



The Significance of the Islamic Education Teacher in Enhancing the Moral Development of Junior High School Students

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ABSTRACT

Morals are a priority in Islam. This is based on the rule that the Prophet Muhammad was sent to the world as one of his main missions to perfect morals. In achieving a person's moral perfection, guidance is needed through education, namely Islamic education. There is a problem, namely some grade VIII students of A Junior High School in Mojokerto who have bad behavior towards friends, and teachers and do not obey school rules. This study aims to determine the role of Islamic education teachers in improving the morals of class VIII students at A Junior High School in Mojokerto. The type of research used by the author is qualitative field research. Data collection techniques used in this study were interviews/ interviews, documentation, and observation. The results of the study can be concluded as the role of the Islamic Education (PAI) teacher in improving the morals of class VIII students at A Junior High School in Mojokerto. PAI teachers carry out their duties in a professional, responsible, patient, and sincere manner. So, class VIII students at A Junior High School in Mojokerto, who used to have poor morals, are now better, now they become individuals who have a polite attitude.

Keywords: *Islamic Education, Teachers, Morals, Junior High School Student*

INTRODUCTION

An Islamic education teacher is someone who imparts knowledge and fosters understanding of the Islamic religion by guidance, exemplification, and facilitation, with the aim of nurturing the holistic development of their students, encompassing both physical and spiritual dimensions. This aligns with the stated objectives of Islamic religious education, which aim to guide children toward the attainment of authentic Islamic beliefs, the practice of virtuous actions, the cultivation of ethical conduct, and the ability to contribute positively to society, religion, and the state. According to Edi Kuswanto (2014), Islamic education is a form of education that has the potential to instill life motivation inside students. If a teacher effectively engages in the processes of planning, developing, implementing, and assessing the learning experience, it can be considered successful in cultivating the *Akhlakul Karimah* attitude of pupils and enhancing their performance as professional educators. According to Hestu Nugroho (2018), a proficient Islamic education (PAI) instructor demonstrates a strong sense of dedication and effectiveness in fulfilling their responsibilities. This enables pupils to effectively comprehend the educational content delivered by the teacher, hence facilitating the acquisition of valuable teachings that have a profound impact on their moral development. Islamic education can be understood as a business process that possesses distinct traits and features. It involves the imparting, introduction, and guidance of individuals, drawing upon the knowledge derived from the Qur'an and Hadith. This finding demonstrates consistency. According to Supiana and Rahmat Sugiharto



(2017), an Islamic education teacher plays a crucial role in cultivating the character and personality of pupils that align with both religious and human values.

This study focuses on the behavior of students in class VIII of a Junior High School in Mojokerto, specifically examining instances of poor moral conduct towards peers, such as engaging in teasing that leads to emotional distress, exhibiting disrespectful behavior towards teachers, such as frequent disobedience and defiance, and failing to adhere to school regulations. Observing this phenomenon is an obligation and accountability that falls upon educators, particularly those who are engaged in the field of Islamic education. Teachers possess a profound understanding of Islamic religious knowledge, which places great emphasis on cultivating good morals. Given this observation, the role of teachers in enhancing the moral development of eighth-grade students at A Junior High School in Mojokerto is of utmost importance.

By imparting direction and fostering a disposition towards beneficial behaviors, both in speech (*qouli*) and action (*fi'li*), such as displaying politeness towards individuals of all age groups, pupils can develop into individuals with strong moral values. Morality serves as a guiding principle for Muslims in their pursuit of intellectual growth. According to Solihin Agung (2021), mental development is not only influenced by the acquisition of knowledge but also by other factors. The cultivation of positive moral values in pupils can be shaped by the development of virtuous practices.

Several studies have been conducted on the enhancement of students' moral development. One such study by Minharjudin (2022) suggests that the cultivation of positive moral values in students can be achieved through various strategies, including the provision of guidance through exemplary models, advice, habituation, and supervision. According to Novriwandi and Abdur Rahim (2022), an essential aspect of enhancing student moral values is the ability of teachers to employ creative strategies to motivate pupils to engage in worship and cultivate a sense of duty. According to Mumtahanah (2018), the development of politeness among kids is attributed to their exposure to education and training provided by individuals in influential roles, including parents, teachers, religious leaders, and the community.

