




The Role of Islamic Education Teacher in improving The Morals of Junior High School Student

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Received : 04-18-2023 Revised : 06-21-2023 Accepted : 06-24-2023	Morals are a priority in Islam. This is based on the rule that the Prophet Muhammad was sent to the world as one of his main missions to perfect morals. In achieving a person's moral perfection, guidance is needed through education, namely Islamic education. There is a problem, namely some grade VIII students of SMP Ma'arif Ansoru Al-Hasaniyah who have bad behavior towards friends, teachers and do not obey school rules. This study aims to determine the role of Islamic education teachers in improving the morals of class VIII students at SMP Ma'arif Ansoru Al-Hasaniyah Rumbia. The type of research used by the author is a qualitative field research (field research). Data collection techniques used in this study were interviews/interviews, documentation and observation. The results of the study can be concluded that the role of the PAI teacher in improving the morals of class VIII students at SMP Ma'arif Ansoru Al-Hasaniyah Rumbia. That PAI teachers carry out their duties in a professional, responsible, patient and sincere manner. So that class VIII students at SMP Ma'arif Ansoru Al-Hasaniyah Rumbia, who used to have poor morals, are now better, now they become individuals who have a polite attitude.
Keywords: Junior High School; Islamic Education Teacher; Morals	

INTRODUCTION

An Islamic education teacher is someone who teaches and educates the Islamic religion by guiding, guiding, setting an example and helping to lead their students towards physical and spiritual maturity. This is in accordance with the objectives of Islamic religious education to be achieved, namely to guide children to become true Muslims, have firm faith, do good deeds and have good morals, and be useful to society, religion and the state. Islamic education is an education that can provide life motivation in the lives of students (Edi Kuswanto, 2014). If a teacher is successful in planning, designing, implementing, and evaluating the learning process, then it can be said to be successful in forming the *akhlakul karimah* attitude of students and their performance as a professional teacher. An Islamic education (PAI) teacher who is focused and efficient in carrying out his duties, so that students can absorb the material that the teacher provides and can take lessons that can affect the morals of the students (Hestu Nugroho, 2018). Islamic education as a business process that contains special characteristics and characteristics, namely the process of inculcating, introducing and guiding which is based on the knowledge of

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the Qur'an and Hadith. This is consistent. In forming good character in students, an Islamic education teacher must be able to shape the character and personality of students who are in harmony with religious and human values (Supiana & Rahmat Sugiharto, 2017).

In this study, to be precise, in class VIII of SMP Ma'arif Ansoru Al-Hasaniyah Rumbia, there were some students in class VIII of SMP Ma'arif Ansoru Al-Hasaniyah Rumbia who had bad morals towards friends, such as making fun of their friends until they cried, behaving badly towards teachers, such as often disobedient and against teachers, and do not comply with school rules. Seeing this is a duty and responsibility of a teacher who is a teaching actor in the realm of education, especially Islamic education teachers. The teachers are who have insight into Islamic religious knowledge, in Islamic religious teachings it prioritizes good morals, therefore seeing this phenomenon the role of the teachers in improving the morals of class VIII students of SMP (junior high school) Ma'arif Ansoru Al-Hasaniyah Rumbia is very necessary.

By providing guidance and getting used to positive things, both *qouli* and *fi'li*, such as being polite to fellow human beings, both young and older people, will also be able to make students become individuals with good morals. Morals are the spirit for a Muslim in increasing his intelligence. Not only in terms of knowledge, but also mental development (Solihin Agung, 2021). The creation of good morals in students can be influenced by good habits.

As for several studies related to improving the morals of students, among others: First, Minharjudin's research which explains that in improving the morals of students so that they become good can be applied by providing guidance through exemplary methods, advice, habituation and supervision (Miharjarudin, 2022). Second, Novriwandi and Abdur Rahim's research which explains that in improving student morals teachers should be able to have creativity in motivating their students to practice worship and have a sense of responsibility (Novriwandi & Abdur Rahim, 2022). Third, Mumtahanah's research which explains that the realization of politeness in students is through education and training from various people in their respective positions, such as parents and teachers, religious leaders and the community (Mumtahanah, 2018).

The three studies both discuss how to make students who have good morals and use influence strategies for good habits and the influence of the surrounding environment. This research has not referred to the three indicators of the role of Islamic education teachers, namely; as a teacher and educator, facilitators and as mentors. Based on this research, studies related to the role of Islamic education (PAI) teachers in improving the morals of students in formal education units are still needed. This study aims to determine the role of PAI teachers in

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improving the morals of class VIII students at SMP (junior high school) Ma'arif Ansoru Al-Hasaniyah Rumbia.

