



## THE ROLE OF ACTRESS AND MORALS TEACHERS IN DEVELOPING THE MORALS OF STUDENTS AT AISYIYAH BUSTANUL ATHFAL 91 KINDERGARTEN, RAWALUMBU DISTRICT, BEKASI CITY

**Rosminah<sup>1</sup>, M Nasor<sup>2</sup>, Mujiatun<sup>3</sup>**

<sup>1 2 3</sup> Universitas Islam An Nur Lampung, Indonesia

Email: rosminasastro@gmail.com

### Abstract

This study aims to describe the role of Islamic Religious Education (PAI) teachers in fostering students' morals at Muzammil Al-Aziziyah Private Junior High School. Students' morals are one of the important indicators in the success of education, especially at the junior high school level, where students are in a transitional period of moral and character development. PAI teachers have the responsibility not only in delivering religious material, but also in guiding, instilling, and internalizing the values of akhlakul karimah in students. This study uses a descriptive qualitative method with data collection techniques through observation, interviews, and documentation. The results of the study indicate that the role of PAI teachers in fostering students' morals is carried out through several strategies, including being a role model in daily behavior, providing learning that is integrated with religious practices, and conducting coaching and habituation of religious activities such as congregational prayer, reading the Qur'an, and reciting the Koran. In addition, teachers are also active in providing advice, motivation, and constructive reprimands to students who experience behavioral deviations. The obstacles faced include lack of parental support, negative social environment influences, and limited time in moral development at school. Nevertheless, the role of Islamic Religious Education teachers consistently provides positive contributions in shaping the morals of students at Muzammil Al-Aziziyah Private Middle School.

**Keywords:** Islamic Education Teacher, Moral Development, Students, Middle School

### INTRODUCTION

Education is the main means of forming a generation that is not only intellectually intelligent, but also has noble morals. In the era of globalization marked by technological advances and the rapid flow of information, the challenges in fostering students' morals are increasingly complex. (Mbagho, Khulailiyah, and Naelasari 2021). Various negative influences, such as free

association, misuse of technology, and moral decadence, pose a serious threat to the development of the character of the younger generation. This condition requires educational institutions, especially schools, to not only focus on academic aspects, but also to pay great attention to the development of students' morals as provisions in facing the dynamics of life. Religious education, especially Islamic Religious Education (PAI), plays a strategic role in this effort.(Purwanti 2020).

In the school environment, the role of Islamic Religious Education (PAI) teachers cannot be underestimated, because they hold great responsibility in efforts to foster students' morals. PAI teachers are not just conveyors of religious material in the classroom, but also act as role models, motivators, and moral guides who have a significant influence on the formation of students' character. The presence of PAI teachers is a real representation of Islamic values, so that their behavior, speech, and attitudes become concrete examples for students in applying religious teachings in everyday life.(Sukmawati 2023).

The responsibility of Islamic Religious Education teachers is not only limited to the cognitive aspect or theoretical understanding of Islamic teachings, but also includes the process of internalizing the values of akhlakul karimah, both in learning activities and outside the classroom. Islamic Religious Education teachers are expected to be able to present a learning process that not only teaches religious knowledge, but also instills the values of faith, piety, and noble morals as a whole. Through appropriate methods, such as a scientific approach, exemplary-based learning (uswatun hasanah), interactive discussions, or methods of worship practice, teachers can guide students to understand and practice Islamic teachings in various situations.(Judrah et al. 2024).

Furthermore, Islamic Religious Education teachers also play a role as moral instructors in the school environment, who constantly monitor, direct and provide advice to students, both individually and in groups.(RAHMADHANI 2023). This task is very important considering the reality of today's adolescent life which is vulnerable to negative influences, such as free association, deviant behavior, or the erosion of religious values due to the development of modern technology and culture. Therefore, Islamic Religious Education teachers are expected to be able to balance and strengthen the personality of students so that they remain on the right track according to Islamic teachings. In addition, the role of Islamic Religious Education teachers as motivators also has a major contribution in increasing students' enthusiasm for learning, especially in understanding and practicing religious teachings. Through a communicative approach, full of empathy, and touching the emotional aspects of students, teachers can foster students' spiritual and moral awareness, so that they are

encouraged to improve themselves, increase their worship, and behave according to the values of *akhlakul karimah* (As, Adib, and Setyaningsih 2024).

