

THE APPLICATION OF STORY METHODS WITH ISLAMIC NUANCES IN REALIZING AKHLAKUL KARIMAH FOR STUDENTS OF SUNGGAL ISLAMIC ALIYAH MADRASAH

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ABSTRACT

This study aims to realize akhlakul karimah in students of Sunggal Aliyah Islamic Madrasah using the application of the Islamic nuanced story method to the subject of Aqidah Akhlak. This study used field research with a qualitative descriptive approach, namely direct survey researchers to the field. Data collection techniques used in this study were observation, interviews, and documentation. Data analysis in this study used data collection analysis, data presentation and conclusion. Based on the results of the research and data analysis, it can be concluded that the application of the story method with Islamic nuances in the subject of natural moral principles to realize akhlakul karimah in MA Islamiyah Sunggal is: the concept of applying the story method with Islamic nuances in the subject of aqidah morals is an appropriate and interesting method and becomes an alternative learning for students. Students get good grades in the subject of aqidah morals and increase to 80-90 as well as an increase in better personality and discipline experiencing development in a much better direction.

Keywords: Islamic Stories, Akhlakul karimah, moral beliefs

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1. INTRODUCTION

Education is very fundamental and _ determine in journey history civilization people human . Activity education started since creation Prophet Adam as as listed in the Qur'an that Allah SWT teaches about "al- ashma -a kullaha " to Adam as . (Pasaribu, 2020) [1]

The educational process is a process of activity that involves relationships between humans, by humans and for humans themselves. The educational process will never be separated from the human element. Based on this point of view, education is actually given or held as an effort to explore and develop all human potential towards positive change.

In the educational process, the method is a tool in the implementation of education, which is used in the delivery of educational material. Even easy subject matter is sometimes difficult to develop and difficult for students to accept, because the method or method used is not appropriate. However, on the contrary a difficult lesson will be easily accepted by students, because the delivery and methods used are easy to understand, precise and interesting.

Learning methods are formed with specific functions and goals. First, the learning method functions to create learning conditions that allow students to gain ease in learning. Second, it functions to realize and present teaching materials in the form of relevant media. Third, as a logical and rational theoretical guide prepared by the teacher for students. Furthermore, these guidelines can be used as a model so that the teaching and learning process can achieve its goals. Fourth, the learning method serves as an important means of communication about how the learning process is.

Of course there are many learning methods, one of which is the story method with Islamic nuances. Where the story method with Islamic nuances is a learning method that is quite popular in the field of Islamic education. Story is a form of literature that has its own beauty and enjoyment. "Apart from that, story is a form of literature that can be read or only heard by people who cannot read. Storytelling is one of the ways in which the teacher provides a learning experience so that students gain better mastery of the content of the story being told. Through the storytelling method,

students will apply the messages conveyed through storytelling activities. Telling stories that are full of information or values can be internalized by students and applied in everyday life.

According to Bimo method tell a story means delivery story with streak , which distinguishes between tell a story with method delivery another story is highlight aspect technique imaging , method tell a story more highlight narrative oral Theory story compared aspect technical other . (Bimo, 2013)[2]

Stories or fairy tales are in the first position in educating ethics to students. They tend to like and enjoy it, both in terms of ideas, imagination, and events. If this can be done well then the story will become part of the preferred art. Telling stories is one of the most preferred ways for students to be heard. Storytelling is a form of literary work that has its own beauty and enjoyment and will have a good influence on students because it can hone reason and taste. Therefore the storytelling method is very suitable to be used in conveying Islamic religious values in the world of education, so that messages can be taken for add insight in developing the personality of Islamic students.

Based on the results of interviews with the subject teacher of Aqidah Akhlak and Counseling Guidance MA.Islamiyah Sunggal said that the problems faced by students included, among other things, student emotions that were difficult to control, so trivial things such as being nudged, reprimanded, stared at sparked fights between students and schools. Students also find it difficult to adjust to Islamic school rules because the majority of students come from public schools which incidentally are school regulations in general. In addition, teenagers are now starting to be attracted to the opposite sex which causes students to date so that this relationship triggers the quality of student learning and does not reflect good morals. In addition, many students view friendship status, giving rise to small groups between students, thus triggering hostilities between groups, this is clearly contrary to the lesson of aqidah morals.

