

## The Role of the Teacher in Forming the Religious Character of Students in Islamic Religion Subjects at MTs Plus Labuhan

Dilah Arsitah<sup>1\*</sup>, Nadia Khairina<sup>2</sup>, Mhd Iqbal Hussein<sup>3</sup>

Universitas Muhammadiyah Sumatera Utara<sup>\*1, 2, 3</sup>

<sup>\*1</sup>email: [dilaharsitah@gmail.com](mailto:dilaharsitah@gmail.com)

<sup>2</sup>email: [nadiakhairina6@gmail.com](mailto:nadiakhairina6@gmail.com)

<sup>3</sup>email : [husseiniqbal86@gmail.com](mailto:husseiniqbal86@gmail.com)

ARTICLE INFO	ABSTRACT
<b>Article history:</b> Received: October 10, 2022 Revised: November 21, 2022 Accepted: December 26, 2022 Available Online: January 03, 2023 <b>Keywords:</b> <i>The role of the PAI teacher, The religious character of students, The subject of PAI.</i> <b>Please cite this article:</b> Arsitah, D., Khairina, N., & Husain, M.I. (2023). The Role of the Teacher in Forming the Religious Character of Students in Islamic Religion Subjects at MTs Plus Labuhan. <i>Integrasi: Jurnal Studi Islam dan Humaniora</i> , 1 (1), 1-6. Page: 1-6	The purpose of this research is to find out the concept of implementing the role of the PAI teacher in the formation of religious character, to describe the role of the PAI teacher in the formation of the religious character of students, this research uses a qualitative approach. Methods of collecting interview data and documentation sourced from secondary data. The results of the study 1) the role of the PAI teacher in shaping student character through classical, 2) the exemplary displayed by the PAI teacher through attitudes in the learning process, supervision, direction and motivation of the service process. The conclusion of this study is that the teacher's role in cultivating religious character has been maximized by using the role of educator as well as teaching by taking the time.  Copyright© 2023. Integrasi: Jurnal Studi Islam dan Humaniora. This is an open access article under the CC-BY-SA licence ( <a href="https://creativecommons.org/licenses/by-sa/4.0/">https://creativecommons.org/licenses/by-sa/4.0/</a> ).

### A. Introduction

Education has a very important role in character building, namely school efforts assisted by teachers and school members in activities at school to shape the character of students in accordance with religious teachings (Akrim & Setiawan, 2022). The task of a teacher is not easy, especially for teachers of Islamic religious education. Islamic religious education teachers are the main element in the process of Islamic religious

education. The example and authority of the teacher in teaching activities will have a strong impact on building the character or personality of students (Oemar Hamalik, 2004). Character is defined as the nature, character, or character of a person who has been possessed from birth and is something that distinguishes each individual from the others. While religious (Islam) is a religion that carries safety in the world and in the hereafter, well-being and prosperity both physically and spiritually. Prosperity is realized through obedience to all commands of Allah SWT and avoiding its prohibitions. Referring to this understanding, it can be understood that religious character is a trait, character or character that influences human thoughts and behavior that distinguishes one person from another in accordance with Islamic teachings.

Character development obtained from education can help and encourage students to realize the goals of national education, namely to become human beings who have noble character, faith, ethics and morality (Setiawan, 2021). Students who are successful in pursuing their education level are not only found with certain intellects. However, what is more important is having a strong personality, because education is essentially forming intelligent human beings from various aspects, both cognitive, affective and psychomotor as a whole. Therefore, character is one of the hopes because it is character that supports the behavior of individuals and groups (community). This character is not formed suddenly, therefore it takes a long and continuous process so that the character can be embedded in students. Good character consists of knowing good things, desiring good things and doing good things.

MTs Plus Labuhan is one of the schools that applies religious character values to students. The most prominent activities in shaping the religious character of students are congregational prayers, and rotational tadarus between classes. Not only that, a teacher must also have self-competence and social competence as a support in forming the religious character of students, so that the tasks carried out are successful. And students are able to emulate the attitude of the educators.

From the results of interviews at MTs Plus Labuhan, researchers found several students' religious characteristics that were not in line with expectations, such as disobedience to school rules, and neglecting responsibilities in worship. So from this the religious character of students must be corrected. However, in the process of forming students' religious character, it needs a gradual process, as well as supporting factors. So that schools must hold religious activities in activities at school so as to encourage students to form their religious character.

Based on the research that has been described above, the focus of this research is as follows: 1) What are the efforts of PAI teachers in shaping the religious character of students at MTs Plus Labuhan?; 2) What are the supporting and inhibiting factors in carrying out the formation of the religious character of students at MTs Plus Labuhan?; 3) What are the results of the efforts of PAI teachers in shaping the religious character of students at MTs Plus Labuhan?.

## **B. Methods**

This study uses a qualitative approach, which means it is a type of research whose findings are not obtained through statistical procedures or other forms of calculation. The qualitative approach does not absolutely reject numbers, but numbers and calculations can be used if they help understanding and explanation but remain within a qualitative framework.

