



**AXIOLOGICAL REVIEW ON THE SOURCE OF KNOWLEDGE
FOR STUDENTS AT MADRASAH IBTIDAIYAH
YASUA PILANGWETAN**

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ABSTRACT

This research aims to identify the foundation of truth as a source of knowledge for students in Madrasah Ibtidaiyah Yasua Pilangwetan from an axiological perspective. This research is a case study using a qualitative approach. Data collection techniques through data triangulation techniques. Data analysis through reduction, presentation, and verification techniques. The results showed that Madrasah Ibtidaiyah Yasua Pilangwetan has designed a curriculum and implemented teaching methods that reflect the values of truth. Teachers act as behavioral models, guides, and mentors, helping students to understand, appreciate, and apply truth values in their daily lives. The process of internalizing such truth values also affects students' moral and intellectual development, helping them to become responsible, moral, and critical-thinking individuals. Meanwhile, the challenges in integrating truth values require a holistic and sustainable approach, and collaboration between the school environment and the community plays an important role in supporting the cultivation of truth values to Madrasah Ibtidaiyah Yasua Pilangwetan learners. This research contributes to the understanding of Islamic education practices and their implications for the character building of learners in Madrasah.

Keyword: Axiological Perspective, Source of Knowledge, Madrasah Ibtidaiyah Yasua Pilangwetan

A. Introduction

Tracing the traces of truth is a fundamental effort in the educational process, especially in the environment of Madrasah Ibtidaiyah (MI) Yasua Pilangwetan. In this context, truth is not only seen as a theoretical entity, but also as a source of knowledge that can shape the character and morals of students. According to Minarti (2022), the axiological perspective, which focuses on values and ethics in science, is an important framework for understanding how science is understood, taught and applied. Therefore, this can be applied to the madrasa. Through educational institutions, an ethical foundation in the use of knowledge is established, enabling learners to use knowledge and technology responsibly, avoid misuse, and act in accordance with correct moral principles. Strong character and good morals help learners become individuals who take responsibility for their actions and decisions, by valuing values such as integrity, honesty, and personal responsibility (Fatonah et al, 2024).

Madrasah Ibtidaiyah Yasua Pilangwetan, as one of the Islamic educational institutions in Indonesia, plays an important role in instilling the values of truth to its students. Madrasah Ibtidaiyah Yasua Pilangwetan, as an Islamic-based basic education institution, has a great responsibility in instilling the values of truth to its students. This value cultivation is not only limited to the teaching of general knowledge, but also includes in-depth religious and moral education. By integrating axiological values, students are expected to develop a holistic and balanced view of life, which values truth, justice and humanity (Hatim, 2018). By taking an axiological approach, tracing the traces of truth in Madrasah Ibtidaiyah Yasua Pilangwetan. In the context of Islamic thought, axiology also has strong roots, especially in the study of Islamic philosophy and ethics (Juliansyah Noor, 2015).

This qualitative research aims to identify the foundation of knowledge sources for Madrasah Ibtidaiyah Yasua Pilangwetan learners from an axiological perspective, namely to identify how truth values are internalized by learners and how this process affects their moral and intellectual development. This research adopts a qualitative descriptive approach. This approach allows the researcher to access various academic resources, including journals, articles, books, and other documents relevant to the research topic. Thus, the use of a qualitative descriptive approach and online literature search through *Google Scholar* provided a solid framework for this research to gain a deep understanding of the subject under study and support quality data analysis and interpretation.

The concept of truth in the axiological perspective is not only related to factual truth or propositional truth, but also involves a deeper dimension of value. In axiology, truth is often associated with moral goodness, integrity, and justice, which form the basis for ethical action. This approach emphasizes the importance of experience and practice in understanding and internalizing truth values, as well

as their application in everyday (Idris & Ramly, 2016). Meanwhile, according to Aris (2018), In the context of Islamic education, the axiological perspective has great relevance because it is in line with the main objective of Islamic education, which is to form individuals who have noble character and hold fast to the values of truth. Madrasah Ibtidaiyah Yasua Pilangwetan, as an Islamic educational institution, has a special responsibility in instilling truth values to its students. Then Kristiawan (2019), The axiological perspective offers a powerful framework for understanding how truth values are reflected in the curriculum, teaching methods and daily educational practices at Yasua Pilangwetan Madrasah Ibtidaiyah. By understanding the principles of axiology, educators at the madrasah can design more effective learning strategies. In addition, the axiological perspective allows educators to see how teaching methods and daily educational practices reflect truth values. They can consider whether the teaching methods used consistently promote integrity, honesty and empathy to students (Jaya, 2024). Furthermore, research conducted by Casanah (2013), shows that in the development and application of education science, it is important to have prophetic ethics, namely morals and ethics. Education must include prophetic values and must provide benefits for humans. This is in line with research conducted by Syafitri et.al, (2021), which shows that axiology also involves ethical and aesthetic values. That way, students can instill these values in the madrasah environment and society.

