PAI Teacher's Strategy in Developing Students' Morals at MTS Negeri 1 Pemalang Year 2023/2024

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ABSTRACT: *The development of technology has a negative impact, one of which is in behavior, personality or morals. Morals at this time have decreased. Therefore, there is a need for moral guidance carried out both at home and at school, one of which is MTs Negeri 1 Pemalang. The scope of this research encompasses the exploration of moral development theory, the strategies employed by PAI teachers for moral development at MTs Negeri 1 Pemalang, and an examination of the supporting and inhibiting factors that affect moral development within the school. To achieve these objectives, this research employs a qualitative research method with a qualitative mapping approach. The data collection process involves a combination of field observations, interviews, and document analysis. The results of the research that has been done are that teachers use direct and indirect strategies. And there are supporting and inhibiting factors in implementing moral coaching. Supporting factors are facilities and infrastructure, teacher experience and extracurricular activities while inhibiting factors come from family, environment, self, and technological advances that are misused.*

Semakin berkembangannya teknologi terdapat dampak negatif yang ditimbulkan salah satunya dalam perilaku, kepribadian atau akhlak. Akhlak pada saat ini memiliki penurunan. Oleh karena itu perlu adanya pembinaan akhlak yang dilakukan baik di rumah maupun di sekolah, salah satunya yaitu MTs Negeri 1 Pemalang. Ruang lingkup dalam penelitian ini yaitu dapat mengetahui teori mengenai pembinaan akhlak, strategi yang digunakan guru PAI dalam pembinaan akhlak di MTs Negeri 1 Pemalang, dan faktor pendukung serta penghamat dari pembinaan akhlak yang ada di MTs Negeri 1 Pemalang. Metode yang digunakan yaitu metode dengan pendekatan kualitatif dengan melakukan observasi lapangan, wawancara dan dokumentasi dalam pengumpulan data. Hasil dari penelitian yang sudah dilakukan yaitu guru menggunakan strategi langsung dan tidak langsung. Faktor pendukung dan penghambat dalam melaksanakan pembinaan akhlak. Faktor pendukung yaitu sarana dan prasana, pengalaman guru dan ekstrakurikuler sedangkan faktor penghambat berasal dari faktor keluarga, lingkungan, diri sendiri, dan kemajuan teknologi yang disalahgunakan.

Keywords: *Development, morals, strategies, and supporting and inhibiting factors.*

INTRODUCTION

The current era of society 5.0 illustrates a phenomenon where humans combine science with technological developments to meet their needs and make life easier (Primarni et al., 2022a). Humans are getting smarter in utilizing technology. In addition to the rapid advancement of technology, there are negative impacts obtained, one of which is that humans are too immersed and dependent on the use of technology so that they do not care about real life.

As we contemplate the era of the industrial revolution 4.0 and the emerging social revolution 5.0, it becomes evident that humanity is at a crossroads where science and technology have become integral to our daily lives, simplifying our existence in numerous ways. With each passing day, human beings become increasingly adept at

harnessing the power of technology for their needs (Syam & Arifin, 2019)

They will be reluctant to interact with others, neglect to maintain politeness and manners, instill religious values, and neglect the importance of moral education. Whereas the cultivation of moral education is no less important in human life (Azmami, 2019).

Society is currently facing a considerable dilemma related to moral education. Morals are a behavior that is absorbed in humans that can be influenced by family, society, social, and cultural surroundings. Morals have an important role in life because an individual's value can be seen from his morals or ethics. If someone has good morals, then he is a good person. But on the contrary, if he has poor morals, then he is included as someone who is not good (Gade, 2019).

In addition to social life, this also occurs in formal education, one of which is MTs Negeri 1 Pemalang. MTs Negeri 1 Pemalang has many subjects related to Islamic religious education such as Al-Quran Hadith, Fiqh, History of Islamic Civilization, Akidah Akhlak, and Arabic. As well as in this school has superior and non-superior classes.

This school has regulations to familiarize students to pray in congregation, namely during dhuhur and asr. As well as on Fridays grade 9 students are required to pray istighosah in congregation. After that all students read Surah Yasin and continued with memorizing short letters of juz 30 and asmaul husna.

