



THE TEACHING OF SINCERE AND PATIENCE: BEHAVIORAL VALUES FOR GRADES OF ISLAMIC JUNIOR HIGH SCHOOL

Septian Dimas¹, Jamaluddin Hadi², M. Mahbubi³

¹Islamic Education Department, Universitas Nurul Jadid, Indonesia

²Islamic Education Department, Universitas Nurul Jadid, Indonesia

³Islamic Education Department, Universitas Nurul Jadid, Indonesia

Email : septiandimas0195@gmail.com¹, jamaluddinhadi46@gmail.com², mahbubi@unuja.ac.id³

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Abstract :

This study aims to describe the process of teaching the values of sincerity and patience in the subject of Akidah Akhlak at MTs Nurul Hasyimi across all grade levels. These values are considered fundamental foundations in shaping the character of students at the junior secondary level. The approach used is descriptive qualitative, with data collection techniques including observation, interviews, and documentation. The research results show that Akidah Akhlak teachers actively use contextual learning methods involving lectures, discussions, and exemplary stories from Islamic history. Sincerity is taught as the attitude of doing good deeds without seeking praise, while patience is understood as the ability to control oneself in facing life's trials. Students responded positively to this learning process, although they faced challenges in applying the values in daily life. A supportive madrasa environment, a strong religious culture, and the exemplary role of teachers are the main supporting factors in the internalization of these values. The study concludes that teaching sincerity and patience plays an important role in shaping students' character and needs to be continuously enhanced through synergy between teachers, families, and the social environment.

Keywords : *Akidah Akhlak, Sincere, Patience, Character Education*

INTRODUCTION

Islamic religious education is a crucial foundation in shaping students' personalities, especially at the junior secondary education level, such as Madrasah Tsanawiyah (MTs). In an increasingly complex and challenging world, moral values have become an urgent need that must be instilled from an early age. Two moral values that play an important role in daily life are sincerity (*ikhlas*) and patience (*sabar*). Sincerity teaches humans to do everything for the sake of Allah SWT without expecting rewards from others, while patience trains humans to remain steadfast when facing life's trials and challenges. These two values hold a highly noble position in Islamic teachings and are part of building a strong and faithful character.

In the MTs environment, students are in a transitional phase from childhood to adolescence. This period is known as a time of identity formation, where they begin to shape thought patterns, attitudes, and behaviors that will carry into adulthood. Therefore, forming a noble character at this stage is highly strategic. Good morals not only influence how a person treats others but also affect their relationship with God. In the context of *Akidah Akhlak* (Faith and Morals) learning at MTs, instilling the values of sincerity and patience must be



conducted thoroughly and deeply, not just theoretically but also practically in daily life.

However, the reality on the ground shows that the challenges in teaching these values are quite significant. Students often face various negative influences from social media, unsupportive social environments, and academic and family pressures that make it easy for them to lose self-control. In such situations, sincerity in learning and worship, as well as patience in undergoing the educational process, often become neglected. Therefore, an appropriate approach is needed in delivering moral lessons so that they can touch the heart and shape a strong character.

Teaching sincerity and patience cannot be done in a monotonous and rigid way. Contextual, interactive, and enjoyable methods are required so that students feel emotionally and spiritually engaged in the learning process. Moreover, the teacher's role model is crucial in the success of moral value inculcation. Teachers are not merely material presenters but must also be role models who embody the values of sincerity and patience in daily life. This highlights the importance of a holistic approach to moral education, involving cognitive, affective, and psychomotor aspects in an integrated manner.

Madrasah Tsanawiyah Nurul Hasyimi, as one of the Islamic educational institutions, holds a significant role in shaping a generation with noble character (*akhlakul karimah*). This institution is committed to making moral education an integral part of the learning curriculum. However, in practice, there are still various challenges that need further study. Has the process of teaching sincerity and patience been effective? How do students respond to the material? What methods are used by teachers to deliver these moral lessons? These questions need to be answered to determine the effectiveness of moral education at MTs Nurul Hasyimi and how improvements can be made in the future.

