

The Role of Islamic Religious Education Teachers in Developing Students' Social and Moral Skills through an Islamic Values-based Approach at SMP Negeri 1 Nalumsari

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ABSTRACT

Education has a crucial role as a significant learning tool and an effective means of advancing moral values and spreading social values. But that's not all: education helps build national identity, national personality and national pride. Therefore, education is a means to achieve the goal of increasing general knowledge. The significance of Islamic religious education teachers in instilling Islamic principles in the character and social competence of students is the subject of this research. Focusing on how Islamic religious education teachers help their students internalize the social and moral principles taught in Islam, this research is based on Islamic ethical principles. Using a qualitative approach, this research was conducted. Analysis of PAI lesson plans, interviews with PAI teachers, and classroom observations are part of the research process. As a result, PAI teachers help their students grow professionally by showing them practical ways to apply Islamic principles in practice. They do more than just teach; they also set a good example by acting as role models.

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INTRODUCTION

Students' social and moral competence is strongly influenced by Islamic religious education. Islamic religious education teachers in secondary schools play an important role in instilling moral principles that are based on Islam. Secondary school is a very important period for the personal and social development of adolescents because of how quickly society and the environment can change. Islamic educators have a sacred duty to help their students develop a personal code of conduct based on Islamic principles.

The purpose of Islamic religious education is to help learners develop a worldview, a set of values, a set of abilities, and a way of interacting with others that is in line with Islam. Therefore, PAI teachers can fulfill their integrated role in Islamic religious education by focusing on multiculturalism and linking it to Islamic law, ethics, and scripture. (Arsal, 2019) Beyond that, it can be said that basic abilities that include strong morals are also included. Therefore, the implementation of Islamic religious education at SMP Negeri 1 Nalumsari becomes very important in raising awareness of multiculturalism and pluralism. The implementation of Islamic religious education cannot be separated from the achievement of Islamic goals because it is an integral part of national education. (Banks, 2015)

The concept of Islamic religious education as a means of forming the personality of students emphasizes on building the strengths that exist in students. Therefore, the aim is to improve consistent religious attitudes in line with Islamic teachings through strengthening beliefs,

understanding, appreciation, and practice of Islam (Rifa'i, 2016) In Islam, religious education serves as a foundation for the formation of character and morals of students in addition to the delivery of religious information. PAI educators play an important role in the growth of their students as human beings by guiding them towards greater self-awareness and social competence based on Islamic moral principles (Abdullah, 2017)

There is strong reason to believe that schools impact the students attending them. (Alimron et al., 2023) These questions underpin sociological thinking to understand structural influences on individual behavior change. (Ballanie et al., 2023) The school effect serves as an example of these questions and heavily relies on specific structural effect arguments originating from Durkheim, which have been conceptually elaborated since his time. (Ali & Syarnubi Syarnubi, 2020) The treatment given in examining the school effect places particular emphasis on the school organization, as the impact of the school on students occurs within the framework of its organization. (Arisca et al., 2020) Numerous studies, whether explicit or implicit, focus on the school's organizational aspects. (Martina et al., 2019) Structural effect arguments are explanations systematically organized to cover their effects and the mechanisms through which one variable influences another. (Fauzi et al., 2023) These explanatory arguments require selected substantive ideas and evidence about social phenomena. (Syarnubi Syarnubi, 2016) In the current era, substantive ideas crucial for organizations include content and methods (design, logical reasoning, and performance measurement). (Fitriyani et al., 2020) While the analysis of content and methods is precise, it may only partially align with reality. (Febriyanti et al., 2022) There is a gap between the two because the content formulation exists within the limitations of the available methods. (Harto & Syarnubi Syarnubi, 2018) Additionally, some methods have limitations in measuring substantive ideas. (Hawi & Syarnubi, 2018)

