

The Role of Islamic Religious Education Teachers in Forming the Religious Character of Students at SMKN I Purwosari

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ABSTRACT

The role of the PAI teacher in schools is very important in instilling and forming student character. One of the characters that must be formed, which is the basis of other characters is religious. Religious character is a character that shows that every thought, word and deed done by a person is always based on divine values and the teachings of the religion he adheres to. Therefore, religious character is very important to be instilled in students in schools as places of formal education. The approach used in this research is descriptive qualitative. The process includes observation methods, interviews, and documentation. The results of this study indicate that: (1) The role of the PAI teacher in forming religious character through religious activities, (2) internal factors include within oneself and external factors, including family, friends, and social/environmental factors.

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INTRODUCTION

Education is teaching students to make human beings intelligent and noble. Character education is important at all levels of education, from elementary school to university. With character education from an early age, it is hoped that it can produce superior characters, namely children of the nation who are faithful, pious, have noble character, are experts in their fields and have personality. (Akhmad Muhaimin Azzet, 2011)

The teacher's role is to create a set of interrelated behavioral models that are executed in a given situation and correlated with the development of student developmental behavior change which is the goal. A competent teacher must have educational, professional, personality and social qualifications. Teachers have an important responsibility for conducting classroom activities and guiding and teaching students. This responsibility is manifested in guiding students to learn how to maintain their personal and physical character, manage learning disabilities, and assess their learning progress. In this context, the role of the PAI teacher is to form a religious character. (W.J.S Poerwadarminta, 1976)

or knowledge about religious aspects and direct students to reach maturity and develop a moral Islamic personality, so that there is a balance of happiness in the world and in the hereafter. Basically all educational activities aim to form noble character and human character. The task of an educator is not only to provide knowledge to his students, but also to direct and form a good personality, especially in the context of Islamic religious education. The role of the teacher is not only that. (Suyanto dan Asep Jihad, 2013)

In the 2003 National Education System Law (UU) No. 20, education is a conscious and planned effort to create an atmosphere and learning process in such a way that students actively develop their potential so that they have religious, spiritual and self- strength. -control, personality. , intelligence, noble character and skills needed by himself, society, nation and state. In the field of education, the Republic of Indonesia regulates the national education system with SISDIKNAS Law no. 20 of 2003 Article 3 which also explains the goals and tasks of national

education. Namely the development of intellectual abilities and other character development of other children. Thus, the law states that the purpose of education is not only to develop children's intelligence, but also to shape children's character.

Until now, education has not succeeded in forming the personality of every child appropriately. Thus, the decline in character education raises various problems that are not in accordance with the goals to be achieved in education. There are many kinds of problems, such as indifference, violence, and fights between students. Based on the results of these cases, it can be concluded how important character education is for every child.

Noble personality must be formed through the process of personality formation, starting from the home formed by the family and environment to the educational process taught in schools. The formation of personality is very important, especially in elementary schools, because if we shape students' personalities from an early age, it is very easy for them to remain themselves like any student which includes attitude, behavior and responsibility. Meanwhile, religious personality itself is synonymous with religious behavior that has positive values. Therefore religious personality is the initial capital of character formation. The formation of a religious personality which includes carrying out religious activities. Religious activities are a series of activities related to the religious field that aim to shape the religious personality of students and develop moral, spiritual, emotional, and social students in the lives of individuals in society. Basically, character education is the most important thing in people's lives. (Ahmad Ma'rif Muhammad Minan Nur Rohman, 2020)

METHOD

In this study, researchers used a descriptive qualitative approach. The process of a qualitative approach involves the method of observation, interviews, comments. (Lexy J. Moloeng, 2002)

The researcher will describe the data obtained objectively and systematically to form the religious character obtained, making it easier for the reader to understand it. This data analysis technique is used by researchers to describe accurate data with the focus being discussed, namely "The Role of Islamic Religious Education Teachers in Shaping the Religious Character of Students at SMKN I Purwosari.

RESULTS AND DISCUSSION

The Role Of Islamic Religious Education Teacher In Forming The Religious Character Of Students At SMKN I Purwosari

In the process of education in schools, teachers play an important role in teaching and learning activities, in addition to their important role in teaching and learning activities at this school, Islamic Religious Education teachers also have an important role in shaping the religious character of students, Islamic Religious Education teachers are the spearhead in shaping religious character students, which is decisive in achieving success in encouraging, understanding and behaving in the realities of life. The material presented, teaching methods and teacher personality can affect the teaching and learning process in schools where it is assumed that students have a background of religious character.

Education is one of the important factors and also a determinant in education, because education has a great responsibility in shaping the character, behavior, behavior and personality of students. Meanwhile, according to the terms commonly used for educators are teachers. Teachers are often identified with the notion of educators. This is in accordance with the opinion expressed by Sardiman A.M, that the teacher is indeed an educator, because in his work he not only teaches

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someone to know a number of things, but the teacher also trains several skills and especially the mental attitude of students. (Sardiman A.M, 1990)

Teachers must give freedom to students to react and respond, so that they feel valued and treated as someone whose presence is needed in the learning process. However, the role of the teacher as a facilitator and mediator of learning must be strengthened so that the learning experience it has can foster new knowledge about the religious character. If packaged in an interesting and fun learning process, it is not impossible that they will become a generation with religious character, so that they are able to become a generation that has good morals and religious character.

