Teachers role of islamic religious education in strengthening the values of islamic character of students of SMP IT Ibn Mas'ud Wates Yogyakarta

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ABSTRACT

The background to the problem in this research is that there is a decline in the Islamic character of students at SMP IT Ibnu Mas'ud Wates Kulon Progo. To be able to shape students' Islamic character better, the role of Islamic Religious Education teachers as parents while at school is needed. This research aims to examine in depth: (1) the role of PAI teachers in strengthening the Islamic character values of students at Ibnu Mas'ud IT Middle School; (2) supporting and inhibiting factors in strengthening the Islamic character values of students at Ibnu Mas'ud IT Middle School. This research uses a qualitative method with a descriptive approach. The research subjects were 15 informants consisting of the school principal, head of student affairs, head of curriculum, and 2 PAI teachers and 10 students. Data collection techniques in this research include observation, interviews, and documentation. Once the data is available, data analysis is then carried out by reducing the data, presenting the data, and drawing conclusions. The results of this research show that the role of PAI teachers in strengthening the Islamic character values of students at SMP IT Ibnu Mas'ud is providing learning and material about PAI by instilling character education, holding Islamic Personal Development activities where these activities are in the form of solutions and motivation. for students. The program to strengthen the Islamic character values of Ibnu Mas'ud IT Middle School students in the form of Santri service. The supporting and inhibiting factors for the role of PAI teachers in strengthening the Islamic character of students at Ibnu Mas'ud IT Middle School are the supporting factors: (1) students' awareness; (2) the existence of facilities and infrastructure; (3) program supervision; (4) socialize with the surrounding community. Meanwhile, the factors inhibiting the role of PAI teachers are (1) lack of individual awareness; (2) limited facilities and infrastructure; (3) indifference; (4) lack of program evaluation from the Leadership.

1. Introduction

The background to the problem in this research is that there is a decline in the Islamic character values of students at SMP IT Ibnu Mas'ud Wates Kulon Progo Yogyakarta. To be able to shape the Islamic character of students to be better, the role and example of Islamic Religious Education teachers and other stakeholders are needed as substitutes for parents while at school.

Studies related to the character of students as human beings and perfect creatures created by Allah SWT, so that students remain the best people, humans must have faith and do good deeds. Humans have experienced growth and development since they were in the womb, so they receive careful

attention, in which case humans have needs from infancy to adulthood. These needs are in the form of physical, physical, and non-physical, these needs can of course be met by making efforts. Needs can be divided into two, namely primary and secondary needs. In human physical growth, psychological aspects develop along with physical growth. Human development is also followed by psychological and physical processes through the results of biological, cognitive, and socio-emotional processes. (Samsudin et al., 2016).

Humans cannot be separated from religion and education which is a guide and self-development for life in the world. Belief in religion is a human need for faith, expressed in words and implemented in deeds. Religion as a source of values and ethics are interconnected and have a natural nature like human creation in submission, love of worship, and the cultivation of noble values in human creation. Humans can deviate from these natures, so there is a "moral punishment" that appears in the form of guilt within them. Human abilities are very limited in terms of living, so they need a guide to life, namely religion (Arif, 2015).

To strengthen character values, so that students do not deviate from human nature, Islamic religious education to strengthen students' Islamic character values is very necessary. Education is the process of human maturation through knowledge, skills, and habits that have been passed down from generation to generation. Physical and spiritual development is education towards the creation of the main goal where it is studied to control humans in life and has a basis as a support in the reality of policy and practice activities, the educational foundation is a device that becomes a foothold in the context of implementing education as a reference in the field studies with a universal understanding to obtain the character and methods of several scientific disciplines and aim to support disciplinary sources which are then developed from an interpretive, normative and critical perspective on education. Religious education is learning that must be included in the curriculum of educational institutions in Indonesia because religious life is a part of life that is realized in an integrated manner. Islamic Religious Education described in GBPP PAI in public schools is a plan to try to prepare students for the introduction, understanding, appreciation, and belief in the Islamic religion with demands for respect for adherents of other religions in harmonious relations between religious communities and realizing national unity (Ahyat, 2017).