This study uses data collection methods through interviews on the role of PAI teachers in shaping student character from secondary data. The interview method is a method of collecting data by asking questions orally to the subject under study. This method is used to find out in depth about the problem under study. Therefore, in conducting interviews researchers use questions related to research needs so that the results of the answers are used as information.

Then use the documentation method. This method is used to complete the data obtained from interviews. Documentation is a written record of past activities or events.

### **C. Result and Discussion**

This discussion contains the results of interviews regarding the Efforts of PAI Teachers in forming the religious character of students through good habits carried out by students in carrying out religious teachings at MTs Plus Labuhan.

The PAI teacher's efforts in shaping the religious character of students at MTs Plus Labuhan include: PAI teachers must have an exemplary and disciplined attitude so that students can emulate, obey and be able to discipline themselves. For example praying in congregation, taking turns taking turns between classes. Therefore, the efforts of PAI teachers are not only to channel knowledge, but also to ensure the formation of better student character in carrying out daily life.

In forming the religious character of students there are also supporting and inhibiting factors, namely:

- a. Supporting factors, such as religious lessons, the existence of prayer facilities (mushola), as well as teachers who play a role in forming the religious character of students.
- b. Inhibiting factors, such as the environment, lack of motivation, and the students themselves.

Not only that, the role of the family is also a genetic factor in shaping the religious character of students. The role and attitude of parents have a very important impact on determining the personality of the child. As in the hadith of the Prophet that every child is born in a state of fitrah, it is his parents who will determine what he is like, infidel, Muslim, submissive, opposing, and so on. Therefore, the cooperation of teachers and parents of students is very important, thereby encouraging students in the formation of students' religious character (Rianawati, 2017).

Based on the results of interviews with PAI teachers at MTs Plus Labuhan, the results will be good if students are accustomed to carrying out their religious teachings

in everyday life. This is in accordance with what was said by Imam Suprayogo in the character education development book that Islam provides guidance on how ritual activities should be carried out by every Muslim. The ritual activities in question include dhikr, prayer, fasting, pilgrimage, and others. This activity is very important to build spiritual strength for those who run it.

Thus, in order for Islam to become a force for building the nation's character as a whole, the teachings it conveys must also be understood as a whole. So PAI teachers must guide, direct, and provide exemplary and supervision so that students understand religious education in depth, because with in-depth religious knowledge will form religious souls.

#### **D. Conclusion**

Based on the results of the research and discussion, researchers can conclude that the Efforts of PAI Teachers in Forming the Religious Character of Students at MTs Plus Labuhan include:

1. Efforts by PAI teachers in shaping the religious character of students at MTs Plus Labuhan, namely: PAI teachers must have an exemplary and disciplined attitude so that students can emulate, obey and be able to discipline themselves. For example praying in congregation, taking turns taking turns between classes. Thus students can imitate, emulate, and improve the quality of worship.
2. The factors that support PAI teachers in shaping the religious character of students are: religious lessons, the existence of prayer facilities (mushola), as well as teachers who play a role in forming the religious character of students. While the inhibiting factors are: the environment, lack of motivation, and the students themselves.
3. The results of the formation of students' religious character, namely, the results will be good if students are accustomed to carrying out their religious teachings in everyday life.

## **E. References**

- Abuddin, N. (2011). *Studi Islam Komprehensif*. Jakarta: Prenada Media Group.
- Afifuddin, & Saebani, B. A. (2009). *Metode Penelitian Kualitatif*. Bandung: Pustaka Setia.
- Akrim, & Setiawan, H. R. (2022). Transformation of Islamic education curriculum development policy in the national education system. *Cypriot Journal of Educational Sciences*, 17(7), 2538–2552.
- Bukhari, U. (2011). *Ilmu Pendidikan Islam*. Jakarta: Amzah.
- Heri, G. (2014). *Pendidikan Karakter Konsep dan Implementasi*. Bandung: Alfabeta.
- Kulsum, U. (2011). *Implementasi Pendidikan Karakter Berbasis PAIKEM*. Surabaya: Gena Pratama Pustaka.
- Raharjo, B., & Sabar. (2010). Pendidikan Karakter Sebagai Upaya Menciptakan Akhlak Mulia. *Jurnal Kependidikan dan Kebudayaan*, 16.
- Rianawati. (2017). *Kerjasama Guru dan Orang Tua dalam Pendidikan Akhlak*. Pontianak: Top Indonesia.
- Oemar Hamalik. (2004). *Media Pendidikan*. Citra Aditya Bakti.
- Setiawan, H. R. (2021). *Manajemen Peserta Didik: (Upaya Peningkatan Kualitas Lulusan)*. UMSU Press.
- S, M. (1997). *Metodologi Penelitian Pendidikan*. Jakarta : PT. Rineka Cipta.
- Wisnarni. (2018, Juli). Implikasi Guru Profesional dalam Pembentukan Karakter Siswa. *Jurnal Tarbawi*, 37.
- Zubaedi. (2011). *Desain Pendidikan Karakter: konsepsi dan Aplikasinya dalam Lembaga*. Jakarta: Kencana Prenada Media Group.