

## The Influence of Islamic Education Teachers Role Models to Build *Akhlakul Karimah* for Junior High School Student

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### Abstract

A teacher plays a very important role in the world of education. Therefore, Islamic Religious Education teachers are expected to be able to teach, guide and provide good role models for students on how to behave properly. The aim of this research is to describe whether or not there is an influence of role models of Islamic religious education teachers on the formation of morals in Junior High School (SMP) students. This research was carried out in class VII of SMPN 1 Katibung, South Lampung Regency and to determine the influence of role models of Islamic religious education teachers on the formation of morals in class VII students of SMPN 1 Katibung, South Lampung Regency. This type of research is the research approach used is quantitative research. The population in this study were Islamic Education (PAI) teachers and class VII students at SMPN 1 Katibung. The data analysis method was carried out using simple linear regression. The results of the research concluded that there was an influence of role models of Islamic religious education teachers on the formation of morals and morals in class VII students of SMPN 1 Katibung, South Lampung Regency and the magnitude was 68.8%.

## INTRODUCTION

Teachers have a big role in achieving the achievements and potential of students, teachers must be able to see, detect from an early age the potential and interests of students which will later be able to be developed to the maximum so that students are able to achieve achievements and develop them when they are adults or at the next level of education (Rachmawati & Yasin, 2021). "Educators must have academic qualifications and competence as learning agents, be physically and spiritually healthy, and have the ability to realize national education goals" (Metasari, 2019).

This is in line with the definition of education which is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality,

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intelligence, noble morals and the skills they need. society, nation and state (Indonesia P. R., 2003).

In Law number 20 of 2003 in the education system article 3, which states that: National education functions to develop abilities and shape the character and civilization of a dignified nation in order to educate the nation's life, aiming to develop the potential of students to become human beings who are faithful and devout. to God Almighty, noble character, healthy, knowledgeable, capable, creative, independent, and a democratic and responsible citizen (Indonesia P. R., 2003).

Based on this function, it appears that education functions to shape character and self-development in order to make the nation's life more intelligent. This can be achieved by studying. The goal of learning is a complete change in behavior, meaning that learning is not just memorizing or developing intellectual abilities, but developing every aspect of cognitive abilities, attitudes, emotions, habits and so on (Tusriyanto, 2017).

If in the process they show a high passion for learning, great work spirit and self-belief, then in order to form Islamic student behavior, teachers need to improve the quality of teaching and learning. The teaching and learning process is a process, not only getting information from the teacher, but many activities or actions, especially if better behavior is desired in the students. Learning is essentially focused on activities that provide opportunities for students to have an effective learning process. Or be able to achieve satisfactory performance in accordance with the learning objectives (Almujahid et al, 2022). The role of teachers is very much needed in improving educational progress. Every education really needs teachers who are creative, professional and fun so that students are comfortable during the learning process, because in every lesson students must really master the material or lessons taught by the teacher (Aslamiah & Fitriyah, 2018). Therefore, teachers must be able to develop learning resources, not just rely on existing learning resources. The role of teachers in improving student learning achievement.

A teacher plays a very important role in the world of education. According to Habel, role is a dynamic aspect of position or status. When a person carries out his rights and obligations according to his position, then he has carried out a role (Abel, 2015). Like teachers and students, teachers have a very important role in the world of education, especially during teaching and learning activities, because basically students need the role of a teacher to help them in the process of self-development and optimizing their talents and abilities. Without guidance and direction from the teacher, it is impossible for a student to

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realize his life goals optimally (Basri & Kaharuddin, 2023). This is based on the idea of humans as social creatures who always need help from other people to fulfill all their needs.

Therefore, Islamic Religious Education teachers are expected to be able to teach, guide and provide good role models for students on how to behave properly. The role of Islamic Religious Education teachers has a central position in shaping student behavior at school. If teachers are able to direct students to have good morals, it is not impossible for the school to create a culture of good morals (*akhlakul karimah*) (Hidayat, 2023).

*Akhlakul Karimah* is normative human behavior whose norms are derived from Islamic teachings and sourced from the Al-Quran and al-Sunnah (Permatasari et al, 2022). The aims of forming an Islamic personality are; the formation of discipline, being able to control desires and protecting oneself from deviant behavior. To achieve the formation of Islamic behavior, it seems that student learning concentration is really needed, namely student concentration that is only focused on the teaching and learning process, but the problem is how students are less active in the learning process (Malawa, 2023). Is it possible to form *Akhlakul Karimah* in these students?