The efforts of Islamic Religious Education teachers in fostering students' morals are also in line with the goals of national education, as stated in Law Number 20 of 2003 concerning the National Education System, which emphasizes that education aims to develop the potential of students to become human beings who believe, fear God Almighty, have noble morals, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens. Thus, the success of Islamic Religious Education teachers in carrying out their roles not only contributes to the achievement of learning goals in schools, but also helps to create a generation that excels in science as well as being strong in morals and spirituality. (Maisyanah, Syafa'ah, and Fatmawati 2020).

However, the reality in the field shows that the development of students' morals still faces various obstacles. It is not uncommon to find student behavior that is far from moral values, such as lack of respect for teachers, low social awareness, negative behavior in the school environment, and even the rampant cases of juvenile delinquency. This phenomenon is a major challenge for Islamic Religious Education teachers, especially at the junior high school level, where students are in a development phase that is very vulnerable to environmental influences and the search for identity. (Suseno 2021). Therefore, Islamic Religious Education teachers are required to have the right strategy, effective coaching methods, and real role models in fostering students' morals.

Muzammil Al-Aziziyah Private Middle School As one of the Islamic educational institutions, it has a strong commitment to not only produce students who excel in academic aspects, but also to build a generation that has noble character and morals. This school realizes that educational success is not only measured by intellectual achievement alone, but also by the ability of students to internalize Islamic values in their behavior and daily lives. Therefore, in addition to focusing on academic achievement, SMP Swasta Muzammil Al-Aziziyah consistently develops various programs and activities that aim to foster students' morals (Briliantara and Salim 2024).

Various routine religious activities, such as congregational prayers, reading the Qur'an, commemorating Islamic holidays, and Islamic studies are an integral part of school activities designed to instill spiritual, moral, and social values in students. Through these activities, the school strives to create a religious, conducive, and exemplary environment that can shape the personality of students into individuals who are faithful, pious, and have good morals. (Halim, Muhammad, and Arifin 2023). In this character building effort, the role of Islamic Religious Education (PAI) teachers is very central and decisive.

PAI teachers not only act as teachers of religious subjects, but also as role models who must be able to provide examples in attitudes, speech, and daily behavior. PAI teachers are required to integrate religious values into the entire learning process, both explicitly through teaching materials and implicitly through behavior, interaction, and personal approaches to students.(Aminah 2024).

More than just delivering theory, Islamic Religious Education teachers have a great responsibility to guide and direct students to be able to understand, internalize, and practice Islamic teachings in real life, both in school, family, and community environments. Islamic Religious Education teachers are also expected to be able to create a learning atmosphere that not only emphasizes cognitive aspects, but also touches on the affective and psychomotor domains of students, so that the process of learning religion becomes more meaningful and applicable.

The success of moral development in Muzammil Al-Aziziyah Private Junior High School is highly dependent on the extent to which Islamic Religious Education teachers can carry out their roles optimally. With the right approach, innovative learning methods, and consistent role models, Islamic Religious Education teachers can be the driving force in creating a young generation that is not only intellectually intelligent, but also strong in faith, pious, and has noble morals according to the guidance of Islam.

Based on the description, this study was conducted to determine the extent of the role of Islamic Religious Education teachers in fostering students' morals at Muzammil Al-Aziziyah Private Middle School, what strategies are applied, and the obstacles faced in the process. This study is expected to provide a comprehensive picture of the efforts of Islamic Religious Education teachers in building students' character, so that the results can be used as evaluation material and input for schools, teachers, and related parties in increasing the effectiveness of fostering students' morals in the educational environment.

## **RESEARCH METHODOLOGY**

This study uses a qualitative approach with a descriptive method. This approach was chosen because it is appropriate to describe in depth the role of Islamic Religious Education teachers in fostering students' morals, including the strategies applied, obstacles faced, and the results of the fostering process. Qualitative research does not only focus on numbers, but emphasizes more on the meaning, process, and phenomena that occur in the field, so that it can provide a complete and realistic picture of the situation being studied. The location of this study was at Muzammil Al-Aziziyah Private Junior High School. The selection of the location was carried out purposively or intentionally, based

on the consideration that this school is an Islamic educational institution that actually implements a moral development program through Islamic Religious Education subjects. The research subjects consisted of Islamic Religious Education teachers, students, and the principal as a supporting informant to obtain more objective and comprehensive data.

