools, selecting the right learning methods is crucial to ensure that humanitarian values can be well-internalized by students. Some effective learning methods in PAI include:

- **Lecture Method:** This is a verbal method where the teacher conveys information directly to students. Although frequently used, the lecture method should be combined with other methods to avoid monotony and boredom for students (Mardani, 2020).
- **Discussion Method:** Group discussions allow students to share their views and experiences related to humanitarian values. This method encourages active participation from students and helps them better understand concepts (Nur Pamungkas et al., 2023).
- **Demonstration Method:** In this method, the teacher demonstrates material directly, such as prayer movements or other worship practices. This approach can capture students' attention and help them remember the material more effectively (Kusmalenda, 2023).
- **Question-and-Answer Method:** This method involves direct interaction between the teacher and students, where the teacher asks questions to explore students' understanding of the material taught (Mardani, 2020).
- **Role-Playing Method:** Using role-playing, students can learn about humanitarian values in an engaging way. This method can increase students' motivation and interest in the lesson (Kusmalenda, 2023).

Selecting appropriate learning methods should consider students' characteristics, classroom dynamics, and learning objectives. By using a combination of these various methods, it is hoped that the PAI learning process can be more effective and enjoyable

Humanitarian Values in Islamic Religious Education Learning

In Islamic Religious Education (PAI) learning, several humanitarian values are essential to instill in students (S. Jamil et al., 2023), (Muntohar and Firdaus, 2024), (Setiani and Hermawan, 2021), (Priatna, 2018), and (Afkarina, 2021). Here are some of these humanitarian values:

- **Courtesy:** This value teaches students to be polite toward others in daily interactions. Courtesy reflects good character and is important in social relationships.
- **Tolerance:** Tolerance teaches students to appreciate differences, whether in religious beliefs, culture, or social backgrounds. PAI education emphasizes the importance of living harmoniously despite differences.
- **Freedom:** This value relates to each individual's right to have their own opinions and beliefs. Freedom must be balanced with social responsibility.
- **Cooperation:** In the context of PAI, cooperation encourages students to help each other and work together toward common goals, both at school and within the community.
- **Honesty:** Honesty is a foundational value that everyone should possess. PAI education emphasizes the importance of speaking the truth and acting in alignment with principles of honesty in all aspects of life.
- **Empathy:** Developing empathy for others, especially for those less fortunate. PAI encourages students to understand others' feelings and strive to help them.
- **Justice:** Teaching students the importance of being fair in every action, including treating everyone equally regardless of their background.
- **Social Solidarity:** Encouraging students to be aware of social issues and contribute to social activities that benefit the community.
- **Respect for Human Dignity:** PAI should instill the value that every person has dignity that deserves respect, regardless of differences.
- **Environmental Concern:** Teaching students the importance of caring for the environment as part of their social responsibility.

By internalizing these humanitarian values through PAI learning, students are expected not only to become devout individuals but also to become caring and responsible members of society and their surrounding environment.

Collaboration Among Various Parties

To create a supportive learning environment for the internalization of humanitarian values through PAI, collaboration among various parties is crucial. According to Makiyah (2022), Norlaila (2021), and Muntohar and Firdaus (2024), the following parties should be involved in this collaboration:

- **Teachers:** As the primary instructors, teachers must play an active role in creating a conducive learning atmosphere. They should continually improve their professional competence through training and self-development to apply effective teaching methods.
- **Parents:** Parental involvement in children's education significantly influences the success of internalizing humanitarian values. Parents should support religious education at home by modeling good behavior and discussing these values with their children.
- **Community:** The community also plays an important role in creating a positive learning environment for children. Social programs or community activities that emphasize humanitarian values can help reinforce religious teachings.
- **Government:** Support from the government through educational policies that promote the teaching of humanitarian values in the PAI curriculum is essential. The government should also provide adequate educational resources and facilities to support the teaching and learning process.

METHOD

The method used in this study is the library research method, which is a research method employed to gather information and data by utilizing various sources available in libraries, such as books, journals, articles, and other documents. In this study, the information and data are predominantly collected through previous research studies.

