

## The role of Islamic education teachers in forming students' religious character

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### KEYWORDS

Islamic education  
teachers' role  
students religious character

**ABSTRACT** This research discusses the role of Islamic education teachers in forming the religious character of class VII.1 students at SMPN 1 Rumbia. This research has two objectives: First, find out what role Islamic education teachers play in forming the students' religious character at SMPN 1 Rumbia. Second, to find the supporting and inhibiting factors for Islamic education teachers in forming the students' religious character at SMPN 1 Rumbia. This research uses a qualitative approach to the implementation of field studies. This research uses observation, interview, and documentation data collection techniques. Meanwhile, data analysis techniques are reduction, presentation, and conclusion. Then, the data validity checking techniques used are source and technical triangulation. Based on the data analysis carried out. The research results are: First, the role of Islamic education teachers in forming the religious character of class VII.1 student at SMP Negeri 1 Rumbia includes: a) as a teacher, b) as an educator, c) as a role model, d) as a guide, e) as a faith awareness, f) as a motivator, g) as a learning resource, h) as a facilitator, i) as a leader, j) As a class manager. Second, Islamic education teachers' supporting and inhibiting factors in forming the religious character of class VII.1 students at SMPN 1 Rumbia are more dominant externally, including a) Family or parental factors because of students' first place of education. b) School environmental factors are essential factors. Because at school, students will be educated and guided to have good morals and character. c) Approach factors used by Islamic education teachers using several methods.

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### 1. INTRODUCTION

Education is an effort, influence, protection, and assistance to a child's maturation. It helps children become competent enough to independently carry out their life's duties. The influence comes from adults or is created by adults, such as school, books, and rounds of life every day to people who have not matured (Haniyyah, 2021).

Education in Indonesia is regulated in Law No. 20 of 2003 concerning the National Education System (Silkyanti, 2019). It is stated that national education functions to develop abilities and shape the nation's character and civilization to educate the nation's life (Subekti, 2018) and aims to develop the student's potential to become human beings who believe and are devoted to God Almighty and have good morals, noble, healthy, intelligent, creative, independent, and a democratic and responsible citizen.

Formation of character in a system of education is interconnected between components containing characters' values and behaviour, which can be done or acted upon in a way that gradually and mutually relates knowledge values, behaviour with a strong attitude or essence to carry it out, both towards Allah SWT, himself, humans, environment nation and state.

Islamic education teachers' character formation is made to form the students' character, which is synonymous with coaching morals (Syarnubi, 2019). The example of ha-

bituation carried out by Islamic education teachers is the most effective method in preparing participants to become successful children in their education from moral, mental, and social life. Modelling in education can begin with the educator (teacher) alone because the educator is a role model and the idol of students in everything that matters.

Character education has three main functions: first, function formation, and second, the development of potential. Character building forms and develops potency in students to think well, have good hearts, and behave according to philosophy Pancasila. Second, the repair and strengthening function. Character building repairs and strengthens the role of family, unit education, society, and government in participating and taking responsibility for developing potential citizenship and developing the nation into a developed, independent, and prosperous nation—third, function filter. Character building sorts the culture nation yourself and filters the culture of other nations that do not conform to the values of a culture nation and character-dignified nation (Maunah, 2015).

The problem currently being faced is the loss of student character, which includes the loss of mutual respect from students, mutual care between students, and the fact that morals and attitudes of respect among students are starting to fade (?). With this problem, the participation of every educator and educational staff in the SMP Negeri 1 Rumbia

school environment is needed to guide students, especially at the junior high school level. In this problem, too, it is essential. If you are an Islamic education teacher, you need a good and professional teacher so they can print and shape a generation with good character.

The formation of character is something actions and activities through the effort a person must make to form the personality of a virtuous child so that students have good character function and develop the ability to form character as well as a civilization nation. The aim is to develop the student's potential to become humans who believe and are devoted to God Almighty, have noble, healthy, knowledgeable, intelligent, creative, and independent morals, and become democratic citizens and responsible answers.

