



THE ROLE OF ISLAMIC RELIGIOUS EDUCATION TEACHERS IN IMPROVING STUDENTS' SOCIAL CONCERN IN MA. WALISONGO GENDING

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Abstract:

Social care is the attitude and behavior of a person or group of people to pay attention, respect, and assist those in need. It involves empathy, concern, and responsibility for the well-being of others. It is essential to form these values from an early age, especially in the younger generation, so that they can provide benefits to society in the future. This research aims to identify the role of Islamic Religious Education (PAI) teachers in increasing students' social awareness at MA Walisongo Gending, especially in fostering a caring attitude towards the surrounding environment and readiness to help other people in need, especially in the context of Islamic education. This research uses a qualitative approach with a case study method, and data is collected through observation, interviews, and documentation. Research confirms that the role of Islamic Religious Education (PAI) teachers is vital in forming students' social awareness. PAI teachers act as educators who teach social values in Islam and as learning resources that provide relevant and in-depth material. They are also role models in social behavior, providing tangible examples of doing good and caring for others. Apart from that, PAI teachers act as motivators who actively encourage students to participate in social activities. They encourage and support students to care about the surrounding environment and do good to others. As mentors and evaluators, PAI teachers provide direction and feedback on students' social activities, guiding them in planning, implementing, and evaluating their social activities.

Keywords: *The Role of PAI Teachers, Student Social Concern*

INTRODUCTION

The role of teachers, especially PAI teachers, is an example for their students in planning to increase students' social awareness. Teachers teach their students to share with each other regularly so that they can grow caring for each other (Fasya et al., 2022; Salsabilah et al., 2021). Teachers are second educators after parents, teaching their children to acquire knowledge or skills. One of the teacher's responsibilities is to help students become good people and help them achieve their academic goals (Madya, n.d.). Teachers, who are directly and indirectly professionally prepared to be responsible for the sustainability of education in society, are the key to educational success. One of the responsibilities of PAI teachers is to educate students by providing knowledge and understanding about the Islamic religion so that students can understand religion through their behavior and attitudes.

Because teachers must provide good examples to their students so that students

can imitate them, because the teacher's example is the student's example. Social education is very important because it discusses relationships between humans. Social education is important in this context because humans are social creatures who always interact with each other in various life situations, such as family, society and the workplace. Social education teaches individuals how to behave well, respect differences, work together, and understand how their actions impact other people (Saihu, 2020).

Teachers are educators, who become figures, role models and identification for students and their environment. Therefore, teachers must have certain personal quality standards, which include responsibility, authority, independence and discipline (Fahrudin & Sari, 2020; Suralaga, 2021). Teachers can help students become more socially aware by instilling a socially caring attitude towards the community around them by giving them good examples. This is important because in Islam, the creation of humans involves the relationship between humans and Allah SWT. Allah SWT makes humans social, and they always need help and support from other people (Junita et al., 2023). Therefore, education is very important for children so that they can live in a society that is in accordance with Islamic teachings. In the context of Islamic education, the formation of social awareness through education must be an integral part of the learning process. Teachers have an important role in providing a supportive environment and encouraging students to understand and feel the needs of others and act to help them. Islamic education also teaches the importance of sharing sustenance with others through zakat, alms, and various other forms of good deeds. By providing positive examples and a correct understanding of Islamic values, a teacher can help children develop a strong social care attitude and become responsible members of society who care about others (Jajuli & Ghrazianendri, 2019).

Social concern refers to actions or behavior carried out by individuals in response to certain circumstances and contexts (Febriyanti et al., 2022). This behavior can be realized by expressing affection, showing attention, and communicating emotions. When someone has genuine concern, they will show it through their behavior. Furthermore, if this action is implemented consistently, it will increase the level of public awareness (H, 2018). Applying a social caring disposition has the potential to foster strong social cohesion, thereby fostering a family atmosphere characterized by mutual support between individuals (Soekarno & Mujiwati, 2015).

Teachers not only need to deliver learning material effectively but also create a comfortable and interesting environment for students. Good communication is the key to achieving this relationship. Teachers must provide constructive feedback, listen empathetically, and use a variety of learning methods. When students feel valued and understood, they are more motivated to learn and achieve, which in turn improves the quality of teachers' teaching. This creates a positive cycle where teacher success in teaching encourages student success in learning, and vice versa (Firdausi, 2020).