METHOD

The method used in this study is using a field method with a qualitative approach. Qualitative methods seek to understand and interpret the meaning of an interaction event of human behavior in certain situations according to the perspective of the researcher himself (Imam Gunawan, 2013). The research location is at Junior high school (SMP) of Ma'arif Ansoru Al-Hasaniyah Rumbia. The time for this research is in December 2022. The data collection method is carried out by interviews, documentation and observation. Data sources that exist in the researcher

This data consists of primary and secondary data. Primary data is data obtained from field data sources such as results, interviews or observations at research locations, while secondary data is data obtained from literature or written works by experts and others (M. Nanda Seftian & et al., 2023). Activities in data analysis are data reduction, data display and data conclusion drawing/verification. Data that has been arranged in such a way (patterned, focused, systematically arranged) by the researcher is then concluded so that the meaning of the data can be found.

The method of data collection carried out by researchers will be processed according to the needs of this research, namely through several ways including; First, the researcher conducted interviews with Islamic education (PAI) teachers and class VIII students. Then for documentation the researcher took several documents including; Number and names of teachers at Ma'arif Ansoru Al-Hasaniyah Middle School Rumbia, number and names of class VIII students at Ma'arif Ansoru Al-Hasaniyah Middle School Rumbia, organizational structure of Ma'arif Ansoru Al-Hasaniyah Middle School Rumbia, Middle School facilities and infrastructure Ma'arif Ansoru Al-Hasaniyah Rumbia, teacher absences, student absences, counseling teacher notes and homeroom notes. Then for observation the researcher observed the student learning process, the activities of class VIII students at school and observed the behavior of class VIII students at SMP (junior high school) Ma'arif Ansoru Al-Hasaniyah Rumbia.

From the results of data collection through the method used by the researcher above. Then the researcher will filter from the results of interviews with Islamic education PAI teachers and class VIII students of SMP (junior high school) Ma'arif Ansoru Al-Hasaniyah Rumbia, the documentation mentioned above and the results of observations. Then the researcher will include

the results of the data collection according to the needs of this study, then the researcher will provide conclusions related to the data that has been included.

RESULTS AND DISCUSSION

Islamic education teachers are teachers who are experts in the field of religion. In Islamic religious education it prioritizes good character, if the teacher carries out his duties well, the morals of his students will also be good. the role of the teachers in improving the morals of class VIII students at SMP (junior high school) Ma'arif Ansoru Al-Hasaniyah Rumbia. Here's the description:

Teachers as Instructors and Educators.

The teacher is someone who provides the best subject matter. While educators are someone who educates and directs positive behaviors to their students. Therefore, at the same time a PAI teacher must carry out 2 main tasks, namely teaching and educating, teaching teachers mean educating and educating means teaching. In a learning process, success in teaching can be seen from the process itself (Siti Ruhulatul Jannah & Nur Aisyah, 2021). An Islamic religious education teacher is a religious teacher in addition to carrying out teaching duties, namely providing religious knowledge, an Islamic religious education teacher also carries out educational and coaching duties for students, he helps in the formation of personality and moral development. Teaching and educating is a professional task that teachers have, but on the other hand teachers also have other tasks in the humanitarian field, namely positioning themselves as parents for students in the school environment (Miharjarudin, 2022). One form of effort that must be made by a teacher in carrying out his duties as a teacher and educator in improving the morals of students can be done by giving advice both during and outside of learning hours, as well as providing examples of good appearance and being polite (Miharjarudin, 2022). In addition to providing religious material, The teachers also have other tasks, namely, instilling faith in students, educating students to always comply with Islamic law and educating students with good morals. Because measuring the weakness or strength of faith can be seen in terms of morals (Mujiono & et al., 2022).

In an observation of the learning process in class VIII SMP (junior high school) Ma'arif Ansoru Al-Hasaniyah Rumbia conducted by researchers, the PAI teacher was firm and painstaking in delivering lessons, so that students could easily absorb the subject matter he conveyed. This can be seen when the teacher asks questions related to the lesson that has been conveyed, almost all students can answer them, and behave towards children who like to disobey the teacher's orders, aka lazy to write subject matter. When finished studying, before closing the

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lesson the PAI teacher also gets used to giving a little motivation related to good behavior (Observation, 2022). The main factor in determining what strategies should be applied in learning is seen from the nature of the goals to be achieved (Imam Tabroni & Siti Maryatul Qubtiyah, 2022).