The three studies together examine the methods for cultivating moral values in pupils and employing influential ways to promote positive behaviors, while also considering the impact of the surrounding environment. The present study has not made reference to the three variables that delineate the role of Islamic education teachers, specifically, their function as instructors and nurturers, facilitators, and mentors. Further investigation is warranted about the impact of Islamic education (PAI) teachers on enhancing the moral development of pupils inside formal educational settings, as indicated by the existing research. The objective of this study is to investigate the impact of PAI teachers on the moral development



of eighth-grade students at A Junior High School in Mojokerto.

RESEARCH METHOD

The methodology employed in this study involves the utilization of a field-based approach with a qualitative orientation. Qualitative approaches aim to comprehend and evaluate the significance of an interaction event involving human behavior within specific conditions, as perceived by the researcher (Imam Gunawan, 2013). The research was conducted at the Junior High School in Mojokerto. The research is scheduled to take place in December 2022. The data collection methods employed include interviews, documentation, and observation. The researchers have access to various data sources, including primary and secondary data. Primary data is obtained from field sources such as research location findings, interviews, and observations. On the other hand, secondary data is derived from literature and written works authored by experts and other individuals (M. Nanda Seftian & et al., 2023). The primary components of data analysis encompass data reduction, data display, and the drawing or verification of data conclusions. The researcher organizes the data in a structured manner, allowing for the identification of patterns and targeted analysis. Subsequently, the data is interpreted to derive its underlying significance.

The researchers will process the data collection procedure in accordance with the requirements of this study, which involves multiple approaches. Firstly, interviews were performed with both Islamic education (PAI) teachers and eighth-grade students. In order to gather relevant information, the researcher collected various documents pertaining to the study. These documents included records of the number and names of teachers and class VIII students at the Junior High School in Mojokerto, as well as the organizational structure, facilities, and infrastructure of the school. Additionally, the researchers obtained data on teacher and student absences, counseling teacher notes, and homeroom notes. The researcher conducted observations on the student learning process, the activities of eighth-grade students at A Junior High School in Mojokerto, and the behavior of these kids.

Based on the findings derived from the data collection process employed by the aforementioned researcher. Subsequently, the researcher will proceed to extract pertinent data from the collected interview responses obtained from Islamic education PAI teachers and eighth-grade students of A Junior High School in Mojokerto. Additionally, the researcher will also analyze the aforementioned documentation and observations to further augment the research findings. Subsequently, the researcher will include the findings obtained from the data collection process in accordance with the specific requirements of this study.



Following this, the researcher will proceed to present conclusions that are directly linked to the aforementioned data.

RESULTS AND DISCUSSION

Islamic education teachers are individuals who possess specialized knowledge and expertise in the domain of religion. Islamic religious education places a significant emphasis on the cultivation of virtuous character. When teachers effectively fulfill their responsibilities, they contribute to the development of their pupils' moral values. The present study aims to investigate the role of instructors in enhancing the moral development of eighth-grade pupils at A Junior High School in Mojokerto.