Based on the results of the pre-survey conducted by researchers, it appears that first, because the students come from different backgrounds and their Islamic attitudes are also different. Second, the facilities and infrastructure are sufficient to support the success of the Islamic religious education teacher's strategy in character education for students, namely by having activities specifically programmed for the formation of student character. These activities can run effectively if the facilities and infrastructure are sufficient, but if the facilities and infrastructure are lacking then these activities will not run optimally.

This was implemented at SMP Negeri 1 Katibung, the *Akhlakul Karimah* culture was felt when the researcher was at the research location, because there the researcher saw advantages that are rarely found in elementary schools that are not oriented or labeled Islamic. Where SMP Negeri 1 Katibung implements 5S Islamic culture "greeting, smile, greeting, polite and courteous", apart from that, all the female students who were Muslim were veiled and the researchers did not find them like in other elementary schools. Religious activities such as midday prayers and noon prayers in congregation are also routinely carried out.

## METHOD

The population in this study were Islamic Education (PAI) teachers and class VII students at SMPN 1 Katibung. The sampling technique for this research is probability

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sampling type proportional random sampling where samples are taken from members of the population using a random method without paying attention to the strata in the population. The instrument used in this research used a questionnaire. The preparation of the questionnaire in this research is based on the research variables and the contents of the research hypothesis formulation or problem formulation developed in the statement items. This research uses a Likert scale. Data analysis uses simple linear regression analysis.

## RESEARCH RESULTS AND DISCUSSION

### Validity test

Before being distributed to respondents, the questionnaire was tested on 10 random respondents with the following results:

#### *Role Models and PAI Teachers (X)*

As for the  $r_{\text{value table}}$  at the 5% significance level (0.05) it is 0.1680 (Appendix 14). If  $r_{\text{count}} > r_{\text{table}}$ , then the question item is declared valid (Sugiyono, 2018). Nilai  $r_{\text{table}}$  is obtained from degree of freedom or degrees of freedom.  $Df = 84 - 2 = 82$  Results from testing the validity of X are as follows:

**Table 1 Validity Test**

Variable	Indicator	Pearson Correlation	Sig Scale. 5%	Sig.	Note
PAI Teacher Role Model (X)	X <sub>1</sub>	0,485	0,1680	0,000	Valid
	X <sub>2</sub>	0,519		0,000	Valid
	X <sub>3</sub>	0,351		0,000	Valid
	X <sub>4</sub>	0,620		0,000	Valid
	X <sub>5</sub>	0,332		0,001	Valid
	X <sub>6</sub>	0,407		0,000	Valid
	X <sub>7</sub>	0,278		0,001	Valid
	X <sub>8</sub>	0,332		0,001	Valid
	X <sub>9</sub>	0,325		0,001	Valid
	X <sub>10</sub>	0,607		0,000	Valid
	X <sub>11</sub>	0,351		0,000	Valid
	X <sub>12</sub>	0,620		0,001	Valid
	X <sub>13</sub>	0,325		0,001	Valid
	X <sub>14</sub>	0,325		0,001	Valid
	X <sub>15</sub>	0,325		0,000	Valid
Akhlakul Karimah of Students (Y)	Y <sub>1</sub>	0,313	0,1680	0,002	Valid
	Y <sub>2</sub>	0,499		0,000	Valid
	Y <sub>3</sub>	0,347		0,000	Valid
	Y <sub>4</sub>	0,541		0,000	Valid
	Y <sub>5</sub>	0,519		0,000	Valid
	Y <sub>6</sub>	0,315		0,002	Valid
	Y <sub>7</sub>	0,427		0,000	Valid
	Y <sub>8</sub>	0,516		0,000	Valid
	Y <sub>9</sub>	0,555		0,000	Valid

$Y_{10}$	0,470	0,000	Valid
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From the table above it can be seen that the validity coefficient  $r_{\text{count}} > r_{\text{table}}$  variables and the significance value (sig.) of the correlation results are smaller than 0.05 (5%), this shows that the variables PAI Teacher role models (X) and *Akhlakul Karimah* of students (Y) are declared valid.

**Reliability Test**

Reliability is an index that shows the extent to which a measuring instrument is reliable or trustworthy. The reliability results are as follows

