

## Analysis of Social Care Character Development in Islamic Religious Education Courses

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| Hapni Laila Siregar<sup>1</sup> | Nurmayani<sup>2</sup> |

<sup>1,2</sup>Universitas Negeri Medan,  
North Sumatra, Indonesia

<sup>1</sup>hapnilaila@unimed.ac.id

<sup>2</sup>nurmayani1111161@gmail.com

### ABSTRACT

*The development of an increasingly modern era, on the one hand, progresses in various aspects of human life, but on the other hand also brings to the character and identity of the Indonesian nation, the waning of a sense of caring and social solidarity. Now egocentrism in the pattern of social relations in Indonesian society is increasingly visible, namely behavior that focuses on one's own welfare or gain at the expense of and at the expense of others. The development of social care characters must continue to be carried out, especially now that people's lives are increasingly difficult, the poverty gap is widening, and the crime rate is getting higher. Judging from the religious aspect, the attitude of social care will get 3 things, namely first, the road of sustenance becomes wide and open; second, being more sensitive to the life around us; third, get a reward. This study is a descriptive study to see the extent to which the development of social care characters in PAI courses. The data collection technique is using a questionnaire. The research was conducted in several departments at Medan State University in the even semester of the 2021-2022 Academic Year. This study resulted in the following findings: 1. the development of social care characters in PAI courses has only reached aspects of knowledge (cognitive) and attitudes (attitudes). This can be seen from the development of social care characters in both aspects which are already in the good category. 2. The development of social care characters from the behavioral aspect (behavior) in PAI courses is still in the poor category, for that it is necessary to design various social action tasks in the community that are carried out by students so that they will get a very meaningful experience.*

### KEYWORDS

*PAI Course; Social Care; psychomotor level; cognitive and effective level*

### INTRODUCTION

The current era of globalization in addition to bringing progress in human life, also presents various problems and challenges. The Indonesian nation, which was once known for its spirit of helping and politeness, has now changed. Social care and solidarity are no longer the core culture of Indonesian society. Now the behavior of egocentrism in the pattern of social relations in Indonesian society is increasingly visible, namely behavior that focuses on one's own welfare or profit even by ignoring and sacrificing others. This fading sense of caring and social solidarity is seen in the poor behavior of Indonesian society today, such as the high number of cases of violence among teenagers, the use of bad and disrespectful language, low responsibility and respect for parents and teachers, as well as mutual suspicion and respect. Hatred between each other. In addition, the increasing number of conflicts that occur in society, whether between ethnic groups, between groups, between religious communities,

between social classes, clearly shows that Indonesian society is now far from its original cultural values.

The development of social care character is very important to do, especially now that people's lives are getting more difficult, the poverty gap is getting wider, and the crime rate is getting higher. Judging from the religious aspect, social care is a commendable behavior that every Muslim should have. People who have a socially caring attitude will get 3 things, namely first, the way of sustenance becomes wide and open. By spreading the benefits as much as possible to others, as well as building positive interactions with others, the space for sustenance will be wider and more open and even our sustenance will come from directions we never expected. Second, we will be more sensitive to the life around us. The more often we spread kindness to others and do it consistently, the greater the positive effect in our lives, especially our social care attitude will be more honed. Third, we get a great reward. Our social care attitude and the help we give to people in need will be rewarded with rewards from Allah SWT. Then if our good deeds become an example for others to follow then this will be a field of reward for us because every time they do that good we will get a reward without reducing their reward in the slightest.

Islamic Religious Education is an educational program that instills Islamic values through the learning process, both in the classroom and outside the classroom, (Syahidin et al, 2009) so that Islamic values will become the views and attitudes of students' life (Muhaimin, 2007). PAI courses play an important role in building student character, including social care characters, as the goal of PAI courses is to foster students to become human beings who believe and fear God Almighty and have noble character and help the development of students' personalities so that they are able to play a role in members of the community. Society, nation and religion (Siregar, 2020). To create students who are socially concerned and sensitive to various social problems that always grow in society, the PAI learning approach should be contextual, constructivist and open-ended. This learning approach can provide an understanding and appreciation of the value of social care and prepare students to be able to analyze and provide solutions to various problems of national and state life. With this approach, PAI learning is also interesting because students can understand contextually various social problems in society and can contribute actively and collaboratively in solving various problems and challenges in the life of the nation and state. Based on the background of the problem above, it is necessary to analyze the development of social care character in PAI learning at Medan State University, to find out how far the level of social care character development that has been carried out in the PAI learning process at Medan State University.