Sincerity and patience are not only important in the educational context but also in broader community life. When someone is accustomed to being sincere in actions and patient in facing problems, they will become a strong, calm individual capable of making wise decisions. In a social context, individuals with these values are more easily accepted by society because they spread peace and goodness around them. Therefore, moral education should not only be a priority within educational institutions but must also become the spirit within every educational process carried out in schools.

In addition, it is important to evaluate the curriculum and teaching materials used in delivering sincerity and patience lessons. Are the books and modules used suited to students' needs? Are the learning media attractive and relevant to students' daily lives? By evaluating these aspects, the moral education process can become more optimal and meet contemporary demands. Good moral education will serve as a moral fortress for the younger generation, preventing them from easily falling into negative social circles, juvenile delinquency, and various forms of social deviation.

In this research, the author has chosen MTs Nurul Hasyimi as the research site because this institution has a strong Islamic background and is active in

applying moral education across different levels. MTs Nurul Hasyimi features a diverse student population, both socially, economically, and in terms of religious understanding. This condition makes MTs Nurul Hasyimi a representative place to study how the values of sincerity and patience are instilled in students and how these values manifest in their daily lives.

Based on the explanation above, the formulation of the research problems is as follows: first, how is the process of teaching sincerity and patience values in the *Akidah Akhlak* subject at MTs Nurul Hasyimi? Second, what methods are used by teachers to deliver the lessons on sincerity and patience to students? Third, what are the students' responses to the material, and to what extent does it influence their daily behavior? And fourth, what are the supporting and inhibiting factors in implementing the teaching of sincerity and patience values at MTs Nurul Hasyimi?

By answering these questions, it is hoped that the results of this study will provide significant contributions to the development of moral teaching strategies in madrasahs, particularly in instilling the values of sincerity and patience in students. This research is also expected to provide input to relevant parties such as teachers, school principals, and education policymakers, highlighting the importance of character education in shaping a generation that is not only intellectually smart but also morally and spiritually strong.

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RESEARCH METHOD

This research employs a descriptive qualitative approach. This approach was chosen because it aligns with the main objective of the study, which is to provide an in-depth description of the process of teaching the values of sincerity and patience in the Akidah Akhlak subject at MTs Nurul Hasyimi. A qualitative approach offers a broad space for researchers to understand phenomena holistically from the perspective of the participants or research subjects. In this context, the researcher does not merely view data from a numerical or statistical standpoint but emphasizes meaning, experiences, and social processes occurring within the educational environment.

This study is a field research, meaning that data collection was carried out directly at the research site to obtain accurate information regarding the ongoing teaching and learning processes. The research location was centered at MTs Nurul Hasyimi, an Islamic educational institution under the auspices of the Nurul Hasyimi Foundation. This school was chosen as the research site because it focuses on character development through a structured Akidah Akhlak curriculum from Grade VII to Grade IX and has active character strengthening programs in students' daily activities.

Data collection was conducted through several techniques: observation, interviews, and documentation. Observation was carried out to directly observe how teachers deliver material about sincerity and patience in the classroom, as well as to monitor student interactions during the learning process. In-depth interviews were conducted with Akidah Akhlak subject teachers, the head of the madrasah, and several students from various grade levels. These interviews aimed to gather more detailed information about the methods used, student responses to the materials taught, and the obstacles and supports encountered during the teaching process. Meanwhile, documentation was used to complement the data by collecting written materials such as syllabi, lesson plans (RPP), textbooks, learning evaluation results, and other relevant records.

The subjects of this research were Akidah Akhlak teachers and students from Grades VII, VIII, and IX. The selection of subjects was conducted purposively, based on certain considerations deemed capable of providing relevant and in-depth data. Teachers were chosen because they are the primary actors in the teaching process, while students were selected to understand how they comprehend and apply the values of sincerity and patience in their lives.

Data analysis in this study was conducted qualitatively through the stages of data reduction, data presentation, and conclusion drawing. Data obtained from the field were reduced to select information relevant to the research focus, then presented in the form of narratives that describe the phenomenon comprehensively. Afterward, the data were interpreted to discover patterns,

meanings, and deeper understanding regarding the process of instilling the values of sincerity and patience at MTs Nurul Hasyimi. Data validity was maintained by conducting source and technique triangulation, namely by comparing the results from observations, interviews, and documentation to ensure the accuracy and consistency of the information obtained.

