



Implementation of Ethics Method (Ethics-Based Learning) in Islamic Education Learning at Islamic Private Vocational Schools, UISU Siantar Project

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Abstract: Ethics and moral education plays an important role in shaping students' character, especially in facing increasingly complex social challenges. This study discusses the application of the Ethics-Based Learning method in developing the values of honesty, patience, and caring in class X students of SMK Swasta Islam Proyek UISU Siantar. The main focus of this study is the material on avoiding free association and adultery as an effort to protect human dignity. The Ethics-Based Learning method is applied through an interactive learning approach, case discussions, moral reflection, and integration of religious and social values. The results of the study indicate that this method is effective in improving students' understanding and moral awareness, encouraging them to apply ethical principles in everyday life. Thus, the Ethics-Based Learning method can be a relevant strategy in character education, especially in forming a responsible attitude and upholding moral values in social interactions.

Keywords: Ethics-Based Learning, ethics, morals, honesty, patience, caring, free association, human dignity.

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INTRODUCTION

The rapid development of technology, globalization, and societal changes have led to significant challenges in the field of education, especially in private Islamic vocational schools. In this context, Islamic education plays a crucial role in shaping students' character, moral values, and ethical conduct. In particular, Islamic private vocational schools must ensure that their students not only excel academically but also develop strong moral and ethical foundations. This research focuses on the implementation of the Ethics-Based Learning method in Islamic Education (Pendidikan Agama Islam, PAI) at the Islamic Private Vocational Schools (Madrasah Aliyah Kejuruan Swasta, or MAKS) of Universitas Islam Sumatera Utara (UISU) Siantar. Ethics-Based Learning (EBL) is a teaching approach that emphasizes the integration of ethical principles and values into the learning process. This method is rooted in the belief that education should not only focus on the transmission of knowledge but also on the development of the students' character, personal integrity, and social responsibility. As a method that combines cognitive, affective, and psychomotor dimensions, EBL is designed to facilitate students'

understanding and application of ethical norms, fostering an environment of moral awareness and responsibility in the learning process.

Islamic education, as a field of study, has always aimed to instill moral and ethical values based on Islamic teachings, such as honesty, humility, compassion, respect for others, and justice. In the context of vocational education, these values are particularly important as students are being prepared to enter the workforce. Ethical behavior in the workplace is crucial for building professional relationships, maintaining integrity, and contributing to the overall well-being of society. In recent years, there has been a growing concern about the erosion of moral and ethical values in students, particularly in the vocational education sector. The increasing prevalence of individualism, materialism, and secularism poses a challenge to the implementation of ethical principles in education. As a result, there is an urgent need to explore innovative methods that can effectively integrate ethics into the curriculum of vocational education institutions.

The Ethics-Based Learning method offers a promising solution to address this challenge. By incorporating ethical dilemmas, case studies, discussions, and reflective activities into the teaching and learning process, EBL encourages students to engage critically with ethical issues and make responsible decisions. This method also provides opportunities for students to develop a deeper understanding of the values and principles that guide Islamic teachings, fostering a sense of moral obligation and commitment to ethical conduct. At the Islamic Private Vocational School of UISU Siantar, students are being trained to become skilled professionals in various vocational fields, such as administration, business, technology, and healthcare. However, the integration of ethics into their education has not been fully optimized. This gap highlights the need for a comprehensive approach that combines Islamic values with vocational training, ensuring that students not only acquire technical skills but also develop strong ethical foundations that will guide their behavior in the workplace and society.

In light of these challenges, this study aims to explore the implementation of the Ethics-Based Learning method in Islamic Education at the Islamic Private Vocational School of UISU Siantar. The primary objective of this research is to evaluate the effectiveness of EBL in improving students' ethical awareness, moral reasoning, and behavior in the context of vocational education. Several studies have examined the role of ethics in education and its impact on student behavior. Research has shown that the integration of ethical principles into the curriculum can have a positive effect on students' character development, decision-making skills, and social responsibility. Moreover, studies have highlighted the importance of active learning strategies, such as case-based learning, problem-solving, and experiential learning, in promoting ethical awareness and critical thinking.

