# The Role of Islamic Religious Education Teachers in Shaping the Character of Students in Grade X of SMA Negeri 3 Padangsidimpuan

**Novry Harefa[1], Latifa Annum Dalimunthe[2], Nahriya Fata[3]**
[1.2,3]Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidimpuan, Indonesia
e-mail: [1]novryharefa7@gmail.com; [2]latifa@uinsyahada.ac.id; [3]nahriyah.fata@uinsyahada.ac.id.

***Abstract***

*This research is motivated by the finding that students at SMA Negeri 3 Padangsidimpuan still exhibit character traits that are not in line with the values of Islamic Religious Education, both inside and outside the classroom. The purpose of this study is to describe the character traits of grade 10 students and analyze the role of Islamic Religious Education teachers in shaping these characters. The research method used is descriptive qualitative research with data collection techniques through observation, interviews, and documentation studies. Data analysis was carried out through the stages of data reduction, data presentation, and drawing conclusions. The results show that students' characters are still diverse, but in general are at a developmental stage that requires strengthening religious values and discipline. The role of Islamic Religious Education teachers in character formation has been quite optimal through their functions as teachers, guides, leaders, scientists, and role models for students. Teachers also act as a liaison between religious values and students' daily life practices. The contribution of this research for future researchers is to provide an empirical basis for character formation strategies based on Islamic religious education that can be developed in other school contexts with different approaches, models, or variables.*

***Keywords:*** *student character; islamic religious education teachers; character education; high schools; qualitative research*

***Abstrak***

*Penelitian ini dilatarbelakangi oleh masih ditemukannya peserta didik di SMA Negeri 3 Padangsidimpuan yang menunjukkan karakter belum sepenuhnya selaras dengan nilai-nilai Pendidikan Agama Islam, baik di dalam maupun di luar lingkungan kelas. Penelitian ini bertujuan untuk mendeskripsikan gambaran karakter peserta didik kelas X serta menganalisis peran guru Pendidikan Agama Islam dalam membentuk karakter tersebut. Penelitian ini menggunakan metode kualitatif deskriptif dengan teknik pengumpulan data melalui observasi, wawancara, dan studi dokumentasi. Analisis data dilakukan melalui tahapan reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa karakter peserta didik cukup beragam. Namun, secara umum, karakter peserta didik masih berada pada tahap perkembangan yang membutuhkan penguatan nilai-nilai religius dan kedisiplinan. Peran guru Pendidikan Agama Islam dalam pembentukan karakter telah dilaksanakan secara relatif optimal melalui fungsinya sebagai pendidik, pembimbing, pemimpin, ilmuwan, dan teladan bagi peserta didik. Guru juga berperan sebagai mediator yang menghubungkan nilai-nilai agama dengan praktik kehidupan sehari-hari peserta didik. Kontribusi penelitian ini bagi peneliti selanjutnya adalah menyediakan landasan empiris untuk pengembangan strategi pembentukan karakter berbasis pendidikan Islam yang dapat dikembangkan lebih lanjut pada konteks sekolah yang berbeda dengan menggunakan pendekatan, model, atau variabel yang beragam.*

***Kata kunci:*** *karakter peserta didik; guru pendidikan agama islam; pendidikan karakter; siswa sekolah menengah atas; penelitian kualitatif.*

## Introduction

Education is a crucial tool for instilling character values consistent with Islamic teachings. Religious education plays a strategic role in shaping the nation's character. Education is aimed at enhancing human intelligence and dignity, fostering an Indonesian society that is faithful and devoted to God Almighty, qualified, independent, and capable of meeting the needs of national development. Education is a conscious and planned effort to create a learning environment and process that enables students to actively develop their potential, fostering spiritual and religious strength, self-control, personality, intelligence, noble character, and the skills necessary for themselves, society, the nation, and the state (Law Number 20 of 2003 concerning the National Education System).

Islamic religious education in schools needs to be continuously improved because it guides humans toward a perfect life. Islamic education emphasizes the development of attitudes, behavior, character, and noble morals. Therefore, discussions about Islamic religious education are crucial in developing students with faith, piety, and noble morals (Nata, 2017).

