

THE ROLE OF ISLAMIC RELIGIOUS EDUCATION TEACHERS (PAI) IN IMPROVING THE NOBLE MORALS OF STUDENTS AT SMP NEGERI 1 PALLANGGA

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Abstract : *The role of the teacher as one of the components in the school that regulates the profession that plays a role in the teaching and learning process. The key to the success of schools in achieving educational goals in schools is in the hands of the teacher, he has a role in the process of growth, knowledge, skills, intelligence and attitudes and outlook on student life. Praiseworthy is something good that a person has. Being praiseworthy is a sign of the perfection of one's faith in God, Akhlakul karimah or Ahklak noble replaces praiseworthy qualities, the virtues of virtue of the virtues that connect a person with tawadu, obedience, qana'ah, trust and patience. The real role of the teacher lies only in the delivery material and the teacher who can be applied in accordance with what is intended for students, with students who are expected to be able to support and do what has been exemplified by the teacher. From these statements, the formulation of the problem taken by the researcher is about the role of the teacher in increase of commendable traits the students of SMPN 1 Pallangga and inhibiting factors for teachers in increasing of commendable nature in the students of SMPN 1 Pallangga . This research uses descriptive qualitative methods, while the data collection techniques that researchers use are observation techniques, interview techniques and documentation techniques. The data analysis technique is done by observation, presenting data and drawing conclusions. The role of PAI teacher in increasing the commendable learning in the allowance with various habituation to draw character and commendable traits to students such as, Dzuhur prayer in congregation, reading the Qur'an before starting learning, praying and much more so that it can be praiseworthy that is sought after by students only applied in the school environment but at home and in the community.*

Keywords: *Teacher's role, implementation, commendable qualities*

1. Introduction

The quality of a nation, for one, is indicated by the progress of education. Therefore, it is important to prioritize education for its development. A well-developed education can create quality Human Resources (HR): spiritual, intelligence, and ability. In Indonesia, education is indeed undergoing development efforts. Completion of the curriculum, for example, continues to be improved from time to time as an effort to build certain knowledge, skills, and expertise to individuals in order to develop their talents and personalities.

That is why education always experiences development or renewal from time to time, both in the form of content and the method, which is carried out in formal, non-formal and informal educational institutions in order to comply with what is mandated in Law Number 20 of 2003 concerning the National Education System (Zuhairini, 2004: 93) Law No. 20 of 2003 concerning the National Education System Chapter II paragraph 3 states that national education functions to develop capabilities and shape the character and civilization of a dignified nation in the context of educating the nation's life, aiming to develop the potential of students to become

human, who believe and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent and become democratic and responsible citizens. It is clear that one of the goals of national education is to create an independent individual. (Ministry of National Education, 2004: 8)

Thus, religious education is closely related to moral education. It is no exaggeration to say that moral education in the Islamic sense is an inseparable part of religious education. Because what is good is considered good by religion and what is bad is what is considered bad by religion. This means that moral values and moral virtues in society are rules taught by religion.

The importance of moral issues for students at SMP Negeri 1 Pallangga is part of the teacher's responsibility, where a teacher is required to be more serious, optimal and professional in fostering students' morals at school, and students are expected to be able to understand, appreciate and practice the values of the teachings. Islam in everyday life. Based on the assumptions above, the authors are interested in conducting research with the title "The Role of Islamic Religious Education Teachers (PAI) in Fostering the Morals of Students at SMP Negeri 1 Pallangga, Pallangga District".

2. Method

The type of research used in this research is descriptive qualitative. That is a method that aims to make a systematic, factual, and accurate description, picture or painting of the properties and relationships between the phenomena being investigated. In this study, the location used as a place of research is SMP Negeri 1 Pallangga. This school is located at Jl. Construction of number 3, Mangalli District, Pallangga District, Gowa Regency. The subjects of this study were students of Class VII, VIII and IX at SMP Negeri 1 Pallangga 100 samples. To analyze the data obtained through observation, interviews and documentation, the authors used qualitative descriptive data analysis techniques.

3. Results and Discussion

A. The Role of PAI Teachers in Improving the Noble Morals of Students at SMP Negeri 1 Pallangga

In Islamic religious education, religious teachers have very heavy duties and responsibilities, because teachers do not just convey religious knowledge to their students, but more importantly instill faith in the child's soul and form Muslim personalities with noble character, thus religious teachers In addition to being armed with knowledge, one must also have noble character and responsibility.