## **RESEARCH METHODS**

This study is a descriptive study to see the extent to which the development of social care characters in PAI courses. The data collection technique is using a questionnaire. The research was conducted in several departments at Medan State University at the end of the even semester of the 2021-2022 Academic Year. The research subjects were 127 students from 5 majors, namely the Department of Accounting Education, Economics Education, Building Engineering Education, Physics Education and Mathematics Education. The students from this department were chosen because they had received PAI courses at Medan State University for a full semester and were taught by different PAI lecturers. Researchers also obtained document data from PAI textbooks, PAI Semester Learning Plans (RPS) and other sources of information. The research data were analyzed using the Miles and Huberman model (Sugiono, 2007), namely: data reduction, data presentation, and conclusion drawing/verification.

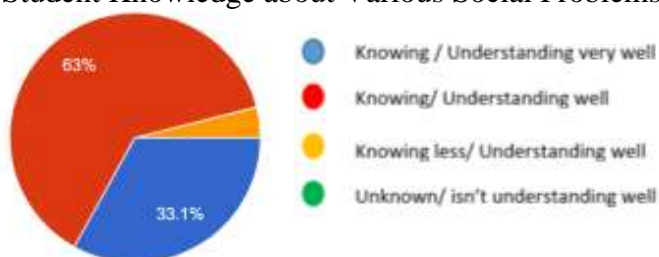
## RESULTS AND DISCUSSION

The characters are “knowing the good, desiring the good, and doing the good. (Lickona, 1992) Based on Lickona's opinion, the development of social care character in this study will be reviewed from three aspects, namely aspects of knowledge (Cognitive), aspects of attitude (attitude) and aspects of behavior (behaviors). The knowledge aspect includes knowledge about various social problems that exist in society, the factors that cause the emergence of social problems in society, solutions to overcome these social problems and things that youth can do to overcome social problems in society.

### ***Development of social care character from the aspect of knowledge (Cognitive)***

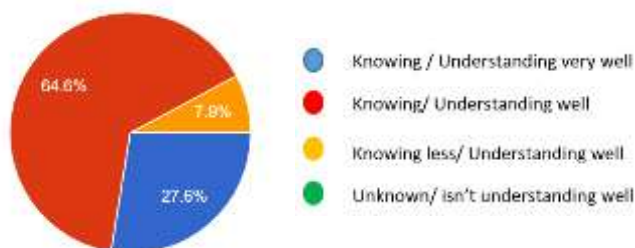
From the results of the distribution of the questionnaire distributed to the respondents, the following data were obtained:

**Diagram 1.** Student Knowledge about Various Social Problems in Society



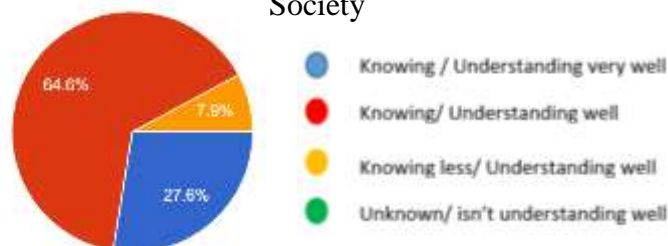
From diagram 1 above, it can be seen that the majority of respondents (96.1%) know well various social problems that exist in society such as poverty, unemployment, crime, juvenile delinquency, low education, dirty and damaged environment, children streets and others. In fact, a third (33.1%) said they understand these social problems very well. Only a small percentage, namely 3.9% of respondents, said they did not understand the various social problems that exist in society.

