

The Role of Islamic Religious Education Teachers in Forming Students' Disciplined and Responsible Characters

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ABSTRACT

Purpose of the study: The purpose of this study is to determine the role of Islamic Religious Education teachers in efforts to form a disciplined character, the role of Islamic Religious Education teachers in efforts to form a responsible character, and the supporting and inhibiting factors in efforts to form a disciplined and responsible character in the school.

Methodology: This research is a qualitative descriptive study. The subjects of the study were the principal, vice principal, teachers, and students. Data collection was done by interview.

Main Findings: The results of the study showed that Islamic Religious Education teachers in efforts to form disciplined and responsible characters showed their roles, namely: the role as educators, acting as models and role models, and the role as motivators. In efforts to form these characters, there are supporting and inhibiting factors in their implementation. Supporting factors come from teachers, parents, and the environment. Then the inhibiting factors come from peers.

Novelty/Originality of this study: The results of this study provide a new perspective on the effectiveness of the role of Islamic Religious Education teachers as agents of character formation for students through a value-based education approach that is integrated into teaching and learning activities.

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1. INTRODUCTION

Teachers have a strategic role in shaping the character of students, especially in building a disciplined and responsible personality [1]-[3]. As role models, teachers have a major influence on the development of students' character through interactions in the school environment [4]-[6]. Islamic Religious Education teachers specifically hold an important responsibility in instilling Islamic values [7]-[9]. They guide the faith and accustom students to noble morals in everyday life. This effort is key to forming a generation with superior personalities.

The characters of discipline and responsibility are two important components in the success of character education in schools [10]-[12]. Discipline helps students to form a regular lifestyle, such as obeying schedules and rules [13], [14]. Meanwhile, responsibility instills awareness to accept the consequences of every action taken. These two characters are very relevant in responding to moral and social challenges in modern society. Therefore, character education must be a priority in every learning process in schools.

Moral issues are a major challenge in the world of education in Indonesia today. The decline in the quality of discipline, such as the habit of arriving late or lack of focus in learning, is a problem that must be addressed immediately [15]. In addition, the low awareness of students towards social and environmental responsibility shows the need for better character building [16]-[18]. Islamic Religious Education teachers have an important role in providing solutions to this problem through an Islamic value-based approach [19]-[21]. Islamic teachings can be a strong foundation in building positive behavior among students.

Islamic teachings provide comprehensive guidance for forming a disciplined and responsible personality. The stories of prophets, apostles, and pious people taught in Islamic religious education can be a real inspiration for students [22]-[24]. Islamic Religious Education teachers can utilize these values to provide relevant and contextual learning [25], [26]. In addition, teaching materials based on the Qur'an and Hadith strengthen the internalization of these values [27], [28]. Thus, students not only learn theory but also practice good character in everyday life.

However, character building requires a continuous and consistent process. Habitualization of good behavior must begin early by involving teachers, families, and the community [29], [30]. Collaboration between Islamic Religious Education teachers and related parties is very important to create significant change [31], [32]. Character education integrated into learning is expected to be able to create a responsible and disciplined generation [33], [34]. With the right support, students can have a strong character foundation in facing life's challenges.

In this context, State Junior High School 2 Patebon is an interesting research object to examine the role of Islamic Religious Education teachers. Initial observations show that there are positive efforts by the school in shaping students' character, although there are still challenges that must be overcome. Islamic Religious Education teachers at this school have a great opportunity to improve students' discipline and responsibility through value-based learning. This study will explore more deeply how Islamic Religious Education teachers play a role in assisting students in internalizing these values. The results are expected to provide a real contribution to the development of character education in schools.

Previous research conducted by Harianto & Kandedes [35] tended to focus on the role of teachers in shaping students' discipline character in general, without emphasizing the contextual approach or integration of responsibility values. In contrast, the current study broadens the scope by combining two aspects of character, namely discipline and responsibility, while examining their specific application in certain school environments. The current study also highlights the contextual approach and relevant Islamic value-based learning practices, providing a deeper understanding of how the role of teachers adapts to students' needs in specific environments. This fills the gap in previous research that lacks the focus on the integration of responsibility values and practical application in certain contexts.