MA Walisongo Gending is a school that places great emphasis on the formation of noble morals, especially in terms of social awareness in its students. This is reflected in the positive attitudes and behavior shown by students at the school. Based on the results of observations, this school consistently implements infaq habits which are coordinated by teachers every day. Another example that reflects students' social awareness is their high sense of empathy towards fellow students. This can be seen, for example, during break times, where students often share the food they bring from home with friends who do not bring provisions. Behavior like this certainly would not be possible without the important role of a teacher, especially an Islamic Religious Education teacher. PAI teachers have a role that is very close to learning about noble morals, including the values of caring and helping each other. Through guidance and example from teachers, students learn to apply these values in everyday life.

Social awareness is an important part of the Indonesian education system and continues to be developed through the curriculum. Teachers, especially Islamic Religious Education teachers, play a strategic role in shaping students' social values (Anti-corruption & Lubis, 2019). By developing social awareness, students are expected to have strong concern for others and be able to apply these values in everyday life. A caring

attitude does not appear instantly, but rather through an intensive and consistent process of habituation, awareness and values education. Teachers act as role models and mentors in teaching the values of compassion, empathy, and love, as well as guiding students to participate in social activities, such as charities, visits to orphanages, or environmental activities. Interesting and interactive approaches, such as inspirational stories, discussions, and simulated social situations, can be used to foster a deep understanding of the importance of social awareness. Thus, holistic and consistent education can form a young generation who cares and contributes positively to society (Toolkit et al., 2010).

The same research was conducted by Linda Diana entitled "The Role of Teachers in Developing the Socially Caring Character of Class IV Students at MIN 09 Bandar Lampung." The results of this research explain that teachers play an important role in developing students' social caring character. This role is realized as an educator who guides social values, a teacher who delivers relevant material, a model who is a role model, and a person who reflects caring. This finding confirms the role of teachers in shaping students' social character (Diana, 2019). The same research was conducted by Desi Setyo Putri entitled "The Role of Teachers in Fostering Attitudes of Social Concern Through Infaq Activities at Madrasah Ibtidaiyah Mamba'ul Huda Ngabar Ponorogo in the 2014/2015 Academic Year." The results of this research explain that the role of teachers as educators in implementing infaq is to guide and provide knowledge to their students. The strategy used by teachers to foster a social caring attitude in MI students is by showing and giving examples of social caring attitudes. The form of social care attitude of students after participating in infaq activities at MI is the growth of an attitude of awareness to care for and share with others.

Based on the description above, this research aims to examine in depth the role of Islamic Religious Education Teachers in increasing students' social awareness at MA Walisongo Gending. This research includes an exploration of the process carried out by PAI teachers in instilling social care values in students, an examination of various real forms of social care behavior shown by students, as well as an analysis of the positive impacts resulting from increasing social care, both in life. students at school and in the community. This research also seeks to understand the strategies and approaches used by PAI teachers, including learning methods, providing real examples, and integrating religious values in the formation of student character. In addition, this research will examine the challenges faced by PAI teachers in this role and how these challenges can be overcome. Thus, it is hoped that the results of this research can contribute to strengthening the role of PAI teachers as agents of social change who are able to form a generation of students who not only have noble character, but also care for others.

RESEARCH METHODS

This research was carried out by observing the facts at the research location, namely at MA Walisongo Gending Probolinggo. This research uses methods to collect data, analyze data, and compile results based on data obtained from the field. The goal is to find solutions to problems that arise based on existing facts. This research uses a qualitative approach which produces descriptive data in the form of written, oral and real behavior from research subjects (Anak, 2008). This research also applies a case study type of research to explore the phenomena that occur at MA Walisongo Gending Probolinggo through interviews, documentation and observation. The aim of this research is to understand in depth the role of Islamic religious education teachers in increasing students' social awareness at MA Walisongo Gending Probolinggo.

RESULTS AND DISCUSSION

The Role of Islamic Religious Education Teachers

Islamic Religious Education teachers not only act as role models, educators, but also as mentors and facilitators in building students' social awareness. In this process, teachers actively educate and assess students, especially in building a sense of empathy,

sensitivity, awareness and concern for social life. Monitoring student conversations and behavior is an important part of ensuring students act in accordance with school regulations and Islamic values. If discrepancies are found, the teacher applies educational coaching steps to help students understand and improve their behavior. According to MR, caring is very important to instill in every individual, especially in the context of education. By having a caring nature, students will be more sensitive to the circumstances around them, including attention to their friends and the environment. This can also help them to become better individuals, because they will be more likely to take positive actions and help others. This role aims to deeply instill the values of kindness and social responsibility. The success of forming students' social awareness can be seen from their ability to show empathy, sensitivity and concern for the social environment around them. Thus, the role of Islamic Religious Education teachers goes beyond teaching duties alone. Teachers are role models who inspire and guide students to become individuals with noble character, care for others, and have high social awareness (Maryani, 2021).