**Diagram 2.** PAI Lecturer Explains Various Social Problems in Society



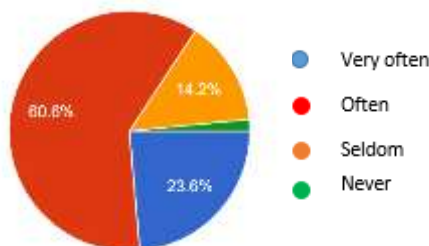
From diagram 3 above, it can be seen that related to students' knowledge about the factors that cause various social problems in society, most of the respondents (64.6%) said they knew it well, and as many as 27.6% of respondents said they knew it well. very good. Only 7.9% of respondents said they do not know the factors that cause various social problems in society.

**Diagram 3.** Student Knowledge about the Factors That Cause Various Social Problems in Society



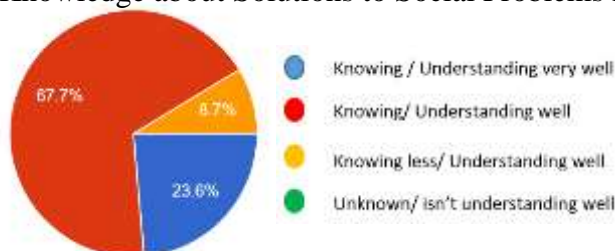
From diagram 3 above, it can be seen that related to students' knowledge about the factors that cause various social problems in society, most of the respondents (64.6%) said they knew it well, and as many as 27.6% of respondents said they knew it well. very good. Only 7.9% of respondents said they do not know the factors that cause various social problems in society.

**Diagram 4.** PAI Lecturers Teach the Factors that Cause Various Social Problems in the Community



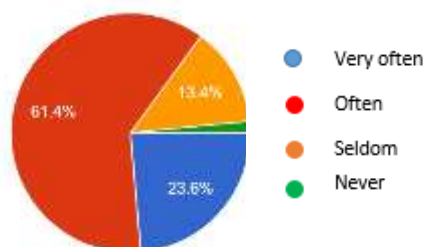
From diagram 4 above, it can be seen that the majority of respondents (84.2%) stated that PAI lecturers often explained to students the factors that caused the emergence of various social problems in society. Then as many as 14.2% of respondents said that PAI lecturers rarely explained it, and 1.6% of respondents stated that PAI lecturers never explained the factors that caused various social problems to arise in society to students.

**Diagram 5.** Student Knowledge about Solutions to Social Problems in Society



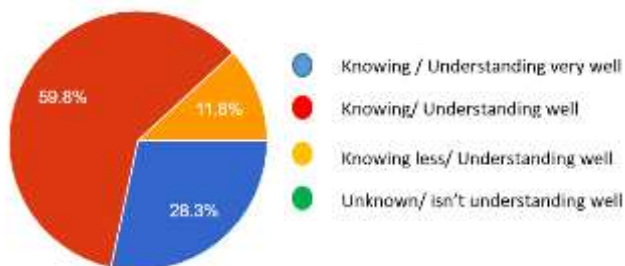
From diagram 5 above, it can be seen that related to students' knowledge of solutions to social problems that exist in society, the majority of respondents (67.7%) said they knew it well and 23.6% of respondents said they knew it very well. Only a small proportion of respondents (8.7%) said they did not know the solutions to various social problems that existed in the community.

**Diagram 6.** Lecturer Teaches Solutions to Overcome Social Problems in Society



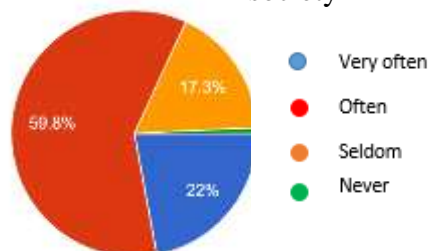
From diagram 6 above, information is obtained that the majority of respondents, as much as 85%, stated that PAI lecturers often explain solutions that can be done to overcome social problems that exist in society. The remaining 13.4% of respondents said it was rare and 1.6% of respondents said that PAI lecturers never explained to students solutions to overcome various social problems in society.

**Diagram 7.** Student knowledge about things youth can do to overcome social problems in society



From diagram 7 above, it can be seen that related to student knowledge about things youth can do to overcome social problems in society, 59.8% of respondents said they knew it well, even 28.3% of respondents said they knew it very well. Good. The remaining 11.8% of respondents said they did not know the solutions that youth could take to overcome various social problems in society.