The task of an Islamic Religion teacher includes three things, besides teaching and educating he also serves as a leader who will lead himself and others. Samsul Nizar also revealed that educating is a series of teaching, giving encouragement, praising, punishing, setting an example, getting used to it. (Samsul Nizar, 2002)

The teacher's role is important in directly implementing several actions to build student diversity, the teacher is an important factor in shaping the religious character of students in schools, including:

1. A teacher must be able to act democratically.

meaning that in his every behavior, both his attitude and words are not discriminatory (be fair and do not offend) students do not yet have a religious character.

For example, when learning PAI in class, many students do not pay attention to their teachers when explaining, students consider PAI a boring subject, and there are some students who still lack religious character so they ignore their teachers in learning PAI.

2. Duha prayer and midday prayer in congregation

SMKN I Purwosari forms a religious character by carrying out Dhuha and Dhuhr prayers in congregation every day except on holidays, namely Saturdays and Sundays. Duha prayer itself is carried out before learning begins, and is carried out at the mosque located at the school. Meanwhile, the midday prayer is held during the second break.

SMKN I Purwosari before students enter class, all rooms are purified. When students enter school, shoes must be removed and then put in a shoe box that is already available outside the classroom.

Islamic Religious Education teachers require Dhuha and Dhuhr prayers in congregation not only for students. This is done to form religious character, especially an educator or teacher must be able to set a good example for students. Because as is known that the teacher is the main role model in school. Anyone who is made to carry out Dhuha and Dhuhr prayers in the congregation of students will imitate what the teacher does. Therefore, both teachers and students are required to carry out Duha and Duhur prayers named'ah. By carrying out congregational prayers, there can be many positive activities for students when all students gather in one line which is between one congregation and another congregation. Even though there are different lines, when carrying out the prayers the difference is meaningless because all students respect each other.

3. Read yasin, istighosah and tahlil every Friday

Yasin, istighosah and tahlil readings are held on Friday. This activity is a routine activity carried out by all students and teachers. This activity is held every Friday. Ysin, istighosah and tahlil readings are carried out together on Legi Fridays and are held alternately every Friday according to the schedule made by the Islamic religious education teacher. and also led the reading of the yasin, istighosah and tahlil. Istighosah and tahlil as religious agendas that are transformed

into social life in various aspects of life, namely aspects of togetherness, mutual cooperation, sensitivity to social dynamics, caring, and mutual respect between neighbors and the community.

4. Applying 5 S (Smile, greeting, greeting, courtesy and manners)

Smiles, greetings, greetings, politeness, and manners are very familiar at SMKN I Purwosari before class begins the teacher greets with a smile, then continues by greeting students such as asking how the day is or asking if they had breakfast or not. In addition to training courage, this also aims to improve communication between teachers and students. Good interaction and students are needed when at school. The teacher also always sets an example of being polite to students, for example when asking students to erase the board the teacher always makes it a habit to say the words asking for help and thanking students. Not only teachers, all school members at SMKN I Purwosari also apply the 5S.

Through the activities of always smiling, greeting, greeting, being polite, and polite which are cultivated, the religious character traits of students will be instilled in their relationships with fellow human beings, especially to friends and school residents of SMKN I Purwosari.

5. Doing Alms

Doing charity is valid every day. This charity also applies when a parent or guardian dies and when someone asks for help during a disaster. Within one week students are required to give alms, so it doesn't have to be alms every day but the teacher also always reminds students to set aside a little of their pocket money for charity, by doing alms then life will feel comfortable. With alms also it can make our deeds in the hereafter.

6. Commemoration of Islamic Holidays (PHBI)

SMKN I Purwosari when there is PHBI or the commemoration of Islamic holidays, usually takes part in carrying out these commemorations. PHBI which is always held at SMKN I Purwosari include: One Muharram commemoration or Islamic new year commemoration, the commemoration of the birth of the Prophet Muhammad SAW or mauludan, commemoration of Nuzul Qur'an, commemoration of Eid al-Fitr, commemoration of Eid al-Adha, and activities during Ramadan namely Ramadan cottage.

Related to the theory from Ahmad Tafsir that the commemoration of Islamic holidays (PHBI) is carried out so that students have a sense of faith and believe in Allah's messengers as explained by Ahmad Tafsir that faith is a feeling, not understanding. Faith actually lies not in understanding, but in faith. Strictly speaking, faith is a feeling of always seeing or being seen by God. (Ahmad Tafsir, 1999)

7. Congregational Friday Prayers

As we know, it is obligatory for a Muslim man who is mature and wise by law to perform Friday prayers. Therefore, at SMKN I Purwosari, it is scheduled and required for several classes to carry out Friday prayers at school.