**Table 2 Reliability test results of PAI Role Models and Teachers (X)**

Reliability Statistics	
Cronbach's Alpha	N of Items
.707	15

**Table 3 Results of the Reliability Test of Student Morality (Y)**

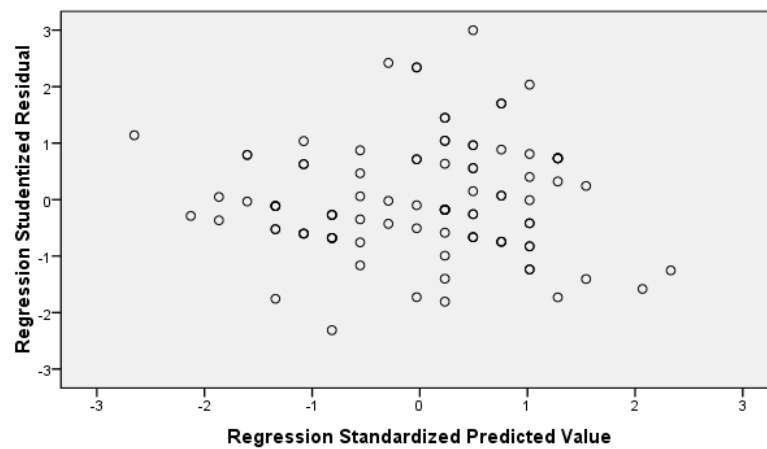
Reliability Statistics	
Cronbach's Alpha	N of Items
.716	10

Based on the table it can be seen that from the reliability testing the test results were obtained for variable X mark alpha Cronbach's is 0.707, and the Y value is 0.716. This research tests the reliability of the questionnaire by looking at the value Cronbach's Alpha. If value Cronbach's Alpha  $r_{\text{count}} > 0.6$  then it is concluded that the statement instrument is reliable, and conversely if  $r_{\text{count}} < 0.6$  then it is concluded that the statement instrument is not reliable (Sugiyono, 2018). So it can be concluded that all instruments in this research are reliable.

**Heteroscedasticity Test**

The heteroscedasticity test is carried out on the regression model to test whether there is an inequality of variance from the residuals from one observation to another. The heteroscedasticity test is carried out with the aim of testing whether there are differences variance as well as residuals from one observation to another observation. The heteroscedasticity test is carried out to find out whether in a regression model there is a difference in the variance of the residuals in one observation compared to other observations.

Figure 1 Heteroscedasticity Test Plot Graph



Based on the graph plot above, it shows that there are no points that form a certain regular pattern, and the points at scatterplot above spreads randomly above and below the number 0 on the y-axis. This means that there is no heteroscedasticity problem (Duli, 2019).

### Hypothesis test

#### Normality test

The normality test is used to determine the normality of data distribution. The normality test used by researchers was Kolmogorov-Smirnov because the number of respondents is more than 50. with the test significance level being  $> 0.05$  (sig.  $> 0.05$ ) (Sugiyono, 2018). If the significance obtained is greater than 0.05, it indicates that all groups have normally distributed data. The results of the normality test in this study are as follows:

Table 4 Normality Test Results

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Teacher Role Model	.124	60	.200	.967	60	.215
Akhlakul Karimah of Student	.129	60	.200	.969	60	.222

Based on the table above, it shows a normal distribution in the regression model with a significance value of  $> 0.05$ , namely PAI Teachers role models have a normal

distribution with a value of 0.200 or  $> 0.05$ , and Student *Akhlakul Karimah* has a normal distribution with a value of 0.200 or  $> 0.05$ .

### Simple Linear Regression Test

**Table 4 Fourth Output from Simple Linear Regression Analysis Test**

Coefficients <sup>a</sup>						
		Unstandardized Coefficients		Standardized Coefficients		
	Model	B	Std. Error	Beta	t	Sig.
1	(Constant)	9.589	2.266		4.232	.000
	SIA	.840	.058	.831	14.569	.000

Based on the results above, constant values are obtained in column B. So the following regression equation can be obtained:

$$Y = a + bX$$

$$Y = 9,589 + 0,840 X \text{ or}$$

$$\text{Student's Akhlakul Karimah} = 9.589 + 0.840 (\text{PAI Teacher Role Model})$$

To find out whether the regression equation above can be used to predict or forecast the magnitude of the criterion variable (Y) based on the predictor variable (X), hypothesis testing is carried out to determine the significance between the two variables. To test the hypothesis using simple linear regression analysis, below are the results of simple linear regression analysis with the help of SPSS 26.0.

From the results of the analysis above, the regression equation is obtained, namely  $Y = 9.589 + 0.840 X$ . The regression equation =  $9.589 + 0.840$  What does it mean? *Role Models and PAI Teachers* can really predict the level of student morals. The results of the analysis above prove that the constant coefficient in the linear model (*a*) is significant because the significant value of is 0.000, much smaller than 0.05. Then the results of the variable regression coefficient significance test Role Models and PAI Teachers (*b*) shows significant because the significant value of is 0.000, much smaller than the significance level of 5% or 0.05. Constant coefficient in the linear model (*a*) and the regression coefficient of the Student *Akhlakul Karimah* variable (*b*) significant. so Student *Akhlakul Karimah* can predict Student *Akhlakul Karimah*. Therefore the regression equation can be explained as follows:

