

THE ROLE OF ISLAMIC RELIGIOUS EDUCATION TEACHERS IN IMPROVING STUDENTS' LEARNING ACHIEVEMENTS

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Abstract

This study aims to analyze the role of Islamic Religious Education (PAI) teachers in improving the learning achievement of class 8B female students at SMP Roudhlatul Quran 3 Sekampung. Against the backdrop of declining learning achievement in the form of declining report card grades, this study uses a descriptive qualitative approach with subjects of PAI teachers, Deputy Head of Curriculum, and class 8B female students. Data were collected through observation, interviews, and documentation, and their validity was tested by triangulation of sources and techniques. The results of the study indicate that PAI teachers play an important role in improving student learning achievement in several ways. First, PAI teachers provide concrete examples of the behavior of the Prophet Muhammad in everyday life, both inside and outside the classroom. Second, PAI teachers integrate Islamic values such as honesty, discipline, and responsibility in learning. Third, PAI teachers provide motivation and guidance to increase students' enthusiasm for learning and overcome difficulties. Fourth, PAI teachers use varied learning methods such as discussions, lectures, and group assignments, in accordance with the learning outcome assessment instruments of the Merdeka Curriculum. Fifth, Islamic Religious Education teachers conduct authentic assessments that cover aspects of attitudes, knowledge, and skills, in accordance with the principles of the Independent Curriculum. This study concludes that the role model of the Prophet Muhammad SAW by Islamic Religious Education teachers has a positive impact on improving students' learning achievement. Islamic Religious Education teachers are expected to continue to improve their competence in implementing Islamic values in learning.

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INTRODUCTION

Good and maximum learning achievement is the hope for every school, because with learning achievement, schools that have good achievements will be better known to the wider community. Learning achievement is a way that is likely to arise or change an action due to the results of the initial reaction that is formed, with the provision that the change or emergence of the change is not due to the existence of maturity or temporary changes caused by something. (Albarado & Eminita, 2020) Education is to improve and strengthen the morals and noble values of the younger generation, as well as human resources. In the field of education, apart from measuring the quality of knowledge, there are other parameters that are very influential compared to the knowledge itself, namely moral and character education and understanding of the country by the younger generation. (Qadir et al., 2022)

One approach that can be taken is to emulate the role model of the Prophet Muhammad SAW. The Prophet Muhammad SAW is a figure who is not only known as a religious leader, but also as a successful educator. He has an effective and relevant educational method throughout the ages. This

study aims to examine how the values and educational methods of the Prophet Muhammad SAW can be implemented in the context of modern education to improve student learning achievement.

In the context of Islamic education, the Messenger of Allah is a role model for all Muslims, as written in Surah Al-Ahzab verse 21 in the zahir lafazh of the verse, namely in the words 'uswatun hasanah'. He not only set an example in terms of worship, but also in terms of education. (Syaiful et al., 2022)

One of the efforts that can be made to change the habits and perspectives of teachers in dealing with the decline in student learning achievement is through the role of Islamic religious education teachers, by making the Prophet a role model in learning. The Prophet Muhammad SAW was a leader who highly valued discipline and responsibility in every aspect of life. (Arifin, 2022) Islamic religious education teachers teach Islamic values that should form awareness and care for fellow Muslims. However, what is happening now is the lack of attention from teachers to their students in the learning process, only focusing on teaching, not paying attention to the right way to teach students in class.

Based on Pre-Research with one of the teachers at SMP Raudhlatul Quran 3 Sekampung, making all school teachers play an active role in paying attention to students in the learning process is still very difficult. There are still teachers who do not attend class and teachers who only teach without paying attention to the development of the quality of students in class. This study will see how the role of Islamic Religious Education Teachers makes the Prophet a role model in learning to make students who have character and achievement. teachers have the ability to teach, guide, lead, direct students in achieving. Therefore, not only see the quality of learning in the classroom and outside the classroom but also see the contribution of Islamic Religious Education teachers contributing to improving student learning achievement. Therefore, the researcher wants to see the Role of Islamic Religious Education Teachers in improving Achievement at SMP Raudhlaatul Quran Sekampung in Class 8B.

