

# The Effect of Islamic Religious Education Teachers on Improving Student Behaviour and Personality at SMP Muhammadiyah 8 Surakarta

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## ABSTRACT

The influence of Islamic religion teachers in changing the behaviour and personality of students at SMP Muhammadiyah 8 Surakarta and the efforts of Islamic religion teachers as a means of motivation, directing, analysing. Responsible for shaping the character, knowledge, faith and commitment of students. Islamic Religious Education (PAI) should be used as a means to teach noble morals to children by placing Islamic Religious Teachers (PAI) as teachers and providing appropriate methods and media related to Islamic religion. Factors that help and hinder student character building at SMP Muhammadiyah 8 Surakarta come from teachers, parents, peers, and the environment in the community.

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## INTRODUCTION

Education is a planned and deliberate effort to help students develop their full potential to become adults so that they can live well and thrive in their society. (Syarnubi et al., 2024) Education has an important role for human beings, whether official or unofficial education, in order to develop the basic physical and mental potential that can be grown as much as possible so that humans can carry out their mandate in the world and the hereafter. (Syarnubi, 2019a) To develop these basic physical and mental skills, education is the method that determines where the best value for these skills can be obtained. (Syarnubi, 2024)

In the field of education, there have been changes in people's lives, due to advances in science and technology, where the problem of behavioural deterioration has recently penetrated the younger generation (Amini et al., 2019)

For example, the invention of TV, computers, and mobile phones has caused some people, especially young people and children, to become addicted to the world of screens. They watch TV all the time and spend their free time playing games or checking Facebook. This has worsened the relationship between families. (Fauzi et al., 2023) This shows that screen technology has the ability to numb many young people and adolescents, distracting them from the screen and ignoring others (Kusuma, 2012)

Behavioural or personality disorders seen in adolescents are for example the increase in sexual relations among young people, drug trafficking, fights between students, the spread of pornographic videos and photos among students. As corruption, crime, and criminal activities increase in all sectors of development, the damage to the country's morale also increases (Kusuma, 2012)

Various events that occur show us that a panacea and effective treatment is needed to overcome these various problems and to instil and develop character and morals from childhood,

which comprehensively takes place in the family, through the world of school education, college and the environment (Rusman & Kurniawan, n.d.) Education alone is not enough to develop intellectual skills. In addition to education, there must also be ethics, morals, and togetherness. Because education is an important and urgent means in the life of society, because education aims to foster all abilities possessed by humans, such as physical abilities, intellectual abilities, and moral abilities. Education is one of the means to build the nation's culture (Syarnubi et al., 2021) In order to foster human beings with noble character, Islamic education is needed, whose main goal is to humanise humans, so that they are able to obey the laws of Allah and His Messenger, and become virtuous human beings (Syarnubi, Alimron, et al., 2023)

The purpose of education is to create a whole generation. This means that they must have the appropriate intelligence, activities and skills to live in society. It is the teacher's responsibility to provide instruction in the learning process to create balanced educational outcomes between intelligence, affect or action, and psychomotor outcomes.(Syarnubi et al., 2022)

Therefore, the task and position of the teacher in the educational process is very important, the teacher must be able to play a role as a provider and know all the advantages and disadvantages of education so that it can be utilised in a truly meaningful way(Syarnubi, 2023). They emerge from effective education because "teacher management is the power to create things or systems in the field that support and assist the educational process" (Sardiman, 2011)

Teachers are professional learners who are obliged to teach, educate, direct, guide, train, assess and evaluate students. (Syarnubi Syarnubi, 2019)Teachers and students are two people. So what is in the teacher's mind is only one principle, namely the advice on how to educate students so that one day they become talented, noble, and noble people, regardless of religion, state, or country. Being a teacher means maintaining your name, authority, role model, honesty and reliability. He not only teaches in the classroom, but also teaches, directs, guides and has good character to his students (Aziz, 2017)

Character education is an integration of values consisting of knowledge, willingness, awareness and action(Syarnubi, 2019b) Building students' personalities at school is inseparable from the role of school teachers, especially Islamic religion teachers, who are able to shape students into superior individuals through exemplary and habituation. Islamic beliefs because teachers are role models and idols of students in every subject, especially in the teaching and learning process (Sani, 2016)

Teachers are role models for their students so that they can give birth to a generation with noble character. (Syarnubi, 2020). Therefore, in the hands of teachers, students will be born with higher quality academically, intellectually, emotionally, mentally and spiritually. (Syarnubi Syarnubi, 2016) Teachers who teach Islam are religious teachers. In addition to teaching duties, namely providing religious knowledge, he is also tasked with providing education and training to students, helping students develop morals and morals, educating and developing their faith and devotion (Syarnubi, Fauzi, et al., 2023)

The role of the teacher can be defined as a series of interrelated activities carried out in different situations to modify activities or actions that will ensure student success and development. One of them is the role of teachers in shaping student character. Currently, teachers are required first to have a good character, and then the teacher talks about shaping the character of the participants who will teach. This is considered the key to success, especially simple ones.(Syarnubi Syarnubi, 2022).