Islamic education in Arabic is called Al-Tarbiyah Al-Islamiyah. Islam is essentially a way of life that aligns with human nature and the natural laws established by Allah SWT. Islam not only regulates the relationship between humans and God but also regulates their relationships with each other and their surroundings. Therefore, Islamic education aims to guide humans to live in accordance with divine values and human nature (Langgulung, 2003).

Islamic Religious Education is a conscious and planned effort to prepare students to know, understand, internalize, and practice Islamic teachings, thus becoming individuals who are faithful, pious, and have noble morals. Islamic Religious Education is sourced from the Qur'an and Hadith and is realized through

guidance, teaching, training, and religious experiences in daily life (Majid & Andayani, 2012).

Character education is not simply about teaching what is right and wrong. More than that, it instills good habits so that students not only understand good values cognitively but also experience and implement them in their daily lives. Character education encompasses the aspects of moral knowing, moral feeling, and moral action, which must be balanced to develop strong character in students (Lickona, 2012).

The importance of character education needs to be instilled from an early age to anticipate increasingly complex problems in the future, such as low social awareness, a lack of responsibility, low self-confidence, and various other forms of behavioral deviation. Through character education, students are expected to develop moral values that serve as guidelines for social life (Muslich, 2011).
Character education is an effort to guide students to know, love, and do good. Character development obtained through education can help students have superior personalities as the goal of national education, namely to develop students' potential to become people who believe in and fear God Almighty, have noble morals, are healthy, knowledgeable, capable, creative, independent, democratic, and responsible (Law Number 20 of 2003).

Character education is the process of instilling values encompassing knowledge, awareness, will, and action. The development of student character in schools is inseparable from the role of teachers, particularly Islamic Religious Education teachers, who serve as role models and mentors for students. Through the example and practice of teachers, students can grow into individuals with noble character (Mulyasa, 2013).

Teachers are role models who exemplify good behavior for students, thereby shaping a generation of character. Therefore, teachers play a crucial role in producing quality students, both academically, emotionally, mentally, and spiritually. Islamic Religious Education teachers are not only tasked with teaching, but also with fostering the personality, morals, faith, and piety of students. One of

the duties of teachers is to invite goodness and forbid evil, as stated by Allah SWT in Surah Ali Imran, verse 104, Meaning: "Let there be among you a group of people who call to virtue, enjoin what is good, and forbid what is wrong. These are the lucky people" (QS. Ali Imran [3]: 104).

According to Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers, teachers are professional educators whose primary duties are to educate, teach, guide, direct, train, assess, and evaluate students in formal education. This significant responsibility requires teachers to be able to bring about positive changes in students' attitudes, behavior, and knowledge (Law Number 14 of 2005).

The role of teachers is crucial in shaping students' character. Therefore, in every learning process, teachers are encouraged to convey moral messages that can build enthusiasm and improve student behavior. This can be done through stories of exemplary prophets and apostles, the habit of memorizing short verses, and practicing prayers in daily life (Sanjaya, 2014).

Discipline is a form of obedience and compliance with applicable rules and regulations. Schools, as educational institutions, must have regulations that serve as guidelines for all members of the school community to create an orderly and conducive atmosphere. In the context of education, discipline means students' willingness to obey various applicable rules with full awareness and responsibility (Tu'u, 2004).

Given the current educational landscape and the conditions of adolescents, character development must be carried out in a planned and continuous manner so that students can implement character values in their daily lives. In this regard, teachers play a crucial role as role models who can provide concrete examples of good behavior to students.

Based on the facts found in the field, there are still students who have not demonstrated discipline, such as arriving late to class when the bell has already rung, being in the cafeteria when the lesson is about to begin, and being late in

submitting assignments given by teachers. This situation indicates that some students still lack a full awareness of their responsibilities as students.