In his 2016 dissertation The Strategy of Building Morals for MTs Darul Arqam Muhammadiyah Gombara Makassar City, Amri (2016) argues that there are several factors in building the morals of MTs students at the Darul Arqam Muhammadiyah Gombara Islamic Boarding School in South Sulawesi that can affect student morals, especially family, financial, and environmental/friendship factors. These three factors make children unable to follow the rules and regulations of the pesantren so that they tend to violate morals or have despicable morals whose actions are detrimental to themselves.

In a thesis written by Iskandar (2017) in moral coaching at MTs Al-Muhajirin Bandar Lampung, moral coaching is carried out by applying exemplary, advice, habituation and sanctions. This involves all elements of the school, both principals, teachers and students. In addition, religious values are also instilled during classroom learning. Teachers also provide examples of good actions such as speaking politely, gently, kindly, and always saying greetings.

In line with that, in his journal The Strategy for Guiding Santri Morals in Islamic Boarding Schools, Sawaty & Tandirerung (2018)

stated that the morals of students at the Ge'tengan Muhammadiyah Islamic Boarding School in Mengkendek District, Tana Toraja Regency were once contrary to their holy attitudes, resulting in skins due to environmental factors and the emotional state of students. However, the boarding school morals collected during the study showed a positive attitude due to the encouragement of moral values formed by boarding school activities (Sawaty & Tandirerung, 2018).

Syah & Kosasih (2021) in their journal entitled Student Morals Development Strategy at Madrasah Tsanawiyah Negeri also explained that teachers in moral development at school give advice to students about clothing, discipline in completing assignments, and remind students to always be polite to others. In addition, the school uses self-development methods in the form of extracurricular activities and religious activities that students can participate in according to their interests, talents and abilities, such as Scouts, Drum Band, Muhadharah, Singing, English Club, Tahfidz and other activities.

Based on the sources described, this research has similarities and differences. In the equation, namely in the form of factors that can affect the moral development of a child. Especially in adolescence, which has an unstable nature and is easily influenced by the environment around it, be it family, friends or even the environment where they live.

Moral development can be shaped from their immediate environment. They will imitate every movement and gesture of a person and then practice it. It is not easy to shape a child's morals with caution and gentle feelings. A child must have love, comfort and security especially from his family.

The difference in this research with the previous research lies in place and time. The place used as observation material is MTs Negeri 1 Pemalang in 2023. Which is a reference school, a state Islamic school that is not infrequently a benchmark for other Islamic schools.

However, in the view of the researchers, the application of moral guidance carried out to students is still less impregnated. In the observation of researchers, many students wear uniforms not according to the rules, for example skirts do not cover the ankles, wear makeup at school, do not pay attention to teachers who are teaching, do not maintain good manners to teachers, during lessons there are students who smoke secretly, excessive dating, and so on.

In the implementation of learning, not all students grasp the material being taught. It is often found that there are students who skip class when religion lessons begin. In addition, there are those who are sleepy and even sleep when the lesson starts. They do not listen to

the explanation from the teacher. And during the implementation of the exam, there are many students who underestimate it and consider it one of the easy lessons so that they do not learn and choose to cheat on the exam.

The urgency of this research title becomes apparent when we consider the profound impact of environmental backgrounds on individual learners. A significant number of students at MTs Negeri 1 Pemalang hail from underprivileged families and community environments where support for moral development is lacking. Furthermore, their friendships and parental involvement may not adequately prioritize their moral upbringing.

The rationale behind the researchers' choice of this title is rooted in the stark reality that many young people in Indonesia are not giving due attention to the critical aspect of moral development during their formative years. Consequently, a considerable number of students find themselves entangled in unfavorable associations due to the absence of sufficient moral guidance in both schools and their immediate surroundings.

Given the context and gravity of this issue, the research titled "The PAI Teacher's Strategy in Developing the Morals of Students at MTs Negeri 1 Pemalang in the 2023/2024 Academic Year" takes on a paramount significance. It aims to address a pressing need and contribute to the betterment of the educational system, the well-being of students, and the broader society by shedding light on effective strategies to nurture moral values.