This study has novelty in integrating two important aspects of character, namely discipline and responsibility, in the study of the role of Islamic Religious Education teachers, which are rarely discussed comprehensively in previous studies. This approach provides new insights into how Islamic values are applied to shape both characters simultaneously, especially in the context of public schools such as Patebon 2 Public Junior High School.

The urgency of this study lies in the urgent need to build a young generation that is not only disciplined, but also responsible, as a response to the challenges of character education in the complex modern era. By focusing on implementation in a specific school environment, this study offers practical solutions that are relevant for educators, policy makers, and the community to strengthen character education based on Islamic values. This study aims to explore the role of Islamic Religious Education teachers at State Junior High School 2 Patebon in shaping students' discipline and responsibility

2. RESEARCH METHOD

2.1. Research Type

The approach used in this study is qualitative. Qualitative is a research procedure that produces descriptive data in the form of written words, images and not numbers where the data is obtained from people and observable behavior [36], [37]. Data from manuscripts, interviews, notes, fields and documentation are described so that they can provide clarity on the situation and reality.

In this study, the author uses a descriptive research type. The descriptive method is a method of examining the status of a group of people, an object, a set of conditions, a system of thought or a class of events in the present [38], [39]. The purpose of this descriptive research is to create a systematic factual and actual description, picture or painting of the facts, characteristics and relationships between the phenomena being investigated.

2.2. Data Collection Technique

Interviews are a data collection technique by asking questions about matters relating to the research being conducted and submitted verbally (data collectors face to face with respondents). Interviews here of course

require questions that are generally unstructured and open-ended which are designed to elicit views and opinions from participants [40], [41].

2.3. Data Validity Test

It is necessary to check the validity of the data to prove that what the researcher has obtained during the research is truly real and not made up. In connection with testing the validity of the data, the researcher uses three techniques, namely: triangulation, peer checking through discussion and member check [42]. Triangulation is checking data from various sources in various ways and at various times [43]. Thus there is triangulation of sources, triangulation of data collection techniques and time.

Then after that there is a checking technique by means of peer discussion. Namely, the data obtained is discussed with colleagues in order to assess the validity and credibility of the data. And the third is member check which is the process of checking the data obtained by the researcher to the data provider [44]. By using this method, it will be known how far the data obtained is in accordance with what is given by the data provider. If the data found is agreed upon by the data providers, it means that the data is valid.

2.4. Data Analysis

Data analysis is the process of systematically searching for and compiling data obtained from interviews, field notes, and documentation by organizing data into categories, breaking them down into units, synthesizing them, arranging them into patterns, choosing what is important and what will be studied, and drawing conclusions so that they are easily understood by oneself and others [45], [46]. The overall data analysis process involves trying to give meaning to data in the form of text or images. To do this, researchers need to prepare the data for analysis, conduct different analyses, deepen their understanding of the data (some qualitative researchers prefer to think of this task as peeling an onion), present the data, and interpret the broader meaning of the data.

According to Miles and Huberman, qualitative data analysis is carried out interactively through the following process: The data obtained in the field is very large in number, so it needs to be recorded carefully and in detail [47]. Therefore, data analysis is immediately carried out through data reduction. Reducing data means summarizing, choosing the main things, focusing on important things, looking for themes and patterns. After the data is reduced, the next step is to display the data. In qualitative research, data presentation can be done in the form of tables, graphs, pie chart, pictograms and so on. Through the presentation of the data, the data is organized, arranged in a relationship pattern, so that it will be easier to understand. By displaying data, it will be easier to understand what is happening, plan further work based on what has been understood. The third step in data analysis according to Miles and Huberman is drawing conclusions and verification. The initial conclusions put forward are still temporary, and will change if no strong supporting evidence is found at the initial stage, supported by valid and consistent evidence when the researcher returns to the field to collect data, so that the conclusions put forward are credible conclusions.

