

MODELS AND APPROACHES TO ISLAMIC RELIGIOUS EDUCATION FOR MADRASAH TSANAWIYAH TEENAGERS SOLOK

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Abstract

This study stems from the increasing number of teenagers who deviate from Islamic religious education, thus requiring a model and approach to Islamic religious education that can shape the morals, character, and attitudes of teenagers for the better. The purpose of this study is to determine what models and approaches can be used for Islamic religious education for teenagers at Madrasah Tsanawiyah Solok. This research is quantitative in nature, with data collected through online interviews and observations. The results show a high level of agreement that Islamic religious education can prevent juvenile delinquency, with 21 out of 50 respondents (42%) strongly agreeing and 30 respondents (60%) stating that PAI plays an important role in shaping morals. In addition, 40 respondents (80%) strongly agreed that the PAI approach made learning more effective and increased student engagement. A total of 25 respondents (50%) strongly agreed that families and communities play a major role in character building in accordance with Islamic values. Overall, the data showed a positive correlation between the application of the PAI approach and increased involvement and character building, thus proving that Islamic religious education is effective as a model for shaping youth character.

Keywords Adolescents, Approach, Education, Model



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INTRODUCTION

Education basically, that is process to create a learning environment and learning process so that students can develop their potential to have religious spiritual strength, self-control, morals, and critical thinking skills in the future (Allen et al., 2020; König et al., 2020; Okyere-Kwakye & Md Nor, 2020). It is a process for individuals to achieve higher knowledge and understanding of certain specific things. Education is also a process to bring about change in students (Chung et al., 2020; Sintema, 2020), developing individuals' abilities to generate self-confidence and innovative attitudes and behaviors. In the educational process, what is needed is the process itself, because it is this process that will determine the achievement of learning objectives (Patricia Aguilera-Hermida, 2020; Rose, 2020; Amalia et al., 2023). In the teaching and learning process, there are several factors that influence the achievement of learning objectives, including teachers (Wu et al., 2025); Gao et al., 2020; Shosani, 2025) students, models, and approaches to Islamic education. Education contains exemplary values, builds willpower, and develops the creativity and potential of students. This is reinforced by the National Education System in the law that upholds religious values.

Islamic education models and approaches play a very important role in changing behavior towards harmonious and balanced progress in line with the nation's progress (Rahman, 2023;Oswalt et al., 2020;Sudirman et al., 2025). Therefore, education needs to achieve its objectives. The goal of education is to produce students who are moral and capable of mastering knowledge and developing a responsible personality. A learning model is a plan or pattern used as a guideline in planning classroom learning (Aucejo et al., 2020; Department of Microbiology and Immunology, Faculty of Medicine, Mu'tah University, Jordan. et al., 2020; Lucia et al., 2021). Meanwhile, a learning approach is a general framework of scenarios used by teachers to teach students in order to achieve learning objectives. Education itself involves several interactions, including: educators, students, facilities and infrastructure, evaluation, and so on (Aminusyai et al., 2024). In the teaching and learning process, a conducive learning environment or conditions are essential to create a positive learning atmosphere.

The essence of learning is the process of interaction between learners and their environment, resulting in a change in behavior patterns for the better (Azani et al., 2024;Al, 2023; Khor et al., 2025). This interaction involves several influencing factors, both internal factors that come from within and external factors that come from outside, such as the environment (Gustafsson & Krantz, 2025; Zhou et al., 2020). The most important task of teachers in teaching is to be skilled at conditioning the environment so that behavioral changes occur in students. The role of teachers is very important in the teaching and learning process in the classroom because it greatly influences the success or failure of a student. Good Islamic Religious Education (IRE) is also expected to enable students to recognize, understand, appreciate, and believe in the teachings of Islam, to have faith (Cheung & Bell, 2021; Kalt, 2022; Zhang et al., 2020), to have noble character, and to enable students to establish harmony and balance with Allah.

Regarding Islamic religious education that provides religious values education also aims to humanize humans, meaning that students must be treated well (Al Huda et al., 2025). Educators here must be able to guide and nurture students by utilizing their knowledge so that the desired goals can be achieved (Alfiah et al., 2024); Mathew, 2024). Therefore, the presence of Islamic education teachers is highly expected to change attitudes and behavior through the lessons provided by educators and must be sensitive to circumstances because the role of teachers is as facilitators and mediators for their students (Putra & Sayekti, 2025; Munthe et al., 2023; Quadri, 2020). Islamic religious education can also make students aware of the need to avoid bad behavior or attitudes, including bullying, because bullying will prevent the Islamic religious education approach from being realized, as Islamic religious education is closely related to morals.

