



INTERNALIZATION OF SPIRITUAL VALUE IN FORMING ATTITUDES AND BEHAVIOR OF STUDENTS IN DISTANCE LEARNING PERIODS

¹Rosyida Nurul Anwar, ²Dwinda Susi Rahmasiwi, ³Mareta Winggasari

¹²³Universitas PGRI Madiun

e-mail: 1rosyidanurul@unipma.ac.id, 2windarahma998@gmail.com,
3mrtwingga@gmail.com

Abstract

The current era of digitalization leads to pragmatics and hedonism, thus neglecting spirituality. The Covid-19 pandemic causes student learning to be carried out online, so strengthening spiritual values in students needs to be done so that students have attitudes and behaviors according to norms. This study aims to describe and analyze the process of internalizing spiritual values in shaping the attitudes and behavior of students during distance learning. This study used a qualitative descriptive study with the research subjects being the principal, teachers, parents, and students. The location of the research was conducted at Primary School of Muhammadiyah 1 Padas, Ngawi. The data collection techniques used were interviews, observation, and documentation. The results showed that the process of internalizing spiritual values in forming students' attitudes and behavior was carried out through: first, by habituating worship such as prayer, reading the Koran, and praying in congregation. Second, through habituating positive activities, such as giving alms, doing school work, and helping parents. Third, the supporting factor in the implementation of the internalization of students' spiritual values is the cooperation of the involvement of parents and teachers. In contrast, the inhibiting factor is the limited facilities and infrastructure, signals, and differences in parental backgrounds.

Key words: *Internalization of spiritual, attitudes, and behavior, distance learning.*

INTRODUCTION

The implementation of distance learning in the new normal era is part of an effort to break the chain of the spread of COVID-19 (Anwar, 2021a). In implementing distance learning, new ways are needed to stimulate students' mindsets and knowledge (Ahmad, Nuzula, & Makky, 2020). Online learning is an educational process which takes place over the Internet, it is a form of distance education to provide learning experiences for students (Kim, 2020). Various problems will arise in distance learning and activities, so that they will become obstacles (Saefulmilah & Saway, 2020). Therefore, a solution is needed as a solution and a step for the continuity of effective learning.

Schools must have a strategy for transformation and innovation in distance learning (Novitasari & Asbari, 2020). Teachers need to adapt to various educational methods, especially for elementary school students, because teachers are the main actors in education (Hignasari & Wijaya, 2020). Students are vulnerable to not getting the maximum learning material if there is no good cooperation between teachers and parents, especially students' attitudes and

behaviour during distance learning (Anwar, 2021b).

Muhammadiyah 1 Padas Elementary School is an Islamic-based school that carries out distance learning during the COVID-19 pandemic. In the implementation of distance learning, teachers focus on pursuing curriculum targets and equip students with spiritual values. Implementation in instilling spiritual matters is a must so that Islamic values form students' attitudes and behaviour.

Moreover, Islamic religious education is a source of spiritual intelligence that functions to treat mental illness, namely procrastination (Christanti & Anwar, 2019). Internalizing religious values in the Covid-19 situation is essential to become still human beings with good attitudes and behaviour. Therefore, the most formidable challenge for teachers and parents with the Covid-19 outbreak condition is to implement distance learning to ensure how students' attitudes and behaviour can be guided and directed.

METHOD

This research is qualitative. The research location is Muhammadiyah 1 Padas Elementary School, located at Kedung Prah, Kedungprahu, Padas, Ngawi Regency, East Java. This type of research is a case study, which is to dig deeper into cases that occur in the internalization of religious values in shaping the attitudes and behaviour of students at Muhammadiyah 1 Padas Elementary School. The research subjects were teachers, students, parents, and stakeholders.

Research data is classified into two types, namely primary data and secondary data. What is meant by direct information is data obtained directly from actual sources and related parties, including school principals, teachers and parents. At the same time, secondary data is obtained from other sources that are or are literary through books, journal articles or other scientific sources—data collection technique through observation, interviews, and documentation. Data analysis used the analysis of the Miles and Huberman models, namely data collection, data reduction, data presentation, and concluding.

RESULT AND DISCUSSION

The process of internalizing spiritual values during distance learning at Muhammadiyah 1 Padas Elementary School involves all components of education in the school. Spirituality is the core of religious rituals that underlie a person to practice the nature of that religion directly related to God or His creatures. The concept of spiritual attitude describes a person's mental attributes, namely, his

personality towards particular objects and spiritual values (Muchtar, 2017).

Spiritual internalization was carried out at Muhammadiyah 1 Padas elementary school based on data collection through observation and interviews found; various ways of internalizing spirituality to students shape attitudes and behaviour in distance learning.