According to (Subekti, 2018), education is needed in school, at home, and in social environments. Even currently, as educational participants, the characters are no longer children of age early until teenagers but also mature ages. Necessary for survival life Nation this. Education character is a system naming values encompassing characters' component knowledge, awareness or will, and action to carry out values that are good towards God Almighty, self, yourself, each other, the environment, or nationality (Silkyanti, 2019).

Formation of students' religiosity carried out by the school must get full support from students' parents by providing role models in informal education in the family and strict supervision regarding their children's activities. Form of responsibility The responsibility for educating children cannot be left entirely to the school as an institution of formal education. Roles and responsibilities: Full parental responsibility is necessary for the success of student education. So, cooperation between parents and schools must Be maintained to support student success (Astriana & Hayati, 2023).

Islamic education has a mission formation of morals karimah. Emphasizes formation of heart conscience, instills and develops clear and definite divine qualities, good in relationships humans and Allah SWT, relationship humans with each other and relationships humans with nature around. One crucial mission the Prophet Muhammad carried out to the world was to perfect morals. Between morals, noble ones often mentioned in the Qur'an are reflected in apostolic characteristics, Rasulullah stated in the word of Allah, which means:

"Indeed, there is a suri in (the person of) the Messenger of Allah, a good example for you (namely) for those who hope for (the mercy of) Allah SWT and (the coming of) the day apocalypse and him. Lots mention Allah SWT " (QS Al-Ahzab: 21)"

The verse above confirmed in the explanation of the tarsir al-Misbah that the words *uswa* and *iswah* mean exemplary. This can be done by outlining two possibilities about meaning, such as the example of the Apostle. First, in terms of personality, totality is exemplary. Second, the proper things are emulated in the sense found in personality (Makbul, 2021).

The formation of students' character by Islamic education teachers is an effort to form students' character at school with coaching morals. The example of habituation carried out by Islamic education teachers is the most effective way to prepare students to become successful children

in their education from facet morally, mentally, and in life social. Modelling in education can begin with educators (teachers) themselves because educators are role models and idols of students in everything that matters (Nugroho, 2020).

School problems are related to students' character, which often happens at school. For example, some students violate school regulations, come late, do not do school work, cheat, repeat, be truant, disobey, lack attitude, politeness, and manners, and lack respect for teachers (Nugroho, 2020). This is one of the causes of the lack of character and religious beliefs among students at school. Disappearance character students will be religious, obstructing the educational process, and in the end, they will not be walking in a way maximum as expected. The impact that could be caused by the students' character The lack of religious awareness is the creation of habits or habits, as well as a tendency to be brave and come on stage to do various things.

The method used is exemplary; the teacher gives children examples so they can do it automatically and copy observations. This will be done regularly to help children acquire noble morals. On the other hand, by etymology, the origin of the word habituation is typical. In his teaching method, habituation is a means to achieve objectives and make students more aware of How to think, behave and act according to guidelines xxx (Nugroho, 2020).

The habituation method is not saying harsh words in front of the child so that the child can say polite and respectful parent or educator, instilling good things in socializing so that children can value Friend his peers. The method of example and habituation is very important achieved objective Islamic education because by paying attention to a child's age, it is easy for them to emulate good role models, and instilling good qualities in children from an early need to get used to it to become something custom or habit so that He can do good things without being forced and without mint follow violations, whether violations committed at school or outside school (Maunah, 2015). Circumstances will hinder the achievement of the nation's ambition as expected.

"National education has a function to develop ability and form character as well as civilization a dignified nation in order enlighten life nation, aims to develop the students' potential to become humans who believe and are devoted to God Almighty, have morals noble, healthy, knowledgeable, capable, creative, independent and become democratic citizens as well as responsible answer"

Based on a pre-survey conducted by researchers at SMPN 1 Rumbia. So problems that occur to students often include being late, truant, smoking in class, skipping extracurricular activities, scouts excessive joking that hurts their friends, and impolite politeness towards teachers. Therefore, the role of the islamic education teacher is significant in shaping the character of religious students at SMPN 1 Rumbia.

