

# The Role of Islamic Religious Education Teachers in Shaping the Character of Students Who are Obedient in Praying at the Metuk 1 Mojosongo Boyolali State Elementary School

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## Abstract

The aim of this research is to find out in depth the role of Islamic religious education teachers in forming the character of students who are obedient in praying. This research is qualitative research. The subjects of this research were teachers and students at the Metuk 1 Boyolali state elementary school. The instruments in this research were the school principal, Islamic religious education teacher and students. Data was taken through observation, interviews and documentation. Meanwhile, data analysis uses data reduction, data presentation and drawing conclusions. The results show that the role of teachers as teachers, motivators and supervisors is in forming the character of students who obey prayer. Meanwhile, the supporting factor is the support of representative teachers and prayer rooms. The inhibiting factors are the lack of student awareness regarding prayer observance, limited PAI learning time allocation and limited Islamic religious education teachers.

**Keywords:** role of teacher, PAI, character, prayer

## Introduction

The era of globalization is an era in which all aspects of life have experienced changes, both in terms of the physical and psychological aspects of the environment within it. Globalization has an impact on various aspects of life, both negative and positive (Muslam, 2018). In this era of globalization, there is a lot of moral decline that occurs among Muslims. Many Muslims ignore punctuality in prayer and even lightly abandon their prayer. However, as we know, prayer is an obligation for every Muslim. Awareness in worship is a state of understanding things related to worship so that they can be implemented in daily life (Komaruddin, 2023). There is also a lot of fighting between each other which aims to divide the Muslim community. This is also due to a lack of love for others, especially love for fellow Muslims.

In the midst of the rapid progress of knowledge, technology and information, we must become intelligent, skilled, faithful and devout human beings. Because if not, we will be carried away by the current of globalization and modernization. Therefore, as future generations, we must prepare to have characters that are able to survive and compete and are competent in certain fields. However, if we examine it carefully, the negative consequences of globalization are more dominant than its beneficial aspects (Gunawan, 2023). Schools are educational institutions that are given responsibility for the transformation of knowledge, attitudes and skills so that students benefit from developing their potential. School is also an educational environment that is believed to improve students' discipline, personality, behavior and character. According to Rohman, discipline is able to make students live with order, obedience and obedience (Rohman, 2018). The task and function of education is education that has a long life and is sensitive to the needs of society (Fahrudin, 2014). Apart from

functioning as an academic environment, schools can also be designed to be religious environments, especially elementary school-based schools.

Students are guided to acquire religious knowledge, and directed to practice the religious teachings in the school environment. Although many people think that religious education does not have an orientation towards material world life (Roybah et al, 2022). Through routine activities at school such as praying, saying greetings, reading the Koran and praying in congregation. It is hoped that these activities can increase discipline in carrying out religious teachings. Schools must strive to create an environment that has a religious nuance, such as getting used to congregational prayers, enforcing discipline in cleanliness, order, honesty, mutual help, so that religious values become habits, traditions or a culture of all students. The role of the teacher as a teacher and as a guide is very closely related and both are carried out continuously and are both. The existence of Islamic religious education teachers in Islamic religious education has a significant role and function in religious education. This is because Islamic religious education teachers play a role in internalizing the values of the religious teachings in the delivery of religious material and practices in schools.

However, the reality in the field is that Islamic religious education teachers have not played an in-depth role, this is because the time allocated at school is limited. Limited human resources who can be invited to collaborate through Islamic activities. Because teachers have a very important role in implementing quality education, teachers are agents of change who can make the nation's children smarter. The important role of teachers is needed because to achieve educational goals, this is very relevant in developing morals to shape students' attitudes and behavior (Mbagho, 2021). Therefore, a teacher is required to be competent in carrying out his duties, including developing student character through student worship activities at school. A teacher has the authority and responsibility for the education of his students. Schools are educational institutions that are given responsibility for transforming knowledge, attitudes and skills so that students benefit from developing their potential. Schools are also an educational environment that is believed to be able to improve students' discipline, personality, behavior and character.

The purpose of this research is to determine the role of Islamic Religious Education teachers in forming the character of being obedient to worship. The important role of Islamic religious education teachers in developing students' religious character is very necessary because Islamic religious education teachers have the authority to shape students' character. Schools also have a function as an academic environment, they can also be designed as a religious environment, especially in elementary school-based schools. In designing learning, an educator is required to be able to formulate learning objectives clearly and firmly, so that the learning process is systematically well organized, so that what is contained in the learning objectives can be as expected (Shodiq, 2018). At school, students are guided to acquire religious knowledge, and are directed to put the religious teachings into practice in the school environment through activities carried out in the school environment, such as making adjustments during the learning process (Abudin Nata, 2016). In this case, the existence of teachers is believed to be very capable of providing a good religious platform for students to increase their knowledge. Teachers have a significant role in increasing students' creativity and skills. The role of teachers is so important, in the world of education, teachers occupy a very strategic position in the school and community environment.