If it is related to the teaching and learning process, then the application of the storytelling method with Islamic nuances is an alternative used in instilling morals in students. The application of this method besides being able to touch the hearts of students, the storytelling method with Islamic nuances is also able to make students not feel bored in class, because in this method students will know the description of the stories of the prophets, the characteristics of the prophets or previous people who lessons can be taken to be applied in everyday life and will greatly affect their psychological development.

The key to the success of this method so that it is carried out effectively is the teacher as a drafter, facilitator and executor so that in the learning process takes place, the implementation of learning gets a good response. That way the teacher must be able to vary learning methods that are relevant to the material presented.

Thus the inculcation of the values of Islamic religious education through the storytelling method with Islamic nuances is expected to be able to educate students to become exemplary students and have good morals. .

2. RESEARCH METHOD /MATERIAL AND METHOD/LETERATURE REVIEW

The design of this research was carried out by the author using *field research* with a qualitative descriptive approach. What is meant by field research is that survey researchers go directly to the field to make direct observations of students who are in MA. Islamiyah Sunggal which deals with the Application of Storytelling Methods with Islamic Nuances to improve Moral Education for students. The data obtained is in the form of written words, oral, interviews which can be used as research objects.

According to Bodgan and Taylor in Lexu J. Moleong's book, qualitative research is defined as a method that produces descriptive data in the form of written, spoken, and behavioral words. (Lexu J, 2016)[3]. This qualitative method is used because researchers want to know about lecture programs that can improve students' analytical skills and increase the faith of students at MA.Islamiyah Sunggal. While this type of research is descriptive because the researcher describes the facts in the field .

The location of this research is the MA.Islamiyah Sunggal school, Jl. Pinang Line Elok No. 150, Sunggal, Kec, Medan Sunggal, Medan City, North Sumatra 20127.

Research Stages

The stages that must be passed in conducting qualitative research are also different from quantitative research. The procedure for the stages in this study are as follows:

1. Establishing a research focus. Qualitative research procedures are based on the logic of inductive thinking so that research planning is very flexible, in this study it must go through several stages in predetermined research.
2. Determining Research Settings and Subjects. In this case, research settings and research subjects are very important and have been determined when we determine the problem formulation and problem identification.
3. Data Collection, Data Management and Data Analysis, in qualitative research is a research process that is very related so that in the data collection stage in qualitative research the data is well managed. In qualitative research data management does not have to be carried out after the data is collected, or data analysis is not absolutely carried out after data management is complete.
4. Data presentation. The data obtained in qualitative research are in the form of words and not in the form of numbers. Presentation is usually in the form of descriptions of words and some are in the form of tables but not tables with statistical measures.

Data and Data Sources

Data is something that is very important for solving a problem. This is used to answer problems or formulate problems in research. The data source is the subject where the data can be obtained. Meanwhile, according to Iofliand, the sources of data in qualitative research are words or actions, the rest is additional data such as other data. (Juliani, 2019)[4]

1. Primary data sources, primary data in the form of opinions of subjects (people) individually and also in groups as a result of observing an object or event and also the results of the study. Primary data is usually generated from surveys and observation methods. The primary data sources in this study were counseling guidance teachers, aqeedah moral subject teachers and also students.
2. Secondary Data Sources, secondary data is research data obtained indirectly through the media or intermediaries recorded by other parties, in this study the secondary data sources are documents which are written data relating to events.

Data collection technique

1. Observation, observation or direct observation is the activity of collecting data on the environmental conditions of research objects that support research activities, so as to get a clear picture of the research conditions. Know clearly about the application of the Islamic story method to the morals of MA students, Islamiyah Sunggal.
2. Interview, interview is a conversation with a specific purpose carried out by two parties, namely the interviewer (Interview) and the interviewee (Interviewer) with the researcher asking what was planned beforehand to the respondent.
3. Documentation Documentation is a record of past events. Where documentation is used as a complement to the use of the observation method. In carrying out this research, documentation aims as a data collection tool in the form of data related to schools.