3. RESULTS AND DISCUSSION

3.1. The Role of Islamic Religious Education Teachers in Efforts to Form Children's Disciplined and Responsible Character

As an educator, teachers must have certain personal qualities, one of which is discipline, so a teacher must comply with various rules and regulations consistently, with professional awareness, because they are tasked with disciplining students at school, especially in learning. Therefore, in instilling discipline, teachers must start from themselves, in various actions and behaviors.

"First, I discipline myself, by dressing according to schedule, then being neat, entering class on time, then when dhuhur arrives I go to the mosque early, so that children imitate".

From the explanation of Mrs. M as an Islamic Religious Education teacher, before educating children to be disciplined, she disciplines herself first, of course this is so that children can learn from what they see. When the teacher is disciplined, the child will try to be disciplined. There are many examples given by teachers in the context of forming the character of discipline in children at Patebon 2 State Middle School, as expressed by the principal.

"As the principal, I must set a good example for all school residents. Starting from teachers, employees and students. I always try to come to school on time, so that all school residents follow. I always follow the activities carried out at school, whether activities from teachers or activities carried out by students. Such as congregational prayers and Yasinan every Friday morning."

Based on the principal's opinion, in addition to being an example as a teacher to students, he also provides an example as a leader to fellow teachers and employees. Then the results of the interview with the curriculum vice principal, he said that the form of example given was

"First, I always try to come on time, this is an example of discipline that I give to students. Then I wear a uniform according to the schedule, what I watch most is my words and actions at school, because children are very easy to copy. So, when the teacher gives a bad example, the child will imitate, even though it was not done intentionally, so we have to be careful in words and actions".

According to the vice principal of student affairs, in addition to discipline in terms of coming to school. He said that teachers must watch their words and actions, not say inappropriate things. Because students will imitate what they see and hear. The opinion that teachers provide an example of time discipline is strengthened by the results of interviews with students, when researchers asked whether Islamic Religious Education teachers entered the classroom on time.

"Students: on time, in fact before the bell comes in she is usually already sitting at the teacher's desk, so when we hear the bell we immediately run to class."

From the interview with the student, it can be said that the teacher has given an example in terms of punctuality, as well as when the time for Dhuhur prayer arrives. The teacher goes to the prayer room to pray in congregation. That way, children will imitate what their teacher does without having to be told. From several examples of discipline carried out by teachers at Patebon 2 State Middle School. So that it can produce children who have disciplined characteristics such as waking up early and being ready to go to school on time without being scolded by their parents. The researcher asked one of the students about the time they wake up and whether they are woken up or wake up by themselves. Here is the answer:

"Students: I wake up by myself, usually I wake up at 5. Then I pray Subuh, after that I get ready for school."

From the student's answer, it can be seen that the child has discipline, to wake up early so as not to be late for school. From the observation results, it can be seen that students of Patebon 2 State Junior High School have complied with the existing regulations, seen from coming to school before the bell, dressing neatly according to attributes, buying snacks in the canteen orderly, eating while sitting and carrying out the dzuhur congregation. The majority of students already have a sense of responsibility and discipline for their obligations as students. The researchers also asked the students whether they like helping their parents or not? and the students' answers were:

"Students: Help me, every afternoon I sweep and wash the dishes."

From the interview results, it can be seen that this child likes to help his parents at home. Students also show respect to their parents and siblings, this attitude can be seen in the morning at the school gate, before entering the gate, students kiss the hands of their parents or siblings who accompany them to school. Students behave well at school, from the researcher's observations, the students' good attitudes can be seen when greeting their teachers with a smile, helping their teachers in preparing learning media and sharing food with friends. Students do not fight and brawl with each other, this is shown by the fact that researchers never encountered students who fought during the research. Doing their homework on time without being scolded first. The following are the results of interviews with students when asked about their homework.