**Diagram 8.** PAI lecturers teach youth things that can be done to overcome social problems in society

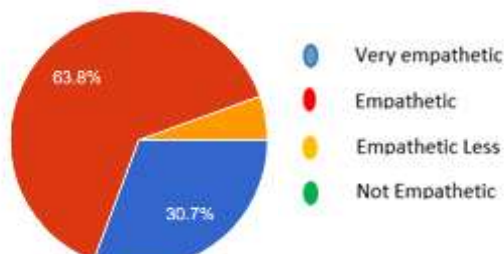


From diagram 8 above, information is obtained that the majority of respondents (81.8%) stated that PAI lecturers often teach things that youth can do to overcome social problems that exist in society. The remaining 17.3% of respondents said that lecturers rarely taught it and 0.7% of respondents said that PAI lecturers had never explained about solutions that youths could do to overcome social problems that existed in society.

***Development of social care character from the aspect of attitude (attitudes)***

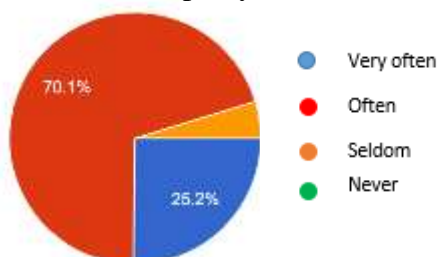
The social care character from the attitude aspect has three indicators, namely empathy, caring for people who are in need and need help and a sense of responsibility to participate in solving social problems in society. From the results of the distribution of the questionnaire distributed to the respondents, the following data were obtained:

**Diagram 9.** Student attitudes towards various social problems in society



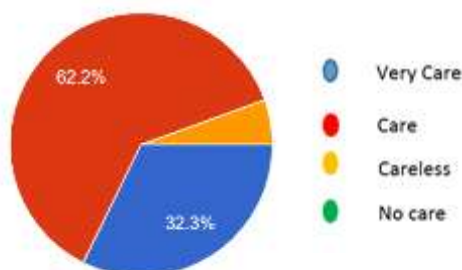
From diagram 9 above, it can be seen that most of the respondents (63.8%) claimed to have empathy for various social problems that exist in society. In fact, 30.7% said they were very empathetic. The remaining 5.5% of respondents admitted that they lack empathy for various social problems that exist in society.

**Diagram 10.** PAI lecturers teach empathy towards social problems that exist in society



From diagram 10 above, it can be seen that the majority of respondents (95.3%) stated that PAI lecturers often teach students to have an empathetic attitude towards social problems that exist in society. Only a small proportion of respondents (4.7%) said that PAI lecturers rarely teach students to have an empathetic attitude towards social problems that exist in society.

**Diagram 11.** Students' attitudes towards people who are deprived and need help



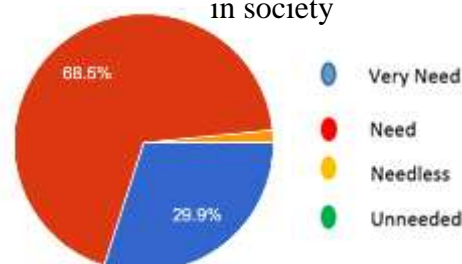
From diagram 11 above, it can be seen that the majority of respondents (94.5%) stated that they care about people who are in need and need help around them, even a third said they really care. Only a small proportion of respondents (5.5%) said that they care less about people who are in need and need help.

**Diagram 12.** PAI lecturers teach students to care about people who are lacking/need help



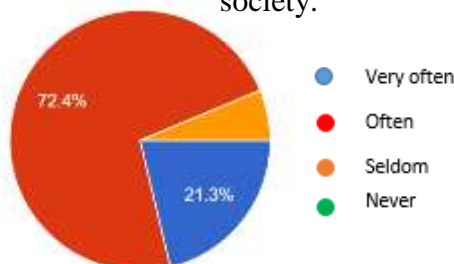
From diagram 12 above, it can be seen that the majority of respondents, as much as 92.1%, stated that PAI lecturers often teach students to care about people who are in need and need help. Only a small proportion of respondents (7.9%) said that PAI lecturers rarely teach students to care about people who are in need and need help.