This role can be carried out if the teacher has a good personality and mastery of knowledge. The teacher will be able to educate and teach if he has emotional stability, has a sense of responsibility in improving the quality of students, is realistic, honest, and has compassion and is sensitive to the development of students, especially to the elements of education (Ismail, 2015). In the results of the data obtained by researchers through the interview method, one of the efforts of the teacher in improving the morals of students is by training them to get used to always telling the truth, because according to him good morals are not only seen from his philosophy, but also seen from his qouliyah, by being accustomed to telling the truth to others will be able to increase the credibility of other people (Muntamah, 2022).

In connection with his role as an educator and teacher, in the teaching process a teacher must master knowledge, including having broad knowledge. In an interview method, a PAI teacher before the start of teaching and learning activities always plans and creates a teaching program that will be conveyed to students. Because if I don't prepare the teaching program carefully, later it will be able to hinder the delivery of lessons, starting from limited understanding of the subject matter, students cannot receive lessons properly (Muntamah, 2022). The teachers who have high enthusiasm and are intelligent are expected to be able to take responsibility in educating their students. In order to become a professional teacher or educator, as an Islamic religion teacher, it is not just carrying out tasks according to the allotted time and spending the targeted material, but PAI teachers must really have material and professional knowledge so that they can carry out their duties properly and fully. responsibility. A teacher is a professional position that is very respected in the surrounding environment, because from the services of a teacher the community hopes to absorb knowledge, therefore a teacher has an obligation to be able to educate the younger generations of the nation's children (Miharjarudin, 2022).

Teacher As Facilitator

In carrying out his duties as a facilitator, the teacher is not only sufficient to provide facilities and infrastructure, but must also provide good service in teaching to facilitate learning. learners in the learning process. In carrying out its role as a facilitator in improving the morals of students there are things that need to be considered by the teacher, namely the teacher is expected to be able to provide adequate facilities such as providing good chairs and tables so that students feel comfortable in the learning process. Besides that, other things that must be paid

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attention to by the teacher, namely, must be humble, patient, not favoritism, authoritative and open. (Ali Mustofa & Arif Muadzin, 2021).

In a data obtained by researchers through the interview method, the teacher tries as much as possible, namely by providing good service to learners. One of my efforts to be a good facilitator for students is to always check the situation and condition of the class, starting from chairs, tables, decorations. class and others, if one of these is damaged, then I act quickly to repair or replace it (Muntamah, 2022). By providing these facilities, students must also be taught to always look after and care for them, so that students have a sense of responsibility. (Novriwandi & Abdur Rahim, 2022).

Having a role as a facilitator, as an Islamic education teacher is certainly not enough to provide good service in the classroom. The teachers must also provide facilities for learners outside of the classroom. By providing facilities that are Islamic in nature, it will be able to provide positive things for the development of Islamic morality learners. In a data obtained by researchers through the interview method, the teacher held *Dhuha* prayer activities in congregation and provided the Al-Qur'an for students to always read, this would certainly have a positive impact in shaping Islamic morals in themselves. students (Ahmad Dhani, 2022). Islamic religious education regarding supporting factors in shaping students' personalities so that they become better, can be done by providing learning resources in the form of infrastructure (Novriwandi & Abdur Rahim, 2022). Islamic morality is a deed that can be an indicator of whether a Muslim is good or bad. If a person's faith and sharia are good, then his Islamic morals can also be good (Syarifah Habibah, 2015). With the habituation activities of moral building carried out by the teachers can form good Islamic morals so that students will become accustomed to doing good behaviors and can be applied in the school and community environment (Zalfa Nurina Fadhillah, 2020).

In an observation of the activities of Ma'arif Ansoru Al-Hasaniyah junior high School students in Rumbia conducted by researchers, this school implements morning apple school activities every morning and reads asmaul husna. With this positive activity, some of the VIII class of Ma'arif Ansoru Al-Hasaniyah Middle School, Rumbia, even took it for granted that they did not participate in the activity, but they hid behind the school yard. Seeing this, the teachers always patiently approach them and provide guidance so that they are consistent in participating in these activities (Observation, 2022).

When at school the teacher becomes a parent for their students. In carrying out the task of being an educator as well as a parent for their students, of course the teacher should have a great love towards their students so that there is an inner bond between the teacher and learners.