Education is very important to pay attention to because it can give rise to ideas that are very beneficial for the world, especially in the Republic of Indonesia, and can develop skills in creating innovations for people's lives. Until then, education will never be lost and as an effective tool for changing the fate of individuals, communities, nations, and countries in any situation, it is still a trigger for change in the world, so people are eagerly waiting for it to create progress in the world and it is hoped that education will also In this era of globalization, we can produce quality generations in the world, especially in Indonesia, and can compete between nations and countries.

To increase optimization in Islamic religious learning in schools at SMP IT Ibnu Mas'ud Wates, namely by sharpening the vision and mission of Islamic religious education in the school so that it can be realized. Reflecting on incidents and cases that often arise, such as student delinquency at school. The emergence of this delinquency is because Islamic religious education in schools is still experiencing failure. After all, up to now, it has prioritized only cognitive aspects (IQ), so it is not uncommon for some students to commit student mischief, such as bullying, playing games alone during class, and so on. Referring to this information encourages and drives the need to improve quality through developing Islamic religious education learning in schools that are oriented towards character values (affective). Therefore, Islamic religious education teachers need to review and find solutions to strengthening students' character values. Based on this description, the author of this research is interested in raising the problem in this research, related to strengthening students' character values with the theme; "The Role of Islamic Religious Education Teachers in Strengthening the Islamic Character Values of Ibnu Mas'ud Wates IT Middle School Students, Kulon Progo Regency, Yogyakarta."

2. Method

The research in this writing uses a qualitative type of field research, which is research by directly observing the research object to obtain relevant data. Then the data obtained through this research is interpreted using a qualitative descriptive approach which functions to determine the causes and

process of events experienced by the research object. Qualitative research is a type of research that can produce several findings, but these results cannot be achieved using statistical procedures or other methods of quantification (measurement). The results of qualitative research can be in the form of in-depth descriptions of speech, writing, and behavior observed from an individual, group, society, or organization in a particular context which is studied from a comprehensive perspective. (Rachmawati, 2007).

In the research, the author uses a descriptive approach because the research is not intended to test a hypothesis, but only describes a research result that aims to provide a description, explanation, and validation of the phenomenon being studied. The research location was carried out at SMP IT Ibnu Mas'ud Wates, Kulon Progo Regency with implementation time in August 2023. The data source was obtained through primary data in the form of direct observation at SMP IT Ibnu Mas'ud and interviews with the school principal, head of curriculum, 2 teachers PAI, head of student affairs, and 10 students of SMP IT Ibnu Mas'ud. The secondary data itself comes from documents from SMP IT Ibnu Mas'ud Wates Kulon Progo Regency in the form of books and journal articles related to the research title. To select research subjects, the Snowball Sampling technique is used, where the technique determines samples for identification, and sample selection and takes several data samples in a continuous network or chain of relationships in this technique, the number of informants can increase by adjusting the needs and information that is met.

3. Findings and Discussion

3.1. The Role of Islamic Religious Education Teachers in Strengthening the Islamic Character Values of Students at Wates Kulon Progo Yogyakarta Integrated Islamic Middle School

Teachers have a role in education and are good role models for students and character building, where the teacher's most important role in character education is modeling. Exemplary behavior is needed in the teacher's role as consistency in carrying out his commands and prohibitions so that this becomes a figure in the teacher's role as a role model and good example for the participants (Riswanto, 2023).

SMP IT Ibnu Mas'ud itself, students' Islamic character has been studied and given guidance in forming students' Islamic character which can increase knowledge and control of students' character. The following are the results of interviews with PAI teachers and head of student affairs (Nurul & Zusty, 2023) in strengthening the Islamic character values of Ibnu Mas'ud IT Middle School students:

"When learning there is also synergy with boarding school subjects, so apart from school there are PAI subjects in class, there are boarding school subjects in the dormitory such as moral beliefs using books which are additional subjects" (Nurul & Zusty, 2023).