In contrast to the various studies above, this research focuses on identifying the foundation of the source of knowledge for Madrasah Ibtidaiyah Yasua Pilangwetan students in an axiological perspective, namely to identify how truth values are internalized by students and how this process affects their moral and intellectual development.

B. Curriculum at Madrasah Ibtidaiyah Yasua Pilangwetan

In designing the curriculum, Madrasah Ibtidaiyah Yasua Pilangwetan considers truth values from the point of view of axiology, a branch of philosophy that considers the essence of value and truth and the way these values influence human action. According to Jarni & Sugiran (2023), Religious education forms the core of the curriculum, emphasizing the teachings of Islam that contain true values as guidelines for daily life. This ensures that students gain a solid understanding of the moral and spiritual values in Islam.

Furthermore, ethics and morals become an important part of learning, helping students distinguish between right and wrong in their behavior and actions. The formation of strong character and good morals is emphasized through learning that integrates values such as honesty, integrity and hard work. Furthermore, the curriculum incorporates learning about social justice and the importance of caring for others as part of the righteous values in Islam. This

ensures that students not only understand values in a personal context, but also in a social and community context (Kamila, 2023).

According to Syafitri et.al, (2021), the development of critical and analytical thinking skills becomes an important goal in learning, enabling students to evaluate truth values and apply them effectively in daily life. This helps them internalize the values not just as concepts, but as principles that are integrated in their thinking and actions. Case studies and discussions can be used to present real situations where students are faced with moral judgements and truth values, allowing them to understand and apply these concepts more deeply and contextually.

Madrasah Ibtidaiyah Yasua Pilangwetan can create a learning environment that reflects truth values in an axiological perspective. by including these elements in their curriculum, it provides a solid foundation for students to understand, appreciate, and apply truth values in their daily lives. Values such as ethics, morals, social justice, and care for others are emphasized in the curriculum. Students are not only taught to understand these concepts theoretically, but are also invited to apply them in real actions. Through various learning activities, including discussions, case studies, and value-based projects, students are given the opportunity to see how these truth values are relevant in various life situations. In addition, Madrasah Ibtidaiyah Yasua Pilangwetan also encourages the development of critical and analytical thinking skills. Students are taught to evaluate truth values and apply them effectively in daily life. This helps students not only understand moral concepts intellectually, but also internalize them as principles that are integrated in their thinking and actions.

C. Axiological Construction in Internalizing the Values of Truth to Students in Madrasah Ibtidaiyah Yasua Pilangwetan

Madrasah Ibtidaiyah Yasua Pilangwetan adopts a variety of teaching methods specifically designed to integrate axiological concepts into the learning process. One of the methods they apply is problem-based learning. In this method, students are invited to learn through solving practical problems that present real-life situations where truth values become relevant. Students are given the opportunity to identify problems, evaluate various options for action, and choose solutions that are based on the moral and ethical values they learnt in religion and ethics lessons.

In addition, Madrasah Ibtidaiyah Yasua Pilangwetan uses group discussions as a method to deepen students' understanding of truth values. In these discussions, students are given the opportunity to share their views and thoughts on the values. The discussion is guided by the teacher to direct the debate towards understanding the implications of the values in daily life and how students can apply them in different situations. Furthermore, collaborative learning is an

important part of the teaching approach at Madrasah Ibtidaiyah Yasua Pilangwetan. Collaboration between students on group projects or tasks enables them to develop a deeper understanding of truth values. Students learn to work together, support each other, and appreciate each other's perspectives, in accordance with values such as fairness, co-operation, and empathy. Through simulations of real-life situations, students are given the opportunity to test their understanding of truth values in a practical context. By engaging students in hands-on field experiences, such as visits to places of worship, social institutions, or communities in need, Madrasah Ibtidaiyah Yasua Pilangwetan ensures that students can see truth values in action.

Truth values-based projects allow students to learn by gaining practical experience on how the values are applied in daily life. By using these methods, Madrasah Ibtidaiyah Yasua Pilangwetan can effectively integrate axiological concepts in their learning process, helping students understand, appreciate, and apply truth values in their lives in a meaningful and relevant way.

1. The Teacher's Role in Cultivating Truth Values in the Moral and Intellectual Development of Learners

Madrasah Ibtidaiyah Yasua Pilangwetan, the role of the teacher as a facilitator in the process of internalizing the values of truth has a significant impact on the character and moral formation of students. According to Abdul et al., (2022), teachers as mentors and behavioral models, teachers become role models for students in applying truth values in daily life. Teachers' attitudes and actions that are consistent with values such as integrity, honesty, and loyalty become strong examples for students, helping them to instill these values in themselves.