The constant of 9.589 states that if the value of PAI Teacher role models is 0, then the value of the Student's *Akhlakul Karimah* is 9.589. The regression coefficient of 0.840 has

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a positive sign, indicating that every additional value of 1 point for the PAI Teacher Example value will increase the Student's *Akhlakul Karimah* value by 0.840 points. And conversely, if the PAI Teacher's role model score drops by 1 point then the Student's *Akhlakul Karimah* score also decreases by 0.840 points. From the equation it can be seen that the coefficient b is positive, this shows that the change in Y is in the same direction as the change in X. So the value of Y will increase if X increases, conversely the value of Y will decrease if X decreases. So it can be concluded that the level of *Akhlakul Karimah* students is directly proportional to the role models and PAI teachers.

### T Test

The T test is used to show how much influence an independent variable (X) has on the dependent variable (Y). If the significance value is  $<0.05$  and the value of  $t_{count} > t_{table}$ , then a variable can be said to have a significant effect on other variables (Sugiyono, 2018). On the other hand, if the significance value is  $> 0.05$  and the value of  $t_{count} < t_{table}$ , then a variable can be said to have no significant effect on other variables.

**Table 4 T test**

Coefficients <sup>a</sup>						
		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	9.589	2.266		4.232	.000
	PAI Teacher Role Models	.840	.058	.831	14.569	.000

Based on the table above, it can be explained that the CSR variable shows a  $t_{count} > t_{table}$  value of  $14.569 > 1.661$  and a significance value of  $0.000 < 0.05$ , this means that PAI Teachers' Role Models have an influence on Students' *Akhlakul Karimah* ( $H_0$  is rejected and  $H_a$  is accepted).

Meanwhile, the magnitude of the correlation between PAI Teachers role models and *Akhlakul Karimah* of Students can be seen in the following table:

**Table 5 Results of Determination Coefficient**

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate



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1	.831 <sup>a</sup>	.691	.688	1.662
a. Predictors: (Constant), CSR				

Based on the SPSS output table above, it is known that the Adjusted R Square value is 0.688. The coefficient of determination (Adjusted R Square) is 0.688 or equal to 68.8%. This figure means that the teacher role models variable (X) has an effect on the Student Akhlakul Karimah variable (Y) by 68.8%. Meanwhile, the remainder (100% - 68.8% = 31.2%) is influenced by other variables outside this regression equation or variables that were not studied.

From the results of the analysis above, the regression equation  $Y = 9.589 + 0.840X$  influence on Customer Loyalty. So the regression equation can be used to predict the size of the criterion variable (Y) based on the predictor variable (X).

From the results of the analysis above, it can be stated that the hypothesis in this research, namely "There is an influence of role models of Islamic religious education teachers on the formation of *akhlakul karimah* in class VII students of SMPN 1 Katibung, South Lampung Regency" can be accepted significantly. The coefficient of determination (Adjusted R Square) is 0.688 or equal to 68.8%.

This figure means that the variable PAI Teachers role model towards PAI Teachers role model (X) has an effect on the variable *Akhlakul Karimah* students (Y) by 68.8%. Meanwhile, the remainder (100% - 68.8% = 31.2%) is influenced by other variables not discussed in this research.

From the results of the research above, it shows that teachers have a greater influence on students' morals than other factors, with a description of the morals of class VII students at SMPN 1 Katibung which are good in terms of words, actions, behavior and appearance. Without orders from teachers, students are encouraged to be disciplined, patient, honest, polite, respect their elders, love their younger ones, maintain the cleanliness of the Islamic boarding school environment, and be diligent in worship such as congregational prayers, tadarrus, dhikr after prayer, and memorizing al-Qur'an. This is because they look at their teachers a lot and obey the advice given during learning. Moreover, SMPN 1 Katibung is a favorite school, where teachers have an important position in shaping the character of their students.

## CONCLUSION

Based on the analysis that has been carried out, it can be concluded that there is an influence of role models of Islamic religious education teachers on the formation of

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*akhlakul karimah* in class VII students of SMPN 1 Katibung, South Lampung Regency and the coefficient of determination or R Square is 0.688. Thus, the hypothesis proposed by the author ( $H_a$ ) can be accepted and ( $H_0$ ) is significantly rejected. The coefficient of determination or Adjusted R Square is 0.688 or equal to 68.8%. This figure means that the variable PAI Teacher role model (X) influences the variable *Akhlakul Karimah* students (Y) by 68.8%. Meanwhile, the remainder ( $100\% - 68.8\% = 31.2\%$ ) is influenced by other variables.

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