From the results of an interview with Mrs. Nurul as a PAI teacher at SMP IT Ibnu Mas'ud, the role of PAI teachers in strengthening Islamic character values is that during learning there is synergy with boarding school subjects, where students in the dormitory also get additional subjects with using the book of moral beliefs. The same thing was also conveyed by Mrs. Zusty head of student affairs at SMP IT Ibnu Mas'ud (Nurul, 2023). The following are the results of interviews with sources:

"To strengthen Islamic character values, in this school there are activities that support its Islamic character, here there are gathering activities with several groups and later there will be tutors, some of whom are teachers or brought in from outside, from there sometimes there are discussions and continuous sharing. we share knowledge, especially about Islam. From the accommodation perspective, for example, worship activities are scheduled, we also pay attention to their 5 daily prayers, sunnah prayers, evening prayers, recitations, reading the Koran, and memorizing them. Apart from that, other Islamic characteristics may be more about socializing, we also sometimes make friends with neighbors and socialize with others, for example, if someone has a purpose such as recitation the Koran, we can help, for example, among the guests or a son to fill in the adroh, if asked by the residents. "From there, building their Islamic character means being able to support their Islamic character" (Latif, 2023).

Apart from that, the role of PAI teachers is very important in schools in strengthening character values. This was conveyed by Mr. Latif a PAI teacher at Ibnu Mas'ud IT Middle School. The following are the results of interviews with informants in this research:

"......The point is that the role of the PAI teacher is very important because the first one must provide an example directly, not just limited to the material but so that there is also a PAI teacher who is a woman and also gives an example of how to look like a Muslim woman. like what, then I also like that, how do I speak, then dress, then I also try to apply some of the sunnah, for example wearing a headscarf is not a problem. "Also from what we see, that means we also monitor him in terms of his worship every day, not forgetting that we remind him how his worship is going, how his daily practices are going, so be patient (Latif, 2023)."

The Islamic character of Ibnu Mas'ud IT Middle School students, the school, and the principal play a role in strengthening this character, where the principal is the leader in the administration and running of programs at the school. The following are the results of an interview with Mr. Riswanto as principal at SMP IT Ibnu Mas'ud (Riswanto, 2023):

"......The principal is the person responsible for everything in the educational process, then from that person in charge, the principal must have a role in forming or creating a character education system in this school. In that system, we are here, namely, there are human resources, there are teachers, there are the students themselves, then it also involves the role of committees, parents, and other stakeholders. The second is about the program, so if the program at SMP IT Ibnu Mas'ud is related to character strengthening, the first must include various learning resources in accordance with the national curriculum, that in the learning process there must be character strengthening here, then the second is appropriate learning. here there is a hut and boarding, then usually in the hut there are other lessons about character development. Then the next supporting program is for example children who must be ready to contribute to society, such as the student service program, then children who are well educated in character, here the following programs are carried out. So the role of the school principal has sometimes been to form a character strengthening system by optimizing the role of existing resources, be it human resources, be it other resources, including making decisions on work programs that will be implemented by all members of the Mas'ud school (Riswanto, 2023)."

Apart from that, schools also have a role in strengthening students' character values, below is an interview by Mr Riswanto:

"......further regarding the role of schools, schools are the place where they learn now when they are not in society and not in their families. So, first of all, we interpret and carry out all activities at this school as character formation, both learning in class and outside class, habituation, extracurricular activities, and boarding are the beginning of character formation that is processed by oneself. Then the second is to provide learning facilities that support character formation, such as facilities, space, opportunities, programs and so on, including a learning environment that supports character. And the role of the school is to involve all stakeholders, the school's general staff, then there is the community, parents and so on. This will become an environment that can strengthen the formation of their Islamic character. We give this message to parents, parents put their children here so that their children are pious and the community has prepared an environment that is also pious Mas'ud (Riswanto, 2023)."

