


## The Role of Islamic Religious Education Teachers in Improving the Academic Achievement of 8B Grade Female Students at SMP Roudhlatul Quran 3 Sekampung

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### Abstract

This study aims to analyze the role of Islamic Education (PAI) teachers in improving the academic achievement of 8B grade female students at SMP Roudhlatul Quran 3 Sekampung. Motivated by a decline in student performance evident in the deterioration of learning quality and report card scores this research employs a descriptive qualitative approach involving PAI teachers, the Vice Principal for Curriculum, and 8B grade female students as subjects. Data were collected through observation, interviews, and documentation, and validated using source and technique triangulation. The findings indicate that PAI teachers play a crucial role in enhancing students' academic achievement through several strategies. First, PAI teachers provide concrete examples of the Prophet Muhammad's (SAW) behavior in daily life, both inside and outside the classroom. Second, they integrate Islamic values such as honesty, discipline, and responsibility into the learning process. Third, PAI teachers offer motivation and guidance to boost students' enthusiasm for learning and to help them overcome academic challenges. Fourth, they employ varied instructional methods, including discussions, lectures, and group assignments, aligned with the assessment instruments of the Kurikulum Merdeka. Fifth, PAI teachers conduct authentic assessments covering aspects of attitude, knowledge, and skills, in accordance with the principles of the Kurikulum Merdeka. The study concludes that the modeling of the Prophet Muhammad's (SAW) character by PAI teachers positively impacts students' academic achievement. It is recommended that PAI teachers continue to enhance their competencies in implementing Islamic values within the learning process.

## INTRODUCTION

Education is a fundamental necessity in human life. Through education, individuals can develop their full potential. It is through education that one acquires various forms of knowledge and skills that are essential for navigating the challenges of the modern world. In Islam, education holds a central role and is regarded as a sacred obligation. This is evident from the very first verse revealed in the Qur'an: "Read in the name of your Lord who created" (Q.S. Al-'Alaq: 1). Islam strongly encourages its followers to pursue

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knowledge, as evidenced by numerous Qur'anic verses and hadiths that emphasize the importance of learning and teaching.

Education serves as a means to shape individuals who are knowledgeable, ethical, and capable of making meaningful contributions to society. Among the most critical subjects in the Indonesian educational system is Islamic Religious Education (IRE), which aims to nurture students' faith, morals, and behavior in accordance with Islamic teachings. One of the most important aspects of education is the role of the teacher. Teachers act not only as conveyors of knowledge but also as role models who shape students' character and academic performance.

Academic achievement is a key indicator of educational success. It reflects the extent to which students have mastered the curriculum and internalized the values taught in school. Various factors influence student achievement, including internal factors such as motivation, interest, and learning strategies, as well as external factors such as family environment, school facilities, and the teacher's role.

The role of the Islamic Religious Education teacher is especially significant in shaping students' behavior and academic performance. Through effective teaching, personal guidance, and exemplary conduct, IRE teachers can inspire students to excel academically and become better individuals. Based on these considerations, the researcher conducted a study titled *"The Role of the Islamic Religious Education Teacher in Improving Academic Achievement of Female Students in Class 8B at SMP Raudhlatul Quran 3 Sekampung"*.

## **METHOD**

This study employs a qualitative research approach, which aims to understand phenomena in depth and detail, especially those related to human behavior and social interaction. According to Sugiyono (2017:15), qualitative research is a method based on post-positivist philosophy, used to examine the condition of natural objects, where the researcher is the key instrument. In line with this, qualitative research is used to gain a comprehensive understanding of the role of Islamic Religious Education teachers in improving students' academic achievement.

The type of research used is field research, meaning the researcher collects data directly from the field. As Arikunto (2017:129) explains, field research is research that takes place in the field or in the actual location where the observed phenomena occur. In this study, the field in question is SMP Raudhlatul Quran 3 Sekampung, where the researcher

directly observed and explored the activities and interactions of Islamic Religious Education teachers and students in class 8B.

The data sources in this study include primary data and secondary data. Primary data were obtained through interviews with Islamic Religious Education teachers, class 8B students, and the school principal. Secondary data were collected from documents related to learning activities and students' academic records.

Data collection techniques included observation, interviews, and documentation. Observations were conducted to observe the behavior and teaching methods of IRE teachers during learning activities. Interviews were held to gather information from various parties directly involved in the learning process. Documentation techniques were used to collect supporting data, such as attendance lists, student grades, and other relevant documents.

Data analysis in this study followed the interactive model of Miles and Huberman, which includes data reduction, data display, and conclusion drawing or verification (Miles, Huberman, & Saldana, 2014:33). Data reduction involves summarizing and selecting key points from the collected data. Data display is the process of presenting data in an organized and structured manner. Finally, drawing conclusions is the step where the researcher interprets the data and formulates findings relevant to the research questions.