## Method

This research is qualitative research. Utama stated that Qualitative Research is research that aims to discuss and describe natural phenomena, events, social activities (Utama, 2021). This research was conducted at the Metuk 1 Boyolali State Elementary School in December 2023 with the informants in this research being the principal, PAI teachers, student affairs officers and students. The data in this research was obtained through observation, structured interviews and documentation as well as relevant literature results. Data analysis uses the Miles and Huberman analysis model called interactive analysis. This analysis is divided into several stages: data collection, data reduction, data presentation, and drawing conclusions (Miles et al, 1984).

## Results

### ***The Role of Islamic Religious Education Teachers in Forming the Devout Character of Students at SD N 1 Metuk***

Worship is a positive thing as worship of Allah SWT. Worship is defined as a name that includes everything that is loved by Allah and is approved by Him from words and deeds, whether visible or hidden. The scope of worship in Islam is very broad. It includes all the servant's words, deeds, and intentions. Just as worship covers every aspect of human affairs, and every part of the aspects of life. Therefore, worship is not just a will of the spirit, but it is a physical movement, a movement of the mind, and is based on the spiritual. Adolescence is a period full of upheaval, this period is also called a transitional period, it is during this period that it can be said that there are many obstacles faced by teenagers who are in transition to connecting a childhood full of dependency with an adulthood full of mature and independent. Zakiyah Darajat said that teenagers' belief in God is sometimes very strong, but sometimes it becomes doubtful and diminished, which can be seen in their way of worship, which is sometimes diligent, sometimes lazy (Zakiah Drajat, 2003).

Many students in this era of globalization are overwhelmed by the flow of social media and technology, which makes them sometimes reluctant to perform prayers. This is due to the child's lack of awareness, as well as supervisory control from both parents and teachers at school. Therefore, it is important for parents and teachers to be partners for supervision and control as well as providing guidance to students. In reality, we can see that the implementation of religious formation programs in schools is not running in an orderly manner, due to the lack of supportive behavior of the students. For example, when carrying out prayers, when the scheduled time for congregational prayers comes, students are reluctant to immediately go to the mosque to take ablution water and perform congregational prayers, most of them actually do other activities that may not be of any benefit, for example playing with friends, going shopping in the canteen.

The teacher provides opportunities for students to participate in congregational prayers. Because with this habit, it is hoped that students will understand that prayer is an obligation for every Muslim. When they grow up, it will become a habit that is rooted in their lives so that it becomes a moral responsibility to carry it out. Therefore, learning Islamic religious education in schools does not only consist of materials but also provides practical if there is a connection with actions related to Islamic religious education and is able to apply them in everyday life. Based on an interview with the principal of SDN 1 Metuk, the implementation of prayer services has not been optimized due to several factors, lack of awareness among students and inadequate prayer space which means students do not pray as a whole, there are students who pray and there are students who do not. Pray due to

limited space for prayer. Even though SDN 1 Metuk is a general-based school, the school is committed to forming the character of students so that they are obedient to praying. This character building is carried out because of the school's responsibility. Schools do not only teach science to students, but schools are also the best place to foster Islamic values in students. The role of all teachers in building students' character in devout students is very much needed. Especially Islamic religious education teachers are burdened with teaching and conveying Islamic knowledge. Based on interviews with Islamic religious education teachers, Islamic religious education teachers play a role in realizing the character of students who obey prayer, namely as teachers, motivation and supervision. The role of Islamic religious education teachers as teachers, motivation and supervisors in forming the character of students who are obedient to praying will be explained in the table below:

**Table 1. Role of PAI Teachers**

The Role of The Teacher	Results
Teacher	PAI teachers as teachers must first provide knowledge and at the same time provide lessons or teaching materials about the concept of prayer.
motivator	PAI teachers emphasize that in every lesson in class they always give advice or motivation about the importance of praying, provide an explanation that prayer is a pillar of religion, so prayer is mandatory for every Muslim. Not only that, prayer can also provide peace to the soul and does not easily make our hearts anxious
Supervisor	The principal and all the teachers created a program, namely making a picket schedule for teachers to supervise or control students. A few minutes before the midday prayer was to be held, the teacher scheduled for that day reminded all teachers and students to get ready to immediately carry out the prayer. Midday prayer as a congregation. After the teacher directed the students to go to the mosque, the teacher on duty checked the classrooms one by one, assisted by the class leader.