Documentation in this study was used to retrieve data such as school profiles, student circumstances, student data, teacher data, facilities and infrastructure and so on. This is done to obtain data related to this research.

3. RESULTS AND DISCUSSION _

Research result

In accordance with the results of the research carried out, the authors obtained data about how the teacher's strategy in fostering akhlakul karimah MA students. Sunggal Islamiyah. In this study the authors used interviews and documentation methods for teachers of the Aqidah Akhlak subject and students. This study refers to the values of Islamic religious education which focuses on the Aqidah Akhlak subject, and the authors conduct research on students. As for the data that the author obtained, namely regarding the application of Islamic nuanced storytelling methods in instilling morals in students as follows:

The Concept of Applying the Islamic Nuanced Story Method Becomes an Appropriate and Interesting Method

Based on the discussion in the previous chapter that the storytelling method is telling or conveying stories with good messages, as a story method with Islamic nuances it invites students' attention to education in accordance with the learning theme, in the learning process educators play an

important role which is very important in the implementation process the story method with Islamic nuances in the subject of aqidah akhlak so that it can determine the success or failure of the learning process and create akhlakul karimah in students of the Sunggal Aliyah Islamic Madrasah Madrasah Aliyah.

An interview with Mr. Amri as a teacher of moral creed at MA Islamiyah Sunggal said that:

So what I understand about the storytelling method is a process by which the teacher introduces students to histories or stories that can give positive messages to students so that the paradigm of students is embedded that stories can open students' insights and can understand easily and fostering enthusiasm and motivation of students through the story method with Islamic nuances.

Interview with Mrs. Hartati, a Class 10 teacher at MA Islamiyah Sunggal said that:

The story method with Islamic nuances is able to foster an attraction to students who can touch their souls directly so that it creates sympathy for students for the material provided and I can feel it during the learning process.

Based on the results of the interviews with MA Islamiyah Sunggal teachers, the researcher can draw the same conclusion that the story method with Islamic nuances is very effective in being used in the learning process because an educator can more easily open students' insights into the material presented in the learning process, so that students can also practice moral values or noble character contained in the story conveyed.

In addition to the main task of a teacher understanding the application of the Islamic nuanced story method in the learning process, a teacher also strives to prepare concepts before entering the classroom.

An interview with Mr. Amri as a teacher of moral creed at MA Islamiyah Sunggal said that:

Before we enter the classroom, as a professional teacher, we must prepare learning materials that will be taught to students and must be conceptualized the day before learning will be carried out either in the form of viewing references or bringing media such as books on stories of the prophets of the Companions and so on, which is certain. refers to the learning process that will take place.

An interview with Mrs. Hartati as a class 10 teacher at MA Islamiyah Sunggal said that:

The initial concept that I did before entering the classroom and applying the Islamic nuanced storytelling method, of course, refers to the learning design that I have made and prepared several teaching materials to support the learning process, such as teaching aids that will help and facilitate me in teaching and learning activities. in the classroom.

The running of a learning process well is due to the very adequate preparation of a mature and planned educator so that it makes it easier for the teacher to learn the learning process coupled with several media to support the learning process.

Based on the results of interviews with teachers of MA Islamiyah Sunggal, researchers can conclude that things are often prepared before entering the classroom, teachers must prepare teaching materials in the form of books or other media related to learning materials, such as teaching aids, media in the form of audio-visual which can help the learning process run well and in the story method with Islamic nuances that use visual aids or media that make it easier for students to understand the material presented.

The types of delivery of Islamic nuanced story method material delivered during the learning process by the teacher are:

Interview with Mr. Amri as a teacher of Islamic faith at MA Islamiyah Sunggal.

