The Role of Teachers and Islamic Activities In Developing The Character of Students

Isniatun Munawaroh,[1] Mohammad Ali,[2] Asep Herry Hernawan[3]

[1,2,3]Universitas Pendidikan Indonesia
*Correspondence: *isniatunmunawaroh@gmail.com*

ABSTRACT

The purpose of this study is to investigate the role of the teacher who serves as a role model for developing the character of students at the junior high school level. The research method used is descriptive qualitative research. The participants involved in this study were school principals, deputy principals, teachers of Islamic religious education and PKN, guidance and counseling teachers, homeroom teachers, and students from three junior high schools in Bandung. Data is collected through several techniques, namely interviews, observation and documentation. Data were analyzed using an interactive model from Miles & Huberman which includes the steps of: data reduction, data presentation, and drawing conclusions. The research findings show that several aspects of the teacher's personality that can be role models in developing student character are the use of language, behavior, and personality. The values that can be learned from the teacher's example are honesty, responsibility, courtesy, tolerance, discipline, and caring. There are several factors that become inhibiting and supporting. Several supporting factors in developing student character include curriculum content standards, leadership, commitment, and togetherness. Factors that become obstacles to developing student character are the low level of parental concern, the apathy of teachers and students, and the use of funds that are not optimal.
Keywords: Teacher's Role, Teacher's Example, Students With Character

A. INTRODUCTION

The development of national character continues to be pursued by the government, especially through the world of education. Teