



ANALYSIS OF ISLAMIC RELIGIOUS EDUCATION TEACHERS IN FORMING THE CHARACTER OF STUDENTS

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Abstract:

This research aims to determine the characteristics of students at MTS Riyadlus Sholihin and the role of Islamic Religious Education Teachers in efforts to shape the character of MTS Riyadlus Sholihin students. The character formation of students in question is the method used by the school, both teachers and other parties, effectively and efficiently, in forming the character of students at MTS Riyadlus Sholihin. The research method used involved an initial survey to assess teachers' level of awareness and needs regarding learner characteristics, followed by appropriate program design and implementation. Data obtained through surveys, observations and interviews are used to evaluate the impact of the program on student characteristics. as a result, on learning productivity in the classroom. The results of the research show a significant increase in character and spiritual intelligence education efforts in this school taking a strong foundation from religious and ethical values, which are taught by Islamic Religious Education and Moral Education teachers. Through various roles such as educators, teachers, mentors, trainers, advisors, and role models, Islamic Religious Education teachers play a central role in helping students understand, internalize, and apply moral values in real life.

Keywords: *Teachers, Learner Characteristics, Education.*

INTRODUCTION

Lagama education, especially Islamic lagama education and also Lakhlakma, is very necessary for the development and perfection of the personality growth of young students. Lagama education has two important aspects, namely the aspect of Lagama education which is aimed at the soul or the formation of personality. In terms of the child line, the students are guided and accustomed to the best rules that are in line with the teachings of Lagama. The second aspect is aimed at the mind, namely the teaching of the old law itself, namely the belief in God. The most important goal of Islamic education is to form akhlak (Al-Abrasyi, 1984). The role of the inner teacher in the formation of moral character, as formulated by Ibnu Imiskawaih and quoted by Abudin Nata, is the forgetfulness of the manifestation of inner attitudes which are able to spontaneously encourage the birth of good deeds in a person. In general education, the criteria of right and wrong for assessing the actions that occur refer to the Al-Quran and the Sunnah as the highest source of Islamic learning. In this way, Islamic education will usually be referred to as moral education in Islamic educational discourse.

Due to the nature of young children whose education is not well organized, they really need the role of a teacher, especially Islamic education teachers who know more about the science of law so that they can shape the character of young students well. Line research is carried out so that the researcher can find out about the world and also learn how to make good use of his time as a teacher of Islamic religious education to build the character of the students in a variety of characters that can be used in the future. The

author emphasizes analysis of Islamic education teachers, because for the author, Islamic education teachers are very important for the formation of character in pedagogical or school work. Based on the observations of a Muslim education teacher at MTS Riyadlus Sholihin in the formation of student character, especially in class LIX, namely a teacher at LIX Islamic education who can provide an example through the habituation method, namely that the teacher recommends to class LIX students when they meet with teachers or classmates who wish to Students are expected to be with each other I say hello. The aim is for students to become accustomed to forming good characters who respect each other. One of the most important things for an educator or prospective educator to know is the attitude and character of the students. The school-educated children who face their teachers already bring with them characters that are formed from different home environments or social environments. There are good peppers and bad peppers, obedient peppers and disobedient peppers, and so on. Knowing the background and character of the child being taught is an important consideration in determining the nature of learning, the field approach and methods that should be carried out by a teacher so that educational goals will be achieved easily. The attitudes and character of young children can be changed and shaped according to the wishes and goals of education. This is where the role of teachers, parents and the community is very important in forming a good educational environment for children and supporting each other (Khon, 2014).

In another problem that the author found, some students were still the ones who violated the rules. Even if the violation is not serious, it should be brought to the teacher's attention, the teacher's role is not just to provide material, but can also shape the students' better character. An example of this is calling out the name of an animal, whereas in the class there are students who are noisy, and students who are not neatly dressed. Likewise with the conditions in which the researcher encountered one of the schools, namely Madrasah Aliyah Negeri Negeri Kab. Tangerang is located on Jalan Serang LKM. 24 Balaraja Tangerang Regency. This school has experienced deep ups and downs in producing the nation's next generation. Researchers here found a phenomenon that in its forgetfulness formed the character of students who were disciplined and immoral, Islamic religious education, in terms of line because in MTS Riyadlus Sholihin was on the subject Islamic religious education to education teachers Islamic law, which is where the teacher is directly involved in disciplining the children and in making regulations.

