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The Efforts of the Akidah Akhlak Teacher to Form the Character of Students at MIS Nurul Huda

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Abstract

This study aims to describe the efforts of Akidah Akhlak teachers in shaping student character at MIS Nurul Huda Kampung Bantan. A strong and noble character is a crucial foundation for building the next generation with Islamic morals. Employing a qualitative approach with a descriptive method, this research collected data through in-depth interviews, participant observation, and documentation studies. The research subjects included the Akidah Akhlak teacher and students. The findings indicate that the efforts of the Akidah Akhlak teacher in shaping student character are carried out through four main strategies: (1) exemplary behavior, (2) habituation, (3) collaboration with parents, and (4) implementation of school regulations. These four strategies are applied holistically and are integrated into both classroom and extracurricular activities. Despite challenges, such as initial lack of discipline from students, consistent efforts have proven effective in instilling moral and religious values. This journal concludes that the role of the Akidah Akhlak teacher is crucial and multidimensional in shaping students' character in accordance with Islamic teachings.

Keywords: Efforts; Of The Akidah Akhlak Teacher; In Shaping Character

Abstrak

Penelitian ini bertujuan untuk mendeskripsikan upaya guru Akidah Akhlak dalam membentuk karakter siswa di MIS Nurul Huda Kampung Bantan. Karakter yang kuat dan mulia merupakan fondasi penting bagi pembentukan generasi penerus yang berakhlak Islami. Menggunakan pendekatan kualitatif dengan metode deskriptif, penelitian ini mengumpulkan data melalui wawancara mendalam, observasi partisipatif, dan studi dokumentasi. Subjek penelitian meliputi guru Akidah Akhlak dan siswa. Hasil penelitian menunjukkan bahwa upaya guru Akidah Akhlak dalam membentuk karakter siswa dilakukan melalui empat strategi utama: (1) keteladanan, (2) pembiasaan, (3) kolaborasi dengan orang tua, dan (4) penerapan tata tertib sekolah. Keempat strategi ini diterapkan secara holistik dan terintegrasi dalam kegiatan belajar mengajar maupun di luar kelas. Meskipun terdapat tantangan, seperti kurangnya disiplin awal dari siswa, upaya yang konsisten terbukti efektif dalam menanamkan nilai-nilai moral dan agama. Jurnal ini menyimpulkan bahwa peran guru Akidah Akhlak sangat krusial dan multidimensional dalam membentuk karakter siswa yang sesuai dengan ajaran Islam.

Kata kunci: Upaya; Guru Akidah Akhlak; Membentuk Karakter.



Introduction

In the modern era filled with technological advances and the flow of information, the biggest challenge facing the world of education is the problem of moral crisis and character decline (Afri Mutiara Sakinah, & Ari Suriani, 2025). This phenomenon is not only limited to the community environment, but also penetrates the school environment. Many students exhibit behavior that is far from moral and ethical values, such as a lack of responsibility, honesty, and discipline. This is a serious concern for educators, parents, and all parties involved in the world of education. This character decline is exacerbated by the uncontrolled influence of gadgets. In this thesis, it is stated that excessive use of gadgets can cause students to be negligent in carrying out assignments, cheating, and even stealing (C. Febrianti, 2023).

This situation underscores the urgency of character education, which must be effectively integrated into the school curriculum to protect students from negative influences. In the context of Islamic education, the subject of Aqidah and Akhlak plays a very strategic role in shaping students' character. Aqidah and Akhlak, which encompasses faith and morality, serves as the primary foundation for nurturing students' souls and behaviors in accordance with Islamic teachings. Aqidah and Akhlak teachers serve not only as teachers but also as spiritual and moral guides who are fully responsible for the formation of students' noble character. Character education aims to develop students' emotional and spiritual intelligence, where values.

Values such as empathy, honesty, and responsibility can be instilled from an early age. Character education aims to develop students' emotional intelligence. In this context, faith serves as a solid foundation, like the pillars or foundations of a building, which must be strong to withstand shaking.

