

Description of the Role of Islamic Religious Education Teachers in Developing Students' Akhlakul Karimah

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ABSTRACT

Purpose of the study: The purpose of this study was to find out the description of the teacher's role in shaping the akhlakul karimah students at the Junior High School

Methodology: The method in this research is a quantitative method. Data analysis is the process of organizing and sorting data into patterns, categories, and basic descriptive units so that hypotheses can be found and formulated as suggested by the data.

Main Findings: The results showed that the teacher's role is very important to form students' akhlakul karimah. The importance of having akhlakul karimah for students is to be able to always coexist and be harmonious. By having good morals, of course someone will not dare to do damage. Good morals will be a fortress, will be a shield or protector in every step of life.

Novelty/Originality of this study: The teacher's efforts in instilling akhlakul karimah to students through several methods, namely, exemplary, advice, motivation, punishment, habituation, gift giving, and supervision. The teacher supervises student behavior both in the school environment and outside the school environment. So that the role of the teacher is very important in shaping student morality.

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1. INTRODUCTION

Education is a conscious and planned effort to create an atmosphere learning and the learning process so that students actively develop their potential to have strength [1]–[3]. Education is the learning of knowledge, skills and habits of a group of people which are passed down from one generation to the next through teaching, research and training [4], [5]. National education functions to develop in the form of dignified national character and civility [6]. Education in the context of educating the life of the nation, aims to develop the potential of students to become human beings who believe in and fear God Almighty, have good morals, are healthy, and are knowledgeable, capable, creative, independent, and become citizens of a democratic and responsible country.

Teachers are adults who are consciously responsible for educating, teaching, and guiding students [7]–[9]. Humans who have knowledge and are able to organize in managing classes so that students can learn and in the end can reach a level of maturity as the ultimate goal of the educational process [10], [11]. In general, teachers are educators and teachers in education, starting from PAUD (Early Childhood Education) level education, Kindergarten (Kindergarten), Elementary School (Elementary School), Middle School (First Middle

School), High School (High School) Above) up to college. In this case, to be able to carry out the role and carry out the task, the teacher must have formal qualifications that have been required and specified.

The meaning of morality comes from the word *Khuluqun* which means manners, temperament, behavior or character, namely human nature which is educated by the conditions inherent in the human soul which gives birth to actions that go through a process of thought, consideration, analysis and dexterity [12]. Morals are the soul's ability to give birth to an argument spontaneously, without thought and coercion along with morals are all actions that are born on impulse soul form deed Good. In short, morality is behavior that is done repeatedly. There are 2 kinds of morals, namely *akhlakul mahmudah* and *akhlakul mazmumah* [13], [14]. Morals in the Qur'an are morals based on Qur'anic texts by paying attention to the urgency of studying morals in the Qur'an regarding morals with a figure who is a role model for Muslims regarding commendable morals, namely the Prophet Muhammad.

Akhlakul karimah or noble character is a good attitude in accordance with the teachings of Islam . Someone who has good morals will be liked by fellow human beings and not only that, we will also be loved by Allah SWT, and one day will enter heaven with the Prophet Muhammad SWA, as contained in the hadith of the Prophet Muhammad. which mean: Verily, the person I love the most among you and the person closest to me on the Day of Judgment is the person with the best moral character among you. *Akhlakul Karimah* is good and commendable morality, namely a rule or norm that governs the relationship between human beings and God and the universe. *Akhlak mahmudah* (commendable morals) or also known as *akhlak al karimah* (noble morals).

This research is in line with research conducted by Sasono which discusses that the teacher's role is very important in shaping students' *akhlakul karimah* [15]. Professional Islamic religious education teacher have at least three missions, namely; First, the Islamic da'wah mission. Islam must be explained and demonstrated with attitudes, personalities and behaviors that appeal to all human beings regardless of their origins. Islam was revealed not only for Muslims, but for all humans on this earth. Second, the pedagogical mission. Learning has a very big role in changing or instilling students' beliefs. A good teacher is a teacher who is able to create an effective and efficient learning process. Effective learning is learning that has new information for students, while efficient learning is learning that is able to store interesting meanings or impressions for students. In other words, the learning process is carried out in a fun and not scary way for students. Third, educational mission. In addition to being in charge of the reality of learning, the teacher also has the task of guiding and fostering the ethics and personality of students while at school or outside of school. The profile of teachers who can be used as examples (*uswah*) for students and the community is an important role in the success of the educational mission for teachers. The purpose of this study was to find out a description of the teacher's role in shaping students' *akhlakul karimah* at Junior High School.

2. RESEARCH METHOD

The method in this research is a quantitative method. Data analysis is the process of organizing and sorting data into patterns, categories, and basic descriptive units so that hypotheses can be found and formulated as suggested by the data. Data analysis is the process of arranging data sequences, organizing in a pattern, category and description of a basis. The data analysis method used is the descriptive method, the descriptive method is the data analysis method in the form of words, pictures and not numbers. This method aims to present a description (picture) in a systematic, factual, and accurate manner regarding the facts, nature and relationship of the phenomena investigated [11], [12] . Thus this analysis is carried out when the researcher is in the field by describing all the data that has been obtained, then analyzed in such a way that is systematic, careful and accurate [13], [14] .

This study used a questionnaire and was conducted at Junior High School with a total of 50 students. In this study, different research instruments were used to collect data according to the type. The quantitative method uses essay sheets which are distributed among the research samples involved. Then for the role variable indicators can be seen in table 1 below.

