Internalization of Character Education Values in Arabic Language Learning at Islamic Boarding School in Indonesia

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Abstract
Arabic language teachers have significant roles and challenges in internalizing character values through Arabic language learning. Teachers are responsible for teaching vocabulary and grammar and must also be able to convey character education values. This research aims to determine the concrete form of internalizing character education values through the Arabic language learning process at Ulumuddin Islamic Boarding School in Lhokseumawe, Aceh. This study employs a descriptive qualitative research design. The data sources include observations during the Arabic language learning and interviews with teachers and students at Ulumuddin Islamic Boarding School in Lhokseumawe, Aceh. The data analysis follows Miles and Huberman’s approach, involving data collection, reduction, display, and conclusion. The research findings indicate that the concrete form of internalizing character education values through Arabic language learning encompasses planning, implementation, and evaluation of the learning process. In practice, teachers use interactive, collaborative, and applicative teaching methods, enabling students to not only master the Arabic language but also develop positive character values. The internalization of character education values through Arabic language learning can contribute to shaping a generation that is not only intellectually smart but also possesses character values, following the requirements of the Aceh Regulation of 2022 to strengthen the implementation of Islamic character education.

Keywords: Internationalization of Education, Character Education, Arabic Language, Aceh’s Dayah Education

Abstrak
Analisis data yang digunakan yaitu analisis data Miles dan Huberman yang meliputi pengumpulan data, penyerhanna data, pemaparan data dan menarik kesimpulan. Hasil penelitian menunjukkan bahwa bentuk konkret dari proses internalisasi nilai nilai pendidikan karakter melalui pembelajaran bahasa Arab yaitu mencakup: perencanaan, implementasi dan evaluasi pembelajaran. Dalam pelaksanaannya guru menggunakan metode pembelajaran yang melibatkan interaktif, kolaboratif dan aplikatif, sehingga santri tidak hanya menguasai bahasa Arab tetapi juga mengembangkan nilai karakter positif. Internalisasi nilai nilai pendidikan karakter melalui pembelajaran bahasa Arab tersebut diatas, dapat membentuk generasi yang tidak hanya cerdas secara intelektual, akan tetapi juga memiliki nilai karakter sebagaimana tuntutan Qanun Aceh tahun 2022 yaitu memperkuat implementasi pendidikan karakter yang islam.

Kata Kunci: Internalisasi Pendidikan, Pendidikan Karakter, Bahasa Arab, Pendidikan Dayah Aceh.

INTRODUCTION

Internalization of character education values through Arabic language learning is a study that has never been researched (Darus et al., 2022). The importance of this study can be illustrated through three crucial related aspects. The first aspect is daily facts about students' low character and morals (Abd, 2018). Second, the learning methods and materials must fully support achieving the desired character education values (Nisa' & Astari, 2022). Third, achieving Islamic character education values in Aceh educational institutions still needs improvement (Arif et al., 2020). Furthermore, it confirms the need for concrete steps by the demands in Qanun Aceh Year 2022 Article 6 Point C, which emphasizes the need to strengthen the implementation of Islamic character education.

Based on the three facts above, several efforts have been made to resolve these issues. Among the efforts made by Dede Endang Mascita is designing character education values in character education-oriented short story text teaching materials (Mascita, 2021). In addition, Muchammad Fauyan has also innovated the internalization of character values through an intergralistic thematic learning approach pattern (Fauyan, 2021). Furthermore, Afidah et al. (2020) made efforts to strengthen character education through Indonesian language learning in elementary schools (Afidah et al., 2022). However, according to researchers, in the practice of Arabic language learning carried out by teachers, there are still areas for improvement in forming character values for students, where educational institutions still use the learning process only limited to the delivery of material alone (Salirawati, 2021). Therefore, it is necessary to significantly strengthen the renewal of the implementation of Arabic language learning in educational institutions (Jailani & Huda, 2023).

One of the implementations is internalizing character education values in Arabic language learning (Solong, 2023). The theory of internalization emphasizes that character education is a method to instill fundamental character values in all school members, especially students, which includes understanding, awareness, and desire to implement these values in daily life (Nurpratiwi, 2021). Next, Zuliana (2017) also added that one of the efforts to improve education amid the nation's
moral decline could be made through the internalization of positive character education values in learning materials because the theory of internalization of character education values not only emphasizes the creation of experiences experienced by students but more than that students get the value of virtue in the learning they learn (Daryanes et al., 2022).

