

Values in The Book of Islamic Religious Education and Characteristics For First High School in Curriculum 2013: A Content Analysis

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ABSTRACT

The rise of violence among students gives the impression that barren education gives birth to students with noble character. This research studies the contents of the Islamic Religious Education and Morals Education textbook for Junior High Schools (SMP), a student handbook. The main problem is what values are contained in the PAI SMP textbooks and their relevance to the realities of junior high school students' lives. Researchers analyzed three things: First, the prospect of Islamic religious education textbooks in solving the problems of adolescent life in junior high school. Second, values become the content of Islamic religious education textbooks in answering the problems of junior high school youth life. Third, Solutions to adolescent problems in junior high schools are offered through Islamic religious education textbooks Junior High School (SMP) level. It was found that the entire material for Islamic Religious Education textbooks in junior high schools contained five crucial issues: Tawhid, Morals, History, Tolerance, and Obedience. The five issues are broken down into various messages, all identified into 31 forms of messages, where messages about obedience and tolerance are the most significant frequency compared to other messages. Islamic Religious Education Textbooks for Junior High Schools published by the Ministry of Education and Culture in 2013 have met the standard criteria for aspects of Islamic knowledge that are the needs of students in junior high schools. Therefore, increasing the effectiveness of using Islamic Religious Education textbooks is recommended.

Keywords: *Textbooks, Islamic Religious Education, Character, Curriculum 2013*

ABSTRAK

Maraknya kekerasan di kalangan pelajar, menimbulkan kesan betapa mandulnya pendidikan melahirkan pelajar yang berbudi pekerti luhur. Penelitian ini merupakan studi terhadap isi buku pelajaran Pendidikan Agama Islam dan Budi Pekerti untuk Sekolah Menengah Pertama (SMP) yang menjadi buku pegangan siswa. Pokok masalahnya adalah, nilai-nilai apa saja yang terkandung di dalam buku pelajaran PAI SMP, serta relevansinya dengan realitas kehidupan pelajar SMP. Peneliti menganalisis tiga hal: Pertama, prospek buku pelajaran pendidikan agama Islam dalam memecahkan masalah kehidupan remaja di SMP. Kedua, nilai-nilai yang menjadi muatan buku pelajaran pendidikan agama Islam dalam menjawab masalah kehidupan remaja SMP. Ketiga, Solusi terhadap persoalan remaja di SMP yang ditawarkan melalui materi buku pelajaran pendidikan agama Islam tingkat Sekolah Menengah Pertama (SMP). Hasil penelitian menunjukkan bahwa keseluruhan materi buku pelajaran Pendidikan Agama Islam di SMP memuat 5 isu penting, yaitu Tauhid, Akhlak, Sejarah, Toleransi dan Taat Asas. Kelima isu tersebut terurai dalam beragam pesan, yang seluruhnya teridentifikasi ke dalam 31 bentuk pesan, dimana pesan tentang ketaatan dan toleransi merupakan pesan dengan frekuensi terbesar dibandingkan dengan pesan-pesan lainnya. Buku Pelajaran Pendidikan Agama Islam untuk SMP terbitan Kementerian Pendidikan dan Kebudayaan tahun 2013 telah memenuhi kriteria standar atas aspek-aspek pengetahuan Islam yang menjadi kebutuhan peserta didik di SMP. Disarankan, bahwa untuk meningkatkan efektifitas penggunaan buku pelajaran Pendidikan Agama Islam, para guru pendidikan agama Islam wajib diberi bekal berupa orientasi dan pendalaman terhadap buku panduan guru yang berfungsi sebagai pendamping buku pelajaran untuk siswa.

Kata kunci: *Buku Pelajaran, Pendidikan Agama Islam, Budi Pekerti, Remaja, Kurikulum 2013*

A. INTRODUCTION

The fading of solidarity values among adolescent students is becoming an increasingly worrying phenomenon. The intensity of violence among teenagers has become increasingly troubling in the last five years. For example, in September 2018, there were two student fights in Palopo, resulting in the arrest of 12 students (Rubak, 2018). These fights between students do not only involve inter-high school students, as is generally the case in several regions in Indonesia but have also involved junior and senior high school students. Incidents of youth violence have attracted much public attention, especially from parents, teachers, and law enforcers (Usman, 2018); for example, a fight between students of SMP Negeri 7 Palopo and students of SMA Negeri 1 Palopo, a fight between students of SMK 2 Palopo and students of MAN Palopo (Editor, 2018). The fight between a group of students is evidence of a fundamental problem in our education.