There are several previous studies that discuss line research, including; (1) Andi Banna (2018), in the journal entitled Implementation of Character Education In Learning Aqidah Akhlak, proposed character education as a system of instilling good character values in all those involved in the school members so that I have knowledge, awareness, and actions in implementing these values (Andi, 2018). (2) Muhamad Suyudi (2017) in journal entitled Role of Teachers in Inculcating Students character The growth of character must be carried out regularly and in a directed manner so that students can develop and practice it deeply in their daily lives. The results of this research show that the role of Islamic and Moral teachers in instilling character values in LMA LAl-Falah LKarangrejo LPacitan students has a significant influence on the students. The strategies adopted by teachers include advising students to arrive on time, obeying the school's school rules and teacher's orders, maintaining the cleanliness of the school by not throwing away rubbish, not bringing mobile phones and valuables, not making a mess in the classroom, and providing sanctions for students. (Muhammad, 2017). (3) Ahmad Miftahul Khoir (2020) in journal MTS Mu'allimin NU Malang proposed role of male teachers in learning activities teaching very important So the result is millions of students. Teachers of morals and character must not only educate them but also must be able to develop the morals or character of their students (Miftahul, 2020). The focus of this line of research is on the formation of the character of students, which is meant by the method used by the school, both teachers and other parties, effectively and efficiently, in the formation of the character of students in MTS, Riyadlus, Sholihin. Things that support the formation of character and factors that inhibit the formation of character in

the process, teachers have a very central role in overseeing the character development of each student, one of the ways that can be achieved is by working together with parents and students in constant monitoring of their development. It is well controlled in the school environment, family environment, and community environment.

In research, each researcher uses a different perspective or paradigm. The meaning of a paradigm is a set of basic beliefs as the main philosophical system, the foundation or umbrella which is a human construction (not a conventional construction) that guides humans in scientific research to arrive at the truth of deep reality in a particular scientific discipline. In research we look at paradigms that are oriented towards dynamic processes that are not tied to strict single treatments, but rather focus on the reality that occurs (Sugiyono, 2015). The paradigm used in this research is a qualitative paradigm. This means that the post-positivist paradigm is aimed at examining some of the qualitative descriptive data. This assumption refers to the core of the post-positivism research paradigm itself, namely knowledge that has a conjectural nature and does not have any basis.

RESEARCH METHODS

In line research, the research design used is qualitative research. Qualitative methods are research methods used to research natural conditions of objects where the researcher is the key instrument. Data collection techniques are carried out in a triangulated manner (a combination of observation, interviews, documentation) The data obtained tends to be qualitative data, the data analysis is linear and the results of qualitative research are findings, potential and problems, uniqueness, objects, meaning, events, processes, and social interactions, certainty, truth, data, construction. the phenomenon the discovery hypothesis (Sugiyono, 2015).

Bogdan and Taylor suggest that qualitative methodology is a research procedure that produces descriptive data in the form of written and spoken words from people and observed behavior. Qualitative research is carried out on natural conditions and is of a discovery nature. In qualitative research, the researcher is the key instrument. Therefore, researchers must have a broad theoretical and insight base so they can ask questions, analyze, and construct the object under study to become clearer. Line research places greater emphasis on land meanings and associated values. Qualitative research is descriptive in nature and tends to use analysis with a lineductive approach (Meleong, 2019).

Determining the type of research before plunging into the field is very significant, because the type of research is the umbrella that can be used as the main basis for conducting research. Therefore, determining the type of research is based on the right choice because it will have implications for the entire research journey (Syaifullah, 2019).

According to Sugiyono, descriptive research is research carried out to determine the existence of independent variable values, either one or more (independent) variables without making comparisons or connecting them with other variables (Sugiyono, 2015).

The data sources used in this research consist of direct (primary) data and indirect sources. (secondary) data sources that directly provide data to data collectors are called primary sources and data sources that do not directly provide data to data collectors, such as through documents are called secondary sources (Sugiyono, 2015).

RESULTS AND DISCUSSION

Efforts to build character at MTS Riyadlus Sholihin have had a real positive impact on students. Teaching religious and moral values in real contexts, innovative teaching approaches, and practical experiences help students internalize and apply moral values in everyday life. However, as teachers acknowledge, there is always room for improvement. Challenges in forming the character of students at grade IX level still exist and need to be overcome to achieve more optimal results.

One of the main challenges is the increasingly complex influence of the external environment, including social media and popular culture. Students are often faced with various encouragements and temptations that can influence their behavior. Therefore,

stronger strategies are needed to help students face these negative influences and remain firm in religious values.

Apart from that, consistent monitoring and evaluation is also a challenge in character formation. It is important for schools to objectively measure success in shaping student character. This measurement must involve behavioral and attitudinal indicators that reflect the moral values being taught. Regular evaluations can help identify areas that require further improvement and development.

However, in overcoming these challenges, MTS Riyadlus Sholihin has shown a commitment to continuing to improve character building efforts. Islamic Religious Education and Moral Education teachers are actively involved in developing more effective methods and approaches. They carry out training and reflection sessions to improve the quality of teaching and strengthen students' understanding of moral values. Regarding future plans, MTS Riyadlus Sholihin can consider several strategic steps to improve character education results.