To maintain the authenticity of the research, the researcher used several related studies, such as research conducted by Aulia Citra Ramadhana, Kuku Santoso, and Atika Zuhrotus Sufiyana "The Role of Islamic Religious Education Teachers in Improving Student Learning Achievement at Sma Negeri 7 Malang". (Risdiana et al., 2020) Furthermore, research from Fachrizal Imi Bramantya, M. Ilyas Thohari, and Ika Anggraheni entitled "Efforts of Islamic Religious Education Teachers in Improving Student Learning Achievement in Class VII at SMP Negeri 8 Blitar". (Bramantya et al., 2020) And finally, research from Karyati entitled "Strategies of Islamic Religious Education Teachers in Improving Student Learning Achievement". (Maharani, 2017) Based on the results of the research above, it can be said that the role of Islamic Religious Education teachers in improving learning achievement through varied learning methods and habits in forming religious character can improve student learning achievement. Meanwhile, the difference from this study is that the researcher examined the Role of Islamic Religious Education Teachers in Improving Learning Achievement at SMP Raudhlatul Quran 3 Sekampung in Class 8 B.

This assessment is focused on examining (1) how the role of Islamic Religious Education teachers makes the Prophet a good role model in education to form religious attitudes in students to improve learning achievement. (2) assessment of learning outcomes consists of 3 aspects, assessment of attitudes, knowledge and skills

METHODS

This type of research is qualitative referring to a research approach that produces data in the form of descriptive data. The descriptive data comes from observations in written, oral or behavioral form from the research subjects. (Ahmadi & Rose, 2014) The purpose of this study was to understand and describe the role of Islamic religious education teachers in improving the learning achievement of female students of SMP Raudhlatul Quran 3 Sekampung in Class 8 B. The researcher directly observed the learning process in the classroom related to building religious character and achievement through participant observation in the data collection method. Comprehensive interviews were conducted with the researcher with the Islamic Religious Education Teacher, Deputy Curriculum, and Students. Documentation of documents related to school programs related to improving learning achievement, syllabus, RPP, and learning methods for Islamic Religious Education subjects.

Among the qualitative analysis methods that will be used to analyze data collected from various sources are, at SMP Raudhlatul Quran 3 Sekampung in Class 8 B, and the Role of Islamic Religious Education Teachers in improving learning achievement. The data analysis technique used is thematic analysis. includes, data editing, data presentation, and drawing conclusions. Then the data validity test was conducted by triangulating sources and techniques. This study is expected to provide a clear picture of the role of Islamic Religious Education teachers in Improving Student Achievement.

RESULTS AND DISCUSSION

The Concept of Islamic Religious Education Teachers in Improving the Learning Achievement of Class 8 B Students at Roudhlatul Qur'an 3 Middle School, Sekampung

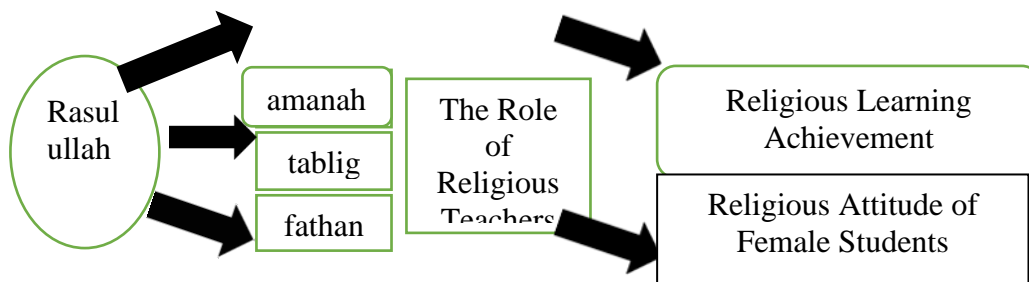
Interview with Islamic Religious Education Teachers teachers implement programs to improve student achievement, namely by forming student character through the role model of the Prophet Muhammad SAW in learning activities at school. The Ministry of National Education together with the Research and Development Agency of the Ministry of National Education innovated to formulate 18 character-forming values in a book entitled "Guidelines for the Implementation of Character Education. There is one character value from a total of 18 values formulated, which is considered the foundation for the formation of noble moral character, namely religious character values. These religious character values include attitudes and behaviors, including; obedience in carrying out the teachings of the religion they believe in, tolerance of the practices of other religious worship, and living in harmony with adherents of other religions. (Choirudin et al., 2021)

