

THE ROLE OF ISLAMIC RELIGIOUS EDUCATION TEACHERS IN CREATING A RELIGIOUS ENVIRONMENT AT INPRES ELEMENTARY SCHOOL LIMBUNG KEC. BAJENG KAB. GOWA

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Abstract, Islamic Religious Education teachers play a very important role in creating sustainability, cleanliness, and the beauty of the school environment. Creating a religious environment is one of the factors that can provide coolness and a sense of comfort in the school environment. So that students are motivated and enthusiastic in participating in the learning process. Therefore, a school will certainly look attractive, if the environmental conditions are arranged and maintained properly according to their roles and functions. This study discusses the role of Islamic Religious Education teachers in creating a religious environment in schools. This study aims to create a religious environment in the school environment. The type of research used in this research is descriptive qualitative. The results of the study prove that the role of Islamic Religious Education teachers in creating a religious environment in schools is to instill religious knowledge in students through the habit of maintaining and maintaining the sustainability, cleanliness and beauty of the school environment. The factors that hinder Islamic Religious Education teachers in creating a religious environment in schools are the presence of some students who are still lazy to clean up, and throw garbage in any place. The efforts made by Islamic Religious Education teachers in creating a religious environment in schools are to familiarize students with preserving the school environment by replanting dead plants, cleaning every room in the school and arranging the room to make it look more attractive.

Keyword: Teacher's Role, School Environment, religious

1. Introduction

The role of the teacher in the teaching and learning process includes many things as stated by Adams & Decey in the Basic Principles of Student Teaching in (Oemar: 56), including the teacher as a teacher, class leader, supervisor, environmental regulator, participant, expeditor, supervisor, motivator, and counselor. Meanwhile, according to Moh Uzer Ustman (2002: 9-12) What will be stated here is the role that is considered the most dominant and is classified as follows:

a. Teacher as Demonstrator.

Through his role as a demonstrator, lecture or teacher, the teacher should always master the material or subject matter to be taught and always develop it in the sense of increasing his ability in terms of the knowledge he has because this will greatly determine the learning outcomes achieved by students.

b. Teacher as Class Manager

In his role as a class manager (learning manager), the teacher should be able to manage the class as a learning environment and is an aspect of the school

environment that needs to be organized. This environment is regulated and supervised so that learning activities are directed towards educational goals. Monitoring of the learning environment also determines the extent to which the environment becomes a good learning environment. A good environment is one that is challenging and stimulates students to learn, provides a sense of security and satisfaction in achieving goals.

c. Teacher as Mediator and Facilitator

As a mediator, teachers should have sufficient knowledge and understanding of educational media because educational media is a communication tool to make the teaching and learning process more effective. It is not enough for teachers to only have knowledge about educational media, but also have the skills to choose and use and strive for better media. For this reason, teachers need to experience continuous and systematic practical exercises.

d. Teacher as an Evaluator

This activity is intended to find out whether the goals that have been formulated have been achieved or not, and whether the material being taught is quite appropriate. All these questions will be answered through evaluation or assessment activities. By assessing the teacher can determine the success of achieving goals, student mastery of the lesson, as well as the accuracy or effectiveness of teaching methods. Another purpose of the assessment is to determine the position of students in the class or group. With the teacher's assessment, the teacher can classify whether a student belongs to a group of students who are moderately smart, less, or good enough in his class when compared to his friends.

e. Teacher as Supervisor

The teacher as a supervisor supervises the implementation of the educational process and others by monitoring, checking and controlling every activity and action at every stage of the educational process in the classroom which aims to improve the teaching and learning situation in the classroom.

Meanwhile, Islamic Religious Education teachers are teachers who are morally responsible for the good and bad attitudes and behavior of students at school, without denying the responsibilities of other teachers. Islamic Religious Education teachers who directly instill good and bad values contained in the subject curriculum to students, both through coaching and learning meetings in the classroom and outside the classroom (school environment).

According to H.M Suparta and Hery Noer Aly (2003: 2), Roestiyah (1989:38). There are several things that become special skills that become the teacher's role in carrying out their duties as educators which are then broken down into several separate indicators by Suparta, namely: conducting self-guidance for students, providing guidance to students, diagnosing learning difficulties and conducting assessments of progress. study.

2. Research Method

The type of research used in this research is descriptive qualitative. The research instrument used in the study was a guide to observation, interviews and documentation. The data analysis technique in this study is descriptive analysis, which describes systematically, factually and accurately about the facts obtained in the field. The analysis process begins by examining all available data from various sources. Data Analysis The writing of this scientific paper begins with collecting data, then selecting information that is in accordance with the problem being studied and then analyzed. The presentation of this scientific paper is carried out in a clear descriptive manner.

3. Results and Discussion

A. The role of Islamic Religious Education teachers in creating a religious environment in schools

The educational environment is basically everything that exists and occurs around the educational process which consists of humans, animals, plants, and inanimate objects (Salim & Kurniawan: 261). is the environment in the form of humans or society itself.

Faud Ansyari (1981: 20), Zakiyah Darajad (1994: 50) suggests that what is meant by the environment in general is anything that is around humans, everything in this world is closely related to one another.