## 2. METHODS

The approach and type of research used in this research are qualitative, using the studies field as an implementation (Subekti, 2018). The reason for choosing the following approaches and types of research is that researchers conduct research in a way that plunges directly into the field to

explore, describe, and solve problems by stating or explaining facts and phenomena appropriate to the circumstances object of research. In connection with the research setting, this research examines the role of Islamic education teachers in fostering students' religious character in SMPN 1 Rumbia.

The source data primarily concerns teacher education in Islam in schools in SMPN 1 Rumbia and students in class VII.1 SMPN 1 Rumbia. Secondary data sources are relevant research documents, schools, and religious characters. In order to make it easier to collect field data, the researcher uses method data collection in the form of more observations that can be trusted. Because the researcher sees directly or does observation. The researcher used the interview method.

The source of research data is the subject from where it is obtained. There are some sources researchers included in this research, namely primary data sources (Islamic education teachers and students), secondary data sources (documents, archives), and techniques of data collection (observation, interviews, and documentation).

Instrument data collection involves observation, interviews, and documentation (Hasibuan & Jailani, 2023). The object of research is the character formation process, observing children's attitudes, coaching activities, and morals carried out by the ustadzah. The validity of the data in this research uses triangulation sources and techniques, such as data analysis, namely, data reduction, data presentation, and data verification.

### 3. RESULT & DISCUSSION

#### 3.1 The Role of Islamic education teachers in Formation Character Religious Class VII Students at SMPN 1 Rumbia

##### 3.1.1 Teacher's Role

Gross, Mason, and Mc Eachern quoted Khoiriyah, who stated that roles are set expectations imposed on the individual who occupies the social position, whether related to work or his obligations (Sari et al, 2023). Islamic education teachers have more diverse roles in suitable environments, families, schools, and the public because Islamic education teachers are considered people who know more compared to others. As for the role of Teacher PIE in form character, The religious beliefs of students at SMPN 1 Rumbia are as follows:

Islamic education teacher on duty form development, knowledge, attitudes or behaviour student behaviour and skills (Nugroho, 2020). In learning activities, teachers must know every student's character and the extent of their knowledge. This influences the media and methods used to deliver learning material. Create atmosphere Comfortable learning is also very important in learning activities.

Based on research results conducted by interviews and observations, the role of Islamic education teachers is already in line with the theory presented. Teachers have a role in forming students' religious character by preparing design learning before starting learning activities. One of them prepares learning materials and methods that will be used when delivering material. Before starting PAI, the teacher learning invites students to read Quran verses.

Moreover, first, he leads it, then the students follow it, and after that, the Islamic education teacher connects

Quran verses with life daily. Give role models for students by talking and interacting with the community school by speaking kind words and treating them someone according to whim his behaviour. Instill always have good habits for students to speak politely and reprimand students who speak and behave in ways that do not follow the teachings of the Islamic religion.

The teaching methods vary, but lectures and questions are often answered. Meanwhile, the media commonly used are books. These methods and media are adjusted with material that will be conveyed so that students can easily understand and apply character religion according to the material presented. Student learning is done through daily evaluations, repetitions, and semester assessments.

Islamic education teacher's role as pusher students' faith. Use method What needs to be understood about Islamic education is how an educator can understand the essence of the methods and their relevance to objectives; central Islamic education is the formation of a person who always has faith and is loyal to serving Allah SWT.

Based on the results of interviews and observations, a Islamic education teacher's role as a pusher of faith is to remind students to perform worship and stay away consistently. His prohibitions are like reminding students to pray before studying. Then, Islamic education teachers always remind and encourage students to always do good to other humans for relationships to always be well maintained; always remind students to take care of tolerance and non-discrimination in friendship because all the actions performed will ensure an answer in the afterlife later.

The role of Islamic education teachers as motivators. The main task of Islamic education teachers is to mobilize. The PAI method holds application principles psychological and pedagogical as an interactivity connection realized education through the delivery of information and knowledge so that students know, understand, appreciate and believe in the material provided, as well as increase thinking skills. Additionally, it creates changes in attitudes and interests and fulfills values and norms related to learning and changes in the person and how factors the expected become pusher toward change real (Nugroho, 2020).

