

Analysis of Taqwa Value PSHT in Shaping Social Attitudes in Islamic Education

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ABSTRAK

Penelitian ini mengeksplorasi peran pencak silat Persaudaraan Setia Hati Terate dalam membentuk karakter siswa di SMA Negeri 1 Jarai, khususnya dalam mata pelajaran Pendidikan Agama Islam. Metode penelitian yang digunakan adalah kualitatif deskriptif dengan mengumpulkan data melalui observasi, wawancara, dan dokumentasi dari 30 siswa aktif dalam pencak silat. Hasilnya menunjukkan bahwa nilai-nilai taqwa yang diajarkan melalui pencak silat berpengaruh positif pada sikap sosial siswa di kelas PAI, termasuk kesopanan, kerjasama, kepatuhan, dan penghormatan. Tantangan utama dalam penerapan nilai-nilai ini adalah sikap siswa, namun dukungan terbesar datang dari kemampuan siswa dalam mengaplikasikan nilai-nilai tersebut ke dalam kegiatan pembelajaran sekolah

KATA KUNCI

psht; sikap sosial; pendidikan islam

ABSTRACT

This research explores the role of the Persaudaraan Setia Hati Terate martial arts in shaping students' character at SMA Negeri 1 Jarai, specifically in the Islamic Religious Education (PAI) subject. The research method used is descriptive qualitative, gathering data through observation, interviews, and documentation from 30 active martial arts students. The results indicate that the taqwa values taught through martial arts have a positive impact on students' social attitudes in PAI classes, including politeness, cooperation, compliance, and respect. The main challenge in implementing these values lies in students' attitudes, yet the greatest support comes from students' ability to apply these values to school learning activities.

KEYWORDS

psht; social studies; Islamic education

INTRODUCTION

Islamic education aims to form a complete human being by preserving and developing life values and strengthening the harmony between humans and Allah SWT. It also involves relations with others, self-care, and environmental connections. Islamic education seeks to change individuals' attitudes and behaviors in both personal and social life. Moreover, Islamic education aims to create responsible individuals who perfect their actions based on faith and piety. Values closely relate to humans, including civic attitudes, religious understanding, and conviction. To affirm this, Allah has endowed humans with reason and emotion, enabling the acquisition and development of knowledge, including cultural or scientific knowledge and feelings, underscoring humanity's noble status related to their piety towards the creator, Allah SWT. Religious values are fundamental knowledge of teachings from the Almighty God, encompassing ideas, beliefs, morals, and practices in societal life (Al-Attas, 1995; Al-Qurtubi, 2014).

The martial art branch of pencak silat originated and developed within the local culture, meaning that Pencak silat is a heritage from ancestors, also serving as a sport, spiritual education, art, and national culture that enhances devotion to Allah SWT. It improves intelligence, character, and self-confidence. The philosophy of pencak silat encompasses noble character with values of the Malay society, piety towards Allah SWT, and the willingness to respond to social changes. Through its practice, individuals not only hone physical skills but also cultivate mental and spiritual strength, instilling values such as discipline, resilience, and respect for oneself and others (Sulistyo, 2018; Simamora, 2020).

Persaudaraan Setia Hati Terate (PSHT) is a "Brotherhood" organization that educates its members to be noble and devout towards Allah SWT, forming an eternal and everlasting brotherhood. As individuals, members must enhance their personalities to achieve high value and quality in line with social, national, and religious concepts. In this regard, PSHT pencak silat has five main teaching aspects: brotherhood, sports, arts, self-defence, and spirituality or spirituality (Simamora, 2020; Nasution, 2019).

Therefore, every part found in pencak silat significantly encompasses the journey of character development to form individuals with good morals. Social attitudes themselves are formed from the social interactions experienced by an individual. Social interaction means more than just social contact and relationships between individuals as

social members. Social interaction involves reciprocal relationships that influence the behavioral patterns of each individual. Among the factors that influence attitude formation are personal experiences, environment, significant others, social media, and emotional factors within an individual (Fishbein & Ajzen, 2010; Triandis, 2011).

Humans, as social beings, need others, leading to social interactions. Islam teaches how to interact with others (*hablun minannas*) socially, and manners in Islam can be categorized as respecting older people (including parents and teachers). These teachings emphasize the importance of mutual respect, kindness, and consideration in interpersonal relationships, guiding individuals in their interactions with others (Nawawi, 2012).

From this discussion, researchers can conclude that pencak silat not only teaches self-defence but also imparts social values that shape the learners' personalities, thus resulting in changes for the learners. Moreover, the analysis of the *taqwa* value in pencak silat Persaudaraan Setia Hati Terate plays a significant role in shaping the attitudes and characters of learners, especially in Islamic Education lessons. When assessing in schools, teachers evaluate not only the knowledge aspect of learners but also their attitudes and behaviors so the efforts and processes undertaken by learners can produce maximal change. This underscores the importance of holistic education that integrates physical, moral, and spiritual development to nurture well-rounded individuals (Hasan, 2017; Husni, 2020).

