



THE ROLE OF ISLAMIC CULTURAL HISTORY TEACHERS IN FORMING THE ISLAMIC CHARACTER OF GRADE IX STUDENTS AT NURUS SYAM WRINGIN BONDOWOSO MIDDLE SCHOOL

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Abstract:

This research aims to analyse the role of Islamic Cultural History (SKI) teachers in shaping the Islamic character of class IX students at Madrasah Tsanawiyah Nurus Syam, Wringin, Bondowoso. A descriptive qualitative approach is used in this research, with data collection through observation, interview, and documentation. Research results show that SKI teachers have a strategic role as educators, mentors, and role models in the process of forming students' Islamic character. The strategies used include the integration of Islamic values in learning, familiarisation of noble morals, as well as strengthening through religious extracurricular activities. Success support factors include teacher commitment, school environment support, and parent participation. The challenges faced are the limited learning time and the heterogeneity of student character. This research concludes that SKI teachers play an important role in building students' Islamic character, so that a synergy between teachers, schools, and parents is needed to create an educational environment that supports the formation of Islamic character optimally.

Keywords: *Teacher's role, Islamic culture history, Islamic character*

INTRODUCTION

Education is a process of changing attitudes and behavior of a person with the aim of maturing humans through pursuit, introduction and training. (Nurkholis, 2013) Education itself has a very important role in character building efforts, namely school efforts carried out jointly by teachers and school residents through activities in schools to shape the character and morals of students through various goodness contained in religious teachings. For those who are Muslim, they always make the Qur'an the basis for their perspective, thinking, attitude and action. Education is not enough if it only provides knowledge, but must also be able to instill and build strong beliefs and character in students so that they are able to develop their potential and find their life goals in accordance with the rules, especially religious rules.

Character is behavior or actions that are based on the inherent nature of a person. Character education is an effort to guide student behavior so that they know, love and do good. (Abdul Mujib, Dian Andayani, 2013) Character development obtained in education can help and encourage students to have superior personalities as expected in the national education goals, namely developing students' potential to become human beings who believe in and are devoted to God Almighty, have noble morals, are healthy, knowledgeable, capable, creative, independent and become democratic and responsible citizens.

Islamic character is the psychological traits of humans that distinguish one person from another in accordance with what is regulated by religious teachings. Islamic character is a character that shows a sense of responsibility, honesty, independence, discipline, politeness, modesty and mutual respect. Therefore, Islamic character is very

important to be instilled in students so that they are accustomed to doing commendable things. (Mujib, 2013) By providing examples of good character and the habit of exemplary behavior carried out by teachers, it greatly influences students' psychology. If Islamic values are instilled in students and developed properly, they will grow into good individuals so that they can form and produce a young generation with Islamic character.

Islamic character. One of them is through Islamic religious education subjects. Islamic Religious Education is an effort in the form of teaching, guidance and care for students so that later when they finish their education they can understand, appreciate and practice the teachings of Islam and make it a way of life. (Aat Syafaat, Sohari Sahlani, Muslih, 2008) Through Islamic religious learning, students not only learn about theories, but are able to master, understand and practice the teachings of Islam in everyday life, such as: being trustworthy, keeping promises, being patient (steadfast), forgiving, generous and others. Getting used to avoiding despicable morals such as: su'udzon, not respecting friends, being arrogant, jealous, vengeful, showing off, betraying and provoking conflict.

One of the branches or derivatives of Islamic religious education is Islamic cultural history (SKI). Islamic cultural history is one of the groups of sciences that studies the works, feelings and creations of Islamic figures in the past. It can be in the form of social, cultural, economic, political and daily life. The purpose of learning Islamic cultural history itself is expected to be able to make a great contribution to the reality of life today. In addition, it is hoped that the life that is lived now and in the future can reflect on past events which he calls historical reconstruction. (Kuntowijoyo, 1995)

Teachers are the main figures who occupy positions and play important roles in the world of education. When everyone discusses education issues, a teacher will be very involved in the discussion agenda, especially those concerning formal education issues, namely schools. This cannot be denied, because in reality formal educational institutions are the world of a teacher's life (Suprihatin, 2019).