The development of noble character is important and even urgent to be carried out starting from the elementary, junior high, to high school/vocational level. Education in junior high schools emphasizes general education, emphasizes theories, and produces graduates who generally have a direction to continue to higher education levels. Different levels, different handling and coaching carried out.

Theoretically, experts have put forward various things about efforts to develop morals. Efforts to pass on noble cultural values to students in forming responsible intellectual personalities can be done, among others, through association, providing role models, as well as inviting and practicing. In addition, as a motivator, transmitter and facilitator. PAI teacher development must be able to provide motivation, spread wisdom and facilitate learning resources for students. Departing from the results of interviews with PAI teachers at SMP Negeri 1 Pallangga. There are three important things that the authors identify and then describe as part of the efforts that have been made by PAI teachers in fostering the morals of students, namely instilling and awakening religious beliefs, instilling social ethics, and instilling good habits.

Based on the results of observations and interviews conducted by researchers, the role of PAI teachers is not only limited to conveying the material they teach during the learning process, but more than that. In the interview, Mrs. Ramlah as an Islamic Religion teacher said that the role of the Religion Teacher is to embrace all her students to make better human beings, be a motivator, provide good role models, as parents, as advisors, as designers, as talent developers and many more. The role of the teacher who can have a major influence on his students. These include the following:

a. As a Teacher

In the learning process motivation is a determinant of the success of a student. The teacher's role is very large and influential for the success of his students, the teacher not only teaches theory to students, but has a great influence, one of which is by motivating his students, providing enthusiasm, encouragement and a view of life so that students are more enthusiastic in learning.

Provide motivation related to positive things and bring rewards. As mentioned by Mrs. Ramlah as a teacher of Islam, that motivating and providing examples from one's life story to become a successful human being in the world and in the hereafter to students before and after learning is a way to focus and make students serious in following the teaching and learning process. . At the time of learning activities in class there are students who seem less confident and hesitant in doing something even look more moody than other friends, this is where the teacher's role as a motivator provides equal opportunities to all students, eliminating the doubts that students have by provide enthusiasm for learning. Mistakes in learning are natural, the most important thing is that we continue to try to be better and learn as much as possible accompanied by prayer.

As a teacher, don't just give assignments to make students understand and understand what has been taught. The most important thing is to motivate students to have a passion for learning so that students are more active in studying, and later the knowledge can be applied and useful for themselves.

b. As an Example

As a teacher, every movement and behavior is noticed and followed by the students. So a teacher must set an example and good behavior, not only in the school environment but outside will be in the spotlight and role models. A teacher

not only conveys material at the time of learning, but can provide examples and improve what has been taught to students.

The results of the interview with Mrs. Ramlah as a PAI teacher at school said that a teacher must set a good role model like what the Prophet had exemplified, start well and set an example of good things if we want our students to be good too, a small example is to start praying on time, speak honestly and honestly, respect teachers and fellow friends, dress modestly, what is taught is not only in the form of theory, but how to apply it because a teacher plays an important role in the behavior of his students.

One of the teacher's roles as role models for students at SMPN 1 Pallangga is to always carry out and follow the Dzuhur prayer and Duha prayer in congregation, then hold recitations, always reprimand teachers and students at school and many more roles of teachers as role models who determine will have a positive impact on the community. his students.

c. As Parents

The role of teachers in schools is not only limited to teachers and students, but more than that, teachers can also be parents and friends of their students when students have problems both inside and outside the school environment. Become friends tell stories and exchange ideas so that students feel comfortable and safe when with the teacher, so the lessons delivered will be easy to understand, Have the skills and abilities to embrace all students.

To become a beloved teacher is not easy. In an interview with Mrs. Ramlah, she argued that students should like them, make students feel cared for, make students feel safe and invite students to share their opinions or problems that they are happy to face, so students will feel happy, if students are happy and love their teacher they will easy to accept the material or directions given by the teacher.

During the interview it was said that the warmth of the atmosphere in the classroom must be mastered by a teacher, his important role as a parent at school is to provide comfort like the teacher is dealing with his own children, when students make mistakes, they are not yelled at or beaten but it would be better and The student was impressed by stroking his hair, giving an explanation, motivation so that the child understands and is closer to the teacher.

d. As an Educator

The teacher has a role as a developer, not only developing the curriculum, but the teacher is also able to develop the achievements or abilities of each student, becoming a connecting tool. Not only that, a teacher is also able to develop cognitive attitudes, affective attitudes and psychomotoric attitudes possessed by students.