## **FINDINGS AND DISCUSSION**

### **A. Research Findings and Discussion**

#### **a. The Concept of Islamic Religious Education Teachers in Improving the Academic Performance of 8B Grade Female Students at SMP Roudhlatul Qur'an 3 Sekampung**

Based on interviews with the Islamic Religious Education teacher, the teacher implements a program to improve the academic performance of female students by shaping their character through the exemplary conduct of the Prophet Muhammad SAW in school learning activities. The Ministry of National Education, in collaboration with the Research and Development Agency of the Ministry of National Education, innovated to formulate 18 character-building values outlined in a book entitled "*Pedoman Pelaksanaan Pendidikan Karakter*" (Guidelines for the Implementation of Character Education). Among the 18 values formulated, one is considered the foundation for the formation of noble moral character, namely the

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value of religious character. These religious character values include attitudes and behaviors such as; obedience in practicing the teachings of one's religion, tolerance towards the worship practices of other religions, and living harmoniously with people of other faiths (Abrori & Setiawan, 2022).

As stated in Law No. 20 of 2003 concerning the National Education System, Article 3 reveals that National Education functions to develop capabilities and build the character and civilization of a dignified and ethical nation in order to educate students as individuals who are faithful, pious, creative, independent, and responsible (Zalsabella, et. al., 2023). The noble qualities that form the character of the Prophet Muhammad SAW *siddiq* (truthful), *amanah* (trustworthy), *tabligh* (communicative), and *fathonah* (intelligent) are the main pillars in shaping the ideal character of female students. Developing the ideal character of female students by emulating the traits 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 to achieve academic success but also to develop strong character for a better future (Fitri, et. al., 2024).

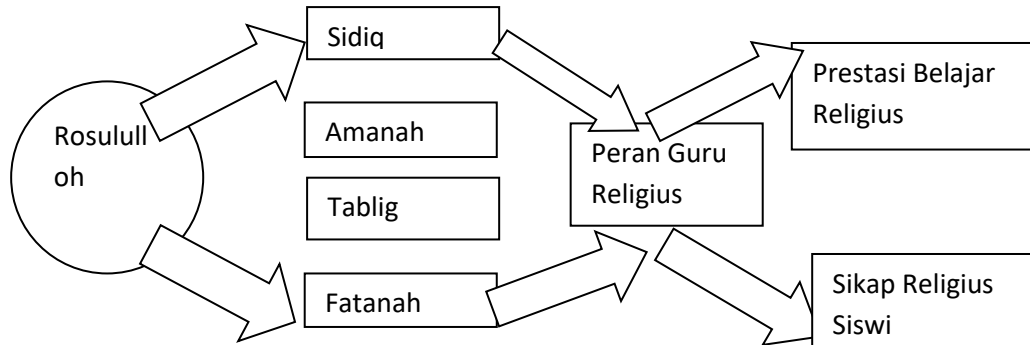
The concept expected to foster the spiritual intelligence of female students in Grade 8B at SMP Roudhlatul Qur'an 3 is the concept of emulating the characteristics of the Prophet Muhammad SAW. This is in line with the results of interviews with Mr. Danny Setiawan as the school principal and Mrs. Sefriza Aeni as the Islamic Religious Education teacher at SMP Roudhlatul Qur'an 3, who stated that the conceptual idea to improve the academic performance of female students applied at SMP Roudhlatul Qur'an is to make the Prophet Muhammad SAW a role model by emulating his characteristics, which include *siddiq*, *amanah*, *tabligh*, and *fathonah*.



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The concept of Islamic Religious Education learning to improve the academic performance of female students by emulating the role model of the Prophet Muhammad:



### a. The Concept of the Attitude of Siddiq

Ash-Shiddiq (honesty) is one dimension 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 (Ghufron, et al., 2023). One dimension 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 fundamental value of honesty is integrity, sincerity, assurance, and emotional balance. Being honest means basing words, beliefs, and actions on the teachings of Islam (Musyirifin, 2020).

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

### b. The Concept of the Attitude of Amanah

Amanah has its own meaning, namely being responsible in carrying out tasks and obligations that are given. Amanah can also be interpreted as the 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 any demand (Fajriyah, et al., 2021).

This concept is applied to all female students in 8B at SMP Roudhlatul Quran 3 Sekampung with the expectation that the students become trustworthy individuals in any matter, just as teachers insert values of Amanah. The values of Amanah are integrated into all Islamic Religious Education (PAI) subjects. For example, when discussing the stories of the prophets and messengers, teachers emphasize the trustworthy nature they possessed. When studying Fiqh, teachers explain the importance of Amanah in transactions such as buying and selling.

c. The Concept of the Attitude of Tablig

According to Setyowati, the value of Tabligh encompasses the aspects of communication skills, leadership, development, and improvement of human resources, as well as the ability to manage something. The Prophet Muhammad SAW, as the last messenger, was endowed with the attribute of Tabligh to convey what Allah commanded to His people, without omitting any of the commands received. The fundamental value of Tabligh is communicative (Setyowati, 2019).

Students learn to convey correct and accurate information and avoid spreading false news or hoaxes. This is realized through the Muhadoroh (Three-Language Speech) activity held at school once a week.



d. The Concept of the Attitude of Fatonah

Fathonah encourages deep understanding of knowledge. A student who strives to understand something thoroughly and deeply will become a critical and innovative individual in solving problems (Fitri, et al., 2024).

This can be realized by improving students' understanding and ability to comprehend and memorize the Qur'an. This is achieved through the Tahsin and Tahfidz Al-Qur'an programs, which include improving Qur'anic recitation, such as correct pronunciation (makhrajul huruf), tajwid, and the characteristics of letters (sifatul huruf), as well as a Qur'anic memorization program with memorization targets adjusted to the students' abilities. Various and enjoyable methods such as talaqqi, muraja'ah, and tadabbur are used.

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Religious character is one of the 18 national characters that is very important for children. This is because religious character serves as a shield that can prevent the degradation of ethical (Choirudin, et al., 2021) and moral values among adolescents. By making the Prophet Muhammad SAW a role model in everyday learning, it is the key to becoming a student with good character and achievements. By emulating the noble qualities of the Prophet Muhammad SAW, students can build a strong character, be honest, trustworthy, intelligent, and able to provide benefits to others. This can be proven by observing the improvement in the report card grades of the students, which are better than when they were in grade 7, their attitudes that are increasingly better when interacting with teachers and peers, and the improving quality of their memorization each day.

## **b. The Religious Role of Islamic Religious Education Teachers in Improving the Academic Achievement of Grade 8B Female Students at SMP Roudhlatul Quran 3 Sekampung**

Islamic Religious Education (IRE) teachers at SMP Roudhlatul Quran 3 Sekampung play a significant role in enhancing the religious attitudes of female students to improve their academic performance. This is carried out through the exemplification of the Prophet Muhammad in the Islamic religious education curriculum by integrating stories and examples from the life of the Prophet into every subject, such as Islamic history, morals, Islamic law, or general Islamic religious education (Abbas, 2024).

A teacher must be familiar with various instructional design models to produce effective, efficient, and engaging learning programs when implemented (Abrori et al., 2021). IRE teachers are responsible for integrating Islamic values into



every aspect of learning, including teaching modules. This aims to shape students' character to be morally upright. Character education based on Islamic values not only functions to increase knowledge but also to form students' personality and morality (Muharram, 2024). Values such as honesty, responsibility, cooperation, and tolerance can be integrated into learning materials, classroom activities, and assessments. Creating a conducive learning environment can be realized through:

**1. Islamic Religious Education Teachers as Role Models of Noble Character**

Islamic education emphasizes good morals; if teachers carry out their duties well, students' character will also be good (Wulandari & Hayati, 2023). This includes demonstrating integrity and honesty, patience and gentleness, discipline, and humility. This is manifested by: teachers demonstrating honesty in words and actions and upholding moral values; teachers being patient and gentle with students, especially those facing academic difficulties; teachers showing discipline in time, duties, and responsibilities, thereby becoming role models; and teachers being humble and open to feedback despite their knowledge.



Students are inspired to study harder and apply Islamic values in their daily lives. Being a role model is the most important factor in the educational process. Ideally, teachers with good character will produce students with similarly strong character (Astriana & Hayati, 2023).

**2. Guru Pendidikan Agama Islam Mengintegrasikan Nilai-Nilai Islam dalam Pembelajaran:**

Teachers link lesson content with Islamic values, helping students understand the relevance between knowledge and religion, especially in subjects like *fiqh*, *akhlak*, and Islamic history. This can be carried out as follows:



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### **a. Akhlaq Material**

IRE teachers can use stories from the Qur'an and Hadith to teach noble moral values, such as the story of Prophet Yusuf AS, which teaches patience and honesty. Teachers may also invite students to discuss examples of behavior that reflect noble moral values in everyday life.

### **b. Fiqh Material**

IRE teachers can teach the correct procedures for ablution and prayer while also explaining the wisdom behind each movement. They may also involve students in group practice for ablution and prayer, encouraging mutual assistance and correction.

### **c. Islamic History Material**

IRE teachers can narrate the struggles of the Prophet Muhammad SAW's companions in spreading Islam and lead students to analyze the success factors of these struggles, drawing lessons from the stories.