The data collection techniques in this study used three main methods, namely observation, interviews, and documentation. Observations were carried out directly to see learning activities, teacher and student behavior, and religious habituation activities at school. Interviews were conducted in depth with Islamic Religious Education teachers, students, and principals to explore information related to the role of teachers in fostering morals, obstacles faced, and student perceptions of moral learning. Documentation was used to complete data through official school documents, such as learning tools, records of religious activities, and other relevant administrative evidence. (Kusumastuti and Khoiron 2019). The data obtained were analyzed using interactive qualitative analysis techniques that include three stages, namely data reduction, data presentation, and drawing conclusions. Data reduction is done by sorting and focusing on data that is relevant to the research objectives. Data presentation is arranged in narrative or descriptive form so that it is easy to understand. Drawing conclusions is done continuously during the research process until valid and accountable results are obtained. (Waruwu et al. 2025).

## **RESULTS AND DISCUSSION**

Based on the results of research conducted through observation, interviews, and documentation at Muzammil Al-Aziziyah Private Junior High School, it was found that the role of Islamic Religious Education (PAI) teachers in fostering students' morals has been running actively and in a planned manner, although they are still faced with several obstacles. PAI teachers not only act as conveyors of religious material in the classroom, but also become role models (uswah hasanah) for students in everyday life. Teachers provide examples of good behavior, such as time discipline, politeness, simplicity, honesty, and concern for others. This role model is an important aspect in the process of fostering morals, because students tend to imitate the behavior of teachers they respect. In addition to role models, PAI teachers also actively integrate moral values into the learning process, both in theory and practice. Learning Akidah Akhlak is not only delivered in the form of lectures, but is also linked to the realities of everyday life that are close to students. Teachers invite students to understand the importance of honest behavior, responsibility, mutual respect, and carrying out religious obligations such as praying and reading the Qur'an. Outside the classroom, Islamic Religious Education teachers are also involved in

habituation activities, such as congregational prayers, Al-Quran recitation programs, and other religious activities that are part of the school culture.

The interview results showed that most students felt positive changes in their behavior, both at school and at home. Students became more aware of the importance of behaving well, respecting parents, teachers, and peers. However, the process of moral development is not free from challenges. Islamic Religious Education teachers face obstacles such as lack of support from the family environment, the influence of negative relationships outside of school, and limited time in character development due to the tight schedule of lessons.

**Table**  
**Research Results on the Role of Islamic Religious Education Teachers in Fostering the Morals of Students at Muzammil Al-Aziziyah Private Middle School**

No	Aspects of the Role of Islamic Religious Education Teachers	Observed Indicators	Observation result
1	As an Educator (Teacher)	The teacher delivers material on faith, worship and morals systematically	90% of the material is delivered clearly and according to the syllabus, but the application of moral values is not yet optimal.
2	As a Role Model (Uswah Hasanah)	Teachers provide examples of noble moral behavior in everyday life	85% of teachers demonstrate polite, disciplined and honest attitudes, but there are still teachers who are inconsistent.
3	As a Moral and Spiritual Guide	Teachers guide students to understand, internalize, and practice noble morals.	80% of students follow guidance, some students are less consistent in implementing it outside the classroom
4	As a Motivator	Teachers motivate students to improve their worship and morals	75% of students are motivated to improve positive behavior, some students are still passive
5	As a Religious Environmental Manager	Teachers play a role in creating an Islamic school atmosphere	85% of school environments support moral development, through regular religious activities.

Based on the research results above, the role of Islamic Religious Education (PAI) teachers at Muzammil Al-Aziziyah Private Middle School in fostering students' morals shows quite good results, although there are still several aspects that need to be improved.