3.2. Supporting and Inhibiting Factors of the Role of PAI Teachers in Strengthening Islamic Character Values of Ibnu Mas'ud Wates IT Middle School Students Kulon Progo Yogyakarta

Based on the results of interviews with informants (Nurul & Latif, 2023) as PAI teachers at SMP IT Ibnu Mas'ud, and informants (Zusty, 2023) as head of student affairs at SMP IT Ibnu Mas'ud, the following is a description of efforts to strengthen character values students and their obstacles are as follows:

"......When learning there is also synergy with boarding school subjects, so apart from school there are PAI subjects in class, there are boarding school subjects in the dormitory such as moral beliefs using books which are additional subjects." "To strengthen Islamic character values, in this school there are activities that support Islamic character. Here there are gathering activities with several groups and then there will be tutors, some of whom are teachers or brought in from outside, from there sometimes there are discussions and continuous sharing. we share knowledge, especially about Islam. Even though during the lesson there were people who were nosy with their friends. Meanwhile, in terms of accommodation, we also have scheduled worship activities, we also pay attention to their 5 daily prayers, sunnah prayers, evening prayers, recitations, reading the Koran and

memorizing them. Apart from that, other Islamic characteristics may be more about socializing, we also sometimes make friends with neighbors and socialize with others, for example if someone has a purpose such as recitation of the Koran, we can help, for example, among the guests or a son to fill in the hadroh, if asked by the residents. From there, to build their Islamic character, the intention is to support their Islamic character." "The point here is that the role of PAI teachers is very important because first of all they have to set an example directly, not only in terms of material, but also directly so that there is also a PAI teacher who is a woman and also gives an example of how to look like a Muslim woman, then I too like that, how to speak, then dress, then try to apply some of the sunnah, for example, wearing a headscarf is not a problem. "Also from what we see, that means we also monitor it in terms of worship every day, not forgetting that we remind you how the worship is going, how the daily practice is going, so with training like that the material is okay, from the physical example, it's okay, I think that's it" (Nurul, Latif, & Zusty, 2023).

There are several obstacles to the role of PAI teachers in strengthening students' Islamic character values who finally found a solution to overcome these obstacles. The following are the obstacles in strengthening character values based on the results of interviews with PAI teacher informants at SMP IT Ibnu Mas'ud (Latif, 2023):

"For a solution, first we look at the causes of these obstacles. After identifying the cause, we will later classify whether it requires collaboration with other agendas or teachers or not. If the PAI teacher can solve it himself, then the solution can be carried out during teaching and learning activities or independent discussions with students. "If cooperation from other parties is required, we will discuss it first to find a solution" (Latif, 2023).

Therefore, the teacher's role needs to be honed to be able to provide solutions in solving students' problems if someone experiences difficulties in following the learning process, which can be the teacher's role as a learning resource and facilitator for students. Teachers can also play a role in strengthening students' character because this character needs to be formed so that students can know and have a sense of responsibility towards their respective environments, where character can also be used for their benefit to achieve the future that will be achieved next. The role of the teacher is as a demonstrator for his students, where the teacher can demonstrate commendable qualities from all aspects of life. In this case, the character of students can also be influenced by the teacher's commendable qualities which are taught through classroom learning and creating a system of learning methods that can be understood by students. The role of teacher also has a big responsibility in educating and conveying knowledge to students, because teachers have a duty (in Islamic teachings) namely as heirs of the Prophet who essentially has the mission of rahmatan lil-'alamin (bringing mercy to all nature), which is meant by The mission is to invite humans to obey the commands of Allah SWT to obtain salvation in this world and the hereafter.