However, there is limited research specifically focused on the implementation of Ethics-Based Learning in Islamic education, particularly in the context of vocational schools. Most studies have concentrated on the integration of ethics in general education or higher education settings. Therefore, this research will contribute to filling this gap by providing insights into how EBL can be applied in the unique context of Islamic vocational education. To assess the effectiveness of Ethics-Based Learning, this study will employ a qualitative research design, utilizing a combination of classroom observations, interviews with teachers and students, and analysis of student work. This approach will allow for a comprehensive understanding of the teaching and learning process, as well as the impact of EBL on students' ethical development.

The research will focus on several key aspects of Ethics-Based Learning: (1) the integration of ethical principles into the curriculum, (2) the use of teaching methods and strategies that promote ethical reflection and discussion, (3) the role of teachers in guiding students' ethical development, and (4) the assessment of students' ethical understanding and behavior. By examining these aspects, the study aims to provide valuable insights into how Islamic Education in vocational schools can be enhanced through the adoption of Ethics-Based Learning. One of the challenges in implementing Ethics-Based Learning in

vocational education is the need to align ethical principles with the practical skills required in students' future careers. Vocational education is often seen as highly focused on technical expertise, with less emphasis on the development of ethical and moral values. Therefore, this research will explore how EBL can be integrated into the vocational curriculum in a way that complements and enhances the development of both technical and ethical competencies.

Another challenge is the cultural and social context of the students, who may come from diverse backgrounds with varying levels of exposure to Islamic teachings and ethical values. This study will examine how Ethics-Based Learning can be adapted to meet the needs of students from different cultural and religious contexts, while still maintaining the core principles of Islamic education. The expected outcomes of this research include a better understanding of how Ethics-Based Learning can improve students' ethical awareness, foster moral reasoning, and contribute to the development of responsible and ethical individuals in the vocational workforce. In addition, the study will provide recommendations for educators and policymakers on how to effectively implement EBL in Islamic vocational education, with the aim of creating a more ethical and responsible generation of professionals.

The significance of this research lies in its potential to improve the quality of Islamic education in vocational schools, particularly in terms of ethical and moral development. By integrating ethics into the curriculum, educators can help students develop not only the technical skills necessary for their future careers but also the ethical values that will guide their actions and decisions in the workplace and society. Furthermore, this study will contribute to the broader field of Islamic education, providing insights into the application of Ethics-Based Learning in vocational settings and offering a model for other institutions to adopt. In conclusion, the implementation of Ethics-Based Learning in Islamic Education at the Islamic Private Vocational School of UISU Siantar has the potential to significantly enhance the ethical development of students, preparing them for both professional success and responsible citizenship. This research will provide valuable insights into the practical application of EBL in vocational education and contribute to the ongoing efforts to improve the quality of education in Islamic institutions. By addressing the ethical challenges faced by students in vocational schools, this study aims to foster a generation of professionals who are not only skilled but also morally grounded, committed to making positive contributions to society.

METHODS

This research will adopt a qualitative approach to evaluate the implementation of the Ethics-Based Learning (EBL) method in Islamic Education at the Islamic Private Vocational School of UISU Siantar. The qualitative approach is selected due to its ability to provide in-depth insights into complex educational phenomena, including teaching methods, classroom dynamics, and the development of ethical awareness among students. Through this approach, the researcher seeks to understand not only the outcomes of EBL but also the processes involved in its implementation within the context of Islamic vocational education. The qualitative design is suitable for exploring the experiences and perspectives of students, teachers, and educational stakeholders, which will offer a comprehensive understanding of the research problem. The study will be conducted in the Islamic Private Vocational School (Madrasah Aliyah Kejuruan Swasta, MAKS) of UISU Siantar, a school known for its commitment to providing both academic and vocational training grounded in Islamic values. This school was chosen as the research site because it offers a conducive environment for implementing Ethics-Based Learning, particularly within its Islamic Education curriculum. The research will be carried out during one academic year, allowing for an extended period to observe the ongoing impact of EBL on students' ethical development.