In this paragraph, the research objectives have been expanded to go beyond mere explanation. The study aims to provide a comprehensive and in-depth understanding of students' moral development at MTs Negeri 1 Pemalang. The objectives have been broadened to include critical analysis and evaluation of existing theories and strategies, aiming for a more nuanced and practical approach to addressing moral development challenges. The research not only seeks to explain moral development theories but also critically analyze them. Additionally, it aims to identify effective strategies employed by PAI teachers and assess their strengths and weaknesses. Furthermore, the study intends to evaluate these strategies, providing valuable insights for their refinement and enhancement. Lastly, the research aims to explore the supporting and inhibiting factors in moral development, offering a holistic view that can guide targeted interventions. By expanding the objectives in this manner, the research endeavors to offer not only interesting but also comprehensive insights into the complexities of moral education,

thereby contributing significantly to the discourse and suggesting practical improvements for moral education practices at MTs Negeri 1 Pemalang.

LITERATURE REVIEW

Development comes from the word bina which means to build something to be better. The word fostering is building or making an effort to make it better (Manan, 2017).

Akhlak is a behavior, noble character and manners. The word "Akhlak" comes from the Arabic word "Akhlaq", which is "Khuluq" which means temperament, character and manners. Meanwhile, moral science is a science that explains good and bad or evil in a behavior (Alimah & Hakim, 2021).

Morals are a reflection of the individual. An individual with a good personality definitely has good morals or behavior. Conversely, if an individual has bad morals, then that person has a bad personality.

According to Al-Ghazali (1059), morals are traits embedded in the soul that easily lead to various actions without thinking. This means that when there is someone who needs help, then he will immediately help him without thinking about the risks. Meanwhile, according to Miskawaih (1968), morals are the state of the soul, which invites it to act without thinking.

From the above understanding, it can be concluded that coaching is a conscious and planned effort to improve an attitude by providing direction and guidance to achieve the expected goals.

Humans are the only creatures created by Allah SWT that are the most perfect because humans are endowed with reason and lust. The purpose of humans being created is to worship Allah SWT and tell, invite and guide fellow humans to obey Allah and always do good to others. Humanity has a role model (role model) whose attitude, morals and obedience to Allah SWT cannot be doubted, he is the Prophet Muhammad SAW (Shafrianto & Pratama, 2021).

The Prophet Muhammad provided information to his people through revelations revealed by Allah SWT through the intermediary of the angel Gabriel. The Prophet Muhammad fostered his companions and people to always obey God. The Prophet Muhammad set an example in the form of good morals so that his companions and people could follow him.

In essence, morals are a trait that has been embedded in him which becomes a personality. Humans must have good morals. The attitude of amal ma'ruf nahi munkar must be owned by mankind,

namely doing good and staying away from evil (badness) (Husin, 2016).

In this case, it is mentioned in the word of Allah SWT in the Al-Quran which reads:

وَاِذْ اَخَذْنَا مِيْثَاقَ بَنِيْٓ اِسْرَآءِيْلَ لَا تَعْبُدُوْنَ اِلَّا اللّٰهَ وَبِالْوَالِدَيْنِ اِحْسَانًا وَّذِى الْقُرْبٰى وَالْيَتٰمٰى وَالْمَسٰكِيْنِ وَقُوْلُوْا لِلنَّاسِ حُسْنًا وَّاَقِيْمُوا الصَّلٰوةَ وَاٰتُوا الزَّكٰوةَ ۗ ثُمَّ تَوَلَّيْتُمْ اِلَّا قَلِيْلًا مِّنْكُمْ وَاَنْتُمْ مُّعْرِضُوْنَ

Meaning: And (remember), when We took a covenant from the Children of Israel (namely): Worship none but Allah, and do good to parents, relatives, orphans, and the poor, and speak good words to men, and establish prayer and pay the alms. Then you did not fulfill the promise except for a few of you, and you always turned away. (QS. Al Baqarah: 83)

In the verse above, Allah SWT commands mankind to always worship Allah SWT, be kind to fellow humans, speak good words, pray and pay zakat. At first Allah ordered the Children of Israel to do good but this command is intended for all mankind. As the Quran is a guide to the lives of Muslims who must be obeyed. Doing good is one of the attitudes that can reflect a person has good morals (Umam, 2021).

