The Role of Islamic Religious Education Teachers and School Religious Culture in the Formation of Student Morals

Ahmad Sobari[1] *

[1] Sekolah Tinggi Agama Islam Nida el Adabi Bogor

Email : [1]sobaringaji@gmail.com

Abstract
Education is a profitable investment that aims to create superior human resources in accordance with the ideals and goals of education itself. The success of creating quality education is the main way to fight poverty, build democracy, and build a prosperous, dignified, and characterful society. Education ideally produces learners who not only have cognitive abilities or intellectual intelligence, but also noble moral abilities, which can prepare them for life later with strong personalities and charity. To achieve ideal education, the role of Islamic religious education teachers and school character education programs or religious culture is a solution in the success of achieving educational goals. Islamic. The purpose of this study is to describe the role of Islamic religious education teachers and habituation of school religious culture in the formation of student morals at SMP Permata Insani and SMP Permatasari 1 Tangerang. This research is qualitative research, namely literature research that uses books and literature as the main topic and uses data collection techniques in the form of observation, interviews, and documentation. The results showed that Islamic Religious Education teachers are one of the pioneers in the success and formation of students' moral personalities, because they play an important role as models or imitators in the application of personality formation in schools. In addition to the role of Islamic religious education teachers and the role of habituation of school religious culture that contributes to shaping the moral character of students in schools

Keywords: *the role of Islamic religious education teachers, school religious culture, moral formation of students*

INTRODUCTION

Education is a profitable investment that aims to create superior Indonesian human resources in accordance with the ideals and goals of Indonesian education. Success in creating quality education is the main way to fight poverty, build democracy, and build a society that is prosperous, dignified, and characterized.

Education is a system and means to improve the quality of human life in all aspects of human life. Education is one of the most important needs for every individual to have a better life. Without education, humans will tend to find it difficult to survive in this world and the afterlife. With education, it will be easier for people to fulfill all their needs.

Ideally, education that takes place in educational institutions must produce students who not only have cognitive abilities or intellectual intelligence, but also noble moral abilities, which can prepare them to face life in the future, when they grow up, they will have personality and charity. the strong one.

In Law Number 20 of 2003 concerning the National Education System, it is explained that national education functions to develop abilities and shape the character and civilization of the nation, aiming to develop the potential of students to become human beings who believe, are devoted to God Almighty, have noble character, are healthy , knowledgeable, capable, creative, independent, and become democratic and responsible citizens. (UUD No. 20:2003).

Currently, a lot of education is directed to be more oriented towards the ability to think through a series of scientific knowledge to obtain as much material as possible to reduce the emergence of noble morals. As a result, many educational institutions produce smart people, but few produce good people, let alone honest people (Hamka Abdul Aziz: 2012).

Therefore, education must train individual morals (personality), because the process of educating students does not only focus on intellectual intelligence, but what is more important is instilling students' cultural values, especially religion and morals.

According to Islamic education, the aim of Islamic education is to guide and educate students to understand Islamic teachings. Therefore, Islamic education expects a balance between intellectual intelligence (IQ), emotional intelligence (EQ) and spiritual intelligence (SQ) to equip oneself to face life and success in this world and the hereafter.

In its journey, it seems that the lofty goals of education above still cannot be said to be successful, because up to now education is still facing many problems, one of which is that there are still many social deviation problems such as the use

of illegal drugs, sexual freedom and fights between students and high crime rates. , where one of the perpetrators was a student (Anwar Arifin: 2003).

Based on the phenomenon above, this indicates that the moral crisis or personality degradation is increasingly widespread and has a negative impact on the educational process. Therefore, religious character education through school religious culture programs from an early age and the role of Islamic religious education teachers is very necessary and will influence the personality of students to understand and apply moral values and noble personality in everyday life both in the school environment and the environment. family and community environment.

Education will be perfect if it is accompanied by religious education, which in this case is Islamic education. The aim of education in Islamic teachings is not only to produce students who are intellectually intelligent humans but also aims to produce a morally good generation, because the aim of Islamic education itself is a person with noble morals (Syarif Hidayat: 2018).

Based on the discussion above, it can be concluded that education must create a balance between intellectual intelligence, emotional intelligence and spiritual intelligence.

Therefore, the role of Islamic Religious Education teachers and the role of school religious culture are expected to be able to provide good things to students about how to behave or have good morals. Because Islamic Religious Education teachers have an important role in forming and developing students' morals at school and good school religious culture habituation activities are also able to create a good culture which aims to help form good morals in students so that students will get used to it and good behavior is instilled in them. school can be applied in everyday life.