**Diagram 13.** Students' opinions on the responsibility of youth in solving social problems in society



From diagram 13 above, it can be seen that 68.5% of respondents stated that youth's contribution is necessary in solving social problems in society. In fact, as many as 29.9% of respondents said the contribution of youth is very much needed. Only a few respondents (1.6%) said that the contribution of youth is less necessary in solving social problems in society.

**Diagram 14.** PAI lecturers teach to take responsibility for solving social problems in society.

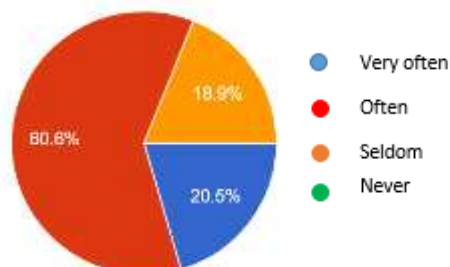


From diagram 14 above, it can be seen that the majority of respondents (93.7%) stated that PAI lecturers often teach students to take responsibility for solving various social problems that exist in society. Only a small proportion of respondents (6.3%) said that PAI lecturers rarely teach students to take responsibility for solving various social problems that exist in society.

***Development of social care character from the behavioral aspect***

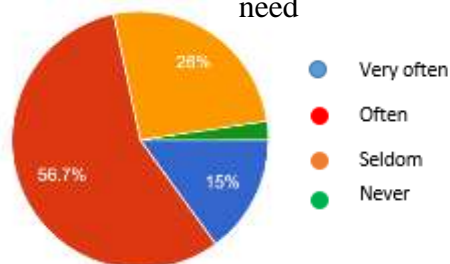
Aspects of behavior (behaviors) are actions or real actions in solving social problems that exist in society. From the results of the distribution of the questionnaire distributed to the respondents, the following data were obtained:

**Diagram 15.** Students immediately give help to people who come begging



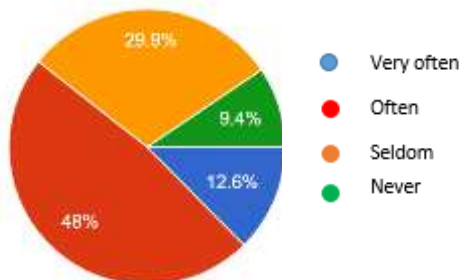
From diagram 15 above, it can be seen that as many as 60.6% of respondents stated that they often directly provide assistance to people who come to beg for them. In fact, as many as 20.5% of respondents said they do it very often. However, there were 18.9% of respondents who said that they rarely directly provide assistance to people who come to beg for them.

**Diagram 16.** PAI lecturers teach to contribute directly to provide assistance to people in need



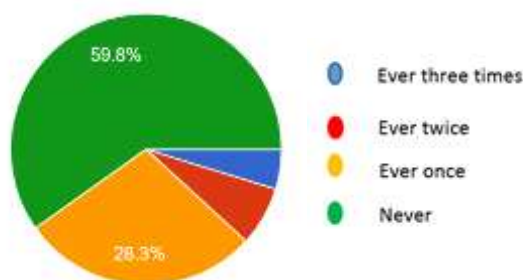
From diagram 16 above, it can be seen that most of the respondents (71.7%) stated that PAI lecturers often teach students to contribute directly to providing assistance to people in need. The remaining 26% of respondents said that PAI lecturers rarely taught it and as many as 2.3% of respondents said that PAI lecturers never taught students to directly contribute to providing assistance to people in need in the surrounding community.

**Diagram 17.** Students take real actions to overcome social problems that occur in society



From diagram 17 above, it can be seen that 48% of respondents said they often take real actions in the community. Then as many as 12.6% of respondents stated that they very often take real actions in the community. However, there is a fairly large number, as many as 29.9% of respondents who said they rarely took real action to solve social problems in the community and even 9.4% of respondents said they had never taken real action in the community.

**Diagram 18.** PAI lecturers assign tasks to take real action in the community



From diagram 18 above, it can be seen that most of the respondents (59.8%) said that PAI lecturers had never given the task of taking real action in the community. Then as many as 28.3% of respondents said that PAI lecturers had once given the task of carrying out real actions in the community, and the remaining 11.9% of respondents said that PAI lecturers had given assignments to take real actions in the community more than once.