***Supporting and Inhibiting Factors Faced by Islamic Religious Education Teachers in Forming Worshipful Character Education for Students at SD N 1 Metuk Mojosongo Boyolali***

In religious devotion education in Metuk state elementary schools, of course there are several supporting and inhibiting factors that influence students to take part in religious devotion character education. Based on the researcher's observations, the following are several supporting and inhibiting factors in the education of obedience to Maliyah worship and peace-loving character in students:

1. Supporting factors
  - a. Teacher

All teachers and Islamic religious education teachers at the Metuk 1 state elementary school always support character education activities to be obedient to worship. Coincidentally, the students at the school are Muslim. Based on interviews with Islamic religious education teachers, all teachers always leave the room and go to the prayer room to pray in congregation with the students. Teachers encourage students not to miss congregational prayers and each teacher checks their respective classes so that students do not fall behind in class, although they have to patiently encourage students to pray on time because praying on time is proof of a servant's obedience in worship.

A teacher must also remind students. Reminding in another language can also give advice because student obedience sometimes goes up and sometimes goes down. Reminding and advising each other about good things should not be seen as detrimental. On the contrary, it will be a much better thing because it often reminds other people of goodness (Naja, 2023).

b. Prayer room

It is hoped that the existence of a prayer room at school can form a strong and good religious foundation so that students are not only smart in their brains but also in their hearts and morals. With the availability of representative mosque facilities and infrastructure, students' character can be further improved and become a means of supporting children's character education to be able to create human resources with moral character. With the presence of the prayer room, it is hoped that it will support various strategic programs in the religious sector, one of which is that schools can produce Hafiz so that the younger generation has noble morals. The mosque is not only a place of worship but also a center for developing children's character so that in the future children with bright futures and morals can be born. The physical building of the mosque and other supporting facilities must be better because it is one of the factors in supporting the development of children's character. And at the Metuk 1 state elementary school, the prayer room is a place for students' religious activities.

2. Obstacle factor

a. Family environment and community environment

Islam is a religion that pays attention to the world of education, especially in children's education. In this case, children's education is the responsibility of the family. The family is an educational institution that is obliged to look after, guide and develop all its members in the right and good direction. Parents as educators in the family have a big role in providing religious teaching and strengthening for children. It is important for parents as good role models not only to give advice but also to set an example for their children through the habit of worship. Because habitual worship activities are transferred to the home, parents as educators in the family have a big role in providing teaching and strengthening children's worship activities. However, parents don't care about their children's religion. In this case, the principal of the Metuk 1 state elementary school is collaborating with the students' parents so that what has been implemented at school is also implemented at home.

b. Student Awareness

There are still some students who are not aware, so that when the congregational prayer schedule arrives at the prayer room, sometimes there are people who are not present. However, students who are absent are usually given educational sanctions, thus creating a deterrent effect. Even though the class teacher always checks on the students every time, prayer time arrives.

c. Limited PAI learning time allocation

The amount of time allocated for PAI subjects is less each week, namely only two hours a week. Of course, this time is very less when compared to the PAI learning indicators for prayer material.

d. Limitations of PAI teachers

The limitations of Islamic religious education teachers greatly influence activities in developing students' devout character. This is because not all teachers master religious material, making it difficult for the school.

## Discussion

Islam views teaching as a very noble profession, because education is one of the central themes of Islam. The Prophet Muhammad himself is often referred to as a humane educator. A teacher is not only a teaching staff, but also an educator. Therefore, in Islam, a person can become a teacher not only because he has fulfilled his scientific and academic qualifications, but more importantly he must have commendable morals. A teacher who has good quality shows that he has competence and certification as an educator (Permana, 2017). In this way, a teacher not only teaches science, but more importantly also shapes the character and personality of his students with Islamic morals and teachings. Moreover, an Islamic religious education teacher must be able to carry out his duties well. By carrying out his duties well, all his obligations will run smoothly.

Islamic religious education introduces students to basic concepts in religion such as monotheism, worship, morals and Islamic history. Students learn about the oneness of God, the obligation of worship, and moral values of Islam. It is important for students to understand and appreciate these teachings as the basis for a strong religious character. Islamic religious education teaches universal values that can be embraced by all levels of society (Astuti et al, 2023). Every person who will carry out the duties of a teacher must have a character that is in accordance with Islamic teachings. Religious teachers are even more required to have the character of a teacher. Because teachers must be able to take an important role in learning and interacting with students (Anggraeni et al, 2020). One example is that teachers are also role models for students. If a teacher does not perform prayers and often neglects his prayers, then students also tend to follow what the teacher does. Therefore, a teacher must provide a good example for his students. In everyday life, children usually hang out with their friends to play.

Children will do what their playmates do. If their playmates do good things, children will tend to do good things too. The discipline of obeying worship, in this case congregational prayer at school, is an activity that has been established at the Metuk 1 Boyolali state elementary school. However, it is not easy to control students and organize them to obey in worship. Many things influence both parents and the home environment and even friends at school. Both the influence of the environment and education in the family and society have a big role in shaping a child's character, including his disciplinary character (Salsabila, 2022). Therefore, if he walks with friends who do not want to pray, children tend to follow his friends who do not pray. Obedience to Allah is absolutely necessary, where an educated person must always make himself aware of Allah. Allah is the One who gives reason to understand something so that he understands and understands various things.