A school is a place of learning for children when they are not in the community or family. Activities at school are interpreted and carried out as character formation, whether studying in class, habituation, extracurricular activities, or boarding school which is the beginning of character formation that is processed by oneself. Providing learning facilities for character formation such as space, opportunities, programs, and learning environments that support character. The role of the school, it also involves all school members, the community, parents and others to create an environment that is able to strengthen Islamic character and provide a message to parents when they enroll their children in this school so that the child becomes pious and the community has prepared an environment that is also pious.

The Islamic character values of Ibnu Mas'ud IT SMP participants can be formed through learning where there is synergy with boarding school subjects as well as strengthening the Islamic character values of students through activities such as socializing with neighbors and school residents as well as having other goals to find out about the program. -school programs that will be implemented as well as other activities such as sharing knowledge about Islam. Islamic Personal Development activities are also one of the programs at SMP IT Ibnu Mas'ud which aims to treat students who have something related to the student's character, for example, students who have a quiet character and are often shunned by their friends and Students who have the character do not want to be disturbed. The Islamic character of students can also be formed through community programs, these programs are introduced directly by students so that socialization between the community and the school community can establish good cooperation. Social care is a character value that is instilled from an

early age, where the instillation aims to prevent a decrease in students' sense of empathy and show concern for others (Khaerunnisa & Muqowim, 2020).

The school principal as a leader in implementing and determining learning programs at school also plays a role in shaping the Islamic character of students and is responsible for creating a character education system where the system involves the role of the school committee, parents and other stakeholders. At Ibnu Mas'ud IT Middle School itself, the principal plays a role in shaping the Islamic character of students by creating a character education system, especially for students. In creating this education system, human resources (HR) are needed, namely in the form of teachers, the students themselves and then in creating it. involves the role of the committee and parents, where this involvement can support the creation of character education. Then SMP IT Ibnu Mas'ud itself also has a program related to character strengthening which includes various learning resources adapted to the national curriculum, where the curriculum states that provision of character strengthening must be presented in the learning process. The Islamic character of students is a matter of behavior, traits and speech that has been within them since birth, where this character can be demonstrated in the school environment and outside of school and this can support effectiveness in learning. In the formation of students' Islamic character, there are two factors where the character can be formed by itself, namely internal factors where the student's character can be formed by itself from the environment and family and external factors which are formed from outside the environment and from other people. Apart from that, the formation of Islamic character can also occur due to an encouragement, namely encouragement from within oneself without coercion from any party as well as encouragement from outside which cannot stand alone, this encouragement has things that can encourage it in the formation of character which is aimed at at a goal. Encouragement from within and outside can form forces in the form of motivation through which individuals can strive to achieve their goals and form good character. This is in line with the theory of Islamic education experts (Khaerunnisa & Muqowim, 2020).

Supporting factors for the role of PAI teachers in strengthening students' Islamic character values include:

(1) Student Awareness;

(2) Existence of Facilities and Infrastructure

(3) Program Supervision by the Person in Charge of Implementation;

(4) Socialize with the community around the school.

Meanwhile, factors inhibiting the role of PAI teachers in strengthening students' Islamic character values include:

(1) Lack of Student Awareness;

(2) Limited Facilities and Infrastructure;

(3) Indifferent to students;

(4) Lack of program evaluation from leadership (SMP IT informant, 2023).

A Character itself is born in a person's identity and is determined by the Creator, a person's character has different things and cannot be the same. Character can be seen for oneself through behavior, words, and other things that can be determined directly so that one can find out whether a person's character is good or bad. Sometimes a character cannot be directly predicted considering that a person's background is not yet known at all and other behavior may deviate from character values.