Based on the results of an interview conducted by researchers at SMPN 1, Rumbia knows that Islamic education teachers are always motivated to give advice will important guard speech and behaviour to ensure *ukhuwah Islamiyah* always awake, telling stories of always successful people practice behaviour religious in his life It is hoped that students can take a lesson in each story that is told and remind students about exists retribution (reward) and (sin) against behaviour carried out. Therefore, students are expected to be able to be motivated and apply it in life daily.

The role of Islamic education teachers as facilitators. The teacher's role as the facilitator makes it happen as a developer, inspirer and encourager for student success in learning. To support success, students in learning naturally must have supporting facilities. The results of interviews and observations support this carried out. The Islamic education teacher provided facilities in the form of books and worksheets, learning media, assignment sheets and facilities adapted to teaching materials. That matter used to achieve results Study students who meet the goals learning because without existing facilities for the learning process will run less than optimally. This shows that the theory is presented according to existing ones in the field.

The Role of Islamic education teachers as Mentors. Islamic education teachers guide learning and developing attitudes or behaviours in demand (Yuhana & Aminy, 2019). Therefore, guidance is intended for every student to realize his ability and potential to learn and behave. Do not let students assume low abilities in their potential to learn and behave or behave in demand per Islamic teachings.

As a Islamic education teacher supervisor, I direct students to obey as many existing rules as possible, such as good school rules, written and unwritten, and the rules that exist at home and in the environment society, both written and unwritten. In doing guidance, teachers must use subtle ways by approaching students first so that students will be honest and willing to open up.

Based on the results of the interviews and observations, Islamic education teachers' role as mentors is already in line with the above mentioned theory. Students need teacher guidance and direction first, previously related to school learning. Islamic education teachers guide students in a way that advises students who violate rules for students not to repeat, come back, and then practice behaving honestly because an attitude of honesty is essential to implement. Then, embed attitude tolerance towards students. At school, some students are different, though different religions, but that is not an obstacle to making friends. Then motivate students to study hard, believe in themselves and always give thanks. The guidance provided by the Islamic education teacher is expected to lead students to reflect on Islamic religious teachings.

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The role of Islamic education teachers in class management. The teacher's role as management is where teachers manage students well and are successful in their learning. This is related to the teacher's role as class administrator, which aligns with the theory presented. This is supported by the results of interviews and observations conducted by researchers, which show that Islamic education teachers manage the class very conducive and run smoothly, starting with focusing students' attention on reading prayer, reading Quran verses before starting learning, checking presence and readiness Study students, delivering material using methods and media adapted to the learning material, do ask responsible for evaluating learning.

### 3.1.2 Formation Character

Student Discipline. Discipline is a feeling of obedience towards which he believes through consistent action (Makbul, 2021). Discipline marks character, which means that character is built on values, attitude, and discipline, and discipline is part of character positive. Attitude discipline in the world of education is very closely related. A disciplined person does not have enough answers and knowledge that he has. In every educational activity, discipline is one way of measuring success. Study. The discipline in question includes time discipline, discipline self, discipline social, discipline national. Someone who is disciplined will be aware of how important time is.

Prayer Dhuha before class time starts. Pray Dhuha is believed to be an enlightened soul person and, therefore, will be better if implanted early on in our children. According to the chairman of the foundation, Qardhan Hasanah Qazali, student his education, I got used to it until high school at this school self, pray Dhuha congregation (Hayati, 2017) pray Dhuha can make calm heart, mind more concentration, physical health awake, ease in affairs, obtain unexpected sustenance.

Greetings before and after learning, namely one form of discipline that must be implemented.

Punctuality is a form of discipline of existing students bound within themselves, personality somebody. Many students do not arrive on time, resulting in a less smooth learning process during the student's first period.