From the explanation of the use of the concept of internalizing the value of character education in learning, the researcher argues that this concept is very relevant in internalizing the value of character education through Arabic language learning, where this concept emphasizes students in two profound aspects. Among them are, first, through the learning process that applies the concept of internalization, learners acquire linguistic knowledge (Putri et al., 2023). Second, it can simultaneously build learners’ positive attitudes, values and behaviors. (Nasir et al., 2022).

One of the Islamic educational institutions that uses the concept of internalizing character education values in Arabic language learning is Dayah Ulumuddin Lhokseumawe Aceh. The uniqueness of the Ulumuddin Lhokseumawe dayah is that first, Dayah Ulumuddin has two curricula in Arabic language development, the dayah curriculum and the national curriculum. Second, in learning Arabic, this dayah focuses on linguistic aspects and significantly emphasizes participants’ character and moral formation. The teaching methods applied in Dayah create a holistic educational environment (Fauziah et al., 2023), where learners learn Arabic as a communication skill and understand and apply Islamic values in everyday life.

Dayah Ulumuddin Lhokseumawe was chosen as the object of research because it found the concept of internalizing the value of character education in Arabic language learning by using various learning methods and Arabic language materials with Islamic character education values. It is also reinforced by the support of the Aceh government through Qanun in 2022, related to the internalization of learning in dayah in the form of strengthening Islamic character values (Qamariah, 2020), and supported by extracurricular activities such as leadership development, social skills, and charity activities.

Several studies serve as a foundation for researchers in developing this research. 1) Gestiardi & Suyitno (2021) conducted research entitled "Strengthening Character Education as the Responsibility of Schools", which stated that strengthening character education was an effort to shape the character of students in Indonesia to become good people, helpful for themselves and their surroundings (Gestiardi & Suyitno, 2021). 2) Meliani (2020), in her research with the title "Analysis of Character Value Content in Indonesian Language Textbooks", stated that Indonesian textbooks contained 18 character values following the PKK and Ministry of Education and Culture guidelines (Meliani, 2020). 3) Handayani and Utama (2020), in their research "The Effectiveness of Hybrid Learning in Character Building of Integrated Islamic Elementary School Students During the Covid-19 Pandemic", stated that the Hybrid learning approach facilitated teachers to implement character-building for students and with this approach, parents at home could also show their role in forming the character values for their children (Handayani & Utami, 2020). 4) Syahnaidi & Baroroh (2018) conducted research on
Several relevant studies on the internalization of character education values in Arabic language learning show similarities between them, namely having an important role, including having similarities in the values contained in character education and having a role and taking part in conveying the value of character education through the internalization of the learning process. The difference between this research and previous research is that this research is on Arabic language learning by internalizing the value of character values in it and coupled with different research objects with others carried out in one of the dayahs, an Islamic education institution in Aceh, namely Dayah Ulumuddin Lhokseumawe. This research is novel compared to previous studies. Related to the update is how the concrete form internalizes character education's value through Arabic language learning at Dayah Ulumuddin Lhokseumawe.

METHOD

Research Design

This research uses descriptive qualitative research with data from observation results regarding the internalization of character education values through Arabic language learning at Dayah Ulumuddin Lhokseumawe Aceh. Dayah Ulumuddin was chosen as the research object because this Islamic education institution has successfully internalized educational values in Arabic language learning and has several significant advantages. This approach teaches Arabic mechanically, introduces and explores the Islamic values contained in it, and helps students internalize Islamic morals and ethics in their daily lives. The information sources include the results of observations during the Arabic language learning process and interviews with the head of the dayah, Arabic language teachers, and students of Dayah Ulumuddin Lhokseumawe.

Data Collecting and Analysis Technique

Furthermore, the process of internalizing character education values through Arabic language learning is in the following order: First, make observations of the process of internalizing character education values through Arabic language learning. Second, in this study, the two relevant participants for the interviews were the Arabic language subject teacher and Arabic language learning students.
Teachers were chosen because of their role in the Arabic language learning process and their knowledge, experience and understanding of character education values. Meanwhile, Arabic language learning students were chosen because, as the primary recipients of character education through Arabic language learning, they have direct experience in the learning process and receive teaching about character values. The data analysis used in this study uses the Miles and Huberman analysis model, including data collection, simplification, data presentation and conclusions (Miles et al., 2014).