The role of Islamic Religious Education teachers in creating a religious environment is very influential on the school environment. The roles of Islamic Religious Education teachers are as follows:

1. Instilling religious knowledge in students through the habit of worship by maintaining the sustainability, cleanliness and beauty of the school environment.
 - a. Clean and tidy up the classroom before starting the lesson. The classroom environment means that it includes the cleanliness of the floors, walls, benches and tables, along with the props that are pasted on the walls of each classroom which underlies the realization of a larger school environment.
 - b. Arranging the plants that exist around the school environment to make it look beautiful, comfortable and provide coolness in the school environment, so that students are motivated in participating in learning.
2. Guiding, inviting and familiarizing students to clean the classroom, organize each room, and maintain various kinds of plants that exist in the school environment every day.
3. Provide motivation and enthusiasm in creating a religious environment.
4. Instilling a caring attitude, awareness and fostering a sense of responsibility in students towards the school environment.
5. Give a good example or role model to students towards the school environment.
6. Cooperate with teachers at the school to hold a competition between classes which includes cleanliness, sustainability, and the beauty of the school environment.
7. Working together in carrying out reforestation in the school environment.

B. Factors that hinder Islamic Religious Education teachers in creating a religious environment in schools

In creating sustainability, cleanliness and beauty of the school environment, it has not been achieved as expected and needs to be improved. This means that the role of Islamic Religious Education teachers in creating a religious environment there are inhibiting factors, namely:

1. Internal Factor

Islamic Religious Education teachers are not too strict in applying the rules of school environmental problems related to the sustainability, cleanliness and beauty of the school environment. So that students still ignore and laze about in maintaining and maintaining the school environment so as to create a religious environment.

2. External Factors

There are some students who are still lazy in preserving the school environment, even cleanliness around the classroom, especially at the back. There is very little awareness, attention and responsibility of students to throw garbage in the trash or trash cans that have been provided. Even though they have been reminded and advised every day, there is still a lot of garbage scattered in the yard and in the classroom and piles of items that are no longer fit for use are at the back of the classroom. This can also occur due to a lack of support from students in terms of habituation at home.

This external factor is closely related to the nature and character of students. Sulhan (2010: 15-16) suggests several steps that can be developed by schools in carrying out the process of character building in students. The steps are as follows:

- a. Incorporating the concept of character in each learning activity by:
 - 1) Adding the value of kindness to children (knowing the good)
 - 2) Using ways that can make children have a reason or desire to do good (desiring the good)
 - 3) Develop a loving attitude to do good (loving the good)
- b. Creating a slogan that is able to foster good habits in all behavior of the school community
- c. Continuous monitoring. Continuous monitoring is a manifestation of the implementation of character development. Some things that must always be monitored include the discipline of going to school, habits when eating in the canteen, habits in speaking, habits when in the mosque, etc.
- d. Parental assessment. Home is the first place that children actually face. Home is the first place for children to communicate and socialize with their environment. For this reason, parents are given the opportunity to assess children, especially in the formation of children's morals

C. The steps taken by Islamic Religious Education teachers in creating a religious environment at the Inpres Limbung Elementary School, Kec. Bajeng Kab. Gowa

The real step to realize religious culture in educational institutions, according to Koentjaraningrat (2006:157), is development efforts at three levels, namely 1) the

level of values adopted, 2) the level of daily practice, 3) and the level of cultural symbols. At the level of values adopted, it is necessary to jointly formulate agreed religious values and need to be developed in educational institutions, to further build commitment and mutual loyalty among all members of educational institutions towards the agreed values. At this stage, consistency is also needed to carry out the agreed values and requires the competence of people who formulate values to provide examples of how to apply and manifest values in daily activities.

Khadavi (2017:159) At the level of daily practice, the agreed religious values are manifested in the form of daily attitudes and behavior by all school members. The development process can be carried out in three stages, namely: first, the socialization of religious values that are agreed upon as ideal attitudes and behaviors to be achieved in the future in educational institutions. Second, the determination of weekly or monthly action plans as systematic stages and steps that will be carried out by all parties in educational institutions that embody the agreed religious values. Third, awarding the achievements of citizens of educational institutions, such as teachers, education staff, and students as a habituation effort that upholds attitudes and behaviors that are committed and loyal to agreed religious teachings and values. Appreciation does not always mean material (economic), but also in a social, cultural, psychological or other sense

In line with the above, Islamic teachings view the importance of environmental sustainability, cleanliness and beauty, planting trees, flower plants, disposing of garbage in its place and organizing the room and school environment. The efforts made by Islamic Religious Education teachers in creating a religious environment at the Inpres Limbung Elementary School, Kec. Bajeng Kab. Gowa are as follows:

1. As a teacher of Islamic Religious Education, he always conducts recitations in schools.
2. As a teacher of Islamic Religious Education, he invites students to pray dzuhur in congregation at school.
3. As a teacher of Islamic Religious Education, make a schedule of cleaning activities every day.
4. As a teacher of Islamic Religious Education, make the rules that apply in the school.
5. As a teacher of Islamic Religious Education, he always invites other teachers to hold a cleanliness competition between classes which includes sustainability, cleanliness and beauty.
6. As a teacher of Islamic Religious Education, he gives warnings and sanctions to students if they commit violations in the environment

4. Conclusion

The role of Islamic Religious Education teachers in creating a religious environment at the Inpres Limbung Elementary School, Kec. Bajeng Kab. Gowa is to instill religious knowledge in students through the habit of preserving the school

environment, cleanliness in each classroom and school environment and the beauty of the school environment.

The factors that hinder Islamic Religious Education teachers in creating a religious environment at the Inpres Limbung Elementary School, Kec. Bajeng Kab. Gowa is the presence of some students who are lazy to clean, even most of the students are still throwing garbage out of place and arranging the classroom to make it look beautiful.

The steps taken by Islamic Religious Education teachers in creating a religious environment at the Inpres Limbung Elementary School, Kec. Bajeng Kab. Gowa, as a teacher of Islamic education, should invite students together in getting used to preserving the school environment, cleaning the school environment, and managing beauty in the school environment and replanting dead plants. The prayer room, library and honesty canteen are also targets for creating a religious environment.

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