The phenomenon of violence among students is not a stand-alone symptom but is usually triggered by other behaviors that ultimately lead to juvenile delinquency. Several studies have shown a causal relationship between drunken behavior and drug use with juvenile delinquency (Turner et al., 2018). On the other hand, uncontrolled adolescent psychological development will lead to deviant and uncontrollable behavior. Various situations that make teens depressed can also trigger delinquent behavior and violence. Jennings et al.'s research support this argument (Jennings et al., 2019), (Fanti, Collins, & Andershed, 2018). The results of this study strengthen the notion that violent behavior and delinquency among adolescents are social phenomena that do not stand alone but are related to other social factors.

Several other studies explain that violence among students is not a new phenomenon. However, the rise of news about this gives the impression that juvenile delinquency seems to be endless, challenging to suppress, and even tends to be unpredictable (Shetgiri, Lee, Tillitsk, Wilson, & Flores, 2015). The question is, where is the education they have received so far? What about Religious Education and Character Education that has been taught in schools?

The above phenomenon signals that the purpose of education has lost its way. In contrast, it is clearly stated in the Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System, article 3 that the function and purpose of education are to develop abilities and character formation as a reflection of human beings who believe and are pious. Since the 2013 curriculum was put into place, character education and religious education have been combined to further the purposes and goals of education. The fact of the fight implies much educational agenda that needs to be carefully evaluated. Some experts say that fights among students indicate that religious education only works in the normative realm, while daily practices

are often ignored, and in some cases, religious beliefs trigger radical religious behavior (Allport & Ross, 1967).

With the awareness that religious education must be linked to character, research on religious education and violence among adolescents is very interesting. The hypothesis built in this article is that religious education and character should be able to minimize the level of violence against students because religious education and manners teach good behavior, tolerance, and solidarity, which are the values contained in the teachings. Thus, improving the education curriculum is considered a stronghold for students in warding off brawls.

This paper assumes that the book as a text does not respond to the context the learners need. When books do not answer real problems, books become something that cannot influence students' attitudes. This argument will be proven by analyzing three aspects of the book. The first prospect of Islamic religious education textbooks is solving adolescent problems in junior high school. In this section, the research focuses on the classification of the subject matter of Islamic Religious Education and Morals, related to the realities of life for adolescent students in junior high school, which is then outlined in the relevant subject matter. Second, values (wisdom) become the content of Islamic religious education textbooks in answering adolescent problems in junior high school. In this case, the researcher discusses issues, messages, and values related to personality development in discussing Islamic religious education materials. Third, Practical moral messages are offered through Islamic religious education textbooks as a response to the reality of adolescent life. Finally, researchers analyzed the solutions offered by Islamic education textbooks and their relevance to the moral behavior, personality, and character of students in junior high school.

Aside from the topic at hand, this study has two main goals: first, to demonstrate the relevance of the subject matter of Islamic Religious Education and Morals for Junior High Schools (SMP), published by the Ministry of Education and Culture of the Republic of Indonesia with the context and reality of students' daily lives, and second, to analyze the content and material from religious education textbooks Islam and the Character. Furthermore, to clarify the focus of this research, several studies conducted by previous researchers related to this research will be presented.

B. METHODS

The selection of Islamic religious education textbooks for junior high schools published by the Ministry of Education and Culture is based on two reasons. First: Islamic religious education lessons are the backbone of moral and character education, which is the goal of education as

stated in Law no. 20 of 2003 concerning the National Education System. Second: Islamic religious education textbooks in junior high schools published by the Ministry of Education and Culture are books that have gone through a process of careful planning and preparation by experts so that they meet the standards for the teaching needs of Islamic religious education in junior high schools.

This study was conducted by elaborating the contents of the Islamic Religious Education and Morals Education textbook for junior high schools published by the Ministry of Education and Culture through five stages, first: Recording all the main themes contained in the book, Second: Finding the Issues contained in each theme, Third: Identifying essential messages contained in each issue, Fourth: Analyzing the relevance of each theme, issue, and message, Fifth: Finding specific aspects of the results of the analysis that has been carried out. Some data are supplied in tabular form to improve readability.

Systematically, the researchers explored all the information in the subject matter contained in Islamic religious education textbooks at three levels: class VII, class VIII, and class IX. The mapping of the main themes in the PAI textbooks is the concern of researchers. For this purpose, researchers use supplementary tables so that it is easy to sort and categorize lesson themes, determine categories, and identify messages and meanings that can be found in Islamic Religious Education subject books. In addition, a quantitative calculation process is also carried out on subject themes, messages that can be expressed, and issues developed in each subject matter (Haris, 2012).

C. FINDINGS AND DISCUSSION

The results of the study of Islamic Religious Education textbooks for Class VII, VIII, and IX, collected data which were then grouped according to the main themes, issues raised, and various messages implied in the textbooks. The description of the data can be seen in the following table:

Table 1. Contents of Class VII Islamic Religious Education textbooks

| Chapter | Contents of Class VII Islamic Education Textbooks | | |
|---------|---|--------|-----------|
| | Themes | Isu | Messages |
| 1 | With knowledge, everything becomes easier | Morals | Optimism |
| 2 | Closer to Allah SWT, whose name is wonderful | Tawhid | Obedience |

| | | | |
|----|--|-----------|--------------------|
| 3 | Live quietly with honesty, archery, & istiqamah | Morals | Responsibility |
| 4 | Everything is clean, and life is comfortable | Morals | Obedience |
| 5 | The beauty of being together in a congregation | Tolerance | Tolerance |
| 6 | Welcome my beloved prophet | Morals | Obedience |
| 7 | Life becomes more peaceful with sincerity, patience, & forgiveness | Tolerance | Tolerance |
| 8 | Want to imitate the obedience of Allah's angels | Morals | Obedience |
| 9 | Empathy is easy, and respect is beautiful | Tolerance | Respect, tolerance |
| 10 | We cultivate a sense of solidarity on the day we are waiting for. | Tolerance | Obedience |
| 11 | Islam provides convenience through plural & qasar prayers | Morals | Obedience |
| 12 | Moving to Madinah is a proud story | History | Remind in kindness |
| 13 | <i>Al-Khulafa Ar-Rashidin</i> successor of the prophet's struggle. | History | Exemplary |

Table 2. Contents of Class VIII Islamic Religious Education textbooks

| Chapter | Contents of Class VIII Islamic Religious Education Textbooks | | |
|---------|--|---------|----------------------------------|
| | Themes | Isu | Messages |
| 1 | Believing in Allah's Books, Loving the Qur'an | Tawhid | Obedience |
| 2 | Get closer to Allah by practicing sunnah prayers | Tawhid | Obedience |
| 3 | The soul is calmer by doing prostration | Tawhid | Positive behavior |
| 4 | Fasting worship forms a pious person | Tawhid | Obedience |
| 5 | The growth of science during the Umayyad | history | Love knowledge, passion for life |

| | | | |
|----|--|--------------------|-----------------------------------|
| 6 | Humble, thrifty, & simple life makes life nobler | morals | Positive behavior |
| 7 | Imitate the glory & honesty of the prophet | morals | Exemplary |
| 8 | Consume halal food and drinks and stay away from haram | Obey the principle | Good at being grateful, obedience |
| 9 | The growth of science during the Abbasid era | history | Love science |
| 10 | Live a healthy life with halal and nutritious food & drink | Obey the principle | Obedience, positive behavior |
| 11 | Avoiding liquor, gambling & fighting | Obey the principle | Obedience |

Table 3. Contents of Class IX Islamic Religious Education textbooks

| Chapter | Contents of Class IX Islamic Education Textbooks | | |
|---------|---|----------------------|---|
| | Themes | Isu | Messages |
| 1 | Believe in the last day, End bad habits | Tawhid | Life management, appreciating life |
| 2 | Looking to the future with the endeavor, optimism, and tawakkal | Morals | Think positively |
| 3 | Hone a superior personality, honestly, polite and shy | Morals | Positive behavior |
| 4 | Akikah and qurbani raise the concern of the ummah | Morals | Brotherhood, hablum min annas, responsibility |
| 5 | The presence of Islam reconciles the archipelago | History | Da'wah method, tolerance, heroism |
| 6 | Achieving success with optimism, endeavor, and trust | Morals | Big soul, life skill |
| 7 | Faith in Qada ' and Qadar bears peace of mind | Tawhid | Mental health, strengthening the faith |
| 8 | Peace the country with tolerance | Tolerance/ Morals | Democracy, tolerance, peace, harmony |

| | | | |
|----|--|----------------|---|
| 9 | Reap blessings with respect, and be obedient to parents and teachers | Morals | Respect, compassion, harmony, mutual respect |
| 10 | The power of unity in Hajj and Umrah | Morals | Obedience, unity |
| 11 | Tracing Islamic traditions in the archipelago | Morals/History | Tolerance, love for the homeland, acculturation |
| 12 | Nurturing togetherness with tolerance and respecting differences | Morals | Tolerance, love of religion and homeland, unity |

Based on table 1 above, it can be described that of the 13 theme items presented in class VII, there are three issues: seven moral issues, four tolerance issues, and two historical issues. For example, although Chapter I. the subject "With knowledge, everything becomes easier," The chapter raises an issue that focuses more on the moral aspect. One illustration of the contents of the book can be seen below:



Figure 1. Sample content of Islamic Religious

Education subject matter in Class VII

In table 2, class VIII textbooks are broken down into 11 topics that contain four issues, namely four issues related to monotheism, two topics related to morality, three issues related to history, and three issues related to adherence to principles. The following is an example of the content of a message that invites people to follow Tawhid. In addition, there are instructions for students to be active.

Seandainya kita tidak mempunyai pedoman yang datangnya dari Allah tentu kita tidak akan pernah mengetahui keberadaan, keesaan, dan keagungan Allah Swt. Demikian juga dengan orang-orang terdahulu. Mereka mendapatkan informasi mengenai keesaan Allah Swt melalui Kitab Allah Swt tersebut. Tanpa dibimbing oleh Kitab Allah Swt, manusia juga akan melakukan penyembahan yang sesat dan tindakan-tindakan sesuka hati. Tanpa Kitab Allah Swt sudah pasti akan membuat manusia berada dalam kegelapan. Ibarat seseorang yang sedang berjalan, manusia berjalan tanpa mengetahui arah dan tidak mempunyai tujuan. Jika demikian, apa yang akan terjadi? Tentu perjalanan hidup ini akan tersesat.

Untuk lebih memahami hal tersebut, perhatikanlah firman Allah dalam Q.S. al-Mā'idah /5 : 16 berikut :

يَهْدِي بِهِ اللَّهُ مَنِ اتَّبَعَ رِضْوَانَهُ سُبُلَ السَّلَامِ وَيُخْرِجُهُم مِّنَ الظُّلُمَاتِ إِلَى النُّورِ بِإِذْنِهِ وَيَهْدِيهِمْ إِلَى صِرَاطٍ مُسْتَقِيمٍ ﴿١٦﴾

Artinya : "Dengan kitab itulah Allah memberi petunjuk kepada orang yang mengikuti keridlaan-Nya ke jalan keselamatan dan (dengan kitab itu pula) Allah mengeluarkan orang itu dari gelap gulita kepada cahaya dengan izin-Nya dan menuntun ke jalan yang lurus." (Q.S. al-Mā'idah /5 : 16)

Aktivitas Peserta Didik 2:

- Bacalah Q.S. al-Mā'idah /5 : 16 beserta artinya dengan cermat!
- Secara berkelompok merumuskan pesan-pesan yang dapat dipahami untuk dapat diterapkan dalam kehidupan sehari-hari.
- Menyampaikan atau memaparkan hasilnya kepada kelompok lain untuk dibandingkan dan saling melengkapi.

Figure 2. Examples of student activities in class VIII PAI books

Table 3 is the content of Islamic religious education textbooks for class IX, which summarizes 12 subjects divided into four categories. After being elaborated, it was found that there were two issues related to monotheism, nine topics related to morality, one topic related to tolerance, and two issues related to history. The overall theme contains messages that cover 27 things, namely: life management, respect for life, tolerance, positive thinking, positive behavior, brotherhood, hablum min Allah, responsibility, da'wah methods, heroism, big-hearted, life skills, and mental health. In addition, strengthens faith, democracy, peace, harmony, compassion, mutual respect, obedience, unity, love for the homeland, acculturation, and love for religion and the homeland.

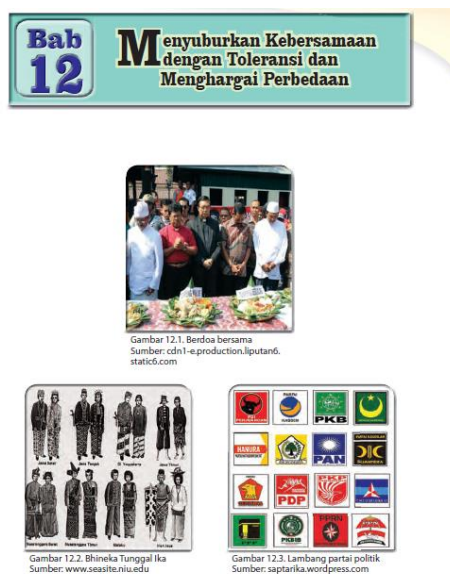


Figure 3. Contents of Class IX PAI textbooks on tolerance

Islamic Religious Education lessons taught in Class VII, Class VIII, and Class IX contain 36 subjects. However, if grouped based on the issues developed in all classes, the 36 topics only contain five crucial issues: Tawhid, Morals, History, Tolerance, and Obedience. It can be seen in the following table:

Table 4. Contents of Class IX Islamic Religious Education textbooks by category of Issues

| No. | Issue | freq. | No. | Issue | freq. | No. | Issue | freq. |
|----------|-----------------|-------|----------|------------------|-------|----------|---------------------------|-------|
| 1 | TAUHID | | 3 | HISTORY | | 5 | OBEY THE PRINCIPLE | |
| | Class VII | 1 | | Class VII | 2 | | Class VII | 0 |
| | Class VIII | 4 | | Class VIII | 2 | | Class VIII | 3 |
| | Class IX | 2 | | Class IX | 2 | | Class IX | 0 |
| 2 | PRACTICE | | 4 | TOLERANCE | | | | |
| | Class VII | 6 | | Class VII | 4 | | | |
| | Class VIII | 2 | | Class VIII | 0 | | | |
| | Class IX | 9 | | Class IX | 1 | | | |

The table above describes several issues that continue from classes VII, VIII, and IX, namely the issue of monotheism, morality, and history. Moral issues are the issues with the highest frequency of repetition at each grade level, even though the frequency is different, reaching 17 times. This research reveals the implicitly identified messages in each of the main themes and issues raised. It can be seen in the following table:

Table 5. Contents of Class IX Islamic Education Textbooks Based on Messages what it contains

| CLASS VII | | | CLASS VIII | | |
|-----------|----------------|---|------------|-------------------|---|
| No | Messages about | F | No | Messages about | F |
| 1. | Obedience | 6 | 1. | Obedience | 6 |
| 2. | Tolerance | 3 | 2. | Positive Behavior | 3 |
| 3. | Optimism | 1 | 3. | Love Science | 2 |
| 4. | Exemplary | 1 | 4. | Exemplary | 1 |

| | | | |
|----------------------------------|---|-------------------|---|
| 5. Responsibility | 1 | 5. Grateful | 1 |
| 6. Appreciative Attitude | 1 | 6. Spirit of Life | 1 |
| 7. Advise each other in goodness | 1 | | |

Table 6. Contents of Class IX Islamic Religious Education textbooks by category

Message

| CLASS IX | | | | | |
|----------|------------------------------|---|-----|-----------------------|---|
| No | Message | F | No | Message | F |
| 1. | Tolerance | 4 | 13. | Mental health | 1 |
| 2. | Positive Thinking | 2 | 14. | Strengthening Faith | 1 |
| 3. | Love the Motherland | 2 | 15. | Democracy | 1 |
| 4. | The Need for Life Management | 1 | 16. | Peace | 1 |
| 5. | Appreciate life | 1 | 17. | Harmony | 2 |
| 6. | Brotherhood | 1 | 18. | Appreciative Attitude | 1 |
| 7. | Social relations | 1 | 19. | Mutual respect | 1 |
| 8. | Responsibility | 1 | 20. | Obedience | 1 |
| 9. | Da'wah Method | 1 | 21. | Unity | 2 |
| 10. | Heroism | 1 | 22. | acculturation | 1 |
| 11 | Having great soul | 1 | 23. | Love Religion | 1 |
| 12 | Life Skills | 1 | | | |

From all the messages identified in the Islamic Religious Education textbooks, from classes VII, VIII, and class IX, several things are illustrated as follows: 1) Overall, there are 31 forms of messages implied in Islamic Religious Education textbooks at all grade levels; 2) At all grade levels, messages about obedience were the message content with the highest frequency, namely 13 times, followed by messages about tolerance seven times; 3) The aspect of "obedience" dominates the content of messages in Islamic Religious Education textbooks in Class VII and Class VIII; 4) The aspect of "tolerance" dominates the content of messages in Islamic Religious Education textbooks in class IX.