The objective of Islamic religious education in every aspect of education is in accordance with the applicable curriculum to shape students to become people who believe in and fear God

Almighty, have noble character, and can respect fellow human beings, as we see today that teenagers are experiencing a crisis of character in respecting fellow human beings (Adistiana & Hamami, 2024; Arvisais et al., 2021; Tabroni et al., 2022). Therefore, the role of Islamic religious education is very important in the world of education, from kindergarten to university. The core of the Islamic religious education curriculum in every madrasah is to emphasize that students have good character, ethics, and morals in their daily lives in society at large so that the behavior learned in Islamic religious education can be a good example and can be applied and become a good example in the family and community.

In teaching Islamic religious education to adolescents, educators must understand the needs of adolescents, such as self-control, freedom, self-adjustment, and a sense of family (Rivauzi, 2023; Farisi et al., 2025; Qushua et al., 2023). As is well known, adolescence is a difficult period in terms of adjusting to the environment, one of which is controlling oneself so as not to fall into promiscuity, such as drugs, free sex, and gang fights. Adolescents who lack parental attention may recklessly engage in inappropriate behaviors, such as defying their parents' prohibitions. In this regard, adolescents have the freedom to engage in activities they desire, and parents should grant them this freedom without restricting them. Therefore, teenagers must be smart in socializing, choosing friends, and joining organizations that are beneficial to them so that they can engage in positive activities, because every teenager must have freedom, but within that freedom there must be control and the role of parents.

As time goes by, the role of Islamic religious education teachers in preventing teenagers from doing undesirable things is to encourage them to do positive things. Teachers cannot stand alone in dealing with teenagers, because teachers need support from the school, the community, and even parents in controlling what their children do at home. Therefore, the role of Islamic education teachers is very much needed in changing the attitudes, morals, and behavior of teenagers so that they can be competent in fighting the rampant free socialization. It is clear that Islamic education must be instilled from an early age because it greatly influences the character and behavior of teenagers in the future. Thus, educators or teachers have a great responsibility in Islamic education to create teenagers with good character and morals.

Based on the above description, the researcher is interested in further examining the models and approaches of Islamic religious education for junior high school students to see whether they can improve the quality and potential of adolescents in developing Islamic religious education so that it can be more advanced in the future. Are these adolescents capable of controlling themselves so that they do not fall into promiscuity and can further improve their Islamic religious education or not? Therefore, Islamic religious education needs to be introduced or instilled from an early age because it will be closely related to the nature, behavior, and character of adolescents in the future. Parents feel secure when their teenagers are enrolled in Islamic boarding schools and junior high madrasahs because these institutions strongly emphasize Islamic education for the formation of good character and morals. Students who are entering adolescence are searching for their identity and need attention from teachers, parents, and the community, so the role of these figures is very important for teenagers.

RESEARCH METHOD

Research Design

The research method used to examine models and approaches to Islamic religious education for madrasah tsanawiyah is quantitative (Fitri & Arief, 2025; Yanto et al., 2024; Tüshaus et al., 2020). The purpose of using this method is to determine the extent to which models and approaches for adolescents in utilizing Islamic education can shape morals, character, attitudes, and behavior for the better. This research was conducted at a madrasah in the city of Padang in the odd semester of the 2022/2023 academic year. The time for this research

was chosen because there are many teenagers who have begun to stray from Islamic religious education. For example, nowadays, people who wear the niqab and hijab are not ashamed to dance on TikTok and consider dating to be normal, even though dating is strictly prohibited in Islam because it is considered a sinful act. Therefore, the researcher hopes that by providing Islamic religious education to every teenager, it can change them for the better.

Research Target/Subject

The sources of this research come from parents, students, and teachers at the madrasah who filled out an online questionnaire distributed by the researchers (Freedman et al., 2018; Yuan et al., 2018). Therefore, it is possible to determine the response of students in utilizing Islamic education to change their morals and attitudes for the better. Teachers here cannot stand alone in dealing with teenagers who are rebellious or defiant in madrasahs, because teachers here need support from the school and also from the parents of these teenagers. Children who are entering adulthood want to find their identity and attention from many people because this is when puberty begins. If parents do not pay attention to their children who have entered adolescence, they will definitely fall into promiscuity because at that stage, children cannot control their emotions, are easily angered, are under constant mental pressure, and will become stressed.