Teachers are not only teachers of knowledge, but also must supervise in order to help the growth and development of students. Teachers, especially Islamic religious education teachers, are expected to be able to have and demonstrate good personality traits, such as honesty, compassion, help, openness, patience and so on. (Tohirin, 2011) In addition, teachers are also expected to be able to instill character in students so that they have noble characters. The task of a teacher is indeed not easy, especially for teachers who teach in the Islamic religious education group. The example of personality and authority of teachers in teaching and learning activities will have a strong impact and pattern in fostering character or personality of students. Therefore, teachers in the Islamic religious group have an important role, namely as educators to guide students to behave honestly, responsibly, independently, disciplined, respectful, polite, humble and respect each other.

From the results of the observations carried out by the researcher, teachers have carried out their roles and responsibilities in accordance with the standards of educators in each field and students have also carried out their duties as students. However, there are still some students who show bad character, such as cheating on tests or acting dishonestly, coming to school late, not maintaining cleanliness, teasing peers and being impolite (Observation, 2023).

Based on the results of interviews that have been carried out related to the process before teaching and learning activities, it is known that there are still many students who have bad character. Because it can be seen from 10 students before the teaching and learning process took place, they showed bad character such as not attending the Dhuha prayer and praying together. This behavior is certainly caused by several factors. Among them are internal factors, namely innate/natural. Second, external factors, which are the influence of the family, community and school environment where a person interacts, learns and seeks experience (Devis Syafiqiyah, 2023).

This study took the location of the study at MTs Nurus Syam. This is because at the madrasah level, more religious lessons are taught than in public schools. In addition, it is logical that if they attend a madrasah, their religious behavior will improve because

they are taught about morals, muamalah, worship and so on that are related to Islamic law. Several indicators of students having good religious behavior are being obedient in worship, respecting their elders, carrying out their obligations according to Islamic law and so on. However, in reality, based on the data mentioned earlier, there are still madrasah students who behave less religiously. The form of religious behavior in question is that there are still those who rarely pray, do not respect teachers, have bad morals, and so on. In fact, these students attend a madrasah where they are taught more religious lessons than in public schools and they are also accustomed to religious routines such as praying, reciting the Koran, praying in congregation, reciting the Koran and so on.

RESEARCH METHODS

The research method used is a descriptive qualitative approach with data collection techniques through interviews, observations, and documentation. Data analysis used in this study is the Miles, Huberman and Saldana model consisting of data reduction, data presentation, and drawing conclusions. While the data validity technique used in this study is the triangulation credibility test consisting of source triangulation and triangulation of data collection techniques.

RESULTS AND DISCUSSION

Character is human behavior related to God Almighty, oneself, fellow human beings, the environment, the nation and country, which is manifested in thoughts, attitudes, feelings, words, and actions based on religious teachings, law, manners, culture, and customs. (Heri Gunawan, 2014) Another opinion says that character can be interpreted as a basic value that builds a person's personality, formed both because of hereditary influences and environmental influences, which distinguishes it from others, and is manifested in attitudes and behavior in everyday life. (Muchlas Samani, Hariyanto, 2012) The Ministry of Education states that in character formation there are several characters that must be developed. One of them is religious character. Religious character shows obedience and appreciation of religious teachings and tolerance towards adherents of other religions. This includes an attitude of respect for religious rituals, a willingness to respect other religions, and the ability to live side by side with tolerance (Yayasan Bangun Kecerdasan Bangsa, 2024).

The role of teachers here is considered very important in the process of forming students' character. Because when at school the person closest to the students is the teacher. As an educator, the teacher becomes a figure, a role model for his students. Therefore, teachers must have certain quality standards consisting of responsibility, authority, independence and discipline. (Imron Fauzi, 2019) Teachers as educators have an important role in character formation efforts through the development of personality and desired values. In the learning process, the role of teachers is difficult to replace by others, even though the technology that can be used in learning is developing very rapidly. Teachers have an important role in forming and instilling character values in schools. The things that can form Islamic character in students in Islam include forming responsible, disciplined, honest, polite, humble and tolerant people (Uzer Usman, 2013).