The role of teachers is crucial in this endeavor (Wally, 2022). Teachers must be role models or *uswatun hasanah* (good role models) for students (Prasetyo, 2022). Teacher role models are the most effective teaching method, as what teachers observe and demonstrate is more easily absorbed by students than mere theory. A teacher must be able to reflect good values in every word and deed. This study

examines in depth how the Aqidah Akhlak (Islamic Creed) teachers at MIS Nurul Huda Kampung Bantan implement various strategies and methods to shape student character. It also identifies solutions teachers face in addressing various challenges, including the influence of devices and students' social environments.

Teachers' efforts are not only limited to classroom activities, but also include habituation, practice, and collaboration with external parties. This field research took place at MIS Nurul Huda Kampung Bantan, which is a private madrasah under the auspices of the Ministry of Religious Affairs of South Labuhanbatu Regency. This location was chosen because of the phenomenon that became the background of the problem, where serious efforts were needed to develop students' character. Thus, the main objective of this study is to describe in detail the efforts of Akidah Akhlak teachers in forming students' character at MIS Nurul Huda. In addition, this study also aims to examine the solutions implemented by teachers to overcome the challenges that arise in the character development process. The results of this study are expected to provide theoretical and practical contributions to the development of character education in Madrasahs.

Character education has become a central issue in modern education. Amidst the currents of globalization that bring various moral challenges, Building a strong character based on noble values is essential. Character is not merely knowledge, but a reflection of attitudes and behaviors internalized within an individual. In the context of Islamic education, character is known as akhlaq, or behavior derived from the Qur'an and Sunnah (D. Sajadi, 2019).

The development of student character is inextricably linked to the role of various parties, particularly the school environment. Schools, as formal institutions, bear a significant responsibility not only to transfer knowledge but also to develop students' morality and personality. The role of teachers, particularly religious education teachers, is vital in this process. Aqidah Akhlak teachers hold a strategic position in Islamic elementary schools (MI) because the subjects they teach are directly related to the instilling of faith and moral values (Kahrani, 2025).

This subject not only teaches theory, but also demands the real practice of



good values in everyday life. Therefore, the task of the Akidah Akhlak teacher is more than just teaching, but also educating and guiding students to become individuals with noble character. Instilling moral values in early childhood is very important because at this phase, character and habits will be more easily formed and attached. This period is often referred to as the golden age, where children have the ability to imitate and absorb information from their environment very well. What is taught and exemplified during this period will be valuable provisions into adulthood. At MIS Nurul Huda Kampung Bantan, character education is one of the main focuses. The school environment, which is predominantly inhabited by a religious community, provides a conducive space for strengthening Islamic values.

However, this does not necessarily guarantee success without systematic efforts from educators. The success of character building in schools is greatly influenced by the consistency and synergy between teachers, students, and parents. Without good collaboration, efforts made in schools can be wasted when students return to an unsupportive home environment. Therefore, an integrated and sustainable strategy is needed. The challenges faced are not insignificant. Teachers must deal with the diverse characters of students who come from different family backgrounds. In addition, external influences, such as social media and social circles, can also be obstacles to instilling positive values.

Based on this background, this study is crucial to examine in depth how the Akidah Akhlak teachers at MIS Nurul Huda Kampung Bantan implement their various efforts. The main focus of this research is to identify and describe the strategies used by these teachers in shaping student character. The results are expected to provide insights and recommendations for other educational institutions.

Research Methods

This study uses a qualitative approach with a descriptive research type. The qualitative approach was chosen because the researchers wanted to gain a deep understanding of a social phenomenon, namely the efforts of Akidah Akhlak



teachers in shaping student character, from the perspective of the research subjects directly (T. Sawarjuwono., B. Tutuko., & F. Setiyo Anggraeni, 2025). The descriptive method allows researchers to describe systematically, factually, and accurately the facts and relationships between the phenomena being studied.

Research data was collected through three main techniques: interviews, observation, and documentation. In-depth interviews were conducted with the Akidah Akhlak teacher, the principal, and several students to gather information regarding strategies and experiences in character building. Direct observations were conducted within the school environment to observe interactions between teachers and students. Documentation in the form of photographs and school records was used to strengthen the findings from the interviews and observations. Data analysis was conducted interactively, with the stages of data reduction, data presentation, and conclusion drawing.