Islamic Religious Education (PAI), is one of the subjects included in schools, as a subject has an important task for teachers in helping children grow and develop. In addition to the obligation to instill faith, believe in Allah and worship Him, there is also an obligation to instill noble morals in the form of good behaviour, or instill noble morals in good relations with family and society.

Islamic Religious Education (PAI) should be used as a means to teach noble morals to children by placing Islamic Religious Teachers (PAI) as teachers and providing appropriate methods and media materials related to Islam. Anyone can teach Islam directly or openly, not only at school, in the family, in the community. Both verbally and directly showing Islamic behaviour, it can be

done by parents and adults. The importance of the task of Islamic Religion teachers in building the Muslim personality of students, then a good and professional Islamic Religion teacher is needed to educate and produce a generation with noble character. SMP Muhammadiyah 8 Surakarta is one of the non-religious public schools, but in it there is a religious spirit that is no less religious. Students' Islamic culture is evident in the development and delivery of religious programmes implemented by Islamic Religion Teachers (PAI) at SMP Muhammadiyah 8 Surakarta, this is evident in the Qur'an reading and writing activities organised by the school after school. Previously, the Government of Surakarta managed *mulok* and *diniyah* programmes. The implementation of religious programmes at SMP Muhammadiyah 8 Surakarta will not be successful without the participation of teachers in the programme. Based on the information above, the author aims to study and research the topic "The Influence of Islamic Religion Teachers on Improving Student Behaviour and Personality at SMP Muhammadiyah 8 Surakarta".

## METHOD RESEARCH

Descriptive research methods with a qualitative approach were used in this study. Qualitative research is a research method where information or theories are determined and behaviour can be known through interviews, observations and writings, then researchers analyse them using qualitative research and present information descriptively in written words (Sugiyono 2017: 12).

This type of research is qualitative research, which is research that aims to learn more about a problem, phenomenon or evidence. Similar to the definition of qualitative research, which is a research method that provides written or oral descriptive data and observes behaviour. This research aims to obtain information about the role of Islamic religion teachers in determining student behaviour and responsibility at SMP Muhammadiyah 8 Surakarta. In this study, the research setting is at SMP Muhammadiyah 8 Surakarta. Here, the subjects are Islamic religion teachers and students, students of SMP Muhammadiyah 8 Surakarta and students from various backgrounds. SMP Muhammadiyah 8 Surakarta was deliberately chosen as the research area because the researcher found the problems in this study during the observation.

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Observation method, interview method, documentation method are data collection methods used as a tool to obtain information needed in the preparation of research reports. The observation method, or whatever observation is, is data that requires researchers to enter the field and observe things related to time, place, actors, activities, objects, situations, events, motivations, and emotions.

The interview method is a direct question and answer method where two people meet physically and one can see the other's face and hear (Suharsimi, 2012: 199). In a sense, this means that the researcher first asks a question, then offers the interviewee to answer.

Documentation method is a systematic or text research that uses text as a source of information in the form of pictures, diagrams, photos, and other visual elements. This documentation aims to find information about all matters relating to the history of the establishment of educational institutions and all school activities and registered students. The reason for using this document is because it is a reliable source of information (Sugiyono, 2017: 308).

## FINDINGS AND DISCUSSION

### 1. Efforts Made by Islamic Teachers in Building Behavior and Personality Students at SMP Muhammadiyah 8 Surakarta

In building students' personality, school institutions or educational institutions, especially SMP Muhammadiyah 8 Surakarta, really need Islamic religion teachers who have a solid religious foundation in the knowledge and practice of Islam. It can also be said to be professional because this Muhammadiyah 8 Surakarta Junior High School teacher not only trains and assesses, but can also

provide answers to questions about Islamic religion to students clearly and precisely so that students understand. Efforts of Islamic Religion Teachers in Shaping Student Behaviour and Personality at SMP Muhammadiyah 8 Surakarta. Responsible for shaping students' character, knowledge, faith and commitment.

a) Teachers as a motivational tool

The role of the teacher in being a motivator is very important in the learning process, in attracting attention, in encouraging students to do something that is in accordance with their interests or preferences, interests that will always be related to personal interests. Meanwhile, the teacher organises everything in a way that ensures that students always continue to learn and want to learn (Nanang, 2010: 26).

Motivators for students, the information provided by the teacher during learning is very important, so the teacher has a great influence on students. In addition, the material provided must also be used in everyday life, such as helping students improve good behaviour.