1. Worship Habits

Before the covid-19 pandemic, the worship taught by Muhammadiyah 1 Padas elementary school to students became a student's daily routine. Teachers are used to teaching children to do worship practices for children such as performing ablution, praying *dhuha*, praying to the Prophet Muhammad, praying, greeting, kissing hands, praying in congregation, and reading the Qur'an. Habituation carried out through worship practices encourages students to be able to apply them in everyday life (Baharuddin, Elihami, Arifin, & Wiyono, 2017).

The habit of worshipping elementary school students at Muhammadiyah 1 Padas when distance learning occurs is still part of children's activities. The teacher accustoms children to continue to carry out routine worship routines at home, monitoring and evaluating the student's habits. The teacher provides a form/list of regular worship activities to students through WhatsApp groups with the involvement of parents as children's companions at home. The hallmark of the habituation method is an activity in the form of repeating the same thing many times (Anwar & Zaenullah, 2020).

The existence of teacher guidance in shaping the religious character of students through the habit of praying solemnly, children are also guided in terms of independence through independent learning activities. In the tradition of worship will be born habituation in shaping the attitudes and behaviour of students. If children are familiar with ethical values, respect for themselves and others, responsibility, integrity, and self-discipline, this will leave an imprint until adulthood.

Another religious value that is taught is the cultivation of gratitude for all of God's creations and gifts for humans, one of which is the favours of nature, the blessings of health, especially in the Covid-19 situation. Instilling gratitude in children being able to carry out worship comfortably will trigger children to worship even more actively (Rozi, Hendrawijaya, & Imsiyah, 2017). The child forms of understanding and spiritual enlightenment are obtained by the child, which further develops steadily if the child gets positive input from the environment. Therefore, continuous monitoring is a manifestation of the development of children's attitudes and behaviour.

2. *Positive Activity Habits*

Muhammadiyah 1 Padas Elementary School, an Islamic-based school, has the primary goal of instilling Islamic values in students, including maintaining attitudes and behaviour towards the surrounding environment. Based on the observations made in students' daily activities in distance learning, it is clear that the everyday manners and procedures for students' behaviour with the environment are evident. They show various attitudes ranging from tidying up their respective belongings to reminding each other between families when doing things that are not good or not by what has been taught.

As the main actor in the formation of student attitudes and behaviour, the teacher demands the teacher to do positive activities in front of the child so that the child imitates them. Habituation means a condition in which a person applies behaviours that have never been done or are rarely done to become often carried out and eventually become a habit (Helmawati, 2017, p. 27).

Positive habituation of children's activities during distance learning includes discipline starting from waking up in the morning, habituation to help parents, habituation to pray before eating, habituation in speaking (speaking manners), and ethics meeting with other people. If the child has made a habit of doing good, it is necessary to give rewards such as praise, parents fulfil promises to children, provide appreciation and appreciation to children. But for children who have not been able to make good habits or still often do activities outside the rules, persuasive steps are needed to make positive habits.

Based on the Muhammadiyah 1 Padas Elementary School observations, students are still allowed to do positive activities such as sharing alms with others during the distance learning period. The school coordinates zakat and *infaq* from students and distributes them to those in need. Activity documentation is handed over to the child to inform them that alms can still be carried out even though students do not participate directly in distributing them.

3. *Factors Supporting and Inhibiting the Internalization of Spiritual Values in Students*

Muhammadiyah 1 Padas Elementary School has a close relationship between teachers and guardians of students. Student guardians fully support all learning activities to internalize spiritual values to shape students' attitudes and behaviour even during the distance learning period. In addition, guardians of students are serious in assisting children in having good attitudes and behaviour by Islamic rules.

Shaping the attitudes and behaviour of students in the online learning

period has significant obstacles, especially in facilities and infrastructure. Many parents do not have a mobile phone that supports the learning process. Even though the Muhammadiyah Elementary School is located on the main transportation route, many guardians live far away so that the signal is hampered. Instant feedback and immediate response are not possible under such an environment (Dhawan, 2020).

Parents at Muhammadiyah 1 Padas Elementary School also have different parental backgrounds, ranging from farmers, traders, civil servants, and even self-employed. The professional experience of parents makes it difficult for teachers to match times and monitor students' attitudes and behaviour. It is not uncommon for parents to be stressed when accompanying their children to learn from home. Emotional management in situations like this is very much needed by parents so that children's religious values remain maximal (Anwar, 2021).

CONCLUSION

In implementing distance learning, teachers focus on pursuing curriculum targets and equip students with spiritual character values. The cultivation of spiritual values is carried out so that Islamic values form students' attitudes and behaviour. The need for habituation in worship and other positive activities needs to be improved to achieve the attitudes and behaviour of students. The involvement of parents and parents at this time needs to be strengthened even though there are many challenges such as various parental activities, signals, and infrastructure. However, still, efforts are made to instil spiritual values so that students form behaviour that is by Islamic values and is beneficial for others.

Suggestions in this study are the need for teachers to monitor the implementation of student learning at home to know firsthand the obstacles and find solutions.

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