***Development of social care character in PAI learning at Medan State University***

From the results of the questionnaire described above, a factual picture of the development of social care characters in PAI learning at Medan State University is obtained. The development of social care characters in this study is viewed from three aspects, namely aspects of knowledge (Cognitive), aspects of attitudes (attitude) and aspects of behavior (behaviors). The knowledge aspect (Cognitive) has 4 indicators, namely student knowledge about various social problems that exist in society, the factors that cause the emergence of these social problems, solutions to overcome various social problems and things that youth can do to overcome social problems that exist in the community. Public. From the results of the questionnaire, the students' average knowledge was obtained as follows: 28.15% in the very good category, 63.77% in the good category, and 8.07% in the poor category. This means that the social care character of students from the aspect of knowledge (Cognitive) is

in the good category. Then if you look at the development of social care characters in the learning process carried out by PAI lecturers, referring to the 4 indicators of cognitive aspects above, the data obtained are as follows: 24.37% in the very good category, 60.22% in the good category, 14.17% in the good category not good and 0.97% not good category. This means that the development of social care characters from the cognitive aspect in PAI learning is in the good category. If it is connected between the developments of social care characters carried out by PAI lecturers with the results achieved and the efforts to develop social care characters from the cognitive aspect have succeeded in achieving the expected goals.

The social care character from the attitude aspect has 3 indicators, namely the presence of empathy, a sense of caring for people who lack/need help and a sense of responsibility to participate in solving social problems. From the results of the questionnaire obtained the average attitude (attitude) of students as follows: 30.9% in the very good category, 64.8% in the good category, 4.2% in the poor category. This means that from the attitude aspect, the students' social care character is in the good category. Then if you look at the development of social care characters in the learning process carried out by PAI lecturers, referring to the 3 indicators of the attitude aspect above, the data obtained are as follows: 23.1% in the very good category, 70.6% in the good category, 6.3% in the poor category. This means that the development of social care characters in PAI learning from the attitude aspect is in the good category. If it is connected between the developments of social care characters carried out by PAI lecturers with the results achieved, the efforts to develop social care characters from the attitude aspect carried out by PAI lecturers have succeeded in achieving the expected goals, this can be seen from the student's social care character from the attitude aspect. ) is also in the good category.

Aspects of behavior (behaviors) are actions or real actions taken by students in solving social problems that exist in society. From the results of the questionnaire obtained the following data: 16.5% of respondents very often take social care actions (very good category), 54.3% of respondents often take social care actions (good category), 24.4% of respondents rarely take social care actions (poor category), and 4.7% of respondents have never taken social care actions (bad category). Then if you look at the development of social care characters from the behavioral aspect in the learning process carried out by PAI lecturers, the data obtained are as follows: 10.45% in the very good category. 31.3% in the good category, 27.2% in the poor category and 31.1% in the bad category. From this data it can be concluded that the development of social care characters in PAI learning from the behavioral aspect is still in the poor category. It can be seen from PAI lecturers that they rarely even give social action assignments to students.

Based on the data from the questionnaire distribution above, it can be seen that PAI lectures at the State University of Medan have contributed to developing the social care character of students. Of the three aspects of the social care character studied, the development of the cognitive aspect and the attitude aspect were in the good category. However, the development of behavioral aspects (behaviors) is still in the poor category. When viewed from learning theory, because the development carried out is only in the aspect of knowledge and attitudes, it can be said that PAI learning does not include learning that activates students. The one who is active in learning is the lecturer while the students only listen and take notes on the lecturer's explanation.

## CONCLUSION

From this research, the writer concludes two things, namely:

- a. PAI courses at Unimed have contributed positively in developing the social care character of students. Of the three aspects of the social care character studied, the development of knowledge aspects (Cognitive) and aspects of attitudes (attitude) are in the good category, but in terms of behavior (behaviors) are still in the poor category. Related to this, the development of social care characters in the aspect of behavior (behaviors) needs to be improved again.
- b. One way that PAI lecturers can do in developing social care characters in behavioral aspects is to develop a social project based PAI learning model, which is a learning process that brings students to a condition either individually or in groups involved in various solidarity actions to solve various problems or challenges that occur in the community.

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