### **1. Teachers as Educators (Teachers)**

Islamic Religious Education teachers have carried out their duties as educators quite well, as seen from the delivery of materials on faith, worship, and morals that are systematic and in accordance with the curriculum. Around 90% of the material can be understood well by students in the classroom. However, challenges are still seen in connecting theoretical materials with real practices in everyday life. Teachers need to increase the number of applicable learning methods so that students not only understand cognitively, but are able to implement moral values in behavior.

### **2. Teachers as role models (Uswah Hasanah)**

Teacher behavior is one of the important factors in fostering students' morals. The results of the study showed that 85% of teachers were able to be good examples through polite, honest, disciplined, and friendly attitudes in daily interactions. However, there are still a small number of teachers who are inconsistent in providing examples, which has an impact on the success of internalizing students' morals.

### **3. Teachers as Moral and Spiritual Guides**

The role of teachers as mentors seems quite effective, with around 80% of students following moral guidance, both formally in learning and informally outside the classroom. However, there are still some students who are inconsistent in applying moral values when outside the supervision of teachers. Therefore, there needs to be a sustainable strategy to monitor and motivate students so that the application of noble morals becomes part of their lifestyle habits.

### **4. Teachers as Motivators**

In an effort to foster morals, Islamic Religious Education teachers play a role in providing motivation to students to improve worship and commendable behavior. Most students (75%) admitted to being motivated to behave better after receiving advice and direction from teachers. However, this motivation is not yet fully distributed, as seen from the fact that some students are still passive or have not shown significant behavioral changes. Teachers need to strengthen their personal approach and give appreciation to positive changes in students.

## **5. Teachers as Managers of Religious Environments**

The creation of a religious school environment plays a major role in fostering students' morals. At Muzammil Al-Aziziyah Private Middle School, Islamic Religious Education teachers together with the school have played an active role in creating a conducive atmosphere for fostering morals, such as through congregational prayer activities, Al-Quran recitation, and commemoration of Islamic holidays. Around 85% of school environments support the habituation of noble morals, but supervision of the implementation of students' morals outside of formal activities still needs to be strengthened.

The role of Islamic Religious Education teachers in fostering students' morals at Muzammil Al-Aziziyah Private Middle School has been running well in the aspects of teaching, role models, guidance, motivation, and the creation of a religious environment. However, there are still challenges, especially related to the consistency of the application of morals by students outside the classroom and role models that are not yet fully evenly distributed among teachers. Therefore, there needs to be an improvement in learning methods, moral habits, and strengthening the role of teachers as central figures in fostering students' character and morals. This finding is in line with the theory of character education that places teachers as agents of change and moral guides for students. In accordance with Zakiyah Darajat's opinion, the formation of morals is not enough just by delivering material, but requires role models, habits, and approaches that are in accordance with the psychological development of students. (Azizah, Nasor, and Sari 2024). Therefore, the role of Islamic Religious Education teachers at Muzammil Al-Aziziyah Private Middle School is very important and strategic in fostering students' morals. Although not yet completely perfect, the efforts made by teachers have consistently made a real contribution in building the character of the young generation with noble morals in accordance with Islamic teachings.

## **CONCLUSION**

Based on the results of the study conducted at Muzammil Al-Aziziyah Private Junior High School, it can be concluded that the role of Islamic Religious Education (PAI) teachers in fostering students' morals is very significant and has a real contribution to the formation of students' character. PAI teachers not only act as theoretical transmitters of religious material, but also function as role models, motivators, and moral guides for students. This effort is realized through various strategies, ranging from providing examples in daily behavior, integrating moral values in the learning process, to habituating religious activities that are routinely carried out in the school environment. The teacher's exemplary behavior in terms of honesty, discipline, politeness, and social concern

are the main aspects that greatly influence students. In addition, PAI teachers are also active in guiding students through religious activities such as congregational prayers, reading the Qur'an, and Islamic studies that are routinely carried out at school. With these activities, students gain direct experience in implementing religious teachings, so that the formation of morals is not only limited to theory, but also becomes a real practice in everyday life. However, the process of fostering students' morals at Muzammil Al-Aziziyah Private Middle School is still faced with several obstacles, including the negative influence of the environment outside the school, lack of control or attention from parents at home, and limited time for teachers to carry out intensive character development. These factors are a challenge for Islamic Religious Education teachers in realizing students who have noble morals consistently. Overall, the role of Islamic Religious Education teachers at Muzammil Al-Aziziyah Private Middle School has been running well and has had a positive impact on the development of students' morals. In order for moral development to be more optimal, synergy is needed between the school, family, and community environment, so that religious values and noble morals can continue to be instilled and become part of the personality of students.