The teacher's role as a facilitator of discussion and reflection also allows students to better understand and internalize truth values. Through in-depth discussions, teachers can guide students to reflect on axiological concepts and apply them in the context of everyday life. These discussions also allow students to share their personal experiences and how truth values influence their choices and actions, enriching the collective understanding of the values. Teachers play a guiding role in problem-based learning, assisting students in facing and resolving challenges that involve consideration of truth values. By providing necessary guidance and direction, teachers help students to develop a deeper understanding of the moral and ethical implications of the actions they take. When students engage in projects or simulations of real-life situations, teachers act as directors who guide them in understanding and applying truth values in practical contexts. By providing the necessary direction, feedback, and guidance, teachers help students to make decisions that are in line with these values. Furthermore, the teacher as a personal mentor and guide, the teacher provides the moral support, advice, and guidance necessary for students in facing moral challenges and

conflicts in daily life. With this role, teachers help students to internalize truth values personally and apply them in their lives as morally responsible individuals.

Teachers can help Madrasah Ibtidaiyah Yasua Pilangwetan students in the process of internalizing truth values from an axiological perspective if they play these roles well. This will help students to not only understand the concepts intellectually, but also integrate them in their behavior and actions as morally responsible individuals, thus creating a learning environment that reflects truth values thoroughly.

As for the process of internalizing truth values at Madrasah Ibtidaiyah Yasua Pilangwetan, it has a very important and far-reaching impact on students' moral and intellectual development, especially when considered from an axiological perspective. In this context, some impacts may occur, namely the process of facilitating the development of strong moral character in students. Through understanding and living truth values such as honesty, fairness and empathy, students learn to internalize these moral principles as part of their identity and behavior. This forms the basis for responsible and ethical moral behavior in everyday life (Khakim & Ma'arif, 2023).

In addition, the process of enhancing students' moral awareness. By considering truth values in decision-making, students become more aware of the moral implications of their actions. They learn to consider the ethical consequences of the choices they make and understand how their actions can affect others and society as a whole. Furthermore, the Process strengthens students' critical and analytical thinking skills. They are invited to consider and evaluate moral arguments and investigate the moral implications of complex situations. This develops students' ability to reflect deeply on moral principles and make well-considered decisions.

The process of internalizing truth values also contributes to the strengthening of students' cultural identity and values. By understanding and accepting the values inherited by their religion and culture, students feel more connected to their own identity and values. This helps in the formation of a strong identity and a sense of pride in their cultural and religious heritage. Students can also develop strong moral leadership through this process. They learn to set a good example for others in applying moral principles in their daily lives. Their attitudes and actions reflect integrity, honesty, and empathy, which inspire others to follow their lead in practicing righteous values (Tuturop & Sihotang, 2023).

The internalization process of truth values at Madrasah Ibtidaiyah Yasua Pilangwetan not only affects students' moral development, but also provides a solid foundation for their intellectual development. It helps students to not only become academically intelligent individuals, but also to become responsible, moral, and critical-thinking individuals in living their lives. They become more aware of the ethical consequences of their actions and choose to act in accordance

with the values they believe in. This forms a strong foundation for the development of a stable and responsible moral character. Then, they also learn to better analyses situations, consider different points of view, and make decisions based on careful deliberation. This develops their ability to think critically and analytically, skills that are invaluable in living everyday life and in responding to the complex challenges of society.

2. The Impact of Integrating Truth Values in Curriculum and Teaching Methods on Character Building

The integration of truth values in the curriculum and teaching methods of Madrasah Ibtidaiyah Yasua Pilangwetan has a deep impact on the character and moral formation of students, especially when viewed from an axiological point of view. In this context, some important impacts that may occur are the formation of a strong moral character is one of the main impacts of the integration of truth values in the curriculum. With truth values at the core of learning, students are constantly exposed to moral principles such as honesty, justice, and empathy. Through this habituation, students gradually form a solid moral character, which is the essence of axiological learning. They learn that truth is not an abstract concept, but a principle that must be applied in daily actions.

The integration of truth values in the curriculum also enhances students' moral awareness. They are consistently exposed to situations that require moral judgement, enabling them to understand the moral implications of their actions and their impact on themselves and others. By internalizing these truth values in decision-making, students naturally increase their moral awareness, assisting in the formation of a higher moral consciousness. (Tuturop & Sihotang, 2023).

Furthermore, the integration of truth values also helps in the development of moral thinking skills in students. Through curriculum and teaching methods that emphasize truth values, students are invited to consider and evaluate moral issues using the framework provided by axiology. They are trained to conduct in-depth analyses of the values involved in a given situation and how those values should be applied in their actions.