"Students: yes, because I always study at home. Usually if there is homework, I do it. If not, I study for tomorrow's subjects."

At least seven of the nine indicators mentioned by Larry J. Koenig have been met. According to him, a disciplined child is a child who wakes up early and is ready to go to school on time, obeys the rules without having to be reminded repeatedly, carries out household chores as a child before being asked by parents, is respectful to parents and siblings, behaves well at school, does not fight and quarrel with each other anymore, does his homework on time without being scolded first, goes to bed on time and stays in bed, and tidies up his own room. In general, the character of discipline has been instilled in most students at State Junior High School 2.

State Junior High School 2 Patebon does not only prioritize academic achievement, but also pays attention to good character that must be instilled in its students. As explained by the Principal.

"In this era, we must go hand in hand, academic achievement is important but it must be accompanied by good character. So side by side, if we only care about academic achievement. if their morals are bad, it's a pity for the children, they must be guided and given advice."

From the interview, the principal believes that it is more important to prioritize children with good character first but does not ignore their academic achievements. Routine activities that train responsibility according to the vice principal of student affairs:

"by being given the responsibility to be a ceremony officer, this can train the responsibility of children whose schedule is rotated per class."

According to him, giving the task of being a ceremony officer can train the child's sense of responsibility. The formation of a responsible character is also seen during learning. The teacher gives assignments to students, this will indirectly instill a responsible character in the child. As conveyed by the Islamic Religious Education Teacher.

"If during learning I give assignments at school or at home, later the child will do it. Indirectly, it will instill a sense of responsibility in the child."

From the results of the interview, the teacher gave students assignments with the aim of seeing how much responsibility the students had for their obligations, including completing assignments given by the teacher.

3.2. Supporting and Inhibiting Factors in Efforts to Form Disciplined and Responsible Characters

There are several factors that can support and hinder this effort, including: Teachers, Parents, peers and the community environment. This is in line with Heri Gunawan's opinion about external factors that can influence character formation, namely Education and the environment. The environment has two parts, the first is the material environment, and the second is the spiritual social environment.

3.2.1. Supporting Factors

Teachers become supporters because they are good role models and always provide motivation and good advice for the formation of discipline and responsibility characters. As expressed by Tulus Tu'u that if teachers are in low class control, lack of motivation will interfere with student learning outcomes. As conveyed by the principal.

"In my opinion, teachers are the most important supporting factor because children spend time at school, and teachers must provide good examples, then children are given advice so that they are motivated to have a sense of discipline and responsibility."

Parents are a supporting factor if they want to continue character education at school while the child is at home. This is in line with the opinion of Tulus Tu'u who said that parents should encourage, encourage, guide and set a good example for their children. As explained by the Islamic Religious Education teacher.

"supporting factors other than teachers, also from parents at home. When parents at home help guide and remind their children to be disciplined and have a sense of responsibility. Of course in line with what is taught in school. Then the efforts to form the character will be easier."

Student: "Every prayer time is usually reminded, then study time, cellphone playing time is also regulated."

This was also explained by one of the students that his parents at home always reminded and guided him. From the interview results, it can be seen that parents have educated their children well.

3.2.2. Inhibiting Factors

Having a friend who is superactive in the sense of being difficult to control can usually influence his friends to follow him, such as when they are noisy during class learning. This can be seen when researchers

conducted observations during Islamic Religious Education learning, there was one child who was superactive in disturbing his friends who were studying.

The environment in question is the environment where children socialize in society. If children socialize with bad people, it will hinder them from becoming children with good character. This is in line with Tulus Tu'u's thoughts, according to him, a bad social environment, playing too much is what damages students' learning achievement and behavior the most.

"Therefore, parental monitoring is needed to see the environment their children socialize in.
Make sure that children socialize with a good social environment."