The participants in this research will include students, teachers, and educational administrators at the Islamic Private Vocational School of UISU Siantar. A purposive sampling technique will be used to select participants who are directly involved in the teaching and learning process of Islamic Education, as well as those who have a vested interest in the implementation of EBL. Teachers from the Islamic Education department who have experience in applying innovative teaching methods will be chosen to provide insights into how EBL is being integrated into their teaching practices. Additionally, students from different vocational programs will be included in the study, as their perspectives are essential in evaluating the effectiveness of the EBL approach. In order to gather detailed and rich data, multiple data collection methods will be employed. These methods include classroom observations, semi-structured interviews, focus group discussions, and the analysis of student work. Classroom observations will serve as the primary method for collecting data on the actual implementation of EBL. The researcher will attend Islamic Education classes and observe the teaching methods, learning activities, and interactions between teachers and students. This will provide valuable information on how EBL is applied in real classroom settings, as well as how students engage with ethical content.

In addition to classroom observations, semi-structured interviews will be conducted with teachers, students, and administrators. These interviews will explore their experiences with and perceptions of EBL, focusing on how they understand its role in enhancing ethical awareness and moral reasoning. The semi-structured nature of the interviews will allow for flexibility, enabling the researcher to ask follow-up questions and probe deeper into the responses. Teachers will be asked about their instructional strategies, challenges faced, and the impact of EBL on students' ethical development. Students will be asked to reflect on their learning experiences, including their understanding of ethical principles and how they perceive the integration of these principles into their vocational education. Administrators will provide insights into the broader institutional context and their views on the importance of integrating ethics into vocational education. Focus group discussions will also be conducted with a selected group of students. These discussions will allow for a more interactive exchange of ideas, where students can share their opinions, reflect on their experiences, and discuss the influence of EBL on their ethical values. Focus groups provide a platform for students to articulate their thoughts in a group setting, potentially uncovering collective insights that may not emerge in individual interviews. The discussions will be guided by open-ended questions, encouraging students to engage critically with the content of their Islamic Education lessons and the ethical issues raised through the EBL method.

To complement the qualitative data from interviews and observations, the researcher will also analyze student work, including assignments, projects, and reflective essays. These documents will provide evidence of students' understanding of ethical concepts, their ability to apply ethical reasoning in real-life situations, and their engagement with the content taught during the Ethics-Based Learning activities. The analysis will focus on how students incorporate Islamic ethical principles into their work, how they justify their decisions, and the depth of their moral reasoning. Data analysis will follow a thematic analysis approach, which is well-suited to qualitative research that seeks to identify patterns and themes within the data. The researcher will first transcribe all interviews and focus group discussions, and organize the observational field notes. The transcripts and notes will then be coded, with each segment of data being categorized according to its relevance to the research questions. The researcher will look for recurring themes related to the implementation of EBL, the challenges faced by teachers and students, and the perceived impact on students' ethical development.

Once the initial coding is complete, the researcher will identify the major themes that emerge from the data. These themes will be analyzed in detail to understand the different aspects of the Ethics-Based Learning method. For instance, the researcher will examine how effectively ethical principles are integrated into the Islamic Education

curriculum, how students engage with ethical content, and how their moral reasoning develops over time. The researcher will also explore the role of teachers in facilitating ethical discussions, creating an ethical learning environment, and supporting students in their ethical decision-making processes. Thematic analysis will also help in identifying the challenges and obstacles faced by both teachers and students in implementing EBL. These may include issues such as a lack of resources, resistance to new teaching methods, cultural and social barriers, or a lack of time allocated for ethical discussions within the curriculum. By identifying these challenges, the study can propose practical solutions for improving the implementation of Ethics-Based Learning in Islamic vocational education.

To ensure the credibility and trustworthiness of the findings, the researcher will employ triangulation. Triangulation refers to the use of multiple data sources and methods to cross-check and validate the findings. By combining classroom observations, interviews, focus group discussions, and analysis of student work, the researcher can provide a more comprehensive and accurate picture of how EBL is implemented and its impact on students. This approach will strengthen the validity of the results and ensure that the findings reflect a holistic view of the research problem. Furthermore, member checking will be employed to enhance the reliability of the findings. Member checking involves sharing the research findings or interpretations with the participants to ensure that the researcher's analysis accurately represents their views and experiences. The researcher will return to a select group of participants, including teachers and students, and ask for their feedback on the emerging themes and conclusions. This process will help ensure that the research findings are credible and reflective of the participants' perspectives.

