

Efforts to Improve Al-Kulliyatu Al-Khamsah's Attitude in the Daily Life of Class X Students of SMK N1 Kepenuhan Hulu

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Abstract, This research aims to improve the understanding and application of al-Kulliyatu al-Khamsah values in the daily life of SMK N1 Kepenuhan Hulu grade X students. Al-Kulliyatu al-Khamsah is the five main principles in Islam, namely safeguarding religion (hifzhud-din), protecting the soul (hifzhun-nafs), safeguarding intellect (hifzhul-aql), safeguarding offspring (hifzhun-nasl), and safeguarding treasure (hifzhul-mal). The research method used is classroom action research with the Kemmis and McTaggart model, which includes planning, action, observation, and reflection. Data was collected through observation, interviews, and questionnaires. The results of the study show that through learning based on Islamic values and hands-on practical activities, there is a significant increase in students' understanding and attitude towards al-Kulliyatu al-Khamsah. This study concludes that learning strategies based on religious values can effectively increase students' positive attitudes in daily life.

Keywords : Al-Kulliyatu Al-Khamsah, Attitudes, Classroom Action Research, Character Education

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I. INTRODUCTION

Students at the Vocational High School (SMK) level are not only required to master academic and vocational skills but also have a good attitude and character by Islamic religious values. According to Hamdi et al. (2020), one of the essential concepts in Islamic teachings that are relevant to character formation is Al-Kulliyatu Al-Khamsah, which is the five basic principles in Islam that include the

protection of religion (hifzh al-din), soul (hifzh al-nafs), intellect (hifzh al-aql), heredity (hifzh al-nasl), and property (hifzh al-mal). This principle is a moral and ethical guideline that can be applied in students' daily lives. However, in reality, there are still many challenges in implementing Al-Kulliyatu Al-Khamsah values in the school environment, especially among grade X students of SMKN Kepenuhan Hulu who are in the transition phase from adolescence

to adulthood (Sarmiji, 2020). These challenges include the influence of promiscuity, less controlled technological advancement, and a lack of deep understanding of Islamic values in modern life (Nur, 2024). Therefore, there needs to be a more systematic and directed effort to improve the attitude of Al-Kulliyatu Al-Khamsah so that students not only understand the theory but also be able to apply it in daily life (Robithoh Alalhadi Faisal, 2023).

Several methods can be applied to improve this attitude, ranging from value-based learning approaches and integration in the school curriculum to extracurricular activities that support strengthening students' character. In addition, the role of teachers, parents, and the surrounding environment is also vital in shaping students' character by the noble principles of Islam (Ilmi et al., 2023). With research or studies on efforts to improve the attitude of Al-Kulliyatu Al-Khamsah in the lives of students in grade X of vocational schools, it is hoped that effective and applicable strategies can be found in forming a generation that is not only superior in vocational skills but also has good morals and adheres to Islamic values (Sidqi et al., 2023).

Several previous studies have examined the application of Islamic values in education, primarily related to student character formation. One of the methods often used in this study is Classroom Action Research, which aims to improve the quality of learning through a series of systematic and reflection-based actions (Harahap et al., 2023). Research conducted by Puspita Sari et al. (2024) shows that applying the classroom action research method in Islamic value-based learning can increase students' understanding of Al-Kulliyatu Al-Khamsah. Through the classroom action research cycle involving planning, action, observation, and reflection, it was found that students were better able to apply Islamic values in daily life (Nurhalimah et al., 2023).

In addition, another study conducted by Fakhriah Sukiman (2022) found that using learning strategies based on group discussions and case studies in classroom action research can help students understand the concept of Al-Kulliyatu Al-Khamsah more deeply. The results of the study showed an increase in students' positive attitudes towards Islamic values after the intervention was carried out. By referring to previous research, this study aims to develop a more practical approach to improving the attitude of Al-Kulliyatu Al-Khamsah among vocational school students

using the classroom action research method. The results of this research can contribute to the development of character education strategies based on Islamic values in vocational schools.

II. RESEARCH METHODS

This study uses the classroom action research method with the Kemmis and McTaggart models. The subject is 20 students of class X of SMK N1 Kepenuhan Hulu for the 2024 school year. Data was collected through observations, questionnaires, and interviews. The research was carried out in two cycles, with the stages of planning, implementing actions, observation, and reflection.

III. RESEARCH RESULTS AND DISCUSSION

This research was carried out in two cycles: planning, implementation of actions, observation, and reflection. This study uses the classroom action research method. The results of the two cycles are as follows.

Cycle 1:

1) Planning

Preparation of learning materials based on al-Kulliyatu al-Khamsah with interactive teaching methods.

2) Action

The teacher provided material and conducted a group discussion regarding applying al-Kulliyatu al-Khamsah values.

3) Observation

In cycle 1, as many as 70% of students were active in discussions, but only 50% could explain how values are applied in daily life. However, as many as 30% of students are still passive in participating in learning. This is because some students are still confused about the concept of al-Kulliyatu al-Khamsah.

4) Reflection

A more applicable approach is needed, such as case studies and role-playing. In addition, more interesting learning media are also needed to increase student engagement.

Cycle 2:

1) Planning

Improve learning strategies by adding hands-on practice and case studies.

2) Action

Students are given practical tasks in daily life, such as maintaining cleanliness, respecting friends, and sharing with others.

3) Observation:

In cycle 2, as many as 90% of students showed increased active participation in learning activities. In addition, 85% of students can explain and apply the values of al-Kulliyatu al-Khamsah in social interaction. In cycle 2, students' attitudes and behaviors experienced positive changes, especially in discipline and social concern.

4) Reflection:

Real-world experience-based approaches have proven to be more effective. So, it is necessary to maintain the program's sustainability to maintain the results achieved.

3. Data Analysis

From the results of observations, questionnaires, and questions given to students, the following data were obtained:

Table 1. Results of observational analysis, questionnaire, and questionnaire in cycles 1 and 2

Attitude Indicators	Cycle1 (%)	Cycle 2 (%)
Active participation in discussions	70	90
Understanding the concept of al-Kulliyatu al-Khamsah	50	85
The application of values in everyday lif	40	80
Discipline	60	85
Social care	55	90

4. Discussion

The study's results show that interactive and real-experience-based learning methods positively impact students' attitudes toward understanding and applying al-Kulliyatu al-Khamsah. In the first cycle, despite increasing participation in discussions, students' knowledge was still not optimal. This is due to the lack of an applicative approach that can relate concepts to real life.

In the second cycle, learning strategies are improved by adding hands-on practice and case studies. As a result, the understanding and application of al-Kulliyatu al-Khamsah values increased

significantly. Students are more active in participating in learning and show positive attitude changes in everyday life. In addition, observation results indicated that the experiential method helped students understand these values contextually. Teachers also note that this approach improves students' attitudes in the classroom and impacts their social interactions outside of school. However, maintaining the sustainability of this method so that the impact is more consistent is still challenging. Therefore, schools need support in the form of policies that encourage experiential learning as part of the curriculum.

IV. CONCLUSION

The study results show that after implementing Islamic values-based learning strategies, there has been a significant increase in the understanding and application of al-Kulliyatu al-Khamsah values. In the first cycle, students' knowledge of these concepts was still limited. Still, after being given more interactive materials and hands-on hands-on activities, there was a significant improvement in the second cycle.

Substantial changes in attitudes were seen in the aspects of discipline, social concern, and active participation of students. The following research recommends developing more varied and sustainable learning methods to maintain the results achieved.

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