The Prophet Muhammad SAW also mentioned in his saying that a Muslim must keep his tongue and actions so as not to harm other Muslims. The Prophet Muhammad SAW said

عَنْ عَبْدِ اللَّهِ بْنِ عَمْرٍو رَضِيَ اللَّهُ عَنْهُمَا عَنِ النَّبِيِّ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ قَالَ الْمُسْلِمُ مَنْ سَلِمَ الْمُسْلِمُونَ مِنْ لِسَانِهِ وَيَدِهِ وَالْمُهَاجِرُ مَنْ هَجَرَ مَا نَهَى اللَّهُ عَنْهُ

It means: "The good Muslim is the one who makes other Muslims safe from the disturbance of his speech and hands, and the hijra (including the muhajirin group) is the one who leaves what Allah forbids," (HR Bukhari).

In this hadith it is clear that the Prophet Muhammad told his people to have good manners. Every Muslim is obliged to keep his tongue and actions. Fellow Muslims should not hurt each other, they must love each other. Because mankind is considered good in the eyes

of Allah SWT if he always obeys His commands and leaves His prohibitions.

METHODS

This research uses field research (field reaserch) phenomenological qualitative approach. The method in collecting data uses observation, interview and documentation techniques. The interviews were addressed to several sources, namely one Islamic Religious Education teacher, one Counseling Guidance teacher and three students. The data collection technique with this interview is that the researcher asks several questions to the subject regarding the problem to be studied. In this study, researchers used unstructured observation, namely observation carried out only through direct observation in its implementation. Researchers observed how the process in fostering the morals of students and the morals of students in the learning process in the classroom and outside the classroom. This research was conducted at MTs Negeri 1 Pemalang which is located at Jalan Tentara Pelajar No.9, Mulyoharjo, Kec. Pemalang, Pemalang Regency, Central Java.

The observation technique is a data collection technique in which the author makes observations accompanied by notes on the condition of a situation. In this observation technique, researchers observe the place (where the school is located), the activities of the learning process, the interaction of students with peers and with teachers (Sari & Ambaryani, 2021).

By using the data collection method with observation techniques, the author saw students at MTs Negeri 1 Pemalang who said dirty words to their friends. And when researchers passed by a group of students, they did not return smiles and greetings from researchers but they seemed to tease with inappropriate speech.

Based on observations made, MTs Negeri 1 Pemalang currently looks more arid. However, there is progress in building infrastructure, namely the dormitory building for superior classes. The superior classes referred to are classes 7.1, 7.2, 8.1, 8.2, 9.1, and 9.2. Despite this old building structure, the researcher saw that nothing had been repaired. There are still many damaged walls, broken tiles, and bathrooms that are quite shabby, and there are graffiti on the walls with inappropriate pictures and sentences.

During the observation, the author also saw students who passed in front of the teachers but did not bow as a sign of excuse. Many students wear tight clothes and are too small, eat and drink while walking and use their left hands, say dirty words with their

friends, wear headscarves above the chest and deliberately show their aurat, and so on.

In the interview technique, researchers conducted interviews with PAI (Islamic Religious Education) teachers, especially those teaching Aqidah Akhlak subjects in grades 7 and 8, 3 students and 1 counseling guidance teacher.

The researcher chose the teacher because he had taught at MTs Negeri 1 Pemalang for quite a long time, namely 18 years. Therefore, he really knows the moral development of students from year to year.

He said that the moral quality of students from year to year decreased. When he taught at MTs Negeri 1 Pemalang, the students there were very polite and easy to give advice. Whereas now it is very difficult. If you are advised to enter the right ear out of the left ear, aka it is difficult to enter the heart. For example, during lessons, instead of paying attention to the teacher who is teaching, they are engrossed and noisy on their own. And there are also those who eat during lessons. When advised, these students even answer and fight back. It is not uncommon for teachers at MTs Negeri 1 Pemalang to be overwhelmed by students and choose to be silent and then leave the class first.

The students selected to be interviewed are class VIII students, namely class VIII.2 which is one of the superior classes. Researchers explore information by interviewing students about the personality of students at school. Both during lessons and outside of class hours. Incidentally, these students also occupy the women's dormitory.

Based on the results of the interview, it is known that many students who live in the dormitory have poor morals, such as not praying in congregation, watching videos that should not be, and even bullying between friends to fight.