Sociologists have developed various approaches to structural effects from various perspectives using different methodologies. (Nurahman et al., 2021) This discussion will explore the history of the formation of structural effects and their impacts on schools. (Syarnubi, 2020). The formulation of structural effects is unknown in sociology and not dominantly found in other scholarly areas related to school studies. (Hartati et al., 2022). Social Skills are an understanding of how humans behave, the ability to understand the feelings, attitudes and motivations of others based on what they say and do. It also includes the ability to communicate effectively and clearly, and build cooperative and effective relationships. (David et al., 2004) In Islam, social skills for students are emphasized as an important part of a holistic education. This includes developing the ability to interact with others with fairness, respect and empathy. Students are taught to understand the importance of effective communication, listening well, and treating others with compassion and kindness. Islamic principles teach the importance of cooperation, loyalty and building harmonious relationships with fellow human beings. Therefore, in the context of Islamic education, social skills for students are not only concerned with good interpersonal relationships, but also with developing a pious and responsible character in accordance with religious teachings.

In essence, measuring outcome indicators of schools based on individual achievements is more accessible than identifying structural characteristics that correspond to the school's conditions. (Malta et al., 2022) Moral is a view of the good and bad values of an action, as well as responsibility, behavior, ethics and other aspects. Morals consider which actions are considered bad and should be avoided, and conversely, which actions are considered good and should be done. It involves one's ability to distinguish between right and wrong actions. Morals also serve as the basis and controller of one's behavior and attitude (Enung, 2010)

Islamic religious education teachers have the dual task of educating and guiding their students in faith and passing on religious knowledge. A teacher's ability to empathize with his or her students and adapt to their changing feelings, beliefs and ideas is crucial. (Sumarjoko et al., 2023) To do this requires familiarity with religious texts, competence in practical skills, and knowledge of various messages and topics that might affect students. To encourage students to participate in Islamic learning both formally and informally, Islamic education teachers should strive to make the classroom a friendly and comfortable place to learn (Ulfa et al., 2023) In this type of learning, teachers

and students work together in an interactive process. Therefore, the function of the educator is very important in the educational process. Islamic religious education teachers have deep knowledge of religion and its practical application, as well as deep insight into the nature and function of religion. Islamic education teachers will shape their students' social and moral skills in the classroom through teaching religious values, setting positive examples, and encouraging interaction. It is the teacher's responsibility to set a good example for students, and their job is also to instill values in them.

The purpose of this stage is to raise students' ethical awareness. As the main role, teachers have the responsibility to set a good example to their students. Students will have more restraint in their actions and attitudes as a result of developing their moral awareness. As a result, they will know how to distinguish between acceptable actions and those that go against religious and societal standards. All activities that take place in schools revolve around the learning process (Bunăiașu, 2015). Although it is their responsibility to help their students develop strong moral character and social awareness, Islamic religious education teachers face many difficulties and obstacles during the implementation process. Students face a number of difficulties, including a lack of subject matter, time constraints and the complexity of social issues. Therefore, it is important to investigate how Islamic education educators foster students' moral and social development.

Based on what has been explained above, researchers are interested in investigating how Islamic religious education teachers shape the character and ethics of their students in accordance with Islamic principles. Examining the function, methodology, and practical impact of PAI educators in fostering ethical and social competence is the main objective of this study. Effective strategies and solutions to overcome challenges and maximize the role of PAI teachers in developing social and moral skills in schools can be known by better understanding the role of PAI teachers in this regard. Therefore, this research is believed to play an important role in elevating the degree of PAI educators, fostering the growth of students' social skills, and forming moral and character guidelines.

METHODS

This research used a descriptive qualitative research method with a field study at Negeri 1 Nalumsari Junior High School (Sugiyono, 2015). The educators and their students were among the many participants in this study. The first is information collected directly from students, and the second is information collected from educators. Data collection techniques used documentation, observation, and interview methods (Moleong & Lexy, 2012). One of the schools in Jepara Regency, namely SMP Negeri 1 Nalumsari, became the research location. The data for this study came from in-depth interviews with Islamic religious education teachers, which were accompanied by related documents and records. Therefore, this research uses qualitative research in an effort to ensure that the research presented is accurate, understandable, and free from errors so that it can become the basis for future research and improvement.