During an interview with PAI teachers at SMPN 1 Pallangga, Mrs. Ramlah said that a teacher must be able to develop the potential of students, both in terms of knowledge, attitudes and skills, for example, each student has different abilities, not all are the same, the teacher must be able to see the different abilities. owned by students, if the aspect of knowledge is broad, then sharpen students' brains or

knowledge by involving students in quiz competitions, as well as students' attitudes and skills, if they have the skills to read the Qur'an then hone their talents and participate in MTQ or writing competitions calligraphy art. Teachers also have to be willing to continue to develop themselves, willing to pass on their abilities and skills to students.

e. As a coach

In the learning process, a teacher is required to play an active role in planning or designing the teaching and learning process, so that later the intended learning objectives can be understood by students and can be applied in their lives. Starting from creating and formulating teaching materials, preparing relevant materials according to the needs and abilities of students, designing methods that are adapted to the situation and conditions of students, providing learning resources such as facilities, using suitable media and in accordance with the material to be taught.

Mrs. Ramlah said that a teacher needs to design learning first before entering the classroom, because the method or media used must be in accordance with the material to be delivered, so that later students are easy to understand. Learning the commendable qualities of the teacher must immediately set an example for his students with the correct method. With little and limited time, teachers can design and prepare components so that teaching and learning can run effectively and efficiently, having sufficient knowledge.

Regarding the commendable nature and good morals, the teachers design activities to support the formation of commendable qualities possessed by students, for example by making a routine recitation program every month, performing the zduhur and Duha prayers in congregation, reading the Qur'an before starting learning and still much more.

f. As a Advisor

As a teacher, he will certainly direct and teach if his students are on the road or make a mistake. The teacher must be able to know the progress of each student, both physical and spiritual development. From the results of interviews that advising a student must be in a gentle way and carried out continuously, a teacher is required to understand the character of each student, because the nature and character of students are different and the way to solve the problem is different (Ramlah, 2022).

The task of the Religion teacher as an educator is not only limited to delivering material to students, but the teacher also has a responsibility in guiding, forming morals and printing these students so that these students can increase faith and piety to the Creator, direct and foster students in particular and able to provide a peaceful and harmonious atmosphere for all school members. Therefore, Islamic religious education teachers are required to be responsive to various conditions and developments contained in the institution and to understand the diversity of all members of the school community.

PAI teachers play an important role and become a benchmark in fostering students and are required to be able to convey knowledge of Religion as well as be a model that should be followed by their students or act as role models for their students. Religion teaches commendable qualities wherever and whenever, be it at school, at home and in society. Because if we treat each other well, others will do good to us.

The main role of the teacher is how he is able to include cognitive, affective, and psychomotor aspects in every learning process. The role of Islamic religious education teachers is to form good morals in each student, so that they can be applied in everyday life. Including cognitive attitudes, namely how a teacher can transfer the knowledge he has to his students. Include affective attitudes, namely how to behave and include psychomotor aspects, namely student skills.

B. Habituation activities that support the formation of noble character in students

a) Instilling and awakening religious beliefs.

Belief in God Almighty is the first and foremost absolute thing that needs to be convinced by PAI teachers at SMP Negeri 1 Pallangga to students. The condition of students who are heterogeneous and prone to theological friction is one of the important factors in instilling a strong Islamic faith for students at Pallangga Junior High School. Not to mention the current of globalization that has washed away spiritual values, making PAI teachers work hard to anticipate them. In an effort to instill religious beliefs, PAI teachers do the following.

b) Provide an understanding of morality to Allah SWT.

The first thing that is instilled in students is to provide an understanding of morality to Allah swt. Through ihsan. The belief that Allah is All-Seeing whatever His creatures do will motivate students to always do their best in life. Students are invited to be grateful for the various blessings that God has given, such as health. With a healthy physique, they are able to carry out various activities as caliphs on earth, prosper it and do not cause damage to it.

This belief is instilled through muhasabah conducted by PAI teachers at every Friday Worship, Pondok Ramadhan or Pesantren Kilat. This is one of the efforts to raise awareness from within students about the Almighty Allah SWT. This awareness is important so that in activities it is always based on devotion to the Creator.

On another occasion, students are invited to be more aware of the greatness of the Khaliq through Tazkir Alam. By taking them out into the open and doing contemplation and reflection on the greatness of God, students will understand and realize how small and nothing they are before God.

c) Provide understanding to imitate the morals of the Prophet Muhammad.