Through this method, it is expected that the study will provide a real and comprehensive picture of how moral values such as sincerity and patience are taught, understood, and applied within the environment of MTs Nurul Hasyimi.

FINDINGS AND DISCUSSION

Based on the results of field research conducted at MTs Nurul Hasyimi, it was found that the process of teaching the values of sincerity and patience in the Akidah Akhlak subject has become an integral part of the learning process at every grade level, including Grades VII, VIII, and IX. These values are not only delivered as theoretical material but are also applied in students' daily practices within the school environment. Teachers strive to convey the concepts of sincerity and patience through communicative and contextual approaches, tailored to the psychological conditions of students who are still in their emotional and social development stages.

In the learning process, Akidah Akhlak teachers at MTs Nurul Hasyimi employ various methods beyond mere lectures or one-way explanations. Some teachers utilize question-and-answer techniques, group discussions, case studies, and even narrative approaches (qashash) drawn from the lives of the Prophet Muhammad (SAW) and his companions to instill the meanings of sincerity and patience in students. Stories such as the Prophet Muhammad's struggles in preaching Islam, Bilal bin Rabah's patience in enduring torture, and the companions' sincerity in helping others serve as highly effective media to touch the students' hearts and help them grasp the essence of these values.

Observations conducted in the classroom revealed that most students showed enthusiasm when the teacher connected the material with their everyday life experiences. For example, when discussing sincerity in the context of helping parents at home or giving charity without seeking attention, many students responded that they had faced similar situations and felt that such attitudes indeed brought inner peace. This indicates that moral material becomes more meaningful when related to the students' real-life experiences.

In teaching patience, teachers often link this value to common challenges faced by students, such as receiving unsatisfactory exam results, dealing with conflicts with friends, or having to patiently wait for their turn. Teachers emphasize that patience does not mean passivity but rather the ability to control oneself, think clearly, and behave properly even under difficult conditions. Such teaching is perceived by students as relevant and applicable character-building rather than mere theoretical memorization.

Interviews with Akidah Akhlak teachers revealed that they recognize the importance of instilling sincerity and patience in students from an early age. According to one teacher, building students' character with these two values

serves as a primary foundation to foster spiritual and emotional resilience in facing the challenges of the times. Teachers also stressed that moral education requires exemplary behavior, as students are more likely to grasp values when they see them practiced firsthand by their teachers. Therefore, teachers strive to demonstrate patience and sincerity in every interaction, both inside and outside the classroom.

On the other hand, interviews with students indicated that most of them understood the importance of sincerity and patience in their lives. They mentioned that sincerity brings inner peace and reduces feelings of disappointment, while patience helps them refrain from anger or giving up when facing difficulties. However, they also admitted that in practice, being sincere and patient is not easy. Some students confessed that they still often feel disappointed when their efforts are unappreciated or find it difficult to control their emotions when treated unfairly. This poses an ongoing challenge for teachers to continually guide and accompany students in gradually and consistently instilling these values.

From the perspective of teaching documents, it was found that the syllabi and lesson plans used by teachers include indicators and learning objectives related to developing sincerity and patience. The textbooks used also contain relevant material on these values, although in practice, teachers often develop the material contextually to make it easier for students to understand. Moral evaluation activities usually take the form not only of written tests but also of observing students' attitudes and behaviors during daily activities, both inside the classroom and in the broader school environment.

In practice, several supporting factors contribute to the success of teaching sincerity and patience at MTs Nurul Hasyimi. The first is the commitment of teachers to seriously and consistently conduct moral education. Teachers do not merely deliver material but also offer advice, listen to students facing problems, and create a classroom atmosphere that is conducive and full of compassion. The second is the school culture that upholds Islamic values. For example, morning Qur'an recitation sessions, congregational prayers, and routine religious study gatherings serve as highly effective means to reinforce students' spiritual and moral values.