Teachers as role models, The example of teachers, especially Islamic Religious Education teachers, plays a very important role in shaping student character. Teachers not only act as educators, but also as role models who carry out God's commands and stay away from His prohibitions. Apart from that, teachers must also show concern for those who need help, and be able to utilize and develop opportunities to become productive and competitive individuals (Muhammad, 2022). According to FR, as teachers, we must always set a good example in communication and all aspects of life. Because we are role models for students, our every word and action must be carefully considered, as respected figures, we have a great influence in shaping students' character, therefore, we must ensure that our words reflect good values and our actions always consistent with the teachings we convey, thus, we not only teach through material, but also through real examples that inspire students to emulate positive qualities in their lives. A teacher's example can be assessed through three main aspects: attitudes, words, and actions. The Islamic Religious Education Teacher at MA Walisongo Gending consistently applies these exemplary values, both through his daily attitudes that reflect noble morals, words that are full of wisdom and education, as well as through concrete actions that inspire students to live a life full of responsibility and responsibility. concern for others. In this way, teachers become true role models in guiding students to become a generation of superior character and obedience to Allah.

The Islamic Religious Education teacher at MA Walisongo Gending is friendly towards students and fellow teachers. This is also reflected in the attitude they show when interacting with students and teachers, and not (The Position of Teachers as Educators (, 2017) in simple conversations with students and fellow teachers. This friendly attitude is very important and is the basis for social considerations and subsequently creates empathy which is the key to forming social considerations in students. Apart from that, several students reported that the Islamic religious education teacher at MA Walisongo Gending Probolinggo was patient in the learning process and in dealing with students.

Teachers as Educators, Teachers are important figures in education, not only as teachers but also as figures, role models and identification figures for students in their environment. Therefore, a teacher must have superior personal qualities, including responsibility, authority, independence and discipline (The Position of Teachers as Educators, 2017). A teacher's responsibility can be seen from his seriousness in carrying out his duties, both in transferring knowledge and forming the character of students. A teacher's authority arises from moral integrity, in-depth knowledge, and exemplary behavior demonstrated in everyday behavior. Independence is also an important aspect, where teachers are able to overcome educational challenges independently, creating innovations in learning without having to depend on other parties. All of this needs to be supported by consistent discipline, both in managing time, completing assignments, and maintaining behavior, so that they become real role models for students (Fakhrunnisa, 2019). As an Islamic Religious Education teacher at MA Walisongo Gending, educating

students is not just a task, but a very important role in forming a generation with noble character and knowledge. The task of a teacher is to convey knowledge with full dedication, while guiding students to understand and practice the teachings of Islam in everyday life. Therefore, the quality of education provided by teachers at MA Walisongo Gending really determines the future of students.

Teacher as Guide, As mentors, Islamic Religious Education teachers are responsible for guiding and directing students so they can understand, develop and apply social awareness in everyday life. So that he has a sense of caring for others permanently and can be applied wherever he is. Teachers as teachers, trainers, mentors and evaluators who can shape and strengthen students' character in accordance with applicable values and norms. Where students are able to think critically, have intelligent insight, act politely, and have the expected skills, as well as being responsible individuals (Agustin & Nafiah, 2019). Islamic Religious Education Teachers at MA Walisongo Gending Probolinggo have an important role in guiding and assessing the development of students' social awareness. As an educator, a teacher is not only responsible for teaching subject matter, but also has a broader responsibility in shaping student character. Islamic Religious Education Teachers act as mentors who help students understand and internalize good moral values, and apply them in everyday life. By providing exemplary examples through behavior and actions, teachers contribute to fostering students' social awareness, both in the school environment and in the community. Through a holistic approach, teachers are expected to be able to guide students to become individuals who are not only academically intelligent, but also have empathy, solidarity and a sense of responsibility towards others. According to MM, we must teach children to have compassion for other people. In our opinion, the relationship between students and teachers should be closer with a loving and caring approach. In this way, children will feel more comfortable and motivated to learn and develop themselves to the maximum.

Teacher as Facilitator, Islamic Religious Education Teachers act as facilitators in various activities that can foster students' social competence, one of which is through zakat distribution activities. At the Madrasah Aliyah Institution, this activity aims to increase students' social awareness and empathy towards each other. In this activity, the teacher plays an active role in collecting zakat from all students, as well as identifying mustahik (zakat recipients) who need assistance. Teachers also provide students with an understanding of the importance of zakat as one of the pillars of Islam, as well as its benefits in creating social welfare. By becoming a facilitator, teachers not only teach theoretical aspects about zakat, but also direct students to be directly involved in social activities that have a positive impact on society.