Not only that, building students' behaviour can be overcome in various ways that teachers should give to students, such as arranging daily prayer activities, saying greetings to parents before leaving school, getting used to smiling and greeting in the community and in the school environment, and other positive things. Changing the character of students or using appropriate and interesting teaching methods and learning environments for students, so that they are easy to understand and not boring.

Based on this, Mr Arman as an Islamic religion teacher said the following in his interview quote:

"The method I most often use is lecture because this method will form a disciplined and responsible child's personality and advise children to do good."

According to the results of the discussion above, Islamic religion teachers use different teaching methods to prevent students from feeling bored. Lecturing is one of the most frequently used methods because it can help change children's attitudes and can provide good advice.

It should be an important task for teachers to teach and guide their students well. The principal, Mr Rusmanto, also added in the interview:

"Especially for Islamic religion teachers at SMP Muhammadiyah 8 Surakarta, they teach honesty, discipline, responsibility and kindness while shaping the character of their students. For example, Islamic teachers try to arrive on time to teach students discipline."

As an Islamic religious education teacher, Mr Arman said:

"In the study programme, teachers not only provide learning materials, but also give examples to students to behave well. For example, teaching honesty, discipline, responsibility and character. Teachers also need to set a good example for their students. Over time, this situation can become an example for students to behave in a disciplined manner."

According to the results of the discussion above, Islamic teachers at SMP Muhammadiyah 8 Surakarta teach honesty, discipline, responsibility and courtesy to students, thus creating a culture of discipline and responsibility at SMP Muhammadiyah 8 Surakarta. This is what teachers should do. The first thing teachers need to do is change their attitude because teachers will be an example for students with their character.

b) Teacher as guide

Teachers are expected to help students find their own problems, solve them, know themselves and adapt to the environment. Students need teacher assistance to overcome the difficulties they face, educational problems, difficulties in choosing a profession, as well as difficulties in relationships and interpersonal.

Therefore, every teacher must be familiar with group management techniques, individual guidance, data collection methods, evaluation techniques, statistical research, human psychology and educational psychology. We must understand that the teacher closest to the student is the teacher himself (Oemar, 2006: 124).

Teachers should be the mentors and leaders in the subjects they teach. Therefore, teachers need to be able to set firm rules for their students to ensure discipline. If a student is moved,

teachers need to be able to take preventive action. This is to introduce good behaviour to students. The following statement was made in an interview with the principal, Mr Rusmanto:

"Student behaviour is very different. Some seek attention, some want to learn, some are influenced by the environment, which results in mistakes when learning and are not interested in the material because parents do not care about their children. That is why teachers never tire of providing personalised guidance to students so that they can be better and more active both inside and outside school."

Not only that, Islamic teachers are also counsellors in the school because they are role models for the students. In part of the interview, the principal, Mr Rusmanto, said:

"Islamic religion teachers play an important role in guiding students towards good morals and also setting an example, such as directing students to perform Eid prayers in the school mosque on religious holidays."

With the right method, Islamic religious education teachers guide and direct students to do something moral. For example, by means of habits, students get used to doing something according to their character. According to the principal, the Islamic education teacher directs students to perform the Dhuha prayer in the school mosque. Thanks to this habit, students will get used to it over time without the teacher having to tell them.

The duties of Islamic religion teachers as educators and mentors are closely related, and both are practised simultaneously. The duties of Islamic religion teachers in their implementation at school are also based on the characteristics of students and provide motivation to achieve short-term and long-term goals.

The implementation of the values of discipline and responsibility through coaching and mentoring at SMP Muhammadiyah 8 Surakarta, because the values obtained through classroom lessons are only theoretical, so that students who see the theory without practicing it also have difficulty improving the situation.

The school tries to provide positive reinforcement to students by teaching them good behaviour. It has tried to set rules in the school area with the intention of getting learners used to obeying the rules, and organise activities every first day to get learners used to being disciplined and responsible.

#### c) Teacher as evaluator

Teachers have the right to evaluate student performance and behaviour in lessons, to find out how students succeed or not in learning, whether the material is taught well and students whether the methods used are appropriate.

The role of the teacher referred to here is that the teacher is the most important factor in determining education in general in the learning process and the learning process is the basis of the process in general (Rusman, 2011: 58).

One of the most important responsibilities of teachers in programme implementation is evaluation. Therefore, teachers also have the responsibility to conduct an assessment or evaluation of ongoing learning activities. In terms of evaluation, here we are not only assessing assignments, exams or tests, but as Mr Arman said as a religion teacher, teachers are also responsible for assessing student behaviour during learning. Here are some of his statements:

"Sometimes there are children who want to play by themselves but cannot complete their assignments, and this is an example of children who are not responsible. But I give rewards to children who are willing to complete their homework well or who want to do their homework first, and I give rewards to those who fail to do their homework. If you don't do your homework on time, the child will also receive an academic punishment he or she will take it."