Prophet Muhammad SAW. is uswatun hasanah in all aspects of his life. All of his qualities are an example for mankind. The PAI teacher at SMP Negeri 1 Pallangga also seeks to provide understanding to students to imitate things taken from the

characteristics of the Prophet, such as honesty and discipline that are applied in various activities. Not only that, PAI teachers even set an example both in word and deed. The discipline exemplified by PAI teachers to emulate is that they are always present and on-time in every learning activity and other planned activities. Even if you are late or not present, it will be communicated properly.

d) Instilling social ethics

In association, there are at least three social environments that are always considered by PAI teachers, namely relationships in the family environment, community environment, and school environment. The importance of the synergy between these three environments makes the pattern of moral development even more beneficial. The values that have been instilled in the formal environment need to be appreciated in the family and community environment.

On various occasions, such as during the implementation of tazkir, PHBI and other activities, students are always given guidance and motivation to maintain relationships in accordance with the Islamic values of rahmatan li al-alamin. Especially in association with non-Muslims who are a minority group at SMP Negeri 1 Pallangga. Every Muslim student will carry the good name and image of a calm and peaceful Islam.

1) Morals in the family environment

Students are taught and fostered to respect their parents by following their orders - orders that are positive and do not lead to things that are contrary to Islam and do not argue. At every opportunity, PAI teachers at SMP Negeri 1 Pallangga always set an example on how to behave and communicate with older people.

On the other hand, PAI teachers also provide understanding and examples of how to behave towards younger people. Often students are able to show good behavior with older people but rarely are they able to show good behavior with younger people. So, there needs to be harmony and balance in the behavior of students towards people who are older and younger than themselves.

2) Morals in the community

In the association in society as a non-formal educational institution. Sometimes students drift away in community conditions that are contrary to the values they hold. In the end, the efforts to instill noble character by PAI teachers in formal community institutions, seem not to work.

Even so, exemplary behavior in the community must still be instilled in students. Students are part of the community who will later play a role in the community environment. No matter how small his role in society later, the values received will have an influence in his life.

3) Morals in the school environment

Learners have a need to cooperate and interact with other people, especially with peers at school. Peers become an important part in the lives of individual learners. They make the values adopted by their peers as a reference to be followed in their

lives. In this period, sometimes as individuals, they actually oppose the values held by their parents and other adults.

This condition makes PAI teachers at SMP Negeri 1 Pallangga, trying to instill in students about morals to their friends. This can be realized by helping each other, loving, respecting and avoiding each other's fights and enmity. Social ethics that prioritize Islamic values should be prioritized. Moreover, the condition of Muslim students who belong to the majority-again requires intense interaction and communication, teachers avoid things that are not desirable. Likewise, openness about Islamic values which are described in noble character to fellow friends.

In a formal education environment or school, students are taught social etiquette with peers, seniors, underclassmen or with teachers and employees as parents at school. For Muslim students, it is not only ustadz who are respected, but all teachers even if they do not teach formally in their classes, must be respected and treated like parents.

e) Cultivate good habits

The example exemplified by PAI teachers is more directed at the communication that exists in learning activities in the classroom. The intensity of PAI learning activities is quite high at SMP Negeri 1 Pallangga, providing an opportunity for PAI to give freedom to students through habituation.

C. Inhibiting factors in improving the noble character of students

In improving the commendable qualities of students, it is not without obstacles and obstacles, moreover it can be seen from the environment that affects students a lot. Not only the school environment but outside the school environment, in schools where the majority are Christians are the outlines that PAI teachers must really pay attention to, the lack of active role of parents in supervising the development and morals of students, peers who every day interacting can also affect, (Observation, 2022).

Based on the results of interviews and observations made by researchers, there are several factors that hinder teachers in improving commendable traits, including the following:

a. Student factor

1) Lack of awareness of students in obeying the rules.

Students still often violate the rules that have been made by the teacher, for example, not doing the assignments that have been given by the teacher, always having permission during class hours, wearing hats in class, not putting clothes on, being late for class, and at the time of the Dzuhur prayer in congregation. students who do not participate in carrying it out and telling stories with friends when the teacher is explaining the material being taught. This is where the role of the teacher is needed to overcome and manage strategies so that students do not talk to their classmates. The lack of awareness that students have is one of the inhibiting factors.

2) Lack of motivation possessed by students

The lack of learning motivation possessed by students is because students are embarrassed to ask when discussing the many pressures or problems that are being faced by students which can affect student learning outcomes later, this makes students' learning motivation less.