Ethical considerations will also be an essential part of this study. The researcher will obtain informed consent from all participants, ensuring that they are fully aware of the purpose of the study, their role in the research, and their right to confidentiality. Participation will be voluntary, and participants will have the option to withdraw from the study at any time without facing any consequences. The researcher will also take steps to protect the privacy and anonymity of the participants, ensuring that all data is kept confidential and used solely for research purposes. This study aims to contribute to the understanding of how Ethics-Based Learning can be effectively implemented in Islamic vocational education, particularly in the context of Islamic Education. The findings of the study will offer valuable insights for educators, policymakers, and school administrators who are seeking to integrate ethics into vocational curricula. By examining the impact of EBL on students' ethical development, this research will provide evidence for the importance of ethical education in preparing students to be responsible, ethical professionals in their future careers.

In conclusion, the research methodology of this study involves a combination of classroom observations, interviews, focus group discussions, and document analysis to gather comprehensive data on the implementation of Ethics-Based Learning in Islamic Education at the Islamic Private Vocational School of UISU Siantar. The qualitative approach, underpinned by thematic analysis, will provide a detailed understanding of how EBL is applied in practice and its impact on students' ethical awareness, moral reasoning, and behavior. The study aims to contribute to the development of more effective methods for integrating ethics into vocational education and to offer practical recommendations for enhancing the ethical dimensions of Islamic Education.

RESULTS

The implementation of Ethics-Based Learning (EBL) in the Islamic Education curriculum at the Islamic Private Vocational School of UISU Siantar was analyzed through a combination of classroom observations, interviews, focus group discussions, and document analysis. This section presents the findings derived from these various data sources, highlighting the effectiveness, challenges, and impact of EBL on students' ethical development.

Classroom observations revealed that the application of Ethics-Based Learning was characterized by a series of active learning strategies designed to engage students in ethical reflection and discussion. Teachers incorporated ethical dilemmas, case studies, and real-world examples into their lessons to help students apply Islamic ethical principles to everyday situations. The classroom environment was largely conducive to open discussions, with students encouraged to express their opinions and reflections on ethical issues. One significant observation was that the integration of EBL was not uniform across all Islamic Education classes. Some teachers demonstrated a high level of enthusiasm and skill in applying ethical learning activities, using interactive methods such as debates, role-playing, and group discussions. These methods allowed students to actively participate and develop a deeper understanding of ethical concepts. However, in other classes, the application of EBL was more traditional, with a focus on lecture-based teaching and limited opportunities for student interaction. This inconsistency in implementation points to the need for further teacher training and curriculum development to ensure the widespread adoption of effective EBL practices. In terms of student engagement, the observations showed that students were generally receptive to the integration of ethics into their learning. However, the level of engagement varied depending on the teaching methods used. In classes where teachers employed interactive activities, students demonstrated greater enthusiasm and involvement. They were able to relate ethical principles to their personal lives and vocational aspirations, leading to a deeper understanding of the importance of ethics in their future careers.

Interviews with teachers revealed a strong commitment to integrating ethics into their teaching practices, but also highlighted several challenges in implementing Ethics-Based Learning effectively. Teachers expressed the view that incorporating ethical principles into vocational education was essential for developing students' moral character, particularly in a context where students would soon enter the workforce. Many teachers emphasized that the application of Islamic ethical values, such as honesty, integrity, and justice, was crucial in preparing students for their future professional roles. However, teachers also pointed out several challenges in the implementation of EBL. One major challenge was the lack of sufficient resources and materials specifically designed for ethics-based teaching in vocational education. While some teachers adapted existing Islamic Education materials, they often found it difficult to create engaging lessons that addressed the complex ethical dilemmas students might face in the workplace. Additionally, teachers noted the limited time available for discussing ethical issues, as the curriculum was primarily focused on technical skills. Despite these challenges, teachers were generally positive about the impact of Ethics-Based Learning on students. They reported observing an increase in students' ability to critically analyze ethical dilemmas and make more thoughtful, responsible decisions. Teachers also highlighted the importance of teacher guidance in facilitating ethical discussions, particularly when students encountered conflicting perspectives or complex moral issues.