Another impact of the integration of truth values is the strengthening of students' identity and sense of social concern. By being an integral part of the curriculum, students feel more connected to their cultural and religious identity and values. This not only strengthens their identity but also enhances their sense of social care, where they understand and appreciate the values held by their society and understand their responsibility as members of society to act in accordance with those values.

The integration of truth values also contributes to the development of students' moral leadership. Through curriculum and teaching methods that emphasize truth values, students learn to set a good example for others in applying

moral principles in daily life. Their attitudes and actions reflect integrity, honesty, and empathy, which inspire others to follow in their footsteps in practicing truth values (Junaidi et al., 2023). They will be given direct examples of how to practice integrity, honesty and empathy through their own attitudes and actions. For example, if a school promotes the value of honesty, students will be encouraged to speak with honesty, admit their mistakes, and take responsibility for their actions. Through these practices, students not only shape their own character but also become positive models for others. When students demonstrate integrity and honesty in their actions, they build trust and credibility in their community.

Students' attitudes and actions that reflect these truth values can also be a source of inspiration for others. When people see students who demonstrate empathy, sincerity, and integrity in their daily actions, it inspires others around them to follow in the same footsteps. Thus, the development of students' moral leadership not only affects the individuals themselves but also has a positive domino effect in building a more ethical and cultured community. Thus, the integration of truth values in the curriculum and teaching methods of Madrasah Ibtidaiyah Yasua Pilangwetan has a significant impact on the character and moral formation of students, in accordance with the axiological perspective. It helps students to not only understand moral concepts theoretically, but also apply them in daily actions, forming responsible, moral, and critical-thinking individuals.

D. The Challenge of Integrating Truth Values in Education at Madrasah Ibtidaiyah Yasua Pilangwetan

Facing these challenges requires a holistic and sustainable approach. Madrasah Ibtidaiyah Yasua Pilangwetan needs to involve the entire educational community, including teachers, students, parents and administrative staff, in its efforts to address these challenges. Collaboration between all parties can provide diverse viewpoints and more comprehensive solutions. Meanwhile, continuous education and training for teachers is an important step in addressing the challenge of understanding and interpreting truth values. Teachers need to be given in-depth training on the principles of religion, ethics, and morality, and how to deliver them effectively to students with various learning styles. In addition, curriculum development that is responsive to local contexts and student needs can help address the challenge of relevance and applicability of truth values. A well-designed curriculum will ensure that truth values are not only learnt in the classroom, but also applied in students' daily lives (Sholeh et al., 2023).

According to Abadi et al., (2023), The utilization of diverse educational resources, including textbooks, interactive learning materials, and online resources, is also an important step in overcoming resource limitations. These resources can help support the teaching of truth values in ways that are engaging and relevant to students. In addition, according to Mutia Nur Putri et al., (2023),

the development of extracurricular programmed that focus on building students' character and morals can be a good complement to classroom teaching. Through activities such as religious studies, social activities, and community service projects, students can practice righteous values in a real and meaningful context.

Encouraging open discussion and self-reflection among students is also an effective strategy in addressing the challenge of acceptance and tolerance of different views and beliefs. By creating a supportive environment where students feel comfortable to share their views and respect others' perspectives, Madrasah Ibtidaiyah Yasua Pilangwetan can strengthen mutual understanding and cooperation among students. By taking these steps proactively, Madrasah Ibtidaiyah Yasua Pilangwetan can overcome the challenges of integrating truth values in education. Thus, an educational environment that creates a strong moral character and critical thinking can be established, in accordance with their vision and mission of Islamic education.

E. Conclusion

Madrasah Ibtidaiyah Yasua Pilangwetan has designed a curriculum and implemented teaching methods that reflect truth values in an axiological perspective. The role of the teacher as a facilitator in the process of internalizing truth values has a significant impact on students' character and moral formation. Teachers act as behavioral models, guides, and mentors, helping students to understand, appreciate, and apply truth values in their daily lives. The process of internalizing truth values also affects students' moral and intellectual development, helping them to become responsible, moral, and critical-thinking individuals.

The integration of truth values in the curriculum and teaching methods of Madrasah Ibtidaiyah Yasua Pilangwetan has a profound impact on students' character and moral formation. It helps students to understand, internalize, and apply truth values in their daily lives. Meanwhile, the challenges in integrating truth values require a holistic and sustainable approach, including training for teachers, responsive curriculum development, utilization of diverse educational resources, and promotion of open discussion and self-reflection among students. The limitations of this study have not examined the supporting factors of the process of integrating truth values in education at Madrasah Ibtidaiyah Yasua Pilangwetan.

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