When I am going to teach, I have prepared the teaching materials to be delivered to students in advance, then I choose a well-prepared theme and the story material that I will present is of course based on the basic competencies that have been prepared, for the type of material that will be taught. I convey to the story method with Islamic nuances, there are usually several focuses of discussion such as stories of the prophets, stories of significant figures in Islam. (Amri, metode cerita bernuansa islami, 2022)

Particularly in learning aqidah akhlak, it cannot be separated from the Qur'an and hadith as a learning process to realize good akhlakul karimah in MA Islamiyah Sunggal. The figures of the pious people of the past are also important in a discussion of the material presented in the story.

An interview with Mrs. Hartati, a class 10 teacher at MA Islamiyah Sunggal said that:

The type of learning material that I will convey as a class teacher is that which covers the field of student behavior, namely in fostering student morality, instilling good values, moral education which is

usually found in the subjects of aqidah morals, faith and piety, discipline, and the ability to socialize or socialize well.

From the results of the interviews above, it can be concluded that there are some teachers in delivering stories with Islamic nuances who first prepare the material to be given to students, and there are some teachers in delivering stories who first prepare good story themes. This shows that most teachers prepare material to be taught to students.

Stories should be given in an interesting way and open opportunities for students to ask questions and provide feedback after the teacher has finished telling stories and stories will be more useful if they are carried out according to the interests, abilities and needs of students, therefore to make them more interesting techniques are needed in the use of each each form of story method with Islamic nuances.

Interview with Mr. Amri, the Akidah Akhlak subject teacher, MA Islamiyah Sunggal said that:

The technique that I usually use is by using props, and during the learning process I think students are also quite focused on learning and pay attention to the stories that I tell using props, and also students can repeat the stories that I tell.

An interview with Mrs. Hartati as a class 10 teacher at MA Islamiyah Sunggal said that:

The technique that I use in the story method is Islamic nuances, I use visual aids and media in the form of audio-visual which can help me to be able to attract the sympathy of students in the learning process, besides that I also use storytelling techniques using story books that are appropriate to the material. teach what I bring when teaching.

Based on the results of interviews with the two informants above, the researcher concluded that each teacher has different techniques and of course these differences are due to the level of difficulty of each lesson delivered by the teacher, besides that the teacher also provides techniques in the learning process to the students. itself and also determined by the form of the story to be presented. Stories that make an impression on students will be very influential in their next life. As Mahmud Yunus said:

The influence of the story is greater than giving lessons solely with advice or ordering to prohibit children.

From the data regarding the questions above it is known that there are some teachers who use visual aids in delivering lessons, and there are some teachers who sometimes use visual aids in conveying learning.

The Process of Applying Aklakul Kharimah in Aqidah Akhlak Subjects Using the Islamic Nuanced Story Method

Based on the results of the interviews that the researchers conducted with the Aqidah Akhlak teachers at MA Islamiyah Sunggal. With the question of what initial steps the teacher did during the learning process of applying the story method. An interview with Mr. Amri as a teacher of Islamic faith in Sunggal MA Islamiyah said that:

An example of good behavior as an educator to his students is a behavioral education effort that should not be ignored because students often follow the behavior of a teacher, because the teacher is a place to be cultivated and imitated, so the teacher must also set a good example for students. in order to create good morals for students. And good habituation that is done repeatedly is a learning process that aims to make it easier for students to understand the story given by an educator, then get used to giving advice according to students' understanding.

An interview with Mrs. Hartati as a grade 10 teacher at MA Islamiyah Sunggal said that:

The first thing that must be done in instilling good morals is to provide understanding and examples to students, of course through the behavior and actions of teachers as educators, because basically students will imitate their educators. In addition, provide motivation to students to have direction and goals through the story method with Islamic nuances that are not boring and attract students' interest so that good advice arises that can be applied by students.

From the results of the interviews with the two informants above, the researcher can conclude that the story method with Islamic nuances can be given in stages by giving students an understanding to learn from good things, from experience and from stories with Islamic nuances such as the stories of the many prophets and apostles. once inspired and can instill good morals to students.