Table 1. Indicators of Teacher's Role Variables

Variables	Indicators	No statements
The role of the teacher	teacher as a learning resource	1
	teacher as a facilitator	2
	teacher as a manager	3
	teacher as a motivator	4
	teacher as evaluator	5
	teacher as a demonstrator	6

To see the indicators of the student's *akhlakul kharimah* variable can be seen in table 2 below.

Table 2. Indicators of Variable Akhlakul Karimah Students

Variables	Indicators	No statements
Student morals	Students are able to have a polite attitude	1
	Students are able to have a polite attitude	2
	Students have ethics in behaving and acting	3

Because the questionnaire sheet on the variable role of the teacher and the student's akhlakul karimah uses a Likert scale which consists of 4 categories, there are intervals in each category. The four categories are very good, good, fair, and not good. The description of the categories of teacher roles and student morals is as follows.

Table 3. Character Categories of the Role of Teachers and Students' Akhlakul Karimah

Categories	Intervals	
	The Role of the Teacher	Akhlakul Karimah Students
Bad	6-10.5	3-5.25
Enough	10.6-15	5.26-7.5
good	15.1-19.5	7.6-9.75
Very Good	19.6-24	9.85-12

3. RESULTS AND DISCUSSION

Teachers are professionals who have the main task of educating, guiding, teaching, directing, assessing, training and evaluating students for formal education pathways in early childhood education, basic education, to secondary education. In a situation that is always developing teachers are the key in determining the quality of education, therefore they must have high motivation to teach and adequate skills in carrying out their duties [16]. Based on the data that has been processed, the results of the variable role of the teacher at Junior High School are obtained which can be seen in table 4 below.

Table 4. Description of the teacher's role variable

School	Variable	Interval	Frequency	Percentage (%)	Category	Result
Junior High School	The role of the teacher	6-10.5	0	0	Bad	Mean 21.00
		10.6-15	12	24	Enough	Median 20.00
		15.1-19.5	16	32	Good	Modus 22.00
		19.6-24	22	44	Very Good	Minimal 10.6

Through the table above, based on the results of a questionnaire filled out by 50 students on the variable role of the teacher at Junior High School, it is known that in the very good category with a frequency of 22 people with a percentage of 44%, in the good category with a frequency of 16 people with a percentage of 32%, currently fall into the sufficient category with a frequency of 12 people with a percentage of 24%, bad category with a frequency of 0 people with a percentage of 0%.

Akhlakul karimah students are all good deeds that are done by a student without going through thoughts and considerations which are the main character traits and can increase the dignity of students in the eyes of others. Based on the data that has been processed, the results of the variable role of the teacher at Junior High School are obtained which can be seen in table 5 below.

Table 5. Description of the student's akhlakul karimah variable

School	Variable	Interval	Frequency	Percentage (%)	Category	Result
Junior High School	Moral morality	3-5.25	0	0	Bad	Mean 8.55
		5.26-7.5	14	28	Enough	Median 8.75
		7.6-9.75	20	40	Good	Modus 8.00
		9.85-12	16	32	Very Good	Minimal 5.26

Through the table above, based on the results of a questionnaire filled out by 50 students on the akhlakul karimah variable, students at Junior High School know that in the very good category with a frequency of 16 people with a percentage of 32%, in the good category with a frequency of 20 people with a percentage of 40%, when This is in the sufficient category with a frequency of 14 people with a percentage of 28%, a bad category with a frequency of 0 people with a percentage of 0%.

Teachers are required to have four competencies consisting of personal competence, social competence, pedagogical competence and professional competence [17]. These four competencies must be known, understood and implemented by teachers in carrying out their duties and functions so that teachers can still be said to be professional educators. 1). Pedagogik competence is a set of knowledge and skills related to the learning process. 2) Personal competence, namely a set of personal or personal qualities that support the quality of learning; 3) Social competence is a set of knowledge and skills related to communicating with other people to make the learning process successful; 4) Professional competence, namely a set of abilities and skills possessed through the educational process so that it is expected to be able to realize the ideal teaching profession.

Teachers as a professional position, must be able to carry out their job duties based on the following principles have talents, interests, calling and idealism, have a commitment to improve the quality of education, faith, piety and noble character. Have academic qualifications and educational background in accordance with the field. Have responsibility for the task of carrying out its professionalism. Obtain income determined according to work performance. Have the opportunity to develop their profession in a sustainable manner with lifelong learning. Has guaranteed legal protection in carrying out his professional duties. Has a professional organization that has the authority to regulate matters relating to the field of profession.

This is in line with research Khusna which explains that Islamic subject teachers have a role in helping students improve their morals [18]. The role of Islamic Religious Education teachers as subject teachers has the same role, when compared with teachers of other subjects. The role and responsibility of all teachers is to educate students' morals, especially in developing students' morals. The teacher's role is to provide information, provide advice, motivate and act as a role model. Teachers' efforts to instill morals in students through several methods, namely, example, advice, motivation, punishment, habituation, giving gifts, and supervision. Teachers supervise student behavior both in the school environment and outside the school environment. So the role of teachers is very important in forming students' morals.

4. CONCLUSION

It can be concluded that the research results show that the role of teachers is very important in forming students' morals. The importance of having good morals for students is so that they can always live side by side and in harmony. By having good morals, a person will certainly not dare to do damage. Good morals will be a fortress, will be a shield or protector in every step of life.

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