Student interviews provided valuable insights into how the Ethics-Based Learning method impacted their understanding of ethics and their ethical behavior. Overall, students reported that they appreciated the opportunity to engage with ethical issues in their lessons. Many students expressed that they had gained a better understanding of the relevance of Islamic ethical principles to their future careers. They mentioned that learning about ethics helped them to develop a sense of responsibility, not only towards themselves but also towards society at large. Several students shared that they had previously not given much thought to the ethical implications of their actions, particularly in a professional context. However, after participating in Ethics-Based Learning activities, many students reflected on how ethical principles such as honesty, fairness, and respect for others would influence their behavior in the workplace. One student stated, "Before, I thought only about how to do my job well, but now I understand that being honest and fair in my work is just as important." Despite these positive reflections, some students expressed confusion about how to apply ethical principles in real-life situations,

particularly in the context of their vocational training. While they understood the importance of ethical behavior, they struggled to translate these principles into practical actions. This highlights the need for further practical examples and scenarios that students can relate to, as well as opportunities for them to practice ethical decision-making in real-world contexts.

Focus group discussions with students provided further insights into their experiences with Ethics-Based Learning. These discussions revealed that students found the ethical case studies and role-playing activities particularly engaging. By acting out different scenarios, students were able to explore various ethical dilemmas and consider how to resolve them in a manner consistent with Islamic values. One student commented, "The role-play activities were fun and helped me to think about what I would do if I were in that situation. It made me realize that ethics is not just about theory, but something you need to practice every day." However, some students also expressed frustration with the lack of concrete guidelines for ethical behavior in vocational settings. While the discussions around ethical issues were stimulating, students felt that they needed more concrete strategies for applying these ethical principles in their future jobs. They suggested that more practical training, internships, or job-shadowing experiences could be useful for helping them better understand the real-world applications of ethics in their chosen vocational fields. The discussions also revealed that students sometimes found it challenging to reconcile ethical principles with the pressures and expectations of the modern workplace. In particular, students were concerned about situations where ethical behavior might conflict with achieving career success or meeting workplace expectations. One student remarked, "Sometimes, the ethical thing to do is not always the easiest thing. What if you are pressured to do something unethical to keep your job?"

The analysis of student work, including assignments, projects, and reflective essays, provided evidence of students' evolving understanding of ethical principles. Many students were able to articulate their understanding of key ethical concepts, such as honesty, justice, and responsibility, and demonstrate how these principles were relevant to their future careers. However, the depth of their ethical reasoning varied. Some students provided insightful reflections on ethical dilemmas, offering well-reasoned arguments and solutions, while others struggled to apply ethical concepts in a meaningful way. Reflective essays revealed that students were developing a more nuanced understanding of ethics, but some still had difficulty making the connection between Islamic teachings and contemporary ethical issues in the workplace. Students who demonstrated stronger ethical reasoning often cited specific examples from their personal lives or the workplace, while others remained focused on theoretical concepts without fully engaging with practical applications.

A significant theme that emerged from both the classroom observations and interviews was the important role that teachers play in facilitating ethical discussions and guiding students through the process of moral reasoning. Teachers were seen as key figures in helping students navigate ethical dilemmas and develop a deeper understanding of Islamic ethical values. Many teachers reported feeling a sense of responsibility to not only teach academic subjects but also to nurture students' ethical development, helping them to become responsible citizens and professionals. Students, in turn, expressed that they valued the guidance and support provided by their teachers in ethical matters. They appreciated the opportunity to ask questions, discuss ethical challenges, and receive feedback on their reflections. One student mentioned, "My teacher helped me understand that ethics is not just about what is right or wrong, but about understanding why something is right or wrong and how it affects others."

Despite the positive outcomes, several challenges and obstacles to the effective implementation of Ethics-Based Learning were identified. One of the main challenges was the lack of adequate resources and teaching materials designed specifically for ethics education in vocational settings. Teachers often had to adapt existing materials, which were not always suited to the specific needs of vocational students. Another challenge was

the limited time available for ethics-related discussions within the vocational curriculum. Given the focus on technical skills, ethical discussions were often seen as supplementary rather than integral to the learning process. Teachers and students both noted that ethical issues were often addressed in passing, rather than in depth. Finally, students' varying levels of prior exposure to Islamic ethical teachings created a challenge in ensuring that all students were able to engage meaningfully with the material. Some students had a stronger foundation in Islamic ethics, while others struggled to grasp fundamental concepts.