FINDINGS AND DISCUSSION

Teachers at SMP Negeri 1 Nalumsari play a major role in developing social and moral competence for their students through various extracurricular and academic activities. Students' interests and abilities are taken into consideration in the delivery of these activities. Students benefit from this as it gives them hands-on experience in an authentic setting. Teaching and learning activities are one of the ways students learn social skills in the classroom, including how to work together in groups, how to resolve conflicts in a way that is in accordance with Islamic principles, and how to communicate effectively during classroom activities. When students face moral and social dilemmas, their teachers are there to listen and give advice. Islamic religious learning activities can also be part of extracurricular activities. School administrators, educators and students all play an important role in helping students develop their social and moral competencies. Schools, educators and students all play an important role in helping students develop social and moral competencies that are grounded in Islam.

The Role of Islamic Religious Education Teachers in Developing Students' Social and Moral Skills Islamic Values-based Approach

The development and growth of student behavior is related to the role of the teacher, which requires a series of interconnected actions in a specific context, (Usman, 2006). In implementing school-sponsored programs or activities, educators play a very important role. The teachers at SMP Negeri 1 Nalumsari also play an important role in helping their students grow morally and socially where PAI teachers at the school are among those who help shape the character and ethics of their students.

Educators in the classroom play an important role in shaping their students' self-awareness and the world around them (Mulyasa, 2011). In general, in schools, teachers bear the entire burden of responsibility for their students (Elihami, 2021). Islamic religious education teachers in religious schools have the dual responsibility of being positive role models for their students and helping to shape their character (Hasyim, 2016). In addition, an Islamic religious education teacher is someone who aspires to instill Islamic morals in their students, help them develop a strong character and incorporate Islamic values into their daily lives. Educators in the field of Islamic education have the responsibility to help students develop moral and social competencies through courses such as Islamic studies. It is their responsibility to deliver this in a way that helps students grow morally and socially. Islam mandates that educators provide a more comprehensive education to learners. (Amrin et al., 2020), Islamic teachings require teachers to transmit and instill a sense of faith when reflecting on learning.

The responsibility of educators is to cultivate a nurturing attitude towards their students in order to inspire them. Teachers' efforts to instill work ethic and time management skills in the classroom are evidence of this. As a result, they develop a heightened awareness of their surroundings. Teachers can play an important motivational role by reminding struggling students to study more and by highlighting the negative impacts that can occur if they do not study. (Herawaty et al., 2020). Researchers interviewed Mrs. Hanif Mifrohah, S.Ag., Islamic Religious Education teacher of SMP Negeri 1 Nalumsari, the researcher said as follows, "As teachers, we always try to encourage students to be, honest, empathetic, tolerant, and fair to their friends. At every opportunity, we give motivational encouragement to students to do good.". From this statement, it can be understood that Mrs. Hanif Mifrohah, S.Ag. is always a motivator, always encouraging her students to do good in everything, including inspiring them to be tolerant of their friends and help each other as part of human values is the main task of a teacher. However, the role of teacher motivator is not optimal if the learning methods applied are monotonous or less diverse, causing students to feel bored and lose interest and enthusiasm in the learning process. This can result in the learning process not reaching its maximum potential. (Syahrul, 2021)

Practical, non-wasteful strategies are necessary for teachers to fulfill their role as mentors, encouraging the development of students' moral character and Islamic principles. If it lacks a foundation in healthy lifestyle choices and a decent level of living, any program, however well designed, will fail miserably. Teachers have the responsibility to make learning activities comfortable for their students. PAI educators act as guides by providing various learning resources for students. Students can learn social attitudes such as responsibility by helping to transport learning media tools. To clarify, researchers conducted an interview with an Islamic Religious Education teacher, Mrs. Hanif Mifrohah S.Ag. as follows: "The teacher acts as an education manager for the students he teaches, and this is a very important thing to be understood by all teachers, not only those who teach PAI. Teachers must have the ability to look for additional materials that can be presented to students, such as learning tools, additional books, and other things ".and at that time the Principal of SMP Negeri 1 Nalumsari, Mr. Basuki S.Pd., M.Pd. also explained "In principle, as the principal we always encourage and encourage teachers to play a lot of roles in the education of our students in this school".