Friday prayer is a prayer that is performed on Friday, such as the entry of the midday prayer which is done in two cycles after two sermons. Friday prayer is a mandatory worship activity that is carried out in congregation for Muslim men every Friday which replaces the midday prayer.

From Friday prayer activities we accustom male students to always pray in congregation, and we can also shape students to have a religious character.

8. Princess

One of the religious activities carried out by the SMKN I Purwosari school in shaping the religious character of students is by carrying out women's activities.

Women's activities are a means or place for Muslim women (adolescent girls) to gather to gain knowledge, skills and understanding of Muslim women. Women's activities are the same as extracurricular or spiritual activities, but the most prominent difference between women's activities and other activities is that women's activities are only carried out by women.

Women's activities are carried out outside school hours, where students are guided and introduced to the position and rights of women according to Islam, the morals or personality of a woman, emancipation and equality, women's jurisprudence and others. (M. I Rosyadi, 2007).

9. Read Diba'iyah and Sholawat

One of the religious activities carried out by the SMKN I Purwosari school in shaping the religious character of students is by carrying out diba'iyah and prayer reading activities every Legi Friday which is attended by all students of SMKN I Purwosari.

Diba'an or maulid Diba' is an artistic tradition of reading and chanting prayers to the prophet Muhammad SAW which is carried out by the Islamic religious community. The recitation of blessings is carried out together alternately and is recited using a beautiful song.

The term diba'an refers to a book containing poetry of praise by al-imam Al-Jalil as- Sayyid as-Shaykh Abu Muhammad Abdurahman ad-Dibaiya as-Syaibani az-Zubaidi al- Hasaniy. Usually in addition to using manual musical accompaniment such as flying and other traditional tools. (S. K Lutfiyah, 2002)

This activity uses song instruments and poetry which are sung simultaneously and there is one poem which is sung in tandem. In this activity there are two movement sessions, namely the first session of reading Diba' using a sitting session and the second session standing or commonly called Syrokal. (A. F Aini, 2020)

From these activities we introduce to students that it is a Muslim art tradition. And also we accustom students to like reading sholawat or reciting so that later in the afterlife we can get the intercession of the prophet Muhammad SAW.

Supporting factors and inhibiting factors in the formation of students' religious character at SMKN I Purwosari.

As the researcher got from the informant teacher of Islamic Religious Education at SMKN I Purwosari on the presentation of the data in front of it that in the process of forming the religious character of students, it is certain that there are obstacles and support felt by a teacher. This is reinforced by the results of observations by researchers at SMKN I Purwosari, "obstacles that tend to be negative in nature because they slow down the rate of something being done, on the other hand, supporting factors are positive things that speed up the pace of something you want. As in carrying out the formation of religious character through religious activities, it is certain that in the process there will be obstacles and support in the process. This is in line with Muchlasa Samani's opinion that changes in character are influenced by several factors:

1) Heredity

The behavior of a child is often not far from the behavior of his parents, both from his father and mother. In the Javanese language this term is known as "peanut ora ninggal lanjaran".

2) The influence of the social environment

In the formation of religious character students can be said to be relatively large, if children live in a harsh social environment, then teenagers tend to behave anti-socially, hard, have the heart, like to be hostile, and so on.

3) Natural Environment

Also one of the factors that influence the formation of one's character, an arid, hot, and barren environment whose inhabitants tend to be violent and dare to die.

Based on the explanation above, a character can change due to several factors, so character can be interpreted as basic values that are attached to oneself and build one's personality, formed both good and bad because of the influence of heredity and the environment, both the social environment and the natural environment that can distinguish it from other individuals and is manifested in attitudes and behavior in everyday life.

They feel that there are obstacles and support that influence the formation of the character of the students who participate in the midnight prayer activities. Broadly speaking there are two factors that influence the formation of students' religious character, namely the presence of internal and external factors. Internal factors are those that are within a student's personality, which includes the psychology of a child. While external factors are factors that come from outside, both from the family environment, social environment, or educational environment.

Like the researcher who got earlier the Islamic religious education teacher informant on the presentation of the data in front of him that this matter the researcher concluded that there are 2 factors that cause the formation of character, namely internal factors and external factors in this case that internal factors are factors that come out from outside oneself. This was reinforced by the researchers directly observing the places where students carried out religious activities.

CONCLUSION

The role of the Islamic Religious Education teacher in shaping the religious character of students is quite good. By providing lessons on certain material about fiqh and morals and guiding students in participating in and carrying out religious activities such as by teaching them to read prayers before and after learning, pray in congregation, Friday legi routine, always apply the 5 S of charity alms, carrying out PHBI Friday prayers, women's affairs so that students have a religious character. There are two factors supporting and inhibiting the formation of the religious character of students at SMKN I Purwosari, namely internal factors including within oneself and external factors including family, friends, social/environmental factors.

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