Research Procedure

Before educators and students filled out the questionnaire, the researchers had already asked several questions and received guidance from lecturers who were experts in media literacy. The researchers used the suggestions and criticism from the validators as a basis, reference, and guideline for improving the questions in the questionnaire they distributed in order to obtain good responses at the research site.

Instruments, and Data Collection Techniques

Data was collected in the form of questionnaires and surveys. Data was collected through online questionnaires completed by educators, students, and parents.

Data Analysis Technique

The questions posed by the researchers relate to the models and approaches of adolescents towards Islamic education in madrasahs and whether these can change their attitudes and behavior in carrying out any activities. Here, the researchers hope to receive positive responses from respondents so that they can conduct this research more easily. The data was analyzed quantitatively and presented in the form of questionnaire responses.

RESULTS AND DISCUSSION

After conducting quantitative research, the researcher obtained survey results from the educators who were studied. The survey results obtained in the study were about how madrasah students approach the Islamic religious education learning system. This media was also analyzed to determine the extent to which it was used and utilized to its full potential and effectiveness. From the data obtained, it can be seen and concluded that internet-based technology using Islamic religious education as a means of supporting distance learning is very helpful for students in accessing learning, especially in Islamic religious education. With the implementation of this medium as a learning support, madrasahs have realized and provided monitoring in terms of its utilization for learning during distance learning. However, this requires the development of

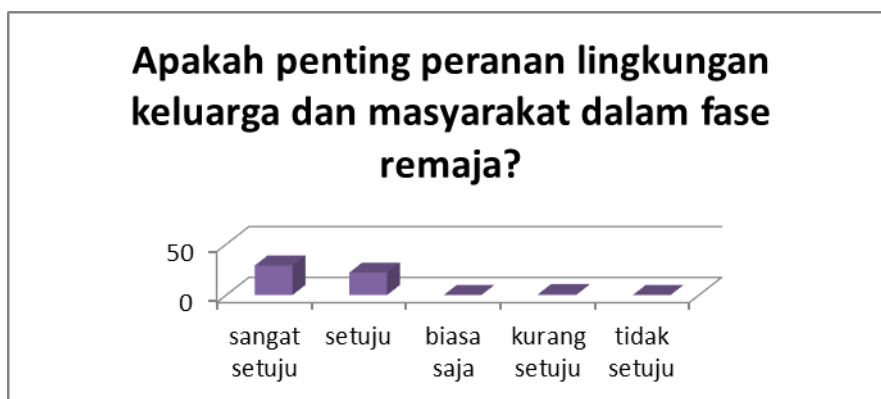
features by madrasahs to provide students with access to this Islamic religious education as a supporting learning medium.



From the distribution of questionnaires conducted by researchers to educators and students at madrasahs, the results and responses from the survey showed that 21 out of 50 people strongly agreed that the approach to Islamic religious education could prevent juvenile delinquency. Four out of 50 people disagreed and considered it normal that Islamic religious education does not prevent juvenile delinquency and considered Islamic education to be only a subject that must be fulfilled locally. As is well known, Islamic religious education is very important to be instilled from an early age so that educators can instill good character in accordance with religious guidance as directed by the Qur'an and Hadith.



From several questionnaires that have been conducted, researchers have obtained survey results on how Islamic religious education plays an important role for today's youth. It is known that 30 people strongly agree that Islamic religious education has an important role for today's youth. This is because Islamic religious education based on the Quran and Hadith helps educators in shaping character. Fifteen people chose the "agree" option, believing that Islamic religious education is indeed quite helpful in learning and at the same time shaping students' characters to become people with good morals. Only a few people chose the other options because they did not have a deep understanding of how Islamic religious education is implemented.



The next question is about the role of the family and community environment in adolescence. Adolescence is a process of character formation that is very dominant in a child who has just entered adolescence. This is so that children who are entering adolescence can live their lives in accordance with Islamic education. In this case, the role of the family and community is very helpful in shaping the character of students. This is evidenced by the results of a survey conducted on 25 people who strongly agreed with the attached questions. Twenty people agreed because they believed that the role of parents and the environment also helped improve the quality of students in accordance with Islamic religious education. A small number of them chose various options, such as disagree, somewhat disagree, and neutral.