METHOD

This research employs a qualitative methodology, an intensive, detailed, and in-depth study of a particular organization, institution, or phenomenon. The sampling technique used is purposive sampling. Data collection techniques include observation, interviews, documentation, and triangulation (combined). The study involves several stages: direct observation of PSHT members' activities and practices within the context of Islamic education to obtain a realistic depiction of the application of *taqwa* values and their impact on social attitudes; in-depth semi-structured interviews with key informants, including PSHT leaders, active members, and knowledgeable observers, to gather comprehensive insights; collection of relevant documents such as activity records, guides, archives, and related literature to support findings from observations and interviews; triangulation to combine data from various sources ensuring validity and reliability by

reducing bias and increasing accuracy; data reduction to select, focus, simplify, and organize the collected information, retaining only significant data for the research; data presentation in the form of brief descriptions, charts, and category relationships to help understand patterns and themes; and inductive data analysis to identify and interpret main themes related to the taqwa values of PSHT and their role in shaping social attitudes in Islamic education. This comprehensive qualitative methodology aims to provide a deep understanding of how taqwa values are internalized and manifested in the social behaviors of PSHT members within the context of Islamic education.

RESULTS AND DISCUSSION

Analysis of Taqwa Values in Persaudaraan Setia Hati Terate (PSHT) Pencak Silat in Forming Students' Social Attitudes in Islamic Education Subject at SMA Negeri 1 Jarai

Education should be continuous from the womb until one passes away, harmoniously taking place in schools, mosques, families, and communities. The education system is designed to educate humans to attain happiness in this world and the hereafter. Especially in instilling noble virtues, understanding right from wrong, believing and being pious to the One God, and participating in "Memayu Hayuning Bawono" as outlined in the PSHT's Articles of Association for the years 2016-2021, with the purpose and goal of PSHT being to mould a young generation with a knightly spirit.

If attitudes are formed through effective education, the results will be positive. Hence, martial arts play a crucial role in addressing character issues, as one of its goals is to shape individuals with noble virtues. Therefore, the role of teachers or trainers is pivotal in shaping the mindset of Pencak Silat students. Pencak Silat significantly contributes to enhancing the mental attitude and continuous self-improvement of the younger generation, making it an opportunity for educational institutions to help improve the quality of students through training in social attitudes, mental fortitude, and discipline.

Persaudaraan Setia Hati Terate (PSHT), also known as SH Terate, is a martial arts brotherhood aimed at educating and shaping individuals with character, noble virtues, and piety to the One God. It teaches loyalty to one's conscience and prioritises brotherhood among members, forming an organisation branch of Persaudaraan Setia Hati Terate (PSHT).

Before discussing the analysis of the taqwa values in PSHT Pencak Silat in forming students' social attitudes in Islamic Education subjects, the researcher presents data from interviews with several sources and observations on how PSHT Pencak Silat extracurricular activities instil taqwa values and shape students' social attitudes at SMA Negeri 1 Jarai. Through an interview with Mr. Ramlan, M.Pd, a teacher at SMA Negeri 1 Jarai and also the coach and supervisor of the Pencak Silat extracurricular at the school, it was revealed that:

"The PSHT Pencak Silat extracurricular was established in 2006. Its main goal is to shape students with noble virtues and piety toward the One God and also to build students' character in terms of discipline, responsibility, and honesty and develop their mental and social attitudes. Additionally, the Pencak Silat extracurricular provides a platform for students to become athletes and achieve success; participation in this extracurricular is a requirement to compete in Pencak Silat tournaments within high schools and other competitions."

"The Pencak Silat extracurricular is a local wisdom aimed at preserving the nation's noble culture. Pencak Silat is closely related to Islamic religious education and character education; therefore, we associate students' social attitude formation with the PSHT Pencak Silat's extracurricular activities. Pencak Silat is an extracurricular activity expected to equip students with good morals, especially in societal contexts, and develop their strong spirit and mental attitude. Therefore, the Pencak Silat extracurricular is a noble culture that must be preserved, and we do so through activities like the PSHT Pencak Silat extracurricular at SMA Negeri 1 Jarai."

Regarding the training or extracurricular activities in Pencak Silat:

"For the PSHT Pencak Silat extracurricular activities, we train twice weekly, on Friday afternoons after school and Sundays. Since this fall under extracurricular activities, all students don't need to participate, and the training takes place outside of school hours. However, if there are events or inter-school competitions, the school provides dispensation for students involved. Besides contributing to numerous achievements, this extracurricular activity also significantly influences the formation of students' character, where a good education during training positively impacts their attitudes while at school."

Based on the interview presentation above, the researcher concludes that the PSHT Pencak Silat extracurricular at SMA Negeri 1 Jarai is a platform for shaping students' attitudes and characters as it is closely related to what students do both within and outside the school environment. The formation of attitudes through the taqwa values found in the goals of PSHT Pencak Silat plays a crucial role in shaping social attitudes towards society.