The Role of Teachers as Instructors and Educators

The instructor is an individual who offers the most comprehensive and relevant content within a given subject area. Educators are individuals who engage in the process of imparting knowledge and guiding pupils toward the cultivation of constructive behaviors. Hence, a PAI instructor is responsible for concurrently fulfilling two primary roles, namely teaching and educating. It is important to note that teaching encompasses the act of educating, and vice versa. According to Siti Ruhulatul Jannah and Nur Aisyah (2021), the effectiveness of teaching can be gauged by examining the learning process itself. An Islamic religious education teacher assumes the role of a religious instructor, in addition to fulfilling teaching responsibilities. This entails imparting religious knowledge to students, while also undertaking educational and mentoring duties. The teacher actively contributes to the student's character formation and moral development. Teaching and education are professional responsibilities inherent to instructors. However, teachers also assume additional roles within the realm of humanitarianism, namely by assuming a parental role for children within the school environment (Miharjarudin, 2022). In order to fulfill their responsibilities as educators and promote the moral development of students, teachers are required to engage in various efforts. One such effort involves offering guidance and advice to students, both within and beyond the confines of instructional hours. Additionally, teachers can serve as role models by exemplifying good conduct and demonstrating politeness (Miharjarudin, 2022). In addition to the provision of religious materials, the teachers also undertake many responsibilities, including fostering faith among students, imparting knowledge on adherence to Islamic law, and cultivating moral values among pupils. The assessment of the intensity or fragility of faith might be conceptualized within the framework of moral considerations (Mujiono & et al., 2022).

The researchers did an observation of the learning process in class VIII A Junior High School in



Mojokerto. During this observation, it was noted that the PAI teacher had a firm and meticulous approach to delivering lessons. This teaching style facilitated the students' comprehension and absorption of the subject matter being imparted. This phenomenon becomes evident when the teacher poses inquiries pertaining to the material that has been imparted, resulting in a high percentage of students being able to respond appropriately. Additionally, it is observed that pupils who exhibit a tendency to disregard the teacher's instructions, commonly referred to as being disinclined to engage in the process of documenting the subject matter, are more prevalent. Upon completion of the study session, it is customary for the PAI instructor to provide a brief motivational message pertaining to positive conduct (Observation, 2022). The nature of the goals to be accomplished is a crucial determinant in identifying the appropriate tactics to be employed in the process of learning (Tabroni & Qubtiyah, 2022).

The successful execution of this duty necessitates the possession of a favorable disposition and a high level of expertise by the educator. According to Ismail (2015), a teacher's ability to effectively educate and instruct is contingent upon several key factors. These factors include emotional stability, a strong feeling of duty towards enhancing student quality, a realistic approach, honesty, compassion, and sensitivity towards student growth, particularly in relation to educational elements.

I'm sorry, but I need more context or information in order to provide an academic rewrite. According to Muntamah (2022), the findings from the researchers' interviews indicate that teachers employ various strategies to enhance students' moral development. One such strategy involves training students to consistently uphold the value of honesty. The teacher believes that good morals are not solely derived from philosophical principles, but also manifested in one's actions. By cultivating a habit of truthfulness, students can enhance their credibility in the eyes of others.

In relation to the educator's role and responsibilities, it is imperative for teachers to possess a comprehensive understanding of many subjects and concepts as part of their pedagogical practice. During the interview process, a PAI instructor consistently engages in pre-teaching preparations, wherein they meticulously design and develop a comprehensive instructional curriculum to be delivered to pupils. Insufficient preparation of the teaching program may impede the effective delivery of lessons, resulting in students' poor comprehension of the subject matter and their inability to receive teachings adequately (Muntamah, 2022). Teachers who possess a combination of high enthusiasm and intelligence are anticipated to demonstrate a strong sense of accountability in their role as educators. To become a proficient teacher or educator in the field of Islamic religion, it is imperative to go beyond fulfilling assigned tasks within designated timeframes and covering prescribed content. PAI teachers must possess substantive and



specialized knowledge to effectively and comprehensively fulfill their responsibilities. The role of a teacher is highly esteemed within the local community due to their capacity to impart knowledge. Consequently, teachers bear the responsibility of educating the younger cohorts of the nation's youth (Miharjarudin, 2022).

The Role of The Teacher as A Facilitator

When fulfilling their responsibilities as a facilitator, teachers are required not only to ensure the availability of appropriate facilities and infrastructure but also to deliver effective instruction that aids learners in their educational journey. When fulfilling its function as a facilitator in enhancing students' moral development, the teacher must take into account certain factors. Specifically, the teacher is expected to ensure the provision of appropriate resources, such as comfortable chairs and tables, to create a conducive learning environment for students. In addition to the aforementioned considerations, it is imperative for teachers to possess qualities such as humility, patience, impartiality, assertiveness, and openness (Mustofa & Muadzin, 2021).