This discussion shows some of the ways Islamic subject teachers evaluate student behaviour and the responsibility they give in homework. And as a teacher, being able to test what has been learnt to understand if there are any gaps in the learning process. When conducting an evaluation, it is important to know the purpose of the evaluation and it will make it easier for the teacher to prepare the tools to be used when conducting the evaluation.

As an examiner, teachers are expected to be trustworthy and fair examiners and make evaluations that consider external factors. Internal audits work best based on grades. Of course, it is more important to evaluate a student's situation than to evaluate their results when taking an exam.

This goes along with the idea that teachers need to be trustworthy. Teachers need to evaluate in the most accurate way possible. Evaluation is done only based on knowledge, attitudes and skills which are the components of evaluation (Rusman, 2011: 58).

## **2. Supporting and inhibiting factors in shaping student behavior and personality at SMP Muhammadiyah 8 Surakarta**

There are many factors that can support and hinder student behaviour and personality, including teachers, parents, peers and the surrounding environment. This is related to Heri Gunawan's thoughts on external factors that can influence the environment, namely the place of learning and the surrounding environment. The environment is divided into two parts, the second is material and the second is spiritual. (Heri, 2014: 25).

### **a. Obstacle factor**

Especially at SMP Muhammadiyah 8 Surakarta, the task of teachers in improving students' behaviour and personality cannot be separated from the existence of supporting and inhibiting factors. The results of the researcher's interview with Mr Rusmanto as the principal regarding the obstacles are as follows:

"Of course there are obstacles in the realm of character, especially the realm of discipline and responsibility. This includes children's poor character and poor interaction outside of school. At home, I like to remind parents that children are disciplined as taught at school, but sometimes not everyone is like that. If you are used to having these traits at school, they will not imitate you in front of their parents. or siblings make the child seem smarter, but the reality is very different when asked at school. "

The researcher also asked the Islamic religious education teacher, Mr Arman:

"The identified inhibiting factors in the environment include internal and external factors. Internal factors include students who are reluctant to do homework, students who are late, and external factors include family problems that are divided, social media abuse, and the home environment."

In character building, of course, obstacles are encountered in terms of character. Although Islamic teachers have carried out their duties well, in reality sometimes the well-planned results do not go well. Islamic teachers teach and direct their students to be kind, disciplined, responsible and polite.

However, due to the lack of ability of religious teachers to control social interaction outside the classroom and the rapid development of technology, especially the internet and mobile phones, this situation also becomes a problem in improving student character, especially personality discipline.

### **b. Supporting factors**

The results of the interview with Mr Rusmanto as the principal about the favourable factors, he said:

"There are things that help develop the character, discipline and responsibility of students, such as teaching children to read the Qur'an, pray, call to prayer, pray zuhur in the mosque, pray zuhur in the church at school. By practising these things directly, children's behaviour will improve in a good direction."

The researcher asked the same thing to Mr Arman as the Islamic religion teacher and he said:

"By the way, the factors that shape character are external factors or external factors such as family, good environment, but if people eat and drink with their left hand, they will immediately be scolded by their friends. The example of his friends is really important, because they help each other to meet and meet more often."

The theory also emphasises that friends play both supportive and inhibiting roles in shaping children's behaviour and personality. The structure of a building cannot be separated from the materials that support it.

These factors include internal factors and external factors. Intrinsic factors refer to factors that influence a person's personality traits. This too will be futile unless the person is encouraged to direct himself in a positive direction. External factors that influence the environment include society, educational policies, traditions, curriculum and parental support.

Islamic religion teachers have an important role in shaping students' behaviour and personality. Here, Islamic religion teachers have also carried out their duties and have been effective in revealing the behaviour of students and making them better. In this process, the Islamic religion teacher is certainly not alone but is assisted by the principal and other teachers. Among the many things the researchers observed were internal factors, external factors, friends, and even the environment.

## CONCLUSION

Islamic religion efforts in changing the behaviour and personality of students at SMP Muhammadiyah 8 Surakarta and the role of Islamic religion teachers as a means of motivation, direction / guidance, as an assessor. With these tasks, teachers improve good behaviour and personality to children in work or other school activities outside the classroom. Regarding the behaviour and personality of students at SMP Muhammadiyah 8 Surakarta, it is certain that they practice the behaviour and personality.

At SMP Muhammadiyah 8 Surakarta, the factors that support and hinder in building students' behaviour and personality come from teachers, parents, peers and the surrounding environment. All of these subjects will be supported if they provide positive influence and guidance to children in accordance with their responsibilities. For example, teachers can provide examples of discipline and responsibility to their students. Conversely, if these four things have a negative impact, for example, children live in an environment that behaves badly, then the child will be free from punishment, disobey the law and be irresponsible.

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