As stated in Law No. 20 of 2003 concerning the National Education System in Article three which states that National Education functions to develop abilities and build the character and civilization of a dignified and ethical nation in order to educate students as people who are faithful, pious, creative, independent and responsible. Namely with the noble qualities that are the character of the Prophet Muhammad SAW - siddiq (honest), amanah (trustworthy), tabliq (conveying), and fathonah (deep understanding) - are the main pillars in forming an ideal character for female students. Developing the ideal character of female students by emulating the qualities of the Prophet Muhammad SAW is a challenge that requires a holistic approach in education. By integrating these values into the curriculum and daily practices, schools can help students not only in achieving academic success, but also in forming a strong character for a better future. (Amanatussholihah, 2020)

The concept that is expected in developing the spiritual intelligence of students at SMP Roudhlatul Quran 3 in Class 8 B is the concept of emulating the characteristics of the Prophet Muhammad SAW. This is in accordance with the results of interviews with Mr. Danny Setiawan, the principal and Mrs. Sefriza Aeni as the Islamic Religious Education teacher at SMP Roudhlatul Quran 3, who said that it is true that the concept of improving students' learning achievement applied at SMP Roudhlatul Quran is to make the Prophet SAW a role model by emulating the characteristics of the Prophet Muhammad SAW, including the characteristics of siddiq, amanah, tabligh and fathonah.



The learning concept for Islamic religious education in improving female students' achievements by emulating the role models of the Prophet Muhammad is as follows:



The Concept of Siddiq's Attitude

Ash-Shiddiq (honest) is one of the dimensions of spiritual intelligence that lies in the value of honesty which is the crown of the personality of noble people who have been promised by Allah SWT to receive abundant blessings from Him. (Mustaqim, 2014) One of the dimensions of spiritual intelligence lies in the value of honesty which is the crown of the personality of noble people who have been promised by Allah SWT to receive abundant blessings from Him. The basic values of honesty are integrity, sincerity, assurance and emotional balance. Honesty means basing speech, beliefs and actions on Islamic teachings.

The concept of the siddiq attitude that is applied requires all students of Class 8 B at SMP Roudhlatul Quran 3 Sekampung. Students learn to always be honest, both in words and actions. This can be realized by providing honesty boxes in strategic places in the school. Students can use these boxes to return found items, report dishonest acts, or provide suggestions on how to improve honesty in schools..

Concept of Trustworthy Attitude

Amanah has another meaning, namely being responsible in carrying out the tasks and obligations given. Amanah can also be interpreted as a desire to fulfill something according to its provisions. Amanah is a trust that becomes a responsibility, a form of obligation that must be paid and settled so that we can feel safe from a demand.

This concept is applied to all students in Class 8 B at SMP Roudhlatul Quran 3 Sekampung with the hope that students will become someone who can be trusted in anything, just as teachers insert Amanah values. Amanah values are inserted in all PAI subjects. For example, when discussing the stories of the prophets and apostles, teachers emphasize the amanah nature they have. When studying fiqh, teachers explain the importance of amanah in buying and selling and other transactions.

The Concept of Tabligh Attitude

According to Setyowati, the Tabligh value has provided content that includes aspects of communication skills, leadership, development and improvement of the quality of human resources and self-ability to manage something. Prophet Muhammad SAW as the last Messenger was given the nature of tabligh to convey what Allah commanded to his people without reducing the slightest command he received. The nature of tabligh is basically communicative.

Students learn to convey correct and accurate information, and not to spread fake news or hoaxes. This is realized through the Muhadoroh (Three Language Speech) activity at school once a week



Concept of Fathonah Attitude

Fathonah encourages a deep understanding of knowledge. A student who tries to understand something thoroughly and deeply will become a critical and innovative individual in solving problems.

This can be realized by improving students' understanding and ability in understanding and memorizing the Quran. This can be realized through the Tahsin and Tahfidz Al-Quran activities, the Quran reading improvement program, including makhrajul huruf, tajwid, andsifatul huruf and the Quran memorization program, with memorization targets adjusted to students' abilities. With various and fun methods, such as talaqqi, muraja'ah, and tadabbur.



Religious character is one of the 18 national characters that are very important for children. Because religious character is a fortress that can prevent the degradation of ethical values and morals among adolescents. By making the Prophet Muhammad SAW a role model in daily learning is the key to becoming a student with good character and achievement. By emulating the noble qualities of the Prophet Muhammad SAW, students can build a strong, honest, trustworthy, intelligent character, and be able to provide benefits to others. This can be proven by looking at the students' report card scores which are better than those of students who are still in grade 7, the students' attitudes are getting better when interacting with teachers and friends, and the quality of memorization that is increasing day by day.