Student manners in the formation of character Attitude is urgent and necessary to be noticed by all parties, especially parents, teachers and everyone else in public, because the quality of somebody can viewed and assessed from the level of polite, good at thinking and speaking nor acting up behaviour and action in life daily (Nugroho, 2020). Apart from assessing personal qualities, the upbringing of the first parent is first assessed by a child, and it is an attitude of politeness, too. The madrasas' quality is labelled good or bad in the middle. The public also saw how much integrity was loved along with his upbringing to mark polite manners in the community. Greet the teacher when you meet, say thanks, and get something.

Students' social interaction. Social interaction is a dynamic social concern, the relationships between individuals, groups of humans, and individuals (Harfiyanto et al., 2015). When two people met, social media started. They reprimand each other, shake hands, talk or maybe even fight. Activities like this kind of thing shape social interaction. Even if people meet in advance, they do not mutually talk to each other or swap signs. Social interactions have occurred. Therefore, each awareness of another party causes changes in the feelings or nerves of the people concerned, as well as helps each other and tolerance.

### 3.2 Factor Supporter And Inhibitor Teacher Education Religion Islam in formation Student's character religious

There are two influencing factors regulate namely (Nugroho, 2020)(Sari et al, 2023): Internal factors, Internal factors are that exist within oneself divided into four parts, namely: 1) Heredity factors in emotional relationships between pregnant parents and their sons were very influential in children's religiosity. 2) Age level, religious development in children is determined by level age because, with development, the child's age will be. 3) Personality is said to identify the self, someone who differentiates one person from another. and 4) Condition mental somebody

Factor External: 1) Environment family: The environment family is environment social first, which becomes a socialization phase in the known child. The child's beginning is a decisive development of the soul of the children's religion. 2) Environment institutional, good formal or non-formal.

External factors that influence religiosity that support and inhibit Islamic education teachers in developing students' religious character at SMPN 1 Rumbia, namely: 1) Family or parental factors are essential because family is

the first education for the student. 2) Environmental factors school is an essential factor. Because at school, students will be educated and guided to have good morals. In schools, homeroom teachers, religious teachers and students have influence, Which is significant in building students' religious character. Therefore, cooperation is needed between head schools and other teachers

Several factors in the approach taken by Islamic education teachers method : a) Method *qashash* or story, method This very role is essential in building the character of the religious student. In the story or story that is told, there are various influential lessons and education for students. Use This method is purposeful so that students are more interested And easy to understand learning. b) The lecture method is one frequent method used in building the character of religious students. Apart from conveying material, the teacher can also advise by embedding mark character religious to students so that they can easily understand and apply it daily. c) The exemplary method is carried out by providing examples directly to students. This method is effective for teachers in building character among religious students because students can see the behaviour and habits of later teachers when they implement it. d) A teacher uses the advice method to give instructions and warnings to students about something worth doing or not because everything you do will get the reply from reward or sin. Giving advice correctly can have a positive influence on students. e) The habituation method is the formation process of attitudes and behaviour (character religious), Which is done in a way that keeps going continuously. In formation, religion must continue continuously so that students become used to it. This habituation is carried out in class and outside of class. Islamic education teachers always get students used to it, say greetings, get started learning by praying, and remind students to get used to it and behave according to the norms and religion that apply in the public environment.

Results of interviews and observations show obstacles to building character among religious students at SMPN 1 Rumbia, namely: 1) Lack of awareness of learners. 2) Environment public around the school with no support. 3) Development knowledge technology, Which advanced 4) Factor family, for learners Which his family brokenhome.

#### 4. CONCLUSION

Based on research results about the formation of religious character through the role of teachers and the formation of students' character at SMP N 1 Rumbia, it can concluded as follows: 1) Islamic education teacher's role in building character in religious student class VIII C in Middle School 1 Rumbia includes: a) as a teacher, b) as a pusher of students' faith, c) as a motivator, d) as a facilitator, e) as supervisor, f) as class management. 2) Supporting and inhibiting factors for Islamic education teachers in building character religious class VII students at SMPN 1 Rumbia more dominant external factors are the environment, family, institutional formal and non-formal and social formal environment.

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