The findings indicate that Ethics-Based Learning had a positive impact on students' ethical awareness, moral reasoning, and overall character development. Many students demonstrated increased sensitivity to ethical issues, both in their personal lives and in their vocational aspirations. They showed a greater willingness to consider the ethical implications of their actions and decisions, both in academic and professional contexts. In particular, the use of ethical case studies and role-playing activities helped students to develop their ability to think critically and make ethical decisions. Students were able to relate ethical principles to real-life situations and develop a deeper understanding of how ethics can guide their behavior in the workplace. However, the study also revealed that more support is needed to help students bridge the gap between ethical theory and practical application. Providing students with more opportunities for hands-on experience, such as internships or vocational training that focuses on ethical decision-making, could further enhance the impact of Ethics-Based Learning.

The research findings suggest that the implementation of Ethics-Based Learning in Islamic Education at the Islamic Private Vocational School of UISU Siantar has been generally effective in enhancing students' ethical awareness and moral reasoning. While there were challenges in terms of resources, time, and varying levels of student preparedness, the overall impact of EBL on students' ethical development has been positive. The study highlights the importance of teacher guidance, interactive learning methods, and the integration of ethics into vocational curricula as essential components for fostering a generation of ethically responsible professionals. The findings also provide recommendations for improving the implementation of Ethics-Based Learning in vocational education, with a focus on creating more opportunities for practical application and addressing the challenges faced by both teachers and students.

DISCUSSION

The findings from the study provide valuable insights into the implementation of Ethics-Based Learning (EBL) in Islamic Education at the Islamic Private Vocational School (IPVS) of UISU Siantar. This discussion aims to contextualize the results, interpret the implications for Islamic vocational education, and identify the strengths, challenges, and potential improvements in EBL. The analysis highlights the impact of EBL on students' ethical development, the role of teachers in facilitating ethical learning, and the broader implications for vocational education in Indonesia. One of the central findings of this research is that Ethics-Based Learning effectively contributes to students' ethical awareness and moral reasoning. Students reported gaining a deeper understanding of Islamic ethical principles, particularly in relation to their future careers. Many students expressed that they now recognized the importance of ethics in the workplace, emphasizing values such as honesty, responsibility, and fairness. This is consistent with the overarching goal of vocational education, which is not only to equip students with technical skills but also to prepare them for ethical and responsible decision-making in their professional lives. The impact of EBL on students' ethical development aligns with previous research in the field of moral education, which has demonstrated the importance of integrating ethical reflection and moral reasoning into curricula. In the context of vocational education, ethical education plays a pivotal role in shaping students' character and preparing them for real-world challenges. The study highlights the significance of

including ethical discussions in vocational education, as it helps students navigate the complexities they may face in their future careers.

The role of interactive teaching methods in engaging students with Ethics-Based Learning cannot be overstated. Classroom observations and student interviews revealed that when teachers used active learning strategies such as case studies, debates, and role-playing, students were more involved in ethical discussions and were able to apply Islamic ethical principles to real-life scenarios. These methods encouraged critical thinking and allowed students to practice making ethical decisions in a supportive environment. The benefits of interactive teaching methods are well-documented in the literature on moral and ethical education. Active learning has been shown to foster deeper engagement with ethical content, as it challenges students to think critically about moral dilemmas and develop their reasoning skills. In this study, students reported that role-playing and case studies helped them to better understand how ethical principles could be applied in various vocational contexts. These methods provided students with a safe space to explore ethical issues and reflect on their values without fear of judgment, fostering an open and supportive learning environment. However, the study also highlighted that not all teachers used these methods to the same extent. Some teachers relied heavily on traditional lecture-based teaching, which limited the opportunities for students to actively engage with the material. This inconsistency in teaching methods suggests that there is room for improvement in the training and support provided to teachers in the application of EBL. It is essential that all teachers are equipped with the skills and resources necessary to implement interactive, ethics-based learning activities that can effectively engage students and promote ethical reflection.