First, deepen collaboration between Islamic Religious Education and Moral Education teachers to create a more integrated and cohesive curriculum. This will ensure that moral and ethical messages can be applied consistently in all aspects of learning. Second, MTS Riyadlus Sholihin can involve parents and the school environment in character building efforts. Holding meetings, seminars or workshops for parents can provide a deeper understanding of the approaches used at school and how parents can support the implementation of religious values at home. Third, the development of special programs that involve students in developing moral values outside the classroom environment can be further improved. Involving students in social projects or community service will provide an opportunity for them to apply religious values in real action and experience the resulting positive impact. Fourth, take advantage of technology and modern educational media to further enrich character learning. Educational content that focuses on religious and ethical values can be distributed through online platforms, which can be accessed by students anywhere and at any time.

Character education at MTS Riyadlus Sholihin has a very important role in forming individuals with integrity, ethics and spiritual intelligence. Through an integrated approach, application of values and ethics, practical experience, as well as support from the environment and teachers, students at MTS Riyadlus Sholihin are given a solid foundation in forming strong and competitive characters.

From the results of the interviews, it can be seen that character building efforts have had a positive impact on students' behavior and attitudes. Even though challenges remain, the commitment to continue to improve approaches, close collaboration, and support from various parties can ensure that character education at MTS Riyadlus Sholihin will continue to develop and make a significant contribution to the development of a cultured, ethical and intelligent generation. high spirituality.

In an effort to shape the character of students at MTS Riyadlus Sholihin, the role of the Islamic Religious Education teacher does not stand alone. Instead, it is integrated in a wider educational context and collaborates with various parties, including Moral Education teachers, parents, and the school environment. Moral Education teachers work closely with Islamic Religious Education teachers to ensure that moral and ethical messages are integrated into various aspects of learning. One of the Moral Education teachers said, "We coordinate to ensure that these messages are integrated into religious and moral learning."

Apart from that, teachers also work together with parents in supporting character building efforts. Meetings, seminars or workshops may be held to provide parents with a deeper understanding of the approaches used at school and how they can support the implementation of religious values at home. This creates synergy between education at school and at home, so that moral and ethical messages can be applied consistently in students' lives.

Even though the role of Islamic Religious Education teachers is very important in shaping the character of students, it cannot be ignored that there are challenges faced in this process. One of the main challenges is the increasingly complex influence of the

external environment, such as social media and popular culture. Students are often exposed to various incentives and temptations that can influence their behavior. Therefore, teachers need to develop stronger strategies to help students deal with these negative influences and remain true to religious values.

Apart from that, consistent monitoring and evaluation is also a challenge in character formation. It is important for teachers to objectively measure success in forming students' character. This measurement must involve behavioral and attitudinal indicators that reflect the moral values being taught. Regular evaluations can help identify areas that require further improvement and development.

To overcome this challenge, the Islamic Religious Education teacher at MTS Riyadlus Sholihin has taken concrete steps in an effort to improve. They are involved in training and reflection sessions to improve the quality of teaching and strengthen students' understanding of moral values. Apart from that, collaboration with Moral Education teachers, parents and the school environment also continues to be improved to create a supporting environment for the formation of strong character.

The role of Islamic Religious Education teachers in shaping the character of students at MTS Riyadlus Sholihin is an important pillar in character education and spiritual intelligence. Through their roles as educators, teachers, mentors, trainers, advisors, and role models, teachers help students internalize religious and ethical values, apply them in real life, and develop characters with integrity. In overcoming challenges and making efforts to improve, the Islamic Religious Education teacher at MTS Riyadlus Sholihin shows a strong commitment to continuing to produce a generation of quality, ethics and high spiritual intelligence.

CONCLUSION

The Central Role of Islamic Religious Education Teachers in Forming Students' Character: MTS Riyadlus Sholihin has succeeded in forming students' characters through character education that focuses on religious and ethical values. Islamic Religious Education Teachers have a central role in helping students understand, internalize and apply moral values in everyday life. Close collaboration between Islamic Religious Education and Moral Education teachers, as well as support from the environment and teachers, creates a supporting environment that shapes the character of students effectively.

Challenges and Commitment in Character Formation: Despite facing challenges from complex external environmental influences such as social media and popular culture, MTS Riyadlus Sholihin has taken positive steps to face these challenges. Support from programs such as "Akhlak Ceria" and charity activities provide real opportunities for students to apply religious values in positive action. Even though challenges remain, the commitment to continue improving approaches, close collaboration, and support from various parties will ensure continued development in character education at MTS Riyadlus Sholihin, which in turn will contribute significantly to the development of a cultured, ethical and spiritually intelligent generation. tall one.

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