In the data collected by researchers through the interview methodology, it was observed that teachers make concerted efforts to provide high-quality service to learners. One of my endeavors to fulfill the role of an effective facilitator for students is consistently assessing the state and environment of the classroom, encompassing aspects such as seating arrangements, furniture, and decor. class and others, if one of these is broken, then I act swiftly to repair or replace it (Muntamah, 2022). By providing these facilities, students must also be taught to always look after and care for them, so that students have a sense of responsibility (Novriwandi & Abdur Rahim, 2022).

Merely assuming the role of a facilitator, without additional qualifications and competencies, may prove insufficient in delivering effective educational services within the context of Islamic education. In addition to classroom instruction, it is imperative for teachers to offer learners amenities beyond the confines of the classroom. The provision of Islamic-oriented facilities has the potential to yield favorable outcomes for the advancement of Islamic moral education among learners. According to data collected by researchers through interviews, it was found that the teacher organized congregational Dhuha prayer activities and gave students access to the Al-Qur'an for regular reading. This initiative is believed to have a favorable influence on the development of Islamic ethics among the students (Ahmad Dhani, 2022). According to Novriwandi and Abdur Rahim (2022), one way to enhance students' personalities and foster improvement in Islamic religious education is through the provision of infrastructure as learning tools. Islamic morality is a fundamental aspect that can serve as a determinant of the moral character of a Muslim individual. According to Syarifah Habibah (2015), if an individual possesses a strong faith and adheres to sharia, it is likely that their



Islamic values will also be commendable. According to Zalfa Nurina Fadhillah (2020), the implementation of habituation exercises by teachers aimed at fostering Islamic morality can effectively cultivate positive behaviors among pupils, enabling them to consistently exhibit virtuous conduct within both the classroom and community settings.

Researchers conducted an inspection of the activities carried out by the students at the Junior High School in Mojokerto. It was observed that the school incorporates morning apple school activities into their daily routine, during which the kids engage in reciting the *Asmaul Husna*. Some students in the eighth grade of the Junior High School in Mojokerto chose not to engage in the aforementioned constructive activity. Instead, they opted to remain concealed within the school premises. In light of this observation, educators consistently adopt a patient approach while engaging with students, offering assistance to ensure their sustained involvement in these activities (Observation, 2022).

When students are at school, the teacher assumes a parental role for them. When fulfilling the role of an educator and a parental figure for their students, it is imperative for teachers to possess a profound affection towards their students, fostering a deep connection between the instructor and the learners. The manifestation of love can be demonstrated through the teacher's attentive demeanor towards their students. The teachers of PAI (Islamic Education) at class VIII of A Junior High School in Mojokerto demonstrate a proactive approach in addressing students who exhibit a lack of focus on their studies due to contemplation of personal problems. This approach involves inviting such students to engage in the recitation of *Sholawat* (Islamic prayers and blessings upon the Prophet Muhammad), with the intention of providing solace to their hearts and introducing them to the practice of *Sholawat* recitation. As a result, learners are likely to develop stronger emotional attachments and respect towards their teacher (Ithoha, 2022).

The Role of the Teacher as a Guide

In the role of a supervisor, the instructor is responsible for offering guidance to their pupils, facilitating their growth in the domains of personal development, social interaction, and cognitive skills. The teachers' endeavors in fulfilling their role as facilitators in enhancing moral values can be accomplished through the implementation of religious activities. By incorporating religious activities, it becomes possible to cultivate positive moral values among students. Examples of religious activities that can be implemented include arranging visits to religious leaders, who can serve as role models and sources of motivation for students (Nurhayati Rizki AP & Fuady Anwar, 2021).