RESULT
Planning the Internalization of Character Education Values by Arabic Language Teachers

Based on the results of the interview with Ustad Muhammad Ediyani, M.Pd.I. (23 December 2023), the teacher said that he had successfully implemented the internalization of character education values, as stated in the theory of the Ministry of Education and Culture (Kemendikbud), 18 character education values must be owned by students (Budiastuti et al., 2023). These character values must be embedded in students in the context of the national curriculum and dayah (Basri dkk., 2023). The character values in question include aspects of religion, honesty, tolerance, discipline, hard work, creativity, independence, democracy, curiosity, national spirit, love for the country, respect for achievement, friendliness/communication, love of peace, love to read, care for the environment, social care, and responsibility (Fahira & Ramadan, 2021). These values are internalized consistently and continuously so that they become habits for both teachers and students (Ramdani et al., 2022).

According to the teacher’s view, Ustad Muhammad Ediyani, M.Pd.I. (23 December 2023), there is a uniqueness in the efforts to instill the value of character education in the Education Institution (Dayah). This value planting is not only limited to learning time in the classroom but can also be carried out through activities outside the classroom, such as extracurricular activities. According to teachers, cultivating character education values tends to be more easily embedded and become a habit for students in the Dayah environment and the surrounding community. This approach broadens the scope of character building, ensuring that values are taught and applied in various contexts of daily life (Retnaningtyas & Zulkarnaen, 2023). Thus, the Educational Institution (Dayah) becomes more than just a place of formal learning but an environment that supports holistic character building for its students (Ermawati, 2022).

Based on the data obtained by the researchers, teachers managed to develop ten lesson plans within one month, which were then used during the learning period. The ten lesson plans cover maharah kalam, istima’, qira’ah, and kitabah. These ten lesson plans show character learning preparation from three main components: indicators, implementation process, and evaluation. Thus, the internalization of character education in Arabic language learning can be observed.

The teacher also stated that the internalization of character education values in Arabic language learning at Dayah Ulumuddin is carried out by the Lesson
Implementation Plan (RPP). In this context, the learning approach not only focuses on the linguistic aspects of Arabic but also emphasizes the development of character and positive values in students. The Lesson Implementation Plan becomes a systematic guideline for integrating aspects of internalization and character education into the Arabic language learning curriculum at *Dayah* Ulumuddin. Implementing lesson plans to internalize the value of character education at *Dayah* Ulumuddin is critical to ensure that each learning session covers Arabic language material and contributes significantly to students’ positive character formation. Thus, *Dayah* Ulumuddin strives to create a holistic and in-depth learning environment where academic and character development go hand in hand and complement each other to produce a generation with integrity and the ability to contribute positively to social life.

Based on the analysis of the Arabic Language Learning Implementation Plan (RPP), the implementation of the teaching-learning process is divided into three parts: pre-activity, whilst-activity, and post-activity (Wulandari & Muthali’in, 2023). Some character learning insertions can be identified in the teaching-learning process.

<table>
<thead>
<tr>
<th>Skill</th>
<th>Pre-Activity</th>
<th>Whilst Activity</th>
<th>Post Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Istima’</td>
<td>Communicative, Appreciative, Polite, Creative</td>
<td>Hardworking, Logical Thinking, Active, Independent, Logical Thinking</td>
<td>Appreciative, Harishun Ala Wakthi, Nafi’un Lighairihi, Matiinul Khuluq</td>
</tr>
<tr>
<td>Qira’ah</td>
<td>Logical Thinking, Appreciative, Polite</td>
<td>Active, Logical Thinking, Innovative, Confident, Creative, Hard Work, Appreciative</td>
<td>Appreciative, Harishun Ala Wakthi, Mustasaqqoful Fikri, Munazhzhamun Fil Syu’nihi, Matiinul Khuluq</td>
</tr>
<tr>
<td>Kitabah</td>
<td>Discipline, Appreciative</td>
<td>Logical thinking, Creativity, Hard work, Activeness, Collaboration.</td>
<td>Honest, Mustasaqqoful Fikri, Appreciative, Harishun Ala Wakthi, Matiinul Khuluq</td>
</tr>
<tr>
<td>Kalam</td>
<td>Appreciative, Logical Thinking, Creative</td>
<td>Confident, Appreciative, Hardworking, Honest, Confident</td>
<td>Appreciative, Creative, Harishun Ala Wakthi, Nafi’un Lighairihi, Matiinul Khuluq</td>
</tr>
</tbody>
</table>
Implementation of Character Education Values in the Arabic Language Learning Process at Dayah Ulumuddin Lhokseumawe

In every lesson, teachers at Dayah Ulumuddin are committed to exploring character values through interactive and relevant teaching methods. In addition, the internalization aspect allows learners to understand and appreciate cultural diversity and gain global insights through the context of Arabic. It is in line with the goal of character education, which is not only to create academically competent individuals but also to have a good personality and be responsible in society.