## **3. IRE Teachers Using Varied and Innovative Teaching Methods**

These methods should match the students' characteristics and the subject matter. The use of varied methods implies combining multiple approaches in one session while adhering to the principle of relevance (Dani et al., 2023). Methods such as discussions, lectures, Q & A, demonstrations, and assignments can be used interchangeably. The use of diverse methods makes learning more engaging and less monotonous, thereby facilitating students' understanding of the material :



### **c. Assessment Instruments for IRE Teachers**

In the assessment process, teachers require appropriate techniques and instruments. The assessment instrument used by IRE teachers includes anecdotal records. These are short notes from observations of students, containing important performance and behavior records, along with the background and analysis of observed events (Harahap & Rohman, 2021).

Learning assessments at SMP Roudhlatul Quran 3 Sekampung employ both summative and formative assessments. Summative assessment is conducted at the end of a time unit or topic and is typically implemented through tests administered at the end of a specific teaching period. It serves to assess students' achievement of learning objectives and/or Learning Outcomes (CP) and informs decisions on promotion and graduation (Taqiyuddin et al., 2024).

Formative assessment involves collecting data on student progress in understanding competencies or material, formulating that data, and determining the most effective learning activities to help students master the content (Adinda et al., 2021).

The forms of assessment used by IRE teachers include:

1. Attitude Assessment

Conducted through observation, self-assessment, peer assessment, and learning journals during the learning process.

2. Knowledge Assessment

Conducted through daily tests, mid-semester tests, and final semester exams.

3. Skills Assessment

Conducted through performance tasks, product creation, portfolios, and other religious practices such as Qur'an reading/writing tests and the implementation of Pancasila Student Profile (P5) projects.

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Several assessment techniques used by the IRE teacher for Grade 8B include:

a. Peer Assessment

Students assess one another, providing data for confirmation and fostering values such as honesty, empathy, and mutual respect.

b. Self-Assessment

Students reflect on their strengths and weaknesses regarding competency achievement.

c. Observation

Students are regularly observed individually or as a group, in daily tasks or routines (Learning and Assessment Guide).

d. Written Tests

Comprise written questions and answers to evaluate students' abilities, presented as essays, multiple choice, or short answers.

e. Oral Tests

Students respond to verbal questions, which can be given class-wide during lessons.

f. Q&A

Conducted during class to identify active and less active students.

g. Performance Tasks

According to the Ministry's standards, students must demonstrate and apply knowledge in various contexts aligned with desired criteria. These assessments may include practice, product creation, project work, or portfolio development.

In Grade 8B at SMP Roudhlatul Quran 3 Sekampung, as stated by the Vice Principal for Curriculum and the IRE teacher, the class recently implemented a P5 project. This is a co-curricular project-based activity designed to reinforce competency achievement based on graduation standards. Among the three forms of assessment, skills assessment particularly performance tasks such as entrepreneurship-themed P5 projects dominates. This allows for a comprehensive view of student development, such as how students serve buyers in accordance with Islamic business ethics and their knowledge in producing attractive and halal products, fostering a religious character.

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The entrepreneurship-themed P5 sub-topic was *Developing an Independent and Creative Entrepreneurial Spirit*, modeled after the Prophet Muhammad. Educational institutions may carry out projects like entrepreneurship, where IRE assessments during P5 include the practice of buying and selling, understanding contracts, polite and respectful service, and communication skills. Every P5 activity should link to values taught by the Prophet SAW, such as honesty, trustworthiness, tolerance, compassion, and hard work, while also training students to earn a lawful income. Through entrepreneurship, students gain insight into future opportunities, develop sensitivity to community needs, and become ready for professional work. The P5 project involved elements such as cooperation, creativity, and independence. Islamic Education elements included civility (*ta'addub*), exemplary conduct (*qudwah*), trustworthiness, and consultation (*syura*). During discussions and presentations, teachers could observe students' roles and communication abilities; those who spoke more demonstrated stronger public speaking skills.



IRE teachers play a crucial role in improving students' academic achievement cognitively, affectively, and psychomotorically. With the implementation of the Merdeka Curriculum, IRE teachers are given the flexibility to design innovative and creative learning tailored to students' needs. This is expected to enhance the quality of Islamic religious education and produce graduates who are morally upright and high-achieving.

## CONCLUSION

At SMP Roudhlatul Quran 3 Sekampung, Islamic Religious Education teachers play a pivotal role in enhancing academic achievement. These teachers help students by

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instilling Islamic values and becoming role models during classroom instruction. Emulating the noble character of the Prophet Muhammad SAW in daily learning is the key to developing well-characterized and high-achieving students. By following the Prophet's example, students can build strong character—honest, trustworthy, intelligent, and beneficial to others. This is evidenced by improved report card scores compared to their performance in Grade 7, better behavior in interacting with teachers and peers, and increasingly strong Qur'an memorization skills.

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**Peran Guru Pendidikan Agama Islam Dalam Meningkatkan Prestasi Belajar Siswi Kelas 8 B SMP Roudhlatul Quran 3 Sekampung**

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