Factors Influencing the Analysis of Taqwa Values in PSHT Pencak Silat in Shaping Students' Social Attitudes in Islamic Education Subject at SMA Negeri 1 Jarai

The factors influencing the analysis of the taqwa value of PSHT martial arts in shaping students' social attitudes in the Islamic Education subject at SMA Negeri 1 Jarai are rooted in students' more profound understanding and application of spiritual knowledge imparted through PSHT martial arts extracurricular activities, particularly in shaping social attitudes such as manners, etiquette, and behaviour. This is observed through students exhibiting changes in their demeanour during training sessions and within the school and broader community.

These factors align with the national educational goals of developing students' potential to become individuals who are faithful and pious towards the Almighty, possessing noble character, physical and mental wellness, knowledge, capabilities, creativity, independence, and responsible citizenship in a democratic society.

This alignment underscores how PSHT martial arts, by emphasising spiritual values like taqwa, contributes significantly to the holistic development of students, fostering not just physical skills but also ethical and social virtues essential for their roles as conscientious members of society.

Based on the research location, it was found that the PSHT martial arts extracurricular activity can influence the formation of students' social attitudes as per the discussed theory. In this context, students can apply the values taught within the PSHT martial arts extracurricular, such as maintaining respectful speech and actions during training and within the school environment. Moreover, through participation in PSHT martial arts extracurricular activities, students experience an enhancement in their religious character, including increased faith and holiness, as evidenced by improved discipline in worship and timely congregational prayers. They become more conscientious in following Allah's commands and avoiding prohibitions, transitioning

from being unsure about right and wrong to confidently distinguishing between the two (bold for clarity: daring for what's right and fearing what's wrong).

Students engaged in PSHT extracurricular activities also prioritise patience and sincerity in practising and applying their knowledge effectively. Those who used to use foul language and engage in arguments gradually reduce these behaviours, showing more gratitude and valuing what they have achieved and experienced.

In addition to religious values, there are also human values (*hablum minannas*). The research location observed manifestations of these human values through fostering relationships and camaraderie among teachers and peers during PSHT martial arts extracurricular activities. The importance of maintaining brotherly ties is demonstrated through greetings and interactions during training sessions and within the school environment. Greeting instructors and fellow members cultivate a respectful attitude towards others, especially elders. Humility is also evident as students show respect by bowing to greet teachers or elders at school. Furthermore, students exhibit trustworthiness after participating in extracurricular activities, showing improved obedience even for those who were previously difficult to manage.

Analysing the *taqwa* values in PSHT martial arts can effectively shape students' social attitudes.

CONCLUSIONS

Analysing the *taqwa* value in PSHT martial arts plays a crucial role in shaping students' social attitudes in the Islamic Education subject at SMA Negeri 1 Jarai. Teachers or instructors have structured their teaching activities in line with the theory and practical applications outlined in the PSHT martial arts guideline book. *Taqwa*, being the core and fundamental objective of PSHT itself, is the primary value emphasised in PSHT martial arts. The main goal of PSHT is to "Shape individuals with noble character, knowledge of right and wrong, and piety towards the Almighty." Within PSHT martial arts, values such as brotherhood, sportsmanship, art, self-defence, and spirituality are instilled to form students' social attitudes. The inculcation of *taqwa* within the PSHT framework significantly contributes to the development of moral and ethical behavior among students. By focusing on piety and spiritual growth, PSHT martial arts help students internalize a sense of responsibility and duty towards their community and peers. This

sense of duty is reflected in their social interactions, promoting a culture of respect, empathy, and mutual support. Through regular practice and adherence to PSHT principles, students learn to balance their physical abilities with spiritual and moral integrity. Furthermore, the structured teaching methods employed by PSHT instructors ensure that the values of taqwa are consistently reinforced. By integrating these values into both theoretical lessons and practical training sessions, students are provided with a holistic education that addresses both their physical and spiritual needs. This comprehensive approach helps students to internalize these values deeply, making them an integral part of their daily lives and interactions. The emphasis on continuous learning and self-improvement within PSHT further encourages students to strive for personal excellence and moral uprightness. In addition to fostering individual growth, the values of taqwa and other principles taught within PSHT contribute to a cohesive and supportive school environment. Students who practice these values are more likely to exhibit positive social behaviors, such as cooperation, respect for others, and a commitment to justice and fairness. This creates a ripple effect, influencing the overall school culture and promoting a positive, inclusive atmosphere. The sense of brotherhood and community within PSHT also extends beyond the school, encouraging students to become active, responsible members of society. Ultimately, the integration of taqwa values within PSHT martial arts at SMA Negeri 1 Jarai not only enhances students' physical and self-defence skills but also plays a pivotal role in their moral and social development. By instilling values such as piety, brotherhood, and sportsmanship, PSHT helps shape students into well-rounded individuals who are equipped to navigate the complexities of social interactions with integrity and empathy. This holistic approach to education, which combines physical training with spiritual and moral guidance, ensures that students are prepared to contribute positively to their communities and lead lives grounded in strong ethical principles. The study concludes that the structured incorporation of taqwa and related values in PSHT martial arts provides a robust framework for shaping students' social attitudes. By emphasizing the importance of piety and moral conduct, PSHT fosters a supportive and respectful school environment. The successful implementation of these values highlights the potential for martial arts programs to contribute significantly to character education and social development within the broader educational curriculum.

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