This phenomenon demonstrates that various behaviors that violate school norms and regulations are fundamentally influenced by weak character development in students. Therefore, character education is one solution that schools can implement to develop students who are disciplined, honest, responsible, and possess good morals in their daily lives.

## Research Methods

This research uses a qualitative type with descriptive methods. Qualitative research is research that aims to understand real social conditions, namely to see the world as it is, not the world as it should be. Therefore, a qualitative researcher must have an open mind. This research is a field study that aims to obtain information about the character formation of students in grade X of SMA Negeri 3 Padangsidimpuan.

The research subjects are known as informants, individuals who are used to provide information regarding the situation and conditions at the research location. The subjects were Islamic Religious Education teachers and students of SMA Negeri 3 Padangsidimpuan. In this study, the primary data sources consisted of one Islamic Religious Education teacher from grade 10 and six students from grade 10 at SMA Negeri 3 Padangsidimpuan. Secondary data is data obtained from documentation. This documentation includes data collected from SMA Negeri 3 Padangsidimpuan, including the school profile, teacher conditions, student conditions, facilities and infrastructure, and photographs of learning activities.

## Results and Discussion

### *Character Formation of Students in Class X of SMA Negeri 3 Padangsidimpuan*

Teachers play a vital role in shaping the character of their students, in accordance with the educational objectives of Senior High Schools, as stipulated in the laws of the Republic of Indonesia (Law Number 20 of 2003 concerning the

National Education System). Character formation in class X of SMA Negeri 3Padangsidimpuanare as follows:

***Religious character***

The formation of religious character of students in grade X of SMA Negeri 3 Padangsidimpuan has been implemented through various religious activities carried out routinely at the school. Students are accustomed to attending Dzuhur prayers in congregation at the school prayer room, shaking hands with teachers before and after lessons, and reciting prayers before and after teaching and learning activities take place. In addition, the school also holds women's activities every Friday filled with religious lectures by Islamic Religious Education teachers with different themes. These activities aim to instill religious values in the daily lives of students (Gunawan, 2014).

Students stated that Islamic Religious Education teachers not only provide guidance but also directly model their behavior by participating in congregational prayers with their students. This teacher's exemplary behavior encourages students to participate in religious activities without always being told. Thus, religious character formation occurs through habituation, role modeling, and ongoing religious activities.

***Disciplined character***

The disciplined character of students at SMA Negeri 3 Padangsidimpuan is evident in the implementation of school regulations, which require students to arrive on time and be neatly dressed. Students who violate these rules will receive sanctions and reprimands from teachers. Therefore, most students have demonstrated discipline in obeying school regulations, although some students still occasionally violate these provisions (Tu'u, 2004).

Students also reported that teachers consistently remind them of the importance of arriving on time and maintaining proper attire as a form of compliance with school rules. However, several obstacles contribute to late arrivals,

such as distance from home and traffic jams. Despite this, efforts to foster discipline continue through consistent practice and supervision.

***Responsible character***

Students demonstrate a sense of responsibility through their awareness of upholding the school's reputation and carrying out assigned tasks. Tenth-grade students have demonstrated their responsibility to maintain a clean school environment through daily class duty, as scheduled. In this process, students divide up their tasks, fostering a spirit of mutual cooperation and teamwork among students.

Students are also responsible for completing learning tasks assigned by teachers, both schoolwork and homework. Islamic Education teachers continually provide advice and motivation to ensure students carry out their responsibilities effectively. Through this practice, students begin to understand the importance of responsibility in their daily lives.

***Independent character***

Students' independent character is evident in their ability to carry out tasks and obligations without relying entirely on others. Most students have demonstrated good independence, although some still require assistance from teachers or peers to understand learning materials and complete certain assignments (Samani & Hariyanto, 2013).

Students reported that Islamic Religious Education teachers consistently encourage students to be independent, such as by attending class and completing homework independently. However, during the learning process, some material is not fully understood, leading students to sometimes ask for help from the teacher or classmates. This demonstrates that the development of independent character is achieved gradually through habits embedded in learning activities and daily school activities.