When it comes to enhancing the moral values of students, it is imperative for PAI teachers to possess effective strategies for providing guidance. In a study conducted by Ahmad Dhani (2022), data was



collected through interviews, wherein a PAI teacher was found to introduce students to social life by encouraging their interaction with religious leaders in their vicinity. This approach was deemed instrumental in cultivating Islamic character among students. Mumtahanah (2018) asserts that for students, exhibiting good manners is indicative of possessing noble character, which can be acquired through education and the influence of various individuals in their immediate surroundings, including parents, teachers, religious figures, and community leaders who contribute to moral teachings.

During an observation of student behavior at recess in Class VIII a Junior High School in Mojokerto, researchers noted that certain students engaged in a game involving chili sauce, which resulted in their friends becoming upset. In response to this situation, the PAI teacher promptly intervened and approached the student responsible for causing distress to his peer. The teacher then invited the student to the office for reprimand and guidance. This incident highlights the teacher's commitment to mentorship, as it demonstrates the importance of providing guidance with patience, rather than acting in a self-centered manner. Such an approach fosters a comfortable learning environment for students (Observation, 2022).

In order to enhance the ethical development of pupils and promote positive behavior, it is imperative for teachers to assume the role of mentors and offer religious guidance. The attainment of learning objectives can be facilitated by the application of acquired knowledge and skills by students. Hence, it is imperative for the PAI instructor to offer appropriate assistance pertaining to the transmitted knowledge, enabling students to effectively apply and engage in practical exercises. The provision of instruction on the practice of learning fine arts is evident in the teaching methods employed by the instructor of Class VIII Junior High School.

The Javanese language is commonly used by individuals when communicating with their parents and other individuals. Hence, it is imperative for students to not only possess the theoretical understanding of religion but also actively engage in its practical application within their daily lives (Nihayatuzzahra, 2022).

The learner's features or attributes may vary based on their background. Therefore, it is incumbent upon a PAI instructor to address and navigate the many qualities and behaviours exhibited by students. According to Nuruddin Araniri (2020), the presence of individual differences among humans serves as a means for individuals to demonstrate respect towards one another, as fellow creations of God. In a study conducted by researchers, data was collected through interviews with teachers of Islamic Education (PAI). The findings revealed that addressing and managing the diverse nature and character of students poses a significant challenge for teachers. To address this challenge, teachers employ an approach that involves fostering friendly interactions with students and discouraging selfish behaviour, in order to prevent harm to



students. This study aims to offer recommendations for educators on how to address student mistakes without resorting to direct punitive measures (Muntamah, 2022). Each individual possesses a unique background, which in turn contributes to the development of distinct character traits. The presence of this distinction necessitates the role of the teacher as a facilitator, enabling them to direct students towards the attainment of their objectives, hence fostering the growth and development of students (Mumtahanah, 2018).

CONCLUSION

Based on the findings of the authors' research conducted at a Junior High School in Mojokerto, it can be inferred that the Islamic Religious Education (PAI) teachers play a significant role in enhancing the moral development of eighth-grade students at a Junior High School in Mojokerto. There exist multiple indications that highlight the significance of Islamic education teachers in enhancing the moral development of eighth-grade pupils. These indicators encompass the teacher's role as an instructor and mentor, as a facilitator, and as a guide.

The teachers consistently demonstrate professionalism in fulfilling their roles as educators, exhibiting patience and sincerity in delivering quality instruction and support to their students within and beyond the confines of the classroom. In order to enhance the moral development of eighth-grade pupils at a Junior High School in Mojokerto, it is imperative to use strategies that foster positive ethical values. In this scenario, it is recommended that the PAI teacher choose the Islamic religious education pedagogical approach inside the classroom setting. Subsequently, the teacher should facilitate student engagement in practical application within the social sphere, while concurrently exemplifying commendable conduct. This approach aims to cultivate the students' ability to serve as influential figures for their peers. In the context of education, it is advantageous for students to consistently adhere to the directives of their teachers, as one of the contributing factors to academic achievement is the compliance exhibited by students towards their instructors. The cultivation of an individual's ethical values can be attributed to adherence to sound sharia principles. Consequently, within the context of educational institutions, it is advisable to prioritize the promotion of religious practices among students.

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