RESULT AND DISCUSSION

Effective Learning Strategies to Improve Elementary School Students' Understanding of Humanitarian Values

This study finds that humanitarian values such as tolerance, justice, and empathy can be internalized through various teaching methods used in Islamic Religious Education (PAI). Teachers employ diverse approaches, including lectures, discussions, and practical activities, to convey these values to students. As found

in the research by Kusmalenda (2023), several effective learning strategies can be applied to increase student interest and participation. Learning that is relevant to students' lives, connecting Islamic religious content with their real-life experiences and daily contexts, is essential. The use of technology in learning, such as audiovisual media and multimedia, to present engaging and interactive content, also enhances the learning process. Further supported by the research of Nur Pamungkas et al. (2023), analyzing the methods used in teaching PAI allows us to identify the most effective learning strategies to improve understanding and internalization of religious values.

The learning strategies used in PAI should focus more on active student participation. Methods that involve group discussions and collaborative projects have proven more effective in enhancing students' understanding of humanitarian values. As Sugianti's (2021) research found, the internalization of Islamic Religious Education values involves modeling strategies, habituation, advice-giving strategies, as well as promise and threat strategies (*tarhib wa targhib*).

In PAI lessons, teaching humanitarian values is crucial to instilling positive attitudes and character early on. Humanitarian value education in PAI not only addresses cognitive aspects but also engages the affective and psychomotor aspects of students. In this context, teachers play a vital role in implementing effective learning strategies so that values such as honesty, justice, tolerance, and empathy can be well understood and internalized by students. Various learning strategies, ranging from lectures, group discussions, simulations, social projects, and other strategies, can provide meaningful learning experiences that are accessible to elementary school students.

The Importance of Collaboration in Creating a Learning Environment that Supports the Internalization of Humanitarian Values in Islamic Religious Education (PAI) in Elementary Schools

The study also emphasizes the important role of teachers as role models in internalizing humanitarian values. Teachers who demonstrate fairness, empathy, and respect for differences will be more successful in instilling these values in students. As research by Suyatno et al. (2023) found, Islamic values are internalized by students through teacher role modeling, integration into school culture, integration into general subjects, and cooperation between schools and parents. This study's findings highlight the importance of involving various components in instilling Islamic values in schools. Other research concludes that efforts to instill Islamic values in students do not only focus on cognitive or knowledge aspects but also on practice and social engagement. Patience, enthusiasm, and persistence from educators are key to guiding students to improve (Siahaan et al., 2022).

Although there are many efforts to internalize humanitarian values, this study also notes several challenges faced. These include the lack of support from parents and communities and the negative influence of technology, which can reduce social interaction among students. This is confirmed by Kurniati and Rafdi (2021), who identified that the driving factors for the integration of values include the roles of teachers, parents, and the community in the school environment. On the other hand, the inhibiting factors include limited facilities and infrastructure, the diversity of student characteristics, the presence of provocateurs, and uncontrolled social interactions in students' home environments, which negatively impact the internalization process.

This study recommends collaboration between schools, parents, and the community to strengthen the process of internalizing humanitarian values. Community-based activities can provide real contexts for students to apply what they have learned. This is in line with the findings of Suyatno et al. (2023), which emphasized that Islamic values are internalized by students through teacher role modeling, integration into school culture, integration into general subjects, and cooperation between schools and parents. The study's findings confirm the importance of involving various components in instilling Islamic values in schools. Supporting these findings, Kurniati and Rafdi (2021) stress that the driving factors for integrating values include the roles of teachers, parents, and the community in the school environment. Additionally, Norlaila's (2021) research emphasizes that collaboration can strengthen school programs and partnerships.

Providing feedback to students regarding the application of humanitarian values in their daily behavior is an important step to reinforce their understanding. This evaluation can be done informally through observation or formally through assessments of student projects or presentations.

The internalization of humanitarian values in Islamic Religious Education at the elementary school level is crucial for shaping the character of Indonesia's younger generation. By selecting effective teaching methods and addressing existing challenges through collaboration among teachers, parents, communities, and the government, the learning process can be improved and have a positive impact on students' moral and ethical development. Through these joint efforts, it is hoped that the younger generation will not only be academically intelligent but also possess noble character and concern for others, enabling them to contribute positively to society and the nation in the future. The final discussion stresses that education about humanitarian values should continue at home and within the community so that students can observe the consistency of applying these values in various aspects of life.

CONCLUSION

This study shows that the internalization of humanitarian values in PAI learning at the elementary school level is essential for shaping students' good character. By involving various interactive teaching methods and

support from teachers, parents, and the community, this process can be more effective. However, certain challenges need to be addressed to ensure that humanitarian values are truly internalized in students. This research is expected to provide insights for educators and policymakers in developing a more effective IRE curriculum that is oriented towards human values.

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