Providing explanations through the storytelling method can provide understanding to students to distinguish between good and bad actions in everyday life. At least with this advice students can be given an explanation of what the impact of bad actions is and what are the benefits of good deeds. This

is where the story method with Islamic nuances in the Aqidah Akhlak subject instills the values of Akhlakul Kharimah to train the students' comprehension of MA Islamiyah Sunggal students.

The habit of presenting an Islamic nuanced story method in instilling akhlakul kharimah in the growth and development of the soul of students will find a level of awareness gradually, because if this is combined properly and correctly seeds of faith will be realized which will be embedded in the personality of students so that morals are created. good kharimah to students.

The length of storytelling in the learning process as an application for instilling akhlakul kharimah to students, the teacher gives answers with different answers according to the mastery of the material and teaching materials that will be conveyed to students.

Interview with Mr. Amri S.Pd as a teacher of the Aqidah Akhlak subject at MA Islamiyah Sunggal said that:

The length of time for delivering stories with Islamic nuances in the learning process I use varies according to the mastery and understanding of the material, as well as the assignments to be given, approximately 20 minutes I tell stories so that students are also not bored and bored listening to stories with Islamic nuances.

Interview with Mrs. Hartati S.Pd.I as a class 10 teacher at MA Islamiyah Sunggal said that:

I usually use story method material with Islamic nuances in about 25 minutes because sometimes students also like to listen to stories during class hours so that sometimes stories can take longer because they are not boring and attract children's interest in listening to stories with Islamic nuances depending on the types of stories that are told to students, sometimes it can be one to two stories that are told especially at the end of the day, many students instead like to listen to stories with Islamic nuances rather than carrying out the assignments given.

From the interviews with the teachers above, it can be concluded that there are around 20% teachers in delivering stories with Islamic nuances which take 20 to 25 minutes.

Students' interest in the subject of aqidah morals taught through the Islamic nuanced story method can be identified through a number of questions, namely: as students who are active in the learning process of the Islamic nuanced story method Azkia Shaufa said that:

When the teacher is telling a story it becomes my own interest, because I prefer to listen to stories in a relaxed, interesting and not boring manner like the stories of the prophets and apostles which have so many interesting stories in them and make me enjoy listening to stories especially in the final hours homecoming.

Based on the results of an interview with one of the students in MA Islamiyah Sunggal, it can be concluded that some students like the Islamic storytelling method because there are many extraordinary and interesting stories and it makes students' curiosity even greater so that it is not uncommon for them to like the nuanced storytelling method. Islam in the subject of aqidah morals. As well as some teachers who say students are quite interested in the material of the moral creed through the Islamic storytelling method taught by the teacher. This shows that most students are interested in the story method material with Islamic nuances.

The enjoyment of students in listening to stories with Islamic nuances can be known through questions, namely: as students who are active in the learning process using the story method with Islamic nuances Alfi Khairuni said that:

When I listen to Islamic nuanced stories told by the teacher I feel happy my friends too, because we have our own interest in listening to Islamic nuanced stories and listening to Islamic nuanced stories doesn't make us bored, sometimes we don't even realize how long we have been listening to stories, suddenly suddenly time passed and changed to other subjects, so that made me wait for the Aqidah Akhlak subject with the Islamic nuanced story method.

Based on the statement above, it can be concluded that students are very enthusiastic and like listening to stories with Islamic nuances conveyed by teachers, and there are some teachers who pay attention to students who are very happy listening to stories, because teachers are able to convey stories in an interesting way and do not make bored students.

Based on the results of interviews and observations of researchers, it can be concluded that one of the supporting factors is the application of the Islamic nuanced story method to the subject of aqidah morals in realizing good akhlakul kharimah: through daily habits and behavior in schools can also influence the inculcation of students' morals so that there is no coercion from the participants. students are used to doing it. The most important thing in realizing good morals is the awareness of students to always carry out commendable deeds in their lives, this factor plays an important role in

the realization of good morals in students. The existence of an approach and togetherness between teachers and students in schools is very necessary so that between one teacher and another there is cooperation in realizing good morals for students.

The Results of Applying the Story Method with Islamic Nuances to the Akidah Akhlak Subject in Realizing Akhlakul Kharimah in MA Islamiyah Sunggal Students

Discussing the results of applying the story method with Islamic nuances here will be seen clearly in realizing akhlakul karimah for students, where students not only receive knowledge transfer cognitively, but also effectively, students are directed to convey messages of religious teachings about adab, good manners, manners towards parents, towards teachers, and also to their peers.

In general, the method used in MA Islamiyah Sunggal is giving attention and affection, in implementing the story method with Islamic nuances. This touch method is very popular with students, moreover it is supported by the creativity of the teachers. With the story method with Islamic nuances, the teacher can provide advice, guidance and advice, so that it is hoped that the advice, advice and guidance can make an impression on students who can be used as guidelines for behavior that can be applied in everyday life.

In the learning process activities the most important thing depends on the role of a teacher in expressing stories. Teachers at MA Islamiyah Sunggal are given the opportunity to express stories according to field conditions as long as they do not deviate from the pedagogical aspects and principles of the learning process at MA Islamiyah Sunggal.

Students' responses to the implementation of the Aqeedah Akhlak subject through the Islamic nuanced story method in realizing akhlakul karimah, respect for peers will be revealed by asking a number of questions, as students who are active in the learning process of the Islamic nuanced story method Annisa Rahma revealed that:

"I don't talk about the ugliness of my friends to other friends, I also always help my friends who need help, and as much as possible always understand the opinions of my friends and respect each other." (Rahmah, 2022)

In general, the students of MA Islamiyah Sunggal were very happy and enthusiastic in listening to stories with Islamic nuances. When a teacher has prepared a story and is about to tell it, students will be silent and listen to the story conveyed by the teacher, but whether or not this story is accepted depends on a teacher in expressing the story. In carrying out the learning process through the story method with Islamic nuances, the author also wants to know the response of students to the implementation of the Islamic faith and moral subjects in realizing akhlakul karimah through the story method with Islamic nuances. To find out the response of students, the writer made observations of students during the implementation of the learning process of the Islamic nuanced story method and asked questions directly to the teacher.

From the data surrounding these questions it is known that some teachers often use props or media in conveying learning, and based on the search felt by students and teachers using props it can be concluded that some teachers often use props or media in conveying subject matter.

Understanding of students using the story method with Islamic nuances. Respect for the learning process can be identified through a number of questions, namely: as students who are active in the learning process of the story method with Islamic nuances, Dwi Anggraini said that:

When the teacher starts the story I always listen and understand the story told by the teacher without pretending to understand, if I don't understand the story told by the teacher I will ask questions during the question and answer session, and I also summarize what the teacher said in notes which I already understand and do not understand. (Anggraini, 2022)

From the interview above, it can be concluded that the child's ability to listen and understand the story told by the teacher is very good, supported by the teacher who can convey and express the story that is told well and makes students easily understand what is conveyed and even implement messages and advice in everyday life.

Discussion of Research Results

The Concept of Applying the Islamic Nuanced Story Method Becomes an Appropriate and Interesting Method

Based on the results of the research findings above, it was found that in conveying the concept of applying the Islamic nuanced story method to the subjects of aqeedah morals in realizing akhlakul kharimah at MA Islamiyah Sunggal in the stories of the prophet for learning activities with the concept

of the Islamic cerota method to students the teacher strives to carefully follow stories must be accustomed to being interactive with students and educators, so that in discussing the concept of the Islamic story method in the research findings contained above are as follows:

1. can improve and realize aklakul kharimah in students to a high level, especially those related to religion
2. make students have creative minds through stories told by the teacher.

The concept of applying the story method with Islamic nuances to the subject of aqidah morals in realizing aklakul kharimah at MA Islamiyah Sunggal can trigger and realize good morals at MA Islamiyah Sunggal.

The purpose of the storytelling method is for students to be able to distinguish good and bad actions so that it can be applied in everyday life by telling stories the teacher can show positive values to students.

Imaginative or fantasy education for children, can train students' feelings or emotions, help the process of self-identification (actions), enrich inner experiences, can be used as entertainment or attract the attention of students and can shape the personality of students.

The two theories have the same meaning as the intent and purpose of the research that I am currently doing, this method of storytelling with Islamic nuances has the goal of being able to change the morals of students to be better than before. The change in question is not only within the scope of the school but universally both in daily life, learning, inwardly and in behaving towards peers and it all begins through this method of storytelling with Islamic nuances. With an appropriate and interesting method, it is hoped that this Islamic nuanced story method will be a way out of the moral problems that are being experienced by students in every school, especially the Sunggal Islamic school.

The Process of Applying Aklakul Kharimah in Aqidah Akhlak Subjects Using the Islamic Nuanced Story Method

The results of the research findings above regarding the process of implementing akhlakul kharimah in the subjects of aqidah akhlak using the Islamic nuanced story method are as follows

- a. Practicing commendable behavior, Indirectly a learning is said to be successful when we can directly practice good and commendable behavior which is then followed by students, so in research findings on the application of the Islamic nuanced story method to the subject of aqidah morals in realizing akhlakul kharimah the students of MA Islamiyah Sunggal obtained quite good results.
- b. using the right time, in conveying the Islamic story method in the subject of aqidah morals, you must pay attention to the right use of time, of course with sufficient time to the maximum and not make students feel bored and bored, in the findings of the above research through interviews with teachers who are MA Islamiyah Sunggal uses the right time to convey Islamic stories to students ranging from 15-25 minutes.
- c. the condition of the students, the condition of the students became a trigger in the successful application of the story method with Islamic nuances in the subject of aqidah akhlak in realizing akhlakul kharimah , based on the research findings above through the results of interviews with MA Islamiyah Sunggal teachers it can be seen that most students always pay attention to the teacher who tells. This shows that students in Islamic nuanced storytelling activities always pay attention to their teacher because the contents of the story attract the attention of students.

The Results of Applying the Story Method with Islamic Nuances to the Akidah Akhlak Subject in Realizing Akhlakul Kharimah in MA Islamiyah Sunggal Students

From the findings of the research above regarding the results of the application of the story method with Islamic nuances in the subject of aqidah akhlak in realizing akhlakul kharimah in students of MA Islamiyah Sunggal are as follows:

The ability of children to carry out religious messages conveyed through the story method with Islamic nuances, one of which is respect for teachers, peers can be applied by students in everyday life. Based on the data obtained, it can be seen that some teachers said that 87.5% of students MA Islamiyah Sunggal carried out the religious messages conveyed by the teacher and some teachers said that 12.5% of students from MA Islamiyah Sunggal sometimes carried out the messages conveyed by the teacher through the Islamic nuanced story method.

4. CONCLUSION

The author's conclusions obtained from the results of this study are as follows:

1. the concept of applying the story method with Islamic nuances is an appropriate and interesting method in the subject of aqidah morals which is an alternative learning for students. SAW and explaining the important points of what is being told, not only that the teacher makes interesting games on the sidelines of learning related and continuous with the life of the Apostle and his friends so that students can enjoy learning in an interesting way and get to know friends who helped the Prophet in spreading the teachings of Islam.
2. The process of applying the story method with Islamic nuances to the subject of moral aqeedah in realizing akhlakul karimah at MA Islamiyah Sunggal by carrying out several ways of carrying out the learning process and direct moral formation. The process carried out by the teacher is in a way
 - a. Before carrying out learning, each student is required to read a prayer and Asmaul Husna.
 - b. Every student is required to carry out the Duha prayer every 09.00 in the morning in congregation
 - c. Each student must tell the example of the morals of the Prophet every Friday in the Duha prayer alternately every week.
 - d. Students are required to shake hands with the teacher and clean the school yard before leaving the school fence.
3. The results of applying the story method with Islamic nuances help students get good grades, much better personalities and friendships that get along. In semester 1 their average score in Aqidah Akhlak and Indonesian language lessons was at 70-75 after applying this method their subject scores increased to 80-90, thank God not only did the grades increase but personality, discipline underwent a rapid change towards which is much better.

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