Based on the results of research through researcher observations regarding the condition of students' Islamic character values, the Islamic character values of students at Ibnu Mas'ud IT Middle School can be known through the way they behave while at school and the students' worship which is monitored directly while at school. For the students themselves, because it has only been a few months since they started school, it is generally known that because they come from different schools and family backgrounds, the period of strengthening Islamic character of the students themselves is still in the adaptation period and so far the Islamic character values of the students have shown an attitude which is good and some need to be reminded of their character, such as students who are nosy to their friends. For students who are in the dormitory, schedules such as midnight prayers, reciting the Koran and other activities are available in the dormitory. The influence of the decline in students' Islamic character values is due to electronic dependence, for example smartphones where content is available that teaches things that students cannot emulate and makes this worsen students'

Islamic character values, such as saying harsh words, committing acts. inappropriate things and other things that can worsen the character of students. The Islamic character values of Ibnu Mas'ud IT Middle School students have different characters because some of the students live in the dormitory and some of them are at home and the teacher does not know some of the students' Islamic character values while at home, which is certain. supervised directly by their parents. Students who are in the dormitory can be monitored directly by the musyrifah starting from their actions and worship while in the dormitory. If the student does something inappropriate while in the dormitory, they will receive a report which can also affect their school and character values. Islamic students at Ibnu Mas'ud IT Middle School can still be directed if students commit inappropriate rights. As well as comparing Islamic character values with other schools, Ibnu Mas'ud IT Middle School is still conditioned to Islamic character values because it upholds the vision and mission that Just as for example in terms of clothing, students are required to cover their private parts, especially women who are required to wear a headscarf (Researcher, 2023).

In the results of the interview, the solution to overcome obstacles to strengthening the Islamic character values of Ibnu Mas'ud IT Middle School students is to look at the causes of these obstacles and identify what is causing the obstacles. Then it is classified whether collaboration is needed with an agenda, with other teachers or not at all. If PAI teachers can overcome these obstacles themselves, then these obstacles can be resolved by implementing teaching and learning activities or having independent discussions with students. If these obstacles cannot be resolved and require cooperation from other parties, a discussion will be held first to find the best solution. Solution is the meaning of resolving or resolving a problem which in other words is a way out. Metallica argues in Mataka that the purpose of problem-solving is directed action which requires appropriate mental representation and continued application of certain methods or strategies to start from the beginning to achieve the desired goal. Based on the interview conducted yesterday by the PAI teacher, Mr. Latif said that a classification was carried out as to whether collaboration was needed with the agenda, with other teachers, or not at all. Meanwhile, the journals that the researchers read were: Initial Selection of Prospective Teacher Candidates, Selective Selection of Teaching Materials, Parenting Education, and a Form of Synergy between institutions and parents (Hidayati et al., 2022).

4. Conclusion

Based on the research results, the role of Islamic Religious Education teachers in strengthening the Islamic character of students at SMP IT Ibnu Mas'ud can be stated as follows:

1. The role of the Islamic Religious Education teacher, apart from providing learning, also plays a direct role in forming students' Islamic character, which is carried out well and fosters students' Islamic character by having a high sense of student awareness, being able to socialize with the community and being obedient to worship by carrying out obligatory and sunnah prayers. in an orderly and timely manner. Apart from that, teachers and schools also carry out Islamic Personal Development activities, which can support the formation of students' Islamic character, especially students.

2. Supporting and inhibiting factors for the role of Islamic Religious Education teachers in strengthening students' Islamic character values. There are several factors that can support character strengthening, namely student awareness, the existence of facilities and infrastructure, program supervision, and outreach to the community regarding programs. school. Meanwhile, inhibiting factors in strengthening students' Islamic character values include students' lack of independence and having to be reminded by teachers and Musyrifah to carry out their religious obligations, students' actions that can violate school or dormitory rules, and other things that can hinder the teacher's role in strengthening values. -students' Islamic character values. The condition of the Islamic character of students at SMP IT Ibnu Mas'ud has partly shown a good attitude. The character of students can be known directly from their behavior and activeness in participating in learning. In strengthening the Islamic character of students, apart from school, there are also other activities in the dormitory for students who stay. In the dormitory there are scheduled activities such as midnight prayers, reciting the Koran, and so on. If students violate or cause trouble in the dormitory, the students will receive a report from the musyrifah and then the report will be forwarded to the school.

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