***Honest character***

Honesty is instilled in students through the habit of completing assignments and taking tests independently without cheating. Islamic Religious Education teachers emphasize that honesty is one of the main morals students must possess because it can build trust with teachers, friends, parents, and the community (Lickona, 2012). Most students have done their homework at home and completed tests honestly under teacher supervision.

Despite this, some students still don't do their homework and choose to copy their classmates' answers. However, teachers continue to provide guidance and coaching to help students cultivate honest behavior in their daily lives. With continuous supervision and instilling the values of honesty, students begin to understand the importance of honesty in their daily lives. ***The Role of Islamic Religious Education Teachers in Shaping the Character of Students in Grade X of SMA Negeri 3 Padangsidimpuan***

Islamic Religious Education is a source of values, namely providing life guidelines for students to achieve a happy life in this world and in the hereafter (Majid & Andayani, 2012). The role of Islamic religious education teachers in shaping the character of students in class X of SMA Negeri 3 Padangsidimpuan is as follows:

***Teachers as instructors in forming a disciplined character***

Islamic Religious Education teachers play a role as educators, not only delivering learning materials but also instilling character values in students, particularly discipline. During the learning process, teachers provide students with an understanding of the importance of obeying school rules, arriving on time, and maintaining good behavior and appearance. Furthermore, teachers also provide direct examples through disciplined behavior, such as being punctual to teaching and learning activities, thereby serving as role models for students (Tu'u, 2004).

Students reported that Islamic Education teachers consistently teach discipline in every lesson. They provide easy-to-understand guidance and explanations about the importance of discipline in everyday life. The teachers'

exemplary discipline makes it easier for students to understand and apply these values both within and outside of school.

***Teachers as guides in forming religious character***

As mentors, Islamic Religious Education teachers play a role in guiding students to develop religious character in accordance with Islamic law values. Teachers provide guidance through religious activities, such as directing students to perform the Dzuhur prayer in congregation, reciting prayers before and after lessons, and practicing polite behavior such as shaking hands with teachers. Teachers also provide role models in every action so that students can emulate these religious behaviors in their daily lives (Gunawan, 2014).

Students stated that Islamic Education teachers consistently provided patient advice and guidance, especially to students struggling with good behavior. In addition to guiding students in religious activities, teachers also instilled the values of discipline, responsibility, independence, and honesty. The teachers' consistent practice of these practices helped students develop a stronger religious character.

***Teachers as leaders in forming honest characters***

Islamic Religious Education teachers also play a role as leaders in developing honest character in students. Teachers organize and guide students to practice honest behavior, such as doing their own homework and not cheating on exams. To develop this character, teachers employ various strategies, such as observing student behavior, establishing good communication, providing a personal approach, and collaborating with parents to monitor student character development.

Students reported that teachers consistently provided advice on the importance of honesty in everyday life. They also implemented clear classroom rules and conducted evaluations to ensure students completed assignments independently without cheating. Furthermore, teachers monitored student discipline through attendance records and provided guidance to students who

violated the rules. Thus, the teacher's role as a leader is highly influential in instilling honesty in students (Lickona, 2012).

***Teachers as scientists in forming responsible characters***

As scientists, Islamic Religious Education teachers play a role in instilling a sense of responsibility in students through various learning activities. Teachers encourage students to carry out their respective duties, such as attending class and completing assignments on time. Furthermore, teachers utilize technological advances in the learning process to enhance students' responsibility in seeking and managing learning information.

Students stated that Islamic Education teachers frequently assign assignments that require students to search for information online or through supporting books. This encourages students to be more responsible in completing their assignments. In addition to academic responsibilities, teachers also encourage students to be responsible for the cleanliness and order of the school environment through regular classroom duty.

***Teachers as individuals are good at forming independent characters***

Islamic Religious Education teachers demonstrate their role as good individuals through engaging and educational delivery. During the learning process, teachers frequently employ humor or jokes that remain relevant to the subject matter, creating a more comfortable and less boring classroom atmosphere. This approach makes it easier for students to absorb the material and fosters a close bond between teacher and student.