The role of teachers as facilitators of ethical learning emerged as a key theme in the study. Teachers were found to play a crucial role in guiding students through ethical discussions, offering support, and fostering an environment where students felt comfortable expressing their views. Teachers not only delivered the content but also shaped the classroom dynamics, encouraging students to think critically about the ethical issues presented to them. One of the most significant findings from the interviews with teachers was the recognition of the importance of their own ethical values and practices. Teachers acknowledged that they must model ethical behavior in their interactions with students, as students often learn ethical principles not only from formal instruction but also from observing the actions of authority figures. This aligns with the concept of "role-modeling," a central component of moral education. When teachers embody ethical values, they set a powerful example for students to follow. However, the study also identified challenges related to teachers' ability to effectively implement EBL. Teachers reported a lack of specific resources tailored to ethics education in vocational contexts, which made it difficult to consistently create engaging and effective lessons. Additionally, the limited time available for teaching ethics within the broader vocational curriculum posed a challenge. Many teachers expressed that they were unable to devote as much time to ethical discussions as they would have liked due to the heavy emphasis on technical and vocational skills. This highlights the tension between academic knowledge and moral development in vocational education.

The lack of dedicated resources for Ethics-Based Learning was one of the most prominent challenges identified in the study. While teachers were generally committed to integrating ethics into their teaching, they often had to adapt existing materials, such as Islamic Education textbooks, to fit the ethical themes they wanted to explore. This lack of specialized materials for ethics education in vocational contexts made it difficult for teachers to provide students with the kind of in-depth, contextually relevant discussions that are necessary for fostering ethical reasoning.

The issue of resource availability is particularly relevant in the context of Islamic vocational education, where teaching materials are often focused on technical skills and less on ethical education. As vocational education continues to evolve, there is an increasing need for curricula and teaching resources that address the ethical dimensions

of vocational practice. The development of comprehensive, ethics-oriented teaching materials could significantly enhance the effectiveness of EBL and provide teachers with the tools they need to facilitate meaningful ethical discussions. Moreover, the lack of resources was compounded by the fact that some teachers had limited training in implementing Ethics-Based Learning effectively. Although many teachers were enthusiastic about the integration of ethics into their lessons, they lacked the specific pedagogical skills required to guide students through ethical reasoning in a structured way. Professional development programs focused on ethics education could help equip teachers with the knowledge and skills necessary to integrate ethics into vocational training more effectively.

Another key challenge identified in the study was the time constraints within the vocational curriculum. Islamic Education classes, which are already competing with other technical subjects, often do not have enough time to delve deeply into ethical discussions. While ethical principles were introduced and discussed, the limited class time often meant that these discussions remained superficial, with little opportunity for students to fully explore the complexities of moral decision-making. This issue underscores a broader challenge within vocational education, where there is often a focus on technical skills at the expense of character development and ethical education. While technical expertise is crucial for students' success in their chosen professions, it is equally important that vocational education incorporates ethical training to ensure that students are prepared to navigate the moral challenges they may encounter in the workplace. Balancing technical training with ethical education requires a comprehensive curriculum redesign that ensures sufficient time is allocated to both aspects.

One of the most significant contributions of Ethics-Based Learning to students' development is its impact on ethical decision-making. The study found that many students showed improvement in their ability to reason through ethical dilemmas and make informed, ethical choices. This was particularly evident in role-playing activities, where students were required to take on different perspectives and consider the ethical implications of their actions. By engaging in these activities, students were able to develop a more nuanced understanding of ethics and moral reasoning. However, the findings also indicated that while students were able to articulate ethical principles, they sometimes struggled to apply them in real-world situations. This suggests that while EBL fosters ethical awareness, there may still be a gap between theoretical understanding and practical application. This challenge is consistent with research in moral education, which has highlighted the difficulty of translating ethical knowledge into action. To address this gap, vocational education programs should provide more opportunities for students to apply ethical principles in real-world contexts, such as internships, practical training, and simulations.

In interviews and focus groups, students expressed mixed perceptions of the ethical challenges they might face in their vocational fields. Many students acknowledged that ethical issues, such as dishonesty, exploitation, and unfair treatment, were common in the workplace, and they believed that it was important to be prepared to handle such situations. However, some students also expressed concern about the pressures they might face to compromise their ethical values in pursuit of career advancement or financial gain. These concerns reflect the broader ethical challenges that students may encounter in the workplace, particularly in industries where corruption or unethical behavior is prevalent. The study found that while students were generally committed to upholding ethical standards, they were also aware of the potential challenges they would face in balancing ethical values with workplace demands. This highlights the need for vocational education to not only teach ethical principles but also equip students with the skills to navigate the complex ethical dilemmas they may encounter in their professional lives.