To overcome this, the teacher gives additional assignments so that later the students will remember what has been taught, besides that the teacher also always provides motivation and enthusiasm for learning to their students.

3) Lack of student awareness of their duties and responsibilities

Based on the results of observations made, students' awareness of their responsibilities is still lacking. There are still many students who do homework (homework) at school, do not carry out the predetermined picket schedule and still often rely on their friends. To reduce this, the teacher usually gives advice and warnings and even gives sanctions to students who do not carry out their responsibilities. That way students will have a sense of fear and reluctance to the teacher and do not do it and are more responsible for what has been assigned by the teacher.

b. School environment

It is not an easy thing for students to accept and do it continuously because of the school environment where students have and adhere to various beliefs. Sometimes the influence of friends makes it difficult for students to improve, practice or even difficult to istiqomah in doing directly what the teacher has taught. A small example is when fasting at school, with the influence and weak faith that the student has, the student is easily influenced and decides to break the fast.

This is where PAI teachers play an important role in guiding and directing, and reminding students continuously so that these students continue to do positive things and are not easily influenced by things that can harm students themselves, (St. Hasnawati, 2022). Communication between teachers and parents is necessary to support the success of these students. In schools the teachers have kept religion in accordance with the rules, the rules in question are those that are in accordance with the Qur'an and As-Sunnah and in accordance with the established curriculum.

The teacher has set a good example of increasing commendable qualities, but if it is not balanced with parental supervision at home it will be in vain, because students are only in school for a few hours, the rest of the students stay at home longer with family and parents. . If teachers and parents both teach and apply good traits and behaviors, it will be easy for these students to improve the commendable traits that have been taught (Ramlah, 2022).

D. Efforts Made in Improving Students' Praiseworthy Traits

1) The principle of exemplary

A very important thing that must be considered by the teacher is the exemplary nature because the teacher is a guide for his students and becomes a

character that will be imitated, then his personality will be an example for his students.

The teacher's example is a good example of the teacher starting from his behavior, behavior, speech and attitude. The example of a teacher in various activities will be a mirror for his students, therefore the figure of a teacher who can be imitated by his students has very important potential.

Based on the observations, the researchers found that students' behavior was the result of imitating the behavior of teachers or parents in their daily lives. A teacher not only instructs his students to do the act, but the teacher must first do and give examples to students. So that later these behaviors can be imitated and imitated by students. A strong influence in providing education to children is by good and right example, by:

- 1) Showing a good attitude, this can be done in various ways, including: an attitude of dealing with and solving problems or problems well, an attitude of self-control that is not easily emotional and more patient, an attitude of communication with others.
- 2) Reducing bad attitudes, as a teacher should act and behave well.
- 3) Showing affection for others, our religion teaches to love and cherish fellow living creatures.

Teachers who are usually disciplined, friendly and have good character will be good examples for their students, and vice versa.

b) Give equal attention to all students

In the learning process, a teacher must be objective, not distinguish and not compare students with one another, because if the teacher is not objective, it will cause jealousy in the classroom. In the interview it was said that Mrs. Ramlah as a PAI teacher had tried to give equal attention to all her students. This can be seen when working on questions the teacher approaches the students' desks one by one to monitor the difficulties experienced by their students, besides treating them with no favoritism, for example, when one student makes a mistake in class, the teacher not only reprimands the student, but all students not to do this.

4. Conclusion

The role of Islamic religious education teachers is not only limited to delivering material in the classroom during the learning process, but more than that. Teachers have a role in achieving educational goals in schools, they have a role in the growth of attitudes, skills, abilities, knowledge and views of students' life. The role of Islamic religious teachers in improving the learning of commendable traits in students is the teacher as a motivator, the teacher as an example for students, the teacher as a parent, the teacher as a student's ability developer, and the teacher as an advisor and can embrace all students to make better human beings. again. The habituation activities that support the formation of commendable traits in students include

carrying out the dzuhur prayer in congregation. Getting used to religious attitudes or greetings, reading the Qur'an before learning, carrying out the Duha prayer in congregation, and holding recitations.

Parental support in the form of active participation in every role of PAI teachers should be in line with the coaching program carried out by PAI teachers, especially exemplary and supervision in the family environment. Community members also need to play a role in efforts to foster the morals of students by not neglecting things that are contrary to legal norms, let alone religious norms. Furthermore, there needs to be a network and collaborative efforts with existing institutions in SMP to improve and empower all existing potential.

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