METHOD

Each study is tailored to the problems faced. To obtain the information needed in this paper, the author used qualitative research with a descriptive approach. Qualitative research is a type of research whose findings are not obtained through statistical procedures or other forms of calculation and aims to reveal symptoms contextually through collecting data from natural settings using researchers as key instruments (Eko Sugiarto: 2015)

Researchers determine the research focus, select informants as data sources, carry out data collection, assess data quality, analyze data, interpret data, and draw conclusions about their findings. ((Eko Sugiarto:2015)

In this research, the author used three methods in collecting data, namely: observation, interviews, and documentation. These three methods are used to

collect qualitative data such as data collection, data reduction, data presentation and conclusions. This is to test or check the validity of the data regarding "The Role of Islamic Religious Education Teachers and School Religious Culture in the Formation of Student Morals at Permata Insani Middle School and Permatasari 1 Middle School Pasarkemis Tangerang Regency. The technique used based on this data is to use the triangulation technique as the basis for the research

RESULTS AND DISCUSSION
The Role of Islamic Religious Education Teachers in Education
Definition of Teacher

Etymologically, the word teacher comes from Arabic, namely "ustadz" which means a person who carries out activities providing knowledge, skills, education and experience. Meanwhile, in terminology, a teacher is a person who provides knowledge, educational skills and experience to students.

A teacher is a professional educator who educates, teaches knowledge both formal and non-formal, guides, trains, assesses and evaluates his students and becomes a figure who can be emulated by his students to create a quality next generation, both intellectually and moral.

From an Islamic perspective, teachers occupy an important position in forming a correct Islamic personality in relation to moral education patterns. The success of teaching and educating his people by the apostle further touches on aspects of behavior, the good example of the apostle (Uswatun hasanah). (Tohiri:2005)

Therefore, the role of teachers in education is to develop students' personalities in learning at school (classroom). Teachers spearhead this success to achieve the goal of character formation. Teachers as sponsors or imitators play an important role in implementing character education at school and outside school. As an educator, the teacher becomes a person from the child's perspective, and the teacher becomes a benchmark for students' attitudes. The national education system law stipulates that teachers must have good personality skills.

Functions and Roles of Teachers

The function of a teacher is to educate, teach, guide and train. The role of teachers is as educators, teachers as managers and leaders, teachers as facilitators, teachers as administrators, teachers as innovators, teachers as motivators, teachers as dynamics, teachers as evaluators, and teachers as supervisors.

Roestiyah NK stated that the teacher's role in educational interactions is as follows:

1. Facilities, namely providing the situations and conditions needed by individuals who study
2. Mentor, namely providing guidance to students in teaching and learning interactions, so that students can learn smoothly and successfully, effectively and efficiently
3. Motivator, namely providing encouragement and enthusiasm so that students want to study hard
4. Organizer, namely organizing student and teacher learning activities
5. Human source, where teachers can provide information needed by students, in the form of knowledge, skills and attitudes (Roestiyah NK: 2008)

Types of Roles of Islamic Religious Education Teachers

According to Yelon and Weinstein quoted by Enco Mulyasa, teachers play the role:

1) Teachers as educators

Teachers must have certain standards of personal qualities that include responsibility, authority, independence, and discipline.

2) Teacher as instructor

Teachers must be able to illustrate, identify, analyze, synthesize, ask, respond, listen, create trust, provide varied views, provide media for reviewing standard material, adapt learning methods, and provide a feeling tone.

3) Teacher as guide

Teachers must formulate goals clearly, organize travel time, arrange the route to be taken, use travel directions, and assess the smoothness of it according to students' needs and abilities.

4) Teacher as trainer

Teachers pay attention to basic competencies and standard materials, can pay attention to individual differences in students and their environment, dare to tell the truth and must be able to restrain emotions

5) Teacher as advisor

Teachers must understand personality psychology and mental health science.

6) Teachers as role models

Teachers must be role models for their students both inside and outside school.

7) Teachers as drivers of creativity

Teachers are required to demonstrate and demonstrate the process of creativity, and teachers always try to find better ways to serve their students, so

that students will judge that they are indeed creative and do not do something routinely

8) Teachers as power generators

Teachers must perform in communicating with students of all ages so that every step of the educational process they manage is carried out to support this function.

9) Teachers as permanent workers

Teachers must work on time, make notes and reports in accordance with performance standards, read and evaluate and return student work, manage student attendance, organize schedules, create a conducive school climate

10) Teacher as evaluator

Teachers must be able to compile a specification table in which there are targets, assessment techniques, and the number of instruments needed, research the data collected, and analyze it to make an interpretation about the quality of student achievement.

School Religious Culture

1. School Religious Culture

According to Sugiono Wibowo, school religious culture is a comprehensive value education method, because in its manifestation there is instilling values, setting an example and preparing the younger generation to be independent by teaching and facilitating moral decisions, as well as responsibility and other life skills (Sugiono Wibowo: 2013).