Researchers conducted observations to determine the implementation of character education values during the teaching and learning process in the classroom. The implementation of the observation was carried out four times, and the themes taught during the four observations were also different. The implementation of instilling character education values in Arabic language learning at Dayah Ulumuddin Lhokseumawe is carried out in various ways, both from teaching and learning activities (KBM) and extracurricular activities. Intra-curricular activities are integrated into subjects, such as in the KBM. At the same time, extracurricular activities are carried out outside of class hours, usually starting at 14.00-16.30 WIB after students return home from school and continuing in the evening at 20.00-22.30.

Figure 1. The learning atmosphere of Dayah Ulumuddin students in the classroom (Intra-curricular)

In strengthening learners’ Arabic language skills, extracurricular activities related to linguistic materials should be organized involving muḥāḍarah. In the muḥāḍarah activity, participants are expected to be able to deliver a speech using Arabic. In addition, in various other extracurricular activities, students will be guided in reading and writing the Qur’an and communicating using Arabic in the dayah environment. The implementation of character education in the spiritual aspect is also carried out by implementing prayer activities before learning. The prayer includes recitations such as Al-Fātiḥah and prayers before learning.
To further enrich learners’ experiences, other extracurricular activities that can be integrated into language development include religious discussion groups, religious theater performances, and public speaking skills training using Arabic. These activities support cultivating character values in Arabic language learning at Dayah Ulumuddin Lhokseumawe. The description of Arabic learning character values that can be instilled through teaching and learning activities (KBM) at Dayah Ulumuddin Lhokseumawe is as follows:

Self-confidence: The cultivation of confident character is done through the teacher asking students to retell what they have learned and repeat it in front of the class. It is reflected in the sentences they confidently express and their increasing mastery of Arabic speaking skills. In Arabic language learning, self-confidence is essential to optimize learners’ ability to communicate orally. Through this activity, it is expected that learners will not only master reading skills but also be able to articulate their understanding with confidence, creating a positive and interactive learning environment.

Polite: The cultivation of politeness character is emphasized through the interaction of teachers and students at the beginning of learning, where students greet the teacher and vice versa. It aims to familiarize polite behavior in the context of learning Arabic. In addition, teachers also pay special attention to the correct use..
of Arabic and according to the norms so that participants can develop Arabic language competence well. With the norms of courtesy and awareness of correct grammar, learners are expected to be able to understand and apply Arabic more effectively in everyday communication situations.

Appreciative: In this phase, the appreciative character is shown through efforts to invite learners to appreciate classmates who actively participate in presenting descriptive texts in Arabic. This step is carried out by encouraging students to appreciate peers who dare to perform in front of the class, restating the material learned in Arabic descriptive text.

Honesty: Cultivating honest character is done through questions the teacher asks at the end of the lesson. It is done to determine whether learners are willing to convey their difficulties in learning Arabic language materials. The process can help identify learning barriers faced by students so that more appropriate and effective remedial efforts can be made. In addition, students’ openness in admitting their difficulties can also be the first step in developing more personalized learning strategies that suit individual needs. Therefore, learning Arabic can become more efficient and support students’ academic development.

Logical thinking and hard work are important elements for students in learning Arabic. The cultivation of logical thinking and hard work characters is carried out through integrated activities, namely giving assignments to students to answer questions posed by the teacher. In this context, students are invited to develop their logical thinking skills by responding to questions carefully and structuring them. Furthermore, by assigning tasks, students can demonstrate their diligence in understanding Arabic language materials. With this approach, it is expected that students not only acquire linguistic knowledge but also train critical thinking skills and motivation to study diligently to gain a deeper understanding of Arabic.

Social care: The character of social care is fostered through sensitivity when seeing others who need help, especially in the context of students learning Arabic. Students must empathize with classmates who may have difficulty understanding the material or mastering Arabic. In the teaching and learning process, helping and supporting each other is a tangible manifestation of social care. Thus, a harmonious and energetic learning environment is established, where students feel supported and empowered to understand Arabic successfully.