The Religious Role of Islamic Religious Education Teachers in Improving the Learning Achievement of Class 8 B Students at Roudhlatul Quran 3 Middle School, Sekampung

The Islamic Religious Education subject teacher of Roudhlatul Quran 3 Middle School Sekampung has a role in improving the religious attitudes of students to improve learning achievement. Namely, with the example of the Prophet in the Islamic religious education curriculum, it can be done by integrating stories and examples from the life of the Prophet in each subject, such as Islamic history, morals, Islamic law, or Islamic religious education.(Widodo & Abbas, 2018)

A teacher needs to know various design models in order to produce effective, efficient, and interesting learning programs when implemented in learning. Islamic Religious Education teachers are tasked with integrating Islamic values in every aspect of learning, including in teaching modules. This aims to shape the character of students who have noble morals. Character education based on Islamic values not only functions to increase knowledge, but also to shape the personality and morality of students. Values such as honesty, responsibility, cooperation, and tolerance can be integrated into learning materials, classroom activities, and assessments. Creating a Conducive Learning Environment. This can be realized through:

Islamic Religious Education Teachers Become Examples of Noble Morals

In Islamic religious education, good morals are prioritized, if teachers carry out their duties well, the morals of their students will also be good.(Wulandari & Atqia, 2021) Among them by exemplifying the attitude of Honesty, Integrity, Patience and Gentleness, discipline and humility. This is manifested by: Teachers show honesty in words and deeds, and uphold moral values, Teachers are patient and gentle in dealing with students, especially those who have learning difficulties. Teachers show discipline in time, tasks, and responsibilities, so as to be an example for students. Teachers are not arrogant with the knowledge they have, but are humble and open to input.



Students will be inspired to study harder and practice Islamic values in their daily lives. Being a role model is the most important factor in the educational process. Ideally, teachers with good personalities will produce students with good.

Islamic Religious Education Teachers Integrate Islamic Values in Learning

Teachers Connect Subject Matter with Islamic Values: Teachers connect subject matter with Islamic values, so that students understand the relevance between science and religion. Such as material, fiqh, morals, and Islamic history. This can be done as follows:

a. Moral Material

Islamic Religious Education teachers can use stories in the Qur'an and Hadith to teach noble moral values, such as the story of the Prophet Yusuf AS which teaches about patience and honesty. Islamic Religious Education teachers can invite students to discuss examples of behavior that are in accordance with noble moral values in everyday life.

b. Fiqh Material

PAI teachers can teach the correct procedures for performing ablution and prayer, as well as explaining the wisdom behind each movement. PAI teachers can invite students to practice ablution and prayer together, so that students can help and correct each other.

c. Islamic History Material

Islamic Religious Education teachers can tell stories about the struggles of the companions of the Prophet Muhammad SAW in spreading Islam. Islamic Religious Education teachers can invite students to analyze the factors that led to the success of the companions' struggles, and take lessons from these stories.



Islamic Religious Education Teachers Use Varied And Innovative Learning Methods.

according to the characteristics of students and learning materials. Using methods in the learning process must vary, meaning combining various methods in one meeting but still referring to the principle of relevance.(Risiana et al., 2020) Methods such as discussions, lectures, questions and answers, demonstrations, and assignments can be used alternately. The use of varied methods will make learning more interesting and not boring, so that students can understand the material more easily. Comprehensive Learning Evaluation:



Instruments for Assessing Learning Outcomes of Islamic Religious Education Teachers

In the assessment process, teachers need assessment techniques and instruments. The assessment instrument used by Islamic Religious Education teachers in the assessment process is anecdotal notes. Anecdotal notes are short notes of observations on students. Contains important notes on student performance and behavior, accompanied by the background of the incident and the results of the analysis of the observations that have been carried out.

Formative assessment is an assessment by collecting data on improving student learning outcomes in understanding the competencies or teaching materials that have been studied, formulating this information, then deciding on the most effective learning activities for students so that students can understand the competencies that have been given optimally. (Adinda et al., 2021) The form of learning assessment carried out by Islamic Religious Education subject teachers is as follows:

Attitude Assessment

This assessment is carried out through observation, self-assessment, peer assessment, and journals which are carried out during the learning process.