School religious culture is a way of thinking and acting for school members based on religious values. Religion according to Islam is the practice of religion. (As Allah SWT says in Q.S. Al-Baqarah verse 208) Meaning: "O you who believe, enter Islam as a whole, and do not follow the steps of Satan. Indeed, Satan is a real enemy for you." (Q.S. Al-Baqarah 208)

School religious culture is a holistic aspect in the world of education. In its application, there is an example and preparation for the younger generation to be independent by teaching responsible morals and other life skills. (Darmiyati Zuchdi: 2008)

To create a religious culture in schools, one way is to internalize religious values in students. Apart from that, it shows the function of schools as institutions that function to transmit culture (Abdul Latif: 2005)

In the school environment, the existing religious culture must be in accordance with the values of Islamic teachings and supported by the school. This school religious culture must be implemented by all school members such as the principal, teachers, administrative officers, students, security officers and

cleaning staff. How to instill religious cultural values in schools is done in several ways, such as; The policies carried out by the school principal, the implementation of learning activities in class, extracurricular activities and traditions of good behavior from the school community continuously and consistently so that a good religious culture will be created in the school environment.

Form Of Religious Culture In Schools

The role of school environment residents is very important in realizing a religious culture in the school environment. Forms of religious culture in schools include:

1. Smile, say hello and greet
2. Mutual respect and tolerance
3. Dhuha prayer in congregation
4. Midday prayer in congregation
5. Ashhar prayer in congregation
6. Tadarus Al-Qur'an or Iqra
7. Istighosah and prayer together
8. Islamic Day Celebration Activities
9. Share / infaq
10. Fast Monday and Thursday.

Students' Moral Formation

Morality is an integral part of Islam, as are faith and worship. This means that religious people must worship and have noble morals. It is not perfect for a Muslim in Islam to only believe and worship but not have noble morals. On the other hand, when humans have morals without faith, then their morals have a strong foundation. However, people's beliefs do not control their lives in the application of their morals. Our problem is not looking for an Islamic character concept, but how to design a character formula that is easy to apply and measure its application, so that later there will be standards that can be used as a benchmark to determine what good and bad character is in humans (Kholik, 2020).

Etymologically, morals (meaning language) come from the word khalaqa, the original word of which is khuluqun, which means: temperament, character, custom or khalqun which means event, creation, creation. So etymologically moral means temperament, habit, character, or system of behavior that is created.

According to M.Ali Hasan in his book entitled Moral Guidance, he explains that the basis of morals is the customs that apply in a society, so that to determine

and assess good and bad customs one must use the norms contained in the Al-Qur'an and Sunnah. (M. Ali Hasan: 2008).

The verse of the Qur'an which is the basis of morality is the Qur'an surah al-qalam verse 3 Means And indeed you are truly virtuous (Al-Qalam: 3)

Meanwhile, the moral basis based on the hadith of the Prophet Muhammad SAW is as follows: God willing: God, God Translation: From Abu Hurairah (ra). The Prophet said, I was sent into the world to perfect my morals. The formation of morality or decency basically has a goal, namely the desire to achieve goodness and expel evil in the lives of individuals, communities, races and countries.

According to Islamic educators, the goals of forming morality are:

1. Instill feelings of love for God in his heart
2. Instill and familiarize students with practicing good morals in an orderly and responsible manner as well as cleansing the heart from the dirt of lust and anger so that the heart becomes clean, like a mirror that can accept God Nur Cahay (Amin: 2013)
3. The aim of morality is to disconnect ourselves from love for the world, and instill in us love for Allah Almighty. So, there is nothing more beloved than meeting Allah SWT and not using all His treasures except for and for Allah SWT. (Imam Al-Ghazali)
4. Educate to carry out Allah SWT's commands and avoid His prohibitions
5. Get used to noble morals and fulfill religious obligations
6. Provide instructions in this world and the hereafter
7. Set a role model (good behavior) (Yunus, 2009: 19).

From the statements above, the goal of morals is that every human being behaves and behaves well and is commendable, both physically and mentally, from our deeds and actions we must be imbued with faith and piety towards Allah SWT.

CONCLUSION

The role of Islamic Religious Education teachers in shaping the character of students is very much needed by students. Where Islamic religious education teachers are one of the pioneers and role models in the success and formation of students' morals both in the school environment and outside of school, therefore Islamic religious education teachers play an important role as sponsors or imitators in implementing the formation of students' morals at school.

On the other hand, the role of familiarizing the school's religious culture has a very important role for the school to create or have its own school culture, as the school's self-identity and as a sense of pride for its citizens towards their school. In school religious culture, it describes how the entire academic

community socializes, acts, works together in building the school into a school that is broad-minded, superior, high-quality and has Islamic morals and works together in solving every problem at school. Then, building a culture cannot be separated from the role of a leader, namely the school principal who acts as a motivator, guide and supervisor in implementing work programs and religious cultural activities at school.

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