In the Islamic tradition, the issue of Obedience, Tawhid, Morals, History, and Tolerance is an important issue and the central pillar of Islamic teachings (Nandwa, 2016; Ogunbado et al., 2016). The five issues are divided into several topics spread across three grade levels: grades VII, VIII, and IX. The emergence of these five issues represents two forms of relationships that are pillars of Islam, namely Hablu Min Allah (Relation to Allah) and Hablu Min Al-Nas (Social Interaction). The two relationship patterns are found and discussed in the

subject matter developed in Islamic Religious Education textbooks. *Hablu Min Allah* and *Hablu Min Al-Nas* are two forms of relationship that run parallel and balanced. The life of a Muslim cannot run by ignoring any of these forms of relationship.

One interesting thing is that the content of Islamic Religious Education textbooks for junior high schools, published by the Ministry of Education and Culture, harmonizes the two relationship patterns in various learning themes and is detected through five issues.

1. Obedience

Muslims who have obedience to carry out Allah's commands and obedience to stay away from Allah's prohibitions are a manifestation of the value of piety which is the highest degree of the ideal life of a Muslim. Obedience breeds piety (Mahmud, 2017), a manifestation of *Hablu Min Allah*, an attitude of life with the highest spiritual qualities that is the aspiration of every Muslim. So naturally, obedience to Allah SWT is the most widely discussed issue in Islamic Religious Education textbooks. The hope built through the themes developed is the birth of a person who is firm and consistent with the values of *taqwa* as a manifestation of submission to Allah SWT.

2. Tawhid

Tawhid is the concept that underlies the attitudes and views of a Muslim about the Oneness of God (Lestari, 2020). This concept has tremendous urgency because it is directly related to the attitudes and decisions of a Muslim in dealing with God. The issue of monotheism in Islamic Religious Education textbooks in junior high schools reflects the *Hablu Min Allah* pattern.

3. Morals

Morals include three dimensions: morality to the Creator, morality to fellow humans, and morals to the surrounding environment. It can be said to summarize two patterns of relationships, namely *Hablu Min Allah* and *Hablu Min Al-Nas*, at once. Materials, methods, examples, and exercises developed in Islamic Religious Education textbooks in junior high schools reveal three dimensions of morality, with the hope that each student can absorb the importance of inculcating moral values comprehensively (Suseno, 2021). The role of Islamic religious education teachers is to find the best way to deliver material related to morality.

4. History

The historical theme developed in the Islamic Religious Education subject book in junior high school reflects that in building students' understanding, an effort is also needed that can explain the aspects of Muslim life from the perspective of time (past, present, and future),

Islamic figures (past, present, and future) as well as the long journey of Islam itself (past, present, and prospects) (Walim, 2019).

5. Tolerance

According to the researcher, there is a kind of awareness and concern for the compilers of Islamic Religious Education textbooks in junior high schools published by the Ministry of Education and Culture towards the fading of tolerance values among students. The issue of tolerance mixed in various themes and topics in the book is certainly not a coincidence, but the book's authors try to place the themes that contain the issue of tolerance spread into several topics. (Mawarti, 2017). Tolerance in Islam is an attitude of life that adheres to the principle of being gentle towards fellow Muslims and respectful and nurturing but firm towards those who differ in faith. The issue of tolerance is often debated in public spaces, especially in Indonesia. Therefore, it is appropriate if this issue becomes an important part of the issues developed through Islamic Religious Education textbooks.

D. CONCLUSION

The Islamic Religious Education textbook, which is the object of this research, found the fact that the material, issues, and messages contained in it have summarized two important patterns of relationships in Islamic teachings, namely the *Hablu min Allah* Aspect (Relationship with God the Creator) and *Hablu min Al-Nas* (Social Relations). Islamic Religious Education Textbooks for Junior High Schools published by the Ministry of Education and Culture have met the standard criteria for aspects of Islamic knowledge that are the needs of students in junior high schools. Through Islamic Religious Education textbooks, students in Junior High School get to know several aspects and dimensions of the noble teachings of Islam as outlined in the contents of the PAI book with the hope that students will be able to understand and implement them in everyday life.

Declaration of conflicting interest

Regarding the study, the authorship, and the publication of this paper, the author(s) have stated that there are no potential conflicts of interest involved.

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