In order for students to develop moral awareness, it is the responsibility of teachers to set a good example in their own lives and instill values in them. Teachers, as the focal point, have the

responsibility to inspire their students through their own example. Students who practice ethical awareness will be more aware of the impact of their words and actions on others and more adept at distinguishing between their own behavior and behavior that conforms to societal standards. (Wijayanti, 2015). Characters in stories can also serve as examples of how to live a moral life. Providing examples to children will help them develop a strong sense of personal integrity (Ramdhani et al., 2019)

In their role as assessors, PAI educators can foster virtues in their students such as candor and openness. Teachers emphasize the importance of students not plagiarizing each other's work and completing developmental tasks honestly. This is done to ensure that students practice completing developmental tasks based on their own abilities and that the teacher's ability to understand the subject matter is linked to his role as a learning resource. In addition, teachers engage with students through question and answer sessions and by asking questions themselves. Students' social and moral skills, particularly a sense of responsibility, are nurtured through this process. Beyond that, students' social attitudes, particularly self-confidence, can be fostered through the teacher's role as a learning resource (Muslim, 2020)

Teachers, in their capacity as role models, can greatly influence their students' moral and social attitudes, particularly with regard to ethics. Teachers set a good example to their students by maintaining a positive attitude while learning. Particularly in the area of politeness, this helps develop students' social and moral skills. Being on time and dressed neatly according to daily standards reflects the teacher's role as a role model. Students' social attitudes, particularly their discipline, can be shaped in this way. The Principal of SMP Negeri 1 Nalumsari, Mr. Basuki S.Pd, M.Pd also explained "In developing students' social and moral skills, we emphasize all teachers to insert moral and moral content in the teaching module so that not only PAI teachers but all teachers also participate in the development".

Students are able to foster social and moral attitudes, especially praiseworthy character, through the role of their teachers as role models. Students view their teachers as role models because of their ability to demonstrate positive attitudes towards learning. Good manners and other social and moral competencies can develop in such an environment. Educators who are on time and appropriately dressed for the occasion demonstrate their role as role models for their students. Discipline and other social attitudes are fostered in students through this.

CONCLUSION

Based on the description above, it can be concluded that the role of Islamic Religious Education teachers in developing students' social and moral skills in an Islamic values-based approach at SMP Negeri 1 Nalumsari, teachers carry out their roles as: Educator, the teacher is not only a source of knowledge but also an ear that influences the development of students, therefore the teacher not only includes the delivery of material, but also involves character building, development of social skills and instilling moral values. (2). motivators provide support to students so that they can manage time, which can form caring attitudes and self-confidence (3). mentors, directing the completion of student development tasks, which can develop disciplined, honest and responsible attitudes (4) facilitators provide facilities to meet student needs, such as preparing learning media that encourage the development of responsible attitudes. (5). In his role as an evaluator, he evaluates through observations that can strengthen honesty and responsibility. (6). Learning resources, adopting lecture techniques and interacting between teachers and students, which contributes to the development of self-confidence (7). In his role as a demonstrator, demonstrates a polite and disciplined attitude by saying greetings and praying when starting and ending learning sessions.

Based on the above conclusions, it is suggested: (1) For PAI teachers, to improve social and moral skills to the maximum during the learning process, so that students are expected to model and apply these values in everyday life. (2). It is expected that students will increase their respect for teachers who are teaching in class, and it is also expected that they will imitate and apply the social

and moral values taught by teachers in their daily lives (3). It is recommended for future researchers to expand the scope and duration of the study in order to obtain more precise results, as well as to add additional independent variables that can affect the role of teachers, so as to increase the variation in research.

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