Obedience to worship is the extent to which students obey in carrying out or practicing their religious deeds which are limited to deeds such as prayer and religious activities at school so that they are formed in everyday life. However, there are factors that influence students' devoted to worship, namely parental motivation, teacher monitoring, peer interactions and community activities which are sometimes not integrated with conditions at home or in the environment (Aminah, 2020). The problem currently faced in elementary schools is the disappearance of students' character. This character includes the disappearance of attitudes of mutual respect, care between students, and morals and attitudes of respect among students. This problem requires the participation of every educator and educational staff in the elementary school environment to guide students, especially at the elementary school level, in their devotion to worship. This character education for devotion to worship means how to instill habits regarding worship, especially congregational prayer, so that

children have high awareness and understanding as well as concern and commitment to implement these habits in their daily lives. The challenge of limited time in the curriculum for Islamic religious education in accustoming students to worship is a serious problem in forming religious character in elementary school students.

With limited time, it is difficult for religious teachers to teach material that is comprehensive and in-depth about the teachings of the Islamic religion. The formation of a religious character does not only include an understanding of the religious teachings, but also requires the application of these values in students' daily lives. Forming the character of devout worship requires an integrated approach to all aspects of students' lives. This means that Islamic religious values must be integrated into the curriculum as a whole, including other subjects such as language, mathematics, science, etc. However, this can be a challenge in itself because sometimes there are difficulties in aligning or integrating religious values with the general curriculum that has been determined. Factors outside of school can also influence the process of forming students' devout character. For example, the influence of the family environment and the community environment in which students live also play an important role in shaping their religious character. If the religious values taught at school conflict with the dominant values in the student's environment, then efforts to form the character of devout worship can become more complex.

To overcome this challenge, schools need to find creative solutions, such as integrating Islamic religious education in various aspects of school life, for example extracurricular activities, ceremonies or social activities. Close cooperation between schools and parents is also very important. Parents can play an active role in helping to implement religious values in their children's daily lives at home, so that religious education at school can be more integrated into students' lives as a whole. Schools can also try to advocate for more time allocated to Islamic religious education in the curriculum. Communicating the importance of religious education as forming religious character in students to related parties, including education policy parties, can help get better support to strengthen and expand the scope of Islamic religious education in schools. Because education is a process of forming value elements through an approach so that values are embedded in students who are expected to grow in the actualization of their religious values (Maas Zaid et al, 2019). Overcoming this challenge holistically, it is hoped that Islamic religious education can play a more effective role in forming religious character. In elementary school students, has a positive impact in developing a young generation who has strong moral and spiritual integrity. Difficulty in finding competent teachers or lecturers in the field of Islamic religious education is a serious obstacle in efforts to form a devout character in elementary school students. Religious teachers have a crucial role in conveying Islamic religious teachings appropriately, understanding students' needs, and inspiring them to apply religious values in everyday life.

Islamic religious education requires teachers who have a deep understanding of Islamic religious teachings, theology and ethics. Teachers who can be role models and role models in their behavior and attitudes towards worship will be better able to inspire students to imitate and apply religious values in their lives. Often the lack of training and development programs for religious teachers becomes an obstacle in increasing their competence in the field of religious education. The availability of adequate training programs will help religious teachers to continuously update their knowledge, hone their teaching skills, and implement creative and effective teaching approaches in shaping students' religious character. Lack of incentives and recognition of religious teachers can also be a barrier. If the profession of religious teacher is not well appreciated and respected in society, then there may be a lack of

interest and motivation for prospective teachers to take the path of religious education as their career.

Overcoming this obstacle requires support from the government and educational institutions in providing sustainable training and development programs for religious teachers. Increasing incentives and recognition of their role in shaping the religious character of the younger generation is also important to increase the interest and quality of Islamic religious teachers. Collaboration with religious institutions and schools in providing better and more structured religious education programs for prospective teachers can also help improve the quality of teaching staff in this field. Competent and dedicated religious teachers, Islamic religious education can be more effective in shaping the religious character of elementary school students, and have a positive impact in cultivating a generation that is strong in religious values and morality.

## Conclusion

Based on the explanation of the study above regarding the role of Islamic religious education teachers in forming the character of students who obey prayer, it can be concluded that the role of teachers as teachers, motivators and supervisors in forming the character of students who obey prayer. Meanwhile, the supporting factor is the support of representative teachers and prayer rooms. The inhibiting factors are the lack of student awareness regarding prayer observance, limited PAI learning time allocation and limited Islamic religious education teachers.

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