From the overall research results in the effort to form the character of discipline in children at Patebon 2 State Middle School, several roles of Islamic Religious Education teachers were found in its implementation. Such as: the role as an educator, for example by giving assignments and limiting the time for collection, the role as a role model, for example by providing examples of punctuality in teaching, and the role as a motivator by giving advice on the importance of discipline and responsibility. In the process, there are supporting and inhibiting factors for these efforts. Supporting factors come from teachers and parents, and inhibiting factors come from the environment and peers.

The results of the study show that Islamic Religious Education teachers have a significant role in shaping the character of discipline and responsibility of students at Patebon 2 State Middle School. Islamic Religious Education teachers act as role models, educators, and motivators for students. They not only teach Islamic values theoretically, but also apply them in everyday life. By providing real examples, students can imitate the positive behavior shown by teachers. This is an important foundation in building strong student character.

Support from parents is also an important factor in shaping students' discipline and responsibility. Collaboration between teachers and parents strengthens the internalization of values taught in schools [48]. Parents who are consistent in supporting and monitoring their children at home will accelerate the process of forming positive character [49]. On the other hand, negative influences from peers and less supportive social environments are challenges that need to be overcome. Therefore, synergy between family and school is very necessary.

Overall, the role of Islamic Religious Education teachers is crucial in shaping students' characters. With a comprehensive approach, involving parental support, and creating a conducive learning environment, the formation of students' characters can be more effective [50]. Continuous supervision and consistent motivation will strengthen the character of discipline and responsibility [51]. These findings are expected to be a reference for other schools in developing sustainable character education programs. Thus, a generation is created that is not only academically intelligent, but also has a noble character.

This study has a positive impact in providing new insights into the role of Islamic Religious Education teachers in forming students' discipline and responsibility characters in an integrated manner, which can be a practical reference for educators and policy makers in strengthening character education in schools. In addition, this study helps enrich the literature related to the integration of Islamic values in the formation of students' character, especially in the context of formal education at the junior high school level. However, this study also has several limitations, such as the limited focus on one school, namely Patebon 2 State Junior High School, so that the results may not be fully generalizable to other school contexts with different cultural backgrounds or conditions. In addition, the qualitative approach used can provide subjective interpretations, so further research is needed with a quantitative or mixed approach to strengthen the validity of the results.

4. CONCLUSION

The role of Islamic Religious Education teachers in efforts to form disciplined characters has several important dimensions that have been identified through research. Islamic Religious Education teachers act as models and role models, for example by providing examples of punctuality when coming to school or entering class. In addition, teachers also set an example by rushing to the mosque when prayer time arrives, even arriving early so that students can imitate this behavior. Another example is by showing neatness in dressing according to the specified schedule, which also disciplines students in their appearance. As educators, Islamic Religious Education teachers also play a role in providing time limits for completing assignments, which teaches students the importance of time management.

In efforts to form responsible characters, the role of Islamic Religious Education teachers is no less significant. Teachers act as educators by giving students assignments, such as being a ceremony officer whose schedule is rotated per class, so that students learn to bear responsibility collectively. Teachers also give schoolwork and homework that train students to be responsible for their work. In addition, teachers act as

motivators by providing encouragement and understanding about the importance of a sense of responsibility in everyday life, both for themselves and their surroundings.

Supporting factors for the formation of discipline and responsibility characters involve various aspects, especially teachers who are able to be good role models for students. In addition, the role of parents who can guide their children at home is an important supporter in strengthening the values taught at school. On the other hand, there are inhibiting factors that need to be overcome, such as the negative influence of peers who have not shown good behavior, as well as a home environment that is less conducive to supporting character formation. The combination of supporting and inhibiting factors needs to be managed synergistically by teachers, parents, and the community to create an environment that supports the formation of better student character. Further research is suggested to explore the role of Islamic Religious Education teachers in shaping students' discipline and responsibility character by involving more schools and using a mixed approach to increase the generalizability and validity of the findings.

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