Knowledge Assessment

This knowledge assessment is carried out through daily tests, mid-semester tests and end-of-semester tests.

Skills Assessment

Assessment of these skills is carried out through performance, products, portfolios and other religious practices such as tests on reading or writing the Qur'an, and implementation of projects to strengthen the Pancasila student profile (P5).

Some assessment techniques carried out or used by Islamic Religious Education teachers for Class 8b at SMP Roudhlatul Quran 3 Sekampung are: Peer assessment. This assessment technique is carried out by one student against another student. The results can be used as confirmation data. This assessment can foster values such as honesty, tolerance, and mutual respect;

a. Self-assessment

This assessment technique is an assessment technique by asking students to state their strengths and weaknesses in the context of achieving competency;

b. Observation

Students are observed periodically, with a focus on the whole or individually. Observations can be done in routine/daily tasks or activities. (Learning and Assessment Guide);

c. Written Test

Written tests are tests conducted with questions and answers presented in writing to measure or obtain information about students' abilities. Written tests can be given in the form of essays, multiple choice, and descriptions;

d. Direct Test

Giving questions/problems that require students to answer verbally and can be given in a class manner during learning;

e. Questions and answers

Questions and answers here take place in class when the learning process is taking place. With this question and answer, the teacher can assess which students are active and which are not;

f. Performance.

In the Education Standards, Curriculum, and Assessment Agency of the Ministry of Education, Culture, Research, and Technology, performance assessment requires students to demonstrate and apply their knowledge in various contexts according to the desired criteria.

Performance assessment can be in the form of practice, producing products, doing projects, or making portfolios. Class 8b at SMP Roudhlatul Quran 3 Sekampung as conveyed by the Deputy Curriculum and PAI teacher that class 8B has just done P5. It is a project-based co-curricular activity designed to strengthen efforts to achieve competencies based on graduate competency standards.

Of the three learning assessments above, the most dominant is the skills assessment, with skills assessment in the form of performance such as conducting a P5 entrepreneurship project, it is possible to see the overall development of students, including students' attitudes on how to serve buyers according to the teachings of muamalah in Islam, then knowledge in making attractive and halal products so that it can form a religious character for students.

The P5 implemented is entrepreneurship with the Sub-theme: Building an Independent and Creative Entrepreneurial Spirit, as exemplified by the Prophet. Some projects that can be carried out by educational units include entrepreneurship. In the PAI assessment that can be carried out during this P5, students can directly implement the steps of buying and selling, contracts in buying and selling, being polite in serving buyers, and being friendly in communicating with buyers. In every P5 activity, it is important to always link it to the values taught by the Prophet Muhammad SAW, such as honesty, trustworthiness, tolerance, compassion, and hard work. and at the same time train children how to make halal money. Through entrepreneurship, students can open their insights about future opportunities, be sensitive to the needs of society, and be ready to become professional workers. In this project, the elements of P5 contained in it are mutual cooperation, creativity, and independence. While the elements of Islamic Religious Education include civility (ta'addub), exemplary behavior (qudwah), trustworthiness and deliberation (syura). In discussions and presentations, teachers can see how the student's role is when discussing with her friends. Children who talk more mean they have good skills in public speaking.



Islamic Religious Education teachers have a very important role in improving student learning achievement, both in terms of cognitive, affective, and psychomotor. With the implementation of the Independent Curriculum, Islamic Religious Education teachers have the freedom to develop innovative, creative learning that is in accordance with student needs. This is expected to improve the quality of Islamic religious education and produce graduates who are noble and have achievements.

CONCLUSION

At SMP Raudhlatul Quran 3 Sekampung, Islamic Religious Education Teachers play an important role in improving learning achievement. Islamic Religious Education Teachers can help students of SMP Raudhlatul Quran 3 Sekampung, by instilling Islamic values as role models in learning activities at school. Making the Prophet Muhammad SAW a role model in daily learning is the key to becoming students with good character and achievement. By emulating the noble

qualities of the Prophet Muhammad SAW, students can build a strong, honest, trustworthy, intelligent character, and be able to provide benefits to others. This can be proven by looking at the students' report card scores which are better than those of students who are still in grade 7, the students' attitudes are getting better when interacting with teachers and friends, and the quality of memorization that is increasing day by day.

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