In addition, teachers also play an important role in helping students through various educational practices, such as visiting teachers, writing letters, conducting assessments, and providing useful guidance. These activities not only aim to develop students' social skills, but also to shape their character and discipline in interacting with other people and applying the values taught in class. According to Bd, a very good role in increasing social awareness in students is to involve them directly in activities that support Mustahik and give them a deeper understanding of the process of helping others. Through this direct experience, students not only learn the importance of sharing, but also develop empathy and concern for the conditions of others. By getting involved in social activities, they will increasingly understand how acts of kindness can have a positive impact on society. We hope that this effort can shape the character of students who are more caring, empathetic and have high social responsibility.

Supporting and Inhibiting Factors, supporting factors Islamic Religious Education (PAI) teachers at MA Walisongo Gending have an important role in forming students' social awareness. This is reflected in the synergistic efforts between teachers, parents and the school environment in supporting programs designed to increase students' social awareness. Students' social awareness is formed through harmonious interaction between various educational supporting elements. According to Bd, the main supporting factors in forming students' social awareness include a conducive school environment,

positive interactions with peers, continuous motivation provided by teachers, and parental support for various school programs. A supportive school environment and the values instilled by teachers have a big influence in building students' socially caring attitudes (Nasution & Yusnaldi, 2024).

Apart from that, parental involvement in supporting school activities is one of the keys to success in forming student character (Krisnawati, 2016). This support does not only take the form of participation in activities, but also provides reinforcement of the values taught at school in the family environment. All of these factors work together to form an integrated social care attitude in students' daily lives. With a holistic and collaborative approach, PAI teachers together with other supporting elements are able to create a generation of students who are not only academically intelligent, but also have characters who care about others.

Inhibiting Factors, The surrounding environment has a very important role in forming a child's personality. Therefore, parents need to play an active role in supervising and guiding their children, both at home and in the surrounding environment, to ensure that their personality development runs positively and in accordance with good values. This supervision includes monitoring their use of digital devices, interactions with peers, and their consumption of the media they receive. Parents must ensure that the content their children access is positive, educational and not excessive, and ensure that children do not fall into addiction to digital devices ('Izza, 2024). In social settings, parents need to know their children's friends, understand their social dynamics, and monitor negative influences that may arise both at school and in the play environment. This is important so that children's development can be well directed, because what children learn from an early age will have an impact on their development in the future.

The family environment is the first place where children learn and model behavior. The role of parents is very determining in providing the basis for children's education, attitudes and social skills (Khoiruddin, 2018). Apart from providing trust and opportunities to socialize, parents can also strengthen children's social development through appropriate guidance and stimulation. Parents who are actively involved in school and community activities can monitor their child's overall development. Open and effective communication is very important so that children feel comfortable sharing experiences and problems without fear of being judged. In addition, parents must be role models by showing integrity, honesty and compassion in everyday life. With a combination of wise supervision, good communication, and positive role models, parents can help children grow into strong, responsible individuals who are free from negative influences.

CONCLUSION

The role of Islamic Religious Education (PAI) Teachers in increasing students' social awareness at MA Walisongo Gending includes various important dimensions. Teachers not only act as educators, but also as coaches, motivators, and character shapers of students. By adapting the curriculum using an integrated thematic approach and implementing creative learning methods, teachers strive to internalize Islamic values in students' lives. Teachers encourage students to practice Islamic teachings, such as giving alms, giving alms, and paying zakat, while creating a conducive and motivating learning environment. Through personal example and the habit of good behavior, teachers provide real inspiration to students. As a motivator, teachers use stories from the lives of the Prophet Muhammad SAW and his companions to emphasize noble values of social care, such as mutual help, compassion and empathy towards others. Apart from teaching the concept and importance of social awareness, teachers are also responsible for monitoring and assessing its implementation in students' daily lives. With a personal approach and in-depth evaluation, teachers ensure that these values are not only understood theoretically, but also realized in real action. This role makes PAI teachers the main agents in forming a generation that is caring, has noble character, and is able to be a role model for society.

Increasing students' social awareness at MA Walisongo Gending can be supported by several factors. One of them is parental involvement in school programs, which can strengthen relationships between schools, parents and students, creating an inclusive and supportive environment. A positive social environment at school also influences students' attitudes and behavior positively. Apart from that, the teacher's role in providing motivation is very important. By providing good examples and the right motivation, teachers can help students understand the importance of doing good and caring for others. However, there are inhibiting factors, such as a lack of synchronization between education at school and at home, although this rarely happens at MA Walisongo Gending. To overcome this, good communication between teachers and parents is very necessary, so that social education can be strengthened through collaborative activities such as regular meetings and workshops, which help ensure a consistent educational approach in forming students' social awareness.

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