Based on the results of research conducted by researchers on the role of teachers as educators in shaping the Islamic character of class IX students at Madrasah Tsanawiyah Nurus Syam, one of them is as an educator for students. Teachers as educators are not only required to understand their students, but are also required to be role models for their students. This is done because students usually imitate what they see from their teachers. There are several characters that are formed in class IX students at Madrasah Tsanawiyah Nurus Syam such as religious traits given by Islamic cultural history teachers through good habits such as arriving on time, praying dhuha in congregation, reading the Qur'an together and reading prayers before studying before entering class and starting learning.

Teachers as educators have their own way of educating their students. This is done by the teacher who teaches the subject of Islamic cultural history. The way Islamic

cultural history teachers educate students is shown by always coming to school early, always dressing neatly, never discriminating against students and speaking politely and well. The results of the research conducted by the researcher also showed that the implementation of teacher role models was in line with the theory, which states that teachers must set a good example for their students, both in speech, personality, how to dress, socialize and behave. This has been reflected in the Islamic Cultural History teacher at Madrasah Tsanawiyah Nurus Syam Wringin Bondowoso. Many have provided examples of discipline and tolerance.

From the findings conducted by the researcher, the role of teachers as educators in shaping the Islamic character of students has been illustrated by showing the habit of teachers who greet students at the school gate every morning, then students say hello while shaking hands with their teachers before entering their respective classes. Reading the Qur'an and the lineage of the Prophet Muhammad Shallallahu 'alaihi wasalam before the lesson begins. The activities of praying dhuha and dhuhur prayers in congregation also look quite good, shown by the majority of students' awareness when prayer times no longer need to be ordered or even scolded even though there are still some students who violate this.

The character possessed by a person is basically formed through a fairly long learning process. In living life and living, of course, a person goes through various experiences. All of these experiences are included in the form of education received and will ultimately affect the development of the child's character. The Indonesian Ministry of Education and Culture explains that there are 18 student characters that must be developed, namely: Religious, Honest, Tolerant, Disciplined, Hard Work, Creative, Independent, Democratic, Curiosity, National Spirit, Love of the Country, Appreciating Achievement, Communicative, Love of Peace, Love of Reading, Care for the Environment, Care for Social and Responsible.

The role of teachers as educators helps students who are developing to learn something they do not yet know. In addition, teachers also help students to form competencies and understand the material being studied. The role of teachers as educators and mentors in student learning activities is influenced by various factors such as motivation, maturity, student-teacher relationships, verbal abilities, level of freedom, sense of security and teacher communication skills. (Imron Fauzi, 2019) As educators, teachers are also considered to play an important role in the process of forming students' Islamic character. The main task of teachers as educators is to inform or convey learning materials. Since the existence of life, teachers have carried out learning. The development of technology has changed the role of teachers from educators to facilitators whose job is to provide learning facilities. As educators, teachers must have clear goals, make rational decisions so that students understand the skills required by learning. Not only understand the material but also be able to carry what they learn in everyday life (Usman, 2013).

CONCLUSION

Based on the study that has been explained above, several conclusions can be drawn, namely: (1). Islamic cultural history teachers as educators in forming students' Islamic character have been illustrated by showing the habit of teachers who greet students at the school gate every morning, reading the Qur'an together. The existence of Dhuha and Dhuhur prayer activities in congregation also looks quite good, shown by the majority of students' awareness when prayer times no longer need to be ordered or scolded even though there are still some students who violate this. As educators, teachers at Madrasah Tsanawiyah Nurus Syam have personalities that until now have been idolized and role models for students. (2). Islamic cultural history teachers as educators in forming Islamic character are also in line with the theory that has been explained. The role of Islamic cultural history teachers in forming a character of tolerance has been illustrated and demonstrated by teachers providing exemplary examples of tolerant attitudes to students and teachers providing materials related to life in the pesantren environment so that it can increase students' motivation to continue to improve their morals, especially in terms of tolerance, starting from how to respect teachers, friends and also

the local community.

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