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The form of love can be shown by the teacher paying attention to their students. This can be seen by the PAI teachers in class VIII SMP ((junior high school) Ma'arif Ansoru Al-Hasaniyah Rumbia always cares about students who don't focus on studying because they contemplate a problem, namely by inviting them to recite a sholawat, with the aim that their hearts can be calm and introduce sholawat readings to students. Therefore, learners will be more affectionate and ta'dim towards his teacher (Ahmad Thoha, 2022).

Teacher as a Guide

As a supervisor the teacher is tasked with providing direction to their students so that they can develop in the areas of personal life, social life and learning abilities. The efforts of the teachers in carrying out its role as a facilitator in improving morals can be done by implementing religious activities, because with this religious activity it will be able to form good morals in students, religious activities that can be implemented such as visiting religious leaders who later students can take role models and motivation from the scholars (Nurhayati Rizki AP & Fuady Anwar, 2021).

In providing guidance related to improving the morals of students, of course the PAI teacher must have ideas that can be effective in providing guidance so that they can improve the morals of students. In the data obtained by researchers through the interview method, an PAI teacher introduces social life by inviting students to stay in touch with religious leaders around the environment, this will also be able to shape Islamic character in students (Ahmad Dhani, 2022) For students, good manners are a form of noble character that students have that can be obtained through education and the influence of various people in the surrounding environment, such as parents and teachers, religious and community leaders who are part of moral teachings (Mumtahanah, 2018).

In an observation of student behavior, precisely at recess for class VIII SMP (junior high school) Ma'arif Ansoru Al-Hasaniyah Rumbia conducted by researchers, the researcher found that some of the students were playing chili sauce mocking their friends to tears, knowing this the PAI teacher was immediately responsive and approached the child who has made his friend cry, then invites him into the office to be given a reprimand and guidance, the attitude of the teacher shows that being a mentor does not have to be selfish, but providing guidance accompanied by patience will make students comfortable (Observation, 2022).

In improving the morals of students apart from making students' behavior better, The teachers must also be able to become mentors in providing religious material. Because one form of achieving learning goals is when students can apply what they have learned. Therefore, the PAI teacher must be able to provide guidance related to the learning that he has conveyed so that

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students can practice it. This can be seen from the teacher in class VIII SMP (junior high school) Ma'arif Ansoru Al-Hasaniyah Rumbia providing guidance on the practice of studying fine Javanese to parents and other people. Therefore, that students do not only know about religious knowledge, but students can also practice it in everyday life (Annisa Nihayatuzzahra, 2022).

Within the learner must have different characteristics or characteristics due to the background of the learner. Thus, of course, it is an additional task for an PAI teacher in overcoming different traits or behaviors that exist in students. The existence of a difference in character in humans is so that fellow creatures of God, humans should be able to respect one another (Nuruddin Araniri, 2020). In a data obtained by researchers through interviews with PAI teachers namely in overcoming the nature or character of students who are different is certainly a challenge for a teacher, I try to take action, namely through the approach method by interacting with students to be friendly and not to be selfish so as not to hurt students. Provide guidance to students who make mistakes without directly punishing them (Muntamah 2022). Every human being must have a different background so as to produce different characters. The existence of this difference requires the teacher to act as a guide, so that he can guide students in achieving their goals, so that students grow and develop (Mumtahanah, 2018).

CONCLUSION

From the results of the research that the author conducted at Ma'arif Ansoru Al-Hasaniyah junior high School Rumbia regarding "The Role of Islamic Religious Education Teachers in Improving the Morals of Class VIII Students of Ma'arif Ansoru Al-Hasaniyah Middle School Rumbia" it can be concluded that, the role of PAI teachers in improving The morals of class VIII students at SMP Ma'arif Ansoru Al-Hasaniyah Rumbia are carried out. There are several indicators of the role of Islamic education teachers in improving the morals of class VIII students as follows: The teacher as a teacher and educator, the teacher as a facilitator, the teacher as a guide.

With great enthusiasm, The teachers are always professional in carrying out their duties as teachers and educators, and are always patient and sincere to always provide good facilities and guidance to their students both in class and outside the classroom. So that all of this makes the morals of class VIII students at SMP (junior high school) Ma'arif Ansoru Al-Hasaniyah Rumbia better. In this case, the PAI teacher should choose the Islamic religious education learning method in the classroom and then guide students to practice in social life and set a good example so that they can serve as role models for their students. As for students, it is better if they always obey the teacher's orders, because one of the successes in the realm of education arises because

of student obedience to teachers. The creation of a person's good morals can be caused by good sharia, therefore in school education it is better to emphasize religious activities for students.

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