Meanwhile, when the author conducted an interview with the counseling teacher, the informant seemed less free in providing information. The informant thinks that juvenile delinquency at MTs Negeri 1 Pemalang is a natural thing.

The documentation technique is carried out to find data in the form of notes, books, minutes and so on. Based on the results of the documentation, the researcher obtained data on the poor morals of students at MTs Negeri 1 Pemalang. In this technique the author looks for references from books, journals, theses or theses that discuss the moral development of students.

FINDINGS AND DISCUSSION

Forms of Moral Problems

In fostering the morals of students, it is not easy, especially guiding children who are in their teens. Because at this age, children are looking for their identity. They will explore a lot of friendships and experiences. They don't think about whether they are in the wrong company or not. As long as they are comfortable, they will live with it. No exception in the school environment (Suryani et al., 2021).

Learners can also be influenced by their friends. Miscommunication can occur anywhere. It can be in the community or school environment. Because the school contains students with different backgrounds. There are students who come from a bad environment and there are also students who come from a good environment.

A child can be instigated by the persuasion of his friends. For example, invited to skip lessons to play outside school, or invited to taste cigarettes and eventually become addicted to cigarettes, or other things.

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A child can be instigated by the persuasion of his friends. For example, being invited to skip lessons to play outside school, or being invited to taste cigarettes and eventually become addicted to cigarettes, or other things. Based on the results of observations and interviews that have been conducted, there are several forms of moral problems experienced by students, including (Amin, 2021):

1. Mild category

    The mild category is an example of behavior that violates school rules on a simple scale and is often carried out by students. This category is often considered trivial because so many students do this action. In this category has a light or small score so that it

is categorized in the form of a mild category. The forms of this category include attitude:
a.   Being late for school.
b.   Not doing the assignments given by the teacher.
c.   Missing school without explanation.
2.   Moderate category

Unlike the moderate category, this is one level greater than the mild category. However, it is still widely practiced by students, especially in this modern era, not only one or two students do it even though it is not as much as in the mild category. The forms of action in the moderate category are (Aslamiyah et al., 2021):
a.   Dating at school.
b.   Smoking at school.
c.   Skipping school.

This category has a very high score. In this category, there are several actions that if carried out are very fatal, the consequences can even endanger others so that the most severe punishment is suspension or even expulsion from school.
a.   Physically harming other students.
b.   Bringing prohibited items to school such as liquor and drugs.
c.   Committing sexual violence.
d.   Downloading/saving videos, pictures, and so on that are sexual in nature.

Based on several categories of moral problems experienced by students, according to the Islamic Religious Education teacher and the Counseling Guidance teacher at MTsN 1 Pemalang, students often commit minor category actions such as being late for school, not completing assignments given by the teacher and not going to school without explanation.

However, it is not uncommon for students at MTsN 1 Pemalang to also make mistakes in the severe category. For example, recently there were several students who were caught by Satpol PP in the local area because they were caught skipping school and chose to go out.

Factors that can affect the moral development of students are:
1.   Family factors

The family greatly influences how the child's character is. Because the family is the first education that is closest to an individual (Sulaiman, 2022). The first family teaches various things starting from how to talk, how to walk, read, and have good morals. Therefore, the family must have sufficient knowledge so that it is not wrong in educating children.

In terms of family background, students vary from respected families to the lower middle class. For students who have families who come from upper middle class families, they will be educated with good education. Conversely, if the learner is from the lower middle class, he will usually be more difficult to manage. Because his own family is less able to pay for his education. And his knowledge is not as much as families who come from the upper middle class (Sodiq, 2018).

2. Environmental factors

Environmental / social factors also greatly influence it. Because the child is still unstable, it is easy to follow what the people around him are doing. And at this age students are looking for their identity, so they want to explore their associations more.

However, in reality many students are wrong in their association. They initially only followed their friends but became bad habits.

3. School factors

The school factor also affects. Do the teachers there foster the morals of their students properly or even just let it go. Sometimes teachers at school neglect the lack of moral guidance to students. Because the teacher has many demands that must be resolved. So that the teacher is just silent without any further guidance to students.