Communicative: Students’ communication ability is emphasized through teacher and student interactions. The more often this is done, the more students’ ability to communicate using the proper diction will improve. In addition, it is crucial for students to actively participate in learning activities that involve dialogue, conversation, and simulation of communicative situations. Teachers can provide opportunities for students to speak in Arabic and apply the vocabulary and sentence structures they have learned. Teachers must also provide constructive feedback on students’ communication skills during learning. It can help students correct their mistakes and develop better speaking skills. Thus, the communicative approach in Arabic language learning improves students’ mastery of vocabulary and grammar and hones their ability to interact effectively in everyday life.
The love of reading is an essential aspect of learning Arabic. Therefore, it is expected that students show interest and enjoyment in reading. To create a fun learning atmosphere, Arabic teachers can periodically provide paper leaflets containing readings or stories in Arabic. It aims to motivate students to learn Arabic more and more. The leaflets can also convince them that understanding and mastering Arabic is more manageable than they imagine. With this approach, learners' love for Arabic will increase significantly.

Responsibility is a crucial aspect of the Arabic language learning process for learners. Learners must be aware of their responsibility towards achieving learning objectives. It includes the obligation to attend lessons regularly, complete assignments conscientiously, and respect the time given by the instructor. In addition, responsibility also includes learners' ability to utilize available resources, such as textbooks, online learning materials, or guidance from teachers. Learners are expected to be able to organize study time efficiently and independently so that the Arabic language learning process can run smoothly. The importance of responsibility is also reflected in learners' willingness to participate actively in class discussions, ask questions when facing difficulties, and conduct regular self-evaluations. By having a high sense of responsibility, students can optimize their Arabic learning experience, achieve significant progress, and build a strong foundation in their mastery of the language.

By implementing these character values, students are expected to achieve success according to the expectations set. This success is not only limited to the cognitive and psychomotor understanding of the material but also includes affective aspects. Previously, the discussion has highlighted that education, as a value transfer process, has several objectives, one of which is to form human beings who are balanced in cognitive and psychomotor abilities, as well as paying attention to affective abilities. Therefore, education is directed at creating individuals who have a personality, still respect high cultural values, have national insight and attitudes, and maintain and develop their identity. According to management principles, lesson planning must be well organized, stating that good planning will produce good results. In this context, Arabic language learning can be a means to internalize these character values.

DISCUSSION

The results of the internalization of character education values at Dayah Ulumuddin on students of Arabic language subjects through the Arabic language learning process have been proven to help students get used to behaving well and having noble character in their daily lives. Religious and Indonesian activities can be done by internalizing these values, and their function is to instill a value so that students' behavior can reflect the values that have been instilled (Hadiyanto et al., 2023). This opinion is supported by successful research conducted through interviews with 15 students and with the support of mudir dayah, deputy mudir dayah, and Arabic language teachers. Based on the research results, Kahar (2021) said that there were changes felt by students, reflected in their excellent behavior which indicates the strengthening of character education values. It can be seen in their daily behavior at Dayah (Kahar, 2021).
Students' behavior can be seen from their interactions, both between fellow students, between students and educators where they still prioritize a sense of ta'zim towards teachers, as well as the interaction of students with the surrounding environment which shows an attitude that does not discriminate against other individuals.

From these findings, the internalization of character education values at Dayah Ulumuddin Lhokseumawe can be successful for students through Arabic language learning. It is also in line with the demands of the Aceh Qanun in 2022, which advocates implementing Islamic character education (Basri et al., 2023). The essence of internalizing character education values in Arabic language learning has provided noble character values to students of Arabic language subjects at Dayah Ulumuddin Lhokseumawe, and this noble character can become a habit for students in the dayah environment.

CONCLUSION

Based on the explanation of the research data and discussion with the theme "Internalization of Character Education Values in Arabic Language Learning," it can be concluded that the process of internalizing character values in Arabic language learning at Dayah Ulumuddin Lhokseumawe is carried out through various methods, both in intracurricular and extracurricular activities. Intracurricular activities integrated into subjects are carried out during teaching and learning activities (KBM), while extracurricular activities are carried out outside of class hours. The implementation of character education through the Arabic language learning approach by teachers emphasizes more on exemplary, habituation, and development of students' behavior that reflects religious attitudes, self-confidence, courtesy, appreciation, honesty, logical thinking, hard work, social care, communication, love of reading, and responsibility.

Based on the conclusion of the results of this study, several suggestions can be conveyed: (1) Arabic language teachers are advised to expand their understanding of Indonesian culture, which includes diverse character values so that students do not feel bored with monotonous cultural stories. (2) Arabic teachers should provide diverse tasks that can be done in groups to enable students to apply the character values that have been internalized during the learning process. (3) For further research, researchers are expected to explore students' implementation or application of character education values in more detail by utilizing qualitative-quantitative research methods to obtain more accurate data.

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