In addition to creating a pleasant learning environment, teachers also instill a sense of independence in students. Teachers encourage students to complete assignments independently and take responsibility for their own responsibilities. Students acknowledge that Islamic Education teachers consistently motivate them to avoid relying on others for learning and completing schoolwork. Thus, the

teacher's role as a positive individual positively influences the development of students' independent character.

## Conclusion

The character building of students in grade X of SMA Negeri 3 Padangsidimpuan has been well implemented through various learning activities and habits carried out at school. The characters formed include religious, disciplined, responsible, independent, and honest characters. The formation of religious character is carried out through congregational prayer activities, group prayer, and other religious activities. The character of discipline is instilled through the implementation of school rules, while the character of responsibility is formed through the implementation of school assignments and class duty activities. In addition, independent and honest characters are also instilled through the habit of doing assignments independently and being honest in daily life and during the learning process.

The role of Islamic Religious Education teachers is crucial in shaping students' character. They serve as instructors, mentors, leaders, scientists, and individuals who instill character values in students. Teachers not only provide learning materials but also serve as role models through their daily attitudes and behaviors. Through guidance, habituation, role models, and the application of appropriate learning strategies, Islamic Religious Education teachers are able to help students develop positive character in accordance with religious values and prevailing norms within the school and community.

## Reference

Ali, Yusuf Faisal. (2017). (*Upaya Tokoh Agama Dalam Mengembangkan Sikap Toleransi Antarumat Beragama (Studi Kasus Desa Sinanjaya Kecamatan Ciranjang Kecamatan Cianjur*). Untirta Civie Education Journal. (2). 1. https://doi.org/10.30870/ucej.v2i1.2804

Anwar, Chairul. "Peran Pendidikan Agama Islam dalam Membentuk Karakter Bangsa." Jurnal Pendidikan Islam, Vol. 7, No. 2, 2018. https://doi.org/10.35905/dialektika.v1i1.1976

Dahwadi dan Farhan Sifa Nugraha, *Motivasi dan Pembelajaran Pendidikan Agama Islam*, (Jawa Tengah: CV. Mangkubumi Media, 2019).

Fitriani Andi, *Pengertian Pendidikan, Ilmu Pendidikan Dan Unsur-Unsur Pendidikan*, Jurnal Kajian Pendidikan Islam, Vol. 2, No. 1, Juni 2022. https://doi.org/10.30651/didaktis.v22i2.13480

Gunawan Heri, *Pendidikan Karakter Konsep dan Implementasi*, ( Bandung : CV ALFABETA, 2022).

Haniyah Zida, ‘’Peran Guru PAI Dalam Membentuk Karakter Islami Siswa Di SMPN 03 Jombang”, dalam jurnal studi kemahasiswaan, volume 1, No. 1, April 2021. https://doi.org/10.54437/irsyaduna.v3i1.967

Mamonto Samuel, *Disiplin Dalam Pendidikan*, (Malang: PT. Literasi Nusantara Abadi Grup, 2023).

Mujib Abdul, Dian Andayani, *Pendidikan Karakter Perspektif Islam*, (Bandung: PT Remaja Rosdakarya, 2015).

Undang-Undang Republik Indonesia No.14 Tahun 2005 Tentang Guru dan Dosen Bab I Pasal l https://doi.org/10.32816/paramarta.v19i2.86

Sari, Milya dan Asmendri. “Penelitian Kepustakaan (Library Research) dalam Penelitian Pendidikan IPA.” Natural Science, Vol. 6, No. 1, 2020. https://doi.org/10.15548/nsc.v6i1.1555

Tsauri Sofyan, *Pendidikan Karakter Peluang( Dalam Membangun Karakter Bangsa)*, (Jember: IAIN Jember Press, 2015).

Yayasan Penyelenggara Penerjemah Penafsir Al-Qur’an, Al-Qur’an dan Terjemahnya (Bandung: Jumanatul Ali-ART, 2017).