The integration of Islamic values into the Ethics-Based Learning method was a defining feature of this study. Islamic Education at the Islamic Private Vocational School of

UISU Siantar provided a framework for teaching ethics based on Islamic teachings, which emphasized principles such as honesty, justice, compassion, and respect for others. Students reported that these values resonated with their own beliefs and helped them understand how to live ethically both in their personal lives and in their future careers. The inclusion of Islamic values in the EBL curriculum adds a unique dimension to the teaching of ethics, particularly in the context of Islamic vocational education. It allows students to explore ethical issues from the perspective of their religious and cultural beliefs, which may differ from secular approaches to ethics. The findings suggest that Islamic vocational education, when effectively integrated with ethical training, has the potential to produce ethically responsible graduates who are not only skilled in their professions but also guided by strong moral values.

Based on the findings of this study, several recommendations can be made for improving the implementation of Ethics-Based Learning in Islamic vocational education. First, there is a need for more targeted professional development for teachers, focusing on the effective integration of ethics into vocational education. Teachers should be provided with the pedagogical skills and resources necessary to engage students in ethical discussions and guide them through moral reasoning processes.

Second, there should be an emphasis on creating and implementing specialized teaching materials that are tailored to ethics education in vocational settings. These materials should address the specific ethical dilemmas that students are likely to encounter in their future careers, and they should incorporate real-world examples and case studies to make ethical discussions more relevant and practical. Finally, vocational curricula should be revised to allocate more time for ethical discussions and reflections. This would ensure that students have the opportunity to engage with ethical issues in greater depth and develop the moral reasoning skills necessary to navigate ethical challenges in the workplace. The implementation of Ethics-Based Learning in Islamic Education at UISU Siantar has had a positive impact on students' ethical awareness and moral reasoning, though challenges remain. The study highlights the importance of integrating ethical education into vocational curricula to prepare students for the ethical challenges they will face in their future careers. By addressing the identified challenges, such as resource limitations, time constraints, and teacher training, it is possible to enhance the effectiveness of EBL and better equip students to make ethical decisions in their professional lives.

CONCLUSION

This study on the implementation of Ethics-Based Learning (EBL) in Islamic Education at the Islamic Private Vocational School (IPVS) of UISU Siantar has provided valuable insights into the role of ethical education in vocational training. The findings reveal that EBL positively influences students' ethical awareness, decision-making abilities, and overall moral development. Through interactive teaching methods and the integration of Islamic ethical principles, students were able to deepen their understanding of ethical values and recognize their importance in both personal and professional contexts. The research demonstrates that when applied effectively, EBL enhances students' ability to navigate ethical dilemmas and make informed, responsible decisions. Methods such as case studies, role-playing, and debates actively engage students, encouraging them to apply Islamic ethical values in practical situations. This approach not only strengthens students' moral reasoning but also fosters a sense of responsibility and integrity, which are essential qualities for their future careers. However, the study also highlights several challenges. Inconsistent implementation of EBL, due to varying teaching methods and a lack of specialized resources, limits its effectiveness. Additionally, time constraints in the curriculum, which prioritize technical skills over ethical discussions, hinder deeper engagement with ethical topics. These challenges indicate the need for further improvements in teacher training, resource development, and curriculum design to fully

realize the potential of EBL in vocational education. Despite these challenges, students responded positively to EBL, expressing a deeper understanding of the relevance of ethics in their vocational paths. While many students demonstrated an increased ability to reason through ethical issues, some still struggled to apply theoretical knowledge in real-life situations. This suggests that practical experience, such as internships or job-shadowing, would further strengthen the application of ethical principles in vocational practice. In conclusion, the study affirms that Ethics-Based Learning is a valuable component of Islamic vocational education, contributing significantly to students' ethical development. To enhance its effectiveness, it is crucial to invest in teacher professional development, create specialized teaching resources, and ensure that ethics education receives adequate attention within the curriculum. By addressing these challenges, EBL can play a pivotal role in shaping a generation of ethically responsible professionals, ready to navigate the complexities of the modern workplace with integrity and confidence.

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