The fourth question was whether the adolescent approach to Islamic religious education made learning effective. The attached question received various responses from the research subjects. Forty people strongly agreed with the first option, arguing that Islamic religious education was the right step to take as a method used to approach students in order to achieve effective learning. For the second option, fifty people agreed with the reason that Islamic religious education is quite helpful in realizing the student approach in Islamic religious education learning.



The next question is whether Islamic religious education for adolescents can broaden their horizons in all aspects of learning. The aspect of Islamic religious education for adolescents is a very important aspect in the lives of adolescents in order to shape quality adolescents who are able to keep up with current developments. From the questions that have been attached with responses, for the first option, fifteen people strongly agreed because Islamic religious education aims to nurture and increase faith through the provision and cultivation of knowledge. For the second option, twenty-five people agreed because all aspects of Islamic religious education can improve the values, attitudes, and interests of students.



Based on the diagram above, data was obtained from 50 people, of which 5 people chose strongly agree, and 35 people chose agree. It can be concluded that most respondents strongly agree that the Islamic religious education approach can be a good learning method for teenagers and that students can develop their knowledge through this approach. Respondents who chose "neutral," "disagree," and "strongly disagree" may think that Islamic religious education is not effective in providing good learning for teenagers, causing them to lose interest in Islamic religious education. Therefore, it can be concluded that Islamic religious education is an appropriate approach for character building.



From the distribution of the questionnaire, the data obtained is shown in the diagram above, where 12 out of 50 people strongly agree, 28 out of 50 people agree, and for the next question, the model and Islamic religious education can change teenagers into teenagers with good character. This is evident from how Islamic religious education has various provisions that shape how a person can have good character with guidance from Islamic religious education. It can be concluded that people who study Islamic religious education will have good character. Thus, the goal of Islamic religious education as a model approach in shaping the character of madrasah students can be fulfilled and developed by educators in madrasahs in creating students with good character.



The next question is how Islamic religious education can maximize character building and learning for teenagers. For the 15 educators who were surveyed, character building through the Islamic religious education learning system clearly helps educators in forming the approach to akhlakul karimah character that they want to improve. So, it can be concluded that Islamic religious education plays a very important role in character building. For the second option, 25 people agreed with the level of choice because they believed that Islamic religious education learning media was maximally implemented in achieving the character building of students that madrasah educators wanted to achieve.



The last question was about how Islamic religious education makes learning effective. Eighteen people strongly agreed because it is clear that the approach used by educators in shaping students' character through Islamic religious education will clearly produce students with good character because it is in accordance with the guidance of the Quran and Hadith. This serves as a guideline for educators to make Islamic religious education an effective step in developing students with good character. The educators agreed because the guidance of the Quran and Hadith is considered the right path to be used as a guideline in shaping a model for approaching student character in accordance with Islamic religious education in a madrasah.

This is based on data obtained from 10 questions posed by researchers at the madrasahs surveyed. The researcher concluded that in order for distance learning innovation in Islamic religious education to be implemented properly, improvements must be made. This includes maximizing the improvement of Islamic religious education in order to obtain better responses from educators who use this learning medium as a support for character development. Secondly, creativity in learning needs to be added to produce more interesting learning that can be developed for learning in madrasahs. Finally, the learning model approach using Islamic religious education is also very useful to be implemented in a sustainable manner as a medium for character building with good morals in learning that will be carried out in the future to be more effective and efficient.

CONCLUSION

Based on the results of the study, it can be concluded that Islamic religious education plays an important role in shaping the morals, character, and behavior of adolescents. The majority of respondents agreed that the Islamic religious education learning approach can prevent juvenile delinquency, help shape good character, and improve understanding and attitudes in accordance with the guidance of the Qur'an and Hadith. The family and community environments play an important role in determining the success of character building in adolescents. Thus, Islamic religious education has been proven to have a significant influence and is needed in shaping the character of today's youth. However, learning still needs to be improved and developed to be more interesting, effective, and capable of becoming a medium for continuous character building in madrasahs.

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AUTHOR CONTRIBUTIONS

Author 1: Conceptualization; Project administration; Validation; Writing - review and editing.

Author 2: Conceptualization; Data curation; Investigation.

Author 3: Data curation; Investigation.

CONFLICTS OF INTEREST

The authors declare no conflict of interest

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