Nevertheless, this study also identified several obstacles in the process of teaching these values. One major challenge is the influence of the external environment, which often contradicts the values taught at the school. Students who interact daily with social media, entertainment content, and peer environments inconsistent with Islamic values often experience confusion and inconsistency in their behavior. Additionally, family background becomes a challenge, especially when students come from families that do not provide good moral examples. In such situations, the role of the school becomes crucial as a moral stronghold that continuously reinforces good values in students.

Overall, the findings of this study indicate that the teaching of sincerity and patience at MTs Nurul Hasyimi has been proceeding well and systematically. Although there are still various challenges, the commitment of teachers, the

supportive school culture, and the positive responses from students form a strong foundation for developing a noble and resilient character. These values are not merely theoretical lessons but have become part of the students' identity formation process as a strong, faithful, and morally upright young Muslim generation.

The teaching of Akidah Akhlak, with an emphasis on sincerity and patience, is not only relevant for MTs students but also an urgent need in character education in general. In an era marked by instant gratification and rapid changes, sincerity and patience are values that are increasingly marginalized. Therefore, efforts to continuously instill these values through education must become a top priority. Teachers as educators, parents as primary guides at home, and the broader community as the character-shaping environment must synergize in forming a generation that is not only academically intelligent but also morally and spiritually resilient.

CONCLUSION

Based on the research conducted at MTs Nurul Hasyimi regarding the process of teaching the values of sincerity and patience in the Akidah Akhlak subject across all grade levels, it can be concluded that the inculcation of these moral values is an essential and inseparable part of Islamic education at the junior secondary level. From the outset, the background of this study was based on the importance of character formation among adolescents, in which sincerity and patience serve as the main foundations for shaping individuals who are faithful and possess noble character. In modern life, which is full of challenges and negative influences, the values of sincerity and patience become vital forces for maintaining students' emotional, spiritual, and social stability. Therefore, Akidah Akhlak learning not only serves to convey religious theory but also acts as a medium to instill substantial and applicable life values.

Through the qualitative descriptive approach used in this research, the author successfully uncovered how the teaching and learning process of sincerity and patience values takes place in reality. The study relied on direct classroom observations, in-depth interviews with teachers and students, and documentation of learning tools and relevant school activities. This approach provided a comprehensive overview of how these values are gradually instilled, both through varied teaching methods and through the exemplary conduct demonstrated by teachers in their daily lives. The choice of MTs Nurul Hasyimi as the research site proved relevant because this institution has a strong religious education structure and a school culture that supports character building.

The research findings show that Akidah Akhlak teachers at MTs Nurul Hasyimi have employed various learning strategies that emphasize understanding and implementing the values of sincerity and patience in students' real lives. The learning process is dynamic, integrating lectures, discussions, inspirational stories, and reflections on students' own experiences. The approach used is contextual, enabling students to perceive the material not merely as lessons to be memorized but as values to be practiced. Students'

responses to the material were generally positive, although it was acknowledged that challenges remain, particularly in consistently applying these values outside the school environment. In this regard, support from family and the social environment is an important factor in strengthening the students' character development.

Additionally, the school culture established at MTs Nurul Hasyimi contributes significantly to the success of moral education. Routine religious activities, harmonious relationships between teachers and students, and a maintained spiritual atmosphere make the school environment conducive to cultivating noble character. However, it cannot be denied that external influences such as social media and promiscuous peer interactions remain challenges that must be addressed. Therefore, the sustainability of moral development requires synergy among teachers, parents, and the wider community.

Overall, it can be concluded that the teaching of sincerity and patience values at MTs Nurul Hasyimi has been carried out using a fairly effective approach, although reinforcement is still needed in several areas. These values have proven to be relevant and important in shaping students' strong spiritual and emotional character. In the long term, moral education that emphasizes sincerity and patience can become a primary foundation for the emergence of a Muslim generation that is not only intellectually intelligent but also mature in attitude and behavior. This research serves as evidence that morality is the soul of Islamic education, and its success depends on how deeply these values can penetrate into the real lives of the students.

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