Results and Discussion

Based on the research results, the efforts of the Akidah Akhlak teacher at MIS Nurul Huda Kampung Bantan in shaping students' character are divided into four main, interconnected strategies. The first strategy is role modeling. The Akidah Akhlak teacher, Mrs. Fitriani, demonstrated that she always strives to set an example of good behavior, such as arriving on time, dressing neatly, and speaking politely. This role model is not only limited to teaching in class, but also in every interaction within the school environment. Students observe and imitate their teacher's behavior. Patience, gentle speech, and consistency in carrying out religious duties are examples that indirectly instill noble moral values.

According to Yasir Al-Farisi (a student), this exemplary behavior makes students feel closer and more motivated to follow the teacher's teachings. He mentioned that he has become accustomed to kissing the hands of his teachers and parents before leaving for school after seeing his teachers do the same. This shows that concrete actions are more effective than mere advice. The second strategy is habituation. Akidah Akhlak teachers routinely implement activities that instill good habits in students.



Examples include congregational Dhuha prayer, reciting prayers before and after class, and maintaining classroom cleanliness. These habits aim to form automatic behaviors in students. Initially, some students felt burdened, but over time, they became accustomed to them and did so without coercion. Yasir Al-Farisi also admitted that he often broke the rules at first, but over time became accustomed to being more disciplined and maintaining cleanliness. This contrasts with the research findings presented by Rafki Lubis, who stated that student codes of ethics sometimes fail to shape student character, necessitating periodic evaluations. This means that these evaluations are carried out to ensure students are accustomed to the code of ethics, which should transform their attitudes into character (M. Rafki, 2024).

Teacher Fitriani explained that this habit formation must be carried out consistently. If a student breaks the rules, the teacher will give a warning and explain the importance of the good habit. This process is part of character education, which is not instantaneous but requires patience and perseverance from educators. The third strategy is collaboration with parents. Aqidah Akhlak teachers recognize that education in schools will not be effective without family support. Communication with parents is carried out regularly, both through formal meetings and in person. This collaboration covers various aspects, from monitoring students' learning progress to ensuring that the moral values taught in school are also implemented at home.

For example, teachers often remind parents to get their children into the habit of praying in congregation at home or helping with homework. Collaboration between schools and parents is crucial in creating an environment conducive to student character development. Without this synergy, students can experience confusion due to the differences in norms that apply in two different environments. The fourth strategy is the implementation of school regulations. Regulations are not created to limit students, but rather as guidelines for attitudes and behavior. Examples of regulations implemented are arriving on time, wearing uniforms neatly, and being polite to teachers and friends (Halimatus Sa'diyah, & Irma Nur Hayati, 2025).



These rules serve as a tool to train students' discipline and responsibility. If a violation occurs, teachers do not immediately impose severe punishments but instead provide warnings and education about the importance of following the rules. Consistent and fair implementation of these rules helps students understand that every action has consequences. This aligns with the concept of character education, which emphasizes the development of moral responsibility (Prasetyo, 2022). In the context of MIS Nurul Huda, these four strategies are implemented in an integrated manner. Teacher Fitriani not only sets an example but also actively engages students in familiarization, communicates with parents, and enforces the rules. The success of these efforts is evident in changes in student behavior, which are increasingly disciplined and have better attitudes.

However, there are several challenges. One is the differences in students' socio-economic backgrounds, which influence parenting styles at home. Teachers must be more patient and creative in approaching each student to ensure the message is well received. Overall, the efforts of the Akidah Akhlak teachers at MIS Nurul Huda demonstrate that character formation is a complex process and requires a holistic approach. The teacher's role as educator, mentor, and role model is crucial.

Conclusion

Based on the discussion, it can be concluded that the efforts of the Akidah Akhlak teachers at MIS Nurul Huda Kampung Bantan in shaping students' character are carried out through strategies of role modeling, habituation, collaboration with parents, and implementation of school regulations. These four strategies are implemented in an integrated and consistent manner, which has proven effective in instilling moral and religious values in students. The role of Akidah Akhlak teachers is crucial as the main agents of character change in the school environment.

The suggestions from this research are: (1) For Akidah Akhlak teachers, it is hoped that they will continue to improve their competence and creativity in applying character building methods, (2) For schools, there needs to be full support and strengthening of policies that support character education programs, and (3) For parents, it is important to continue to communicate and cooperate with schools in



order to create harmonious synergy in educating children.

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