## **BIBLIOGRAPHY**

- Aminah, Siti. 2024. "THE ROLE OF ISLAMIC RELIGIOUS EDUCATION TEACHERS IN BUILDING STUDENTS' MORALS." *UNISAN JOURNAL* 3(6): 748-56.
- As, Tubagus Muhammad, Abdul Adib, and Rina Setyaningsih. 2024. "THE ROLE OF ISLAMIC RELIGIOUS EDUCATION TEACHERS IN DEVELOPING THE MORALS OF STUDENTS AT SMA IT IKHLAS CENDEKIA LAHAT, LAHAT REGENCY IN THE 2022/2023 ACADEMIC YEAR." *UNISAN JOURNAL* 3 (7): 573-82.
- Azizah, Nur, M Nasor, and Nina Ayu Puspita Sari. 2024. "THE ROLE OF ISLAMIC RELIGIOUS EDUCATION TEACHERS IN DEVELOPING STUDENTS' MORALS." *UNISAN JOURNAL* 3 (3): 67-73.
- Briliantara, Tanzillal Ula, and Hakimuddin Salim. 2024. "The Role of Islamic Religious Education Teachers in Educating Disciplined Character of Students at SMP Negeri 3 Purwodadi." *Didaktika: Journal of Education* 13 (2): 1935-44.
- Halim, Nur, Devy Habibi Muhammad, and Mohammad Arifin. 2023. "The Role of Islamic Religious Education Teachers in the Formation of Morals Towards Technological Developments at SDN Sumberkare II, Probolinggo Regency." *LECTURES: Journal of Islamic and Education Studies* 2 (1): 44-54.
- Judrah, Muh, Aso Arjum, Haeruddin Haeruddin, and Mustabsyirah Mustabsyirah. 2024. "The Role of Islamic Religious Education Teachers in Building Student Character Efforts to Strengthen Morals." *Journal of Instructional and Development Researches* 4 (1): 25-37.

- Kusumastuti, Adhi, and Ahmad Mustamil Khoiron. 2019. *Qualitative Research Methods*. Sukarno Pressindo Educational Institute (LPSP).
- Maisyannah, Maisyannah, Nailusy Syafa'ah, and Siti Fatmawati. 2020. "Islamic Religious Education Teachers' Strategies in Forming Students' Good Morals." *At-Ta'dib: Scientific Journal of Islamic Religious Education Study Program*, 15-30.
- Mbagho, Fitria Irawarni, Ahsanatul Khulailiyah, and Desy Naelasari. 2021. "The Role of Islamic Religious Education Teachers in the Formation of Student Morals at SMP Negeri 2 Diwek Jombang." *Irsyaduna: Journal of Student Studies* 1 (2): 116-30.
- Purwanti, Eri. 2020. "The Role of Islamic Religious Education Teachers in Fostering Students' Morals: Indonesia." *Al-Idarah Journal of Islamic Education Management* 5 (1): 8-15.
- RAHMADHANI, FEBRI ANWAR. 2023. "THE ROLE OF ISLAMIC RELIGIOUS EDUCATION TEACHERS IN DEVELOPING STUDENTS' MORALS." *UNISAN JOURNAL* 2 (3): 776-84.
- Sukmawati, Eka. 2023. "Formation of Student Morals in the Era of Disruption Based on Islamic Religious Education." *Journal of Education Research* 4 (4): 2250-57.
- Suseno, Asep Kusno. 2021. "Islamic Religious Education Teachers' Strategies in Fostering the Noble Morals of Students at SMAN 1 Bandung." *Journal of Social and Science* 1 (7): 705-14.
- Waruwu, Marinu, Siti Natijatul Puat, Patrisia Rahayu Utami, Elli Yanti, and Marwah Rusydiana. 2025. "Quantitative Research Methods: Concepts, Types, Stages and Advantages." *Scientific Journal of Educational Professions* 10 (1): 917-32.