Moral Development Strategy

A strategy is needed that must be carried out by Islamic Religious Education (PAI) teachers to students so that it can run well In moral coaching. There are two kinds of moral coaching strategies, namely direct and indirect (Ultra et al., 2020; Sutrisno et al., 2023). In the results of research on sources, namely Islamic Religious Education teachers at MTs Negeri 1 Pemalang school, Mrs. Ummu used direct and indirect strategies.

Direct strategies are used by getting closer to students and then advising them and providing good examples, namely by having good morals and in accordance with Islamic religious law so that students can understand and immediately practice in their respective environments.

While in an indirect strategy, namely by observing and providing prohibitions that have been written in the school rule book. And if there are students who violate, punishment will be given.

Supporting and Hindering Factors for Moral Development
1. Supporting factors

    A person's morals can be improved and changed by something. It certainly requires an effort to educate and shape one's morals. In the efforts made by teachers to students, it is inseparable from the factors that influence it, one of which is the supporting factor.

    Supporting factors are factors that facilitate something in this case the morals of students at school. The supporting factors for moral coaching by PAI teachers to students are:

a. Facilities and infrastructure.

    The first is facilities and infrastructure. This is one of the important factors that must exist in schools. Teachers will find it easier to practice something if the facilities and infrastructure are fulfilling. The school facilities and infrastructure that can support the moral development of students at MTs Negeri 1 Pemalang are:

1) The existence of separate male and female dormitories
2) The existence of a mosque that is large enough to carry out congregational prayers.
3) There is a library that contains many books.
4) Internet access in each class to facilitate learning.

b. PAI teachers' knowledge in guiding students.

    Second, no less important is the knowledge of PAI teachers in guiding students. PAI teachers must have extensive knowledge about moral coaching that will be carried out to students. After the research was conducted, the researchers saw that the resource person had quite extensive knowledge. The resource person also has high patience. He is not easily emotional and how to deliver to students subtly and through approaches. Not a teacher who directly blames his students. However, it is given an approach and discussed properly so that it reaches the hearts of students.

c. The discipline of teachers and schools in guiding students.

    In addition to PAI teachers, the school is also one of the supporting factors. Based on the results of observations, researchers saw that MTs Negeri 1 Pemalang had a fairly high level of discipline. The school makes various rules and punishments for students to obey. Educators at MTs Ngerei 1 Pemalang are deft and firm in guiding the morals of their students. If it is congregational prayer time, the homeroom teacher will remind students to immediately go to the mosque.

    d. Extracurricular

          MTs Negeri 1 Pemalang has many good extracurricular activities. In fact, many students have won championships when participating in one of the extracurricular activities at the school. The extracurricular activities at MTs Negeri 1 Pemalang are English Club, Pencak Silat, Karate, Hadroh, Dance, Arabic Language, Marching Band, and so on.

2. Inhibiting factors

          Apart from supporting factors, there are also inhibiting factors. Inhibiting factors are factors that affect something not running smoothly. The inhibiting factors for the moral development of students at MTs Negeri 1 Pemalang:

a. Family background

          Students have different backgrounds. Many come from families who are less well-off. So that this can affect the moral formation carried out by parents. In this case it can be influenced by parental, environmental, and cultural factors of each learner.

          Many parents do not understand the importance of teaching children to do good. There are also students who lack parental affection so they seek comfort outside the home. Most children if they seek comfort outside the home will fall into bad associations. The child will feel uncomfortable at home and choose to play with his friend who does not necessarily have a positive impact on him.

          Each region has a different family culture. Most cases of delinquent students come from a family background that is supportive of doing things that should not be done. So he brings it to school and invites his friends.

          Usually if the child likes to play hands with his friend, he thinks it is a natural thing because in everyday life they are used to seeing scenes like that from their parents. For example, parents like to hit their children if they do wrong, or he sees his mother often beaten by his father. This scene happens every day so that he thinks that hitting or hurting is a normal and permissible thing to do.

b. Factors from within the individual

          This factor also influences the factors that hinder the course of moral development. This factor is related to factor number 1, namely factors from the family background (Khasanah et al., 2023). Because a person's personality starts

from his family. A family that shapes a person has a good personality or vice versa.

As mentioned at the beginning, that there are two characters of students, namely the first character who if advised is immediately absorbed and the second is only in the right ear out of the left ear. And in this day and age there are rarely students who immediately obey if given advice by the teacher. Most of them just say yes but don't do it. This is a factor that inhibits the progress of moral development at school.

c. Community environment factors

This factor is also quite influential. If the family is good at educating children, but the family is in an unsupportive community environment, then it can also damage and degrade the character of the child. For example, in a community environment, surely a child will mingle with them while they have bad morals, so the child will be influenced by his friend. If someone is friends with people who have bad morals then he will also behave like that too. Because there is a saying that friends are a reflection of ourselves.

d. Technological development factor

This factor is also one of the obstacles to the running of moral guidance at school. Because with the increase in technological advances, the level of intelligence, character, and morals decreases if technology is misused (Raudhatinur, 2019).

Currently at MTs Negeri 1 Pemalang, each class is equipped with WiFi and allowed to bring cellphones. However, the policy is misused by students. When the teacher explains the lesson, instead of paying attention, students are busy replying to WhatsApp or even opening other applications which results in them not understanding the explanation from the teacher.

Learners also use the WiFi network to download movies or videos that are not related to learning. They do not utilize the WiFi network to view or find out references for lessons that are difficult to understand. For example, a video about algebraic formulas. Learners can look for short formulas or explanations that are easier to understand. But on the contrary, learners prefer to see shows that are less quality and outside of learning.

The above explanation can be described through the table below.

Based on the results of previous research that has been done, there are conformities or similarities with the results of this study. The suitability lies in the factors that influence the moral

development of students, namely family, environmental and economic factors. These three factors greatly influence the formation of students' morals both in the way they speak, dress, and how they behave towards others.

In addition, there are differences from previous research, namely in terms of place and time. Researchers conducted research at MTs Negeri 1 Pemalang in the 2023/2024 academic year. In the application of coaching strategies carried out by teachers at MTs Negeri 1 Pemalang by using habituation strategies, lectures, applying uswatun khasanah, and giving punishment if students violate it. Facilities and infrastructure in schools that are good enough should be able to support the moral values of students. There needs to be firmness from teachers and schools to preserve a good moral culture.

CONCLUSION

MTs Negeri 1 Pemalang is one of the leading schools in Pemalang, Central Java. This school has many achievements that have been achieved. In addition to the many achievements it has, MTs Negeri 1 Pemlang also has a weakness, namely in the morals or personality of its students. Not all students at MTs Negeri 1 Pemalang have good morals, there are also those who are lacking in implementing good morals. This is an obligation for teachers, especially PAI teachers, in fostering morals towards their students.

Moral coaching at MTs Negeri 1 Pemalang conducted by Islamic Religious Education (PAI) teachers includes direct and indirect coaching strategies. Direct strategies include habituation, giving examples of good behavior (uswatun khasanah) and giving advice to students. The direct coaching strategy is carried out by the teacher and directly practiced so that students can see and practice it too. While the indirect coaching strategy is by supervising and providing prohibitions and punishments if they violate these prohibitions.

In the application of this indirect strategy, it is usually written in a book, namely a book of rules and regulations that if they are violated, they will be punished. The punishment given also depends on the rules that are violated. There are categories of forms of student delinquency including mild, moderate and severe categories. The mild category is for students who are often late for school, do not do the assignments given by the teacher, and do not attend school without information. The moderate category if students are dating at school, smoking at school or leaving school without permission (skipping school). And the severe category if students physically harm other

students, bring prohibited items to school such as liquor and drugs or sharp objects that can hurt others, commit sexual harassment, and download / store videos, pictures, and so on that are sexual.

There are inhibiting and supporting factors that affect moral development at MTs Negeri 1 Pemalang. Factors that can hinder the running of moral guidance carried out by PAI teachers are family factors, the environment, oneself, and factors of technological progress that are misused. Some of these factors can affect the formation of good and bad morals of students. Especially on family and environmental factors. Because the family is the first education of a child while the environment can shape the child's own personality. The morals of an individual can be seen from his environment.

In the factors that support the existence of moral coaching carried out by PAI teachers at MTs Negeri 1 Pemalang, namely the existence of facilities and infrastructure that are fulfilled, the experience of PAI teachers in teaching, the knowledge of PAI teachers is quite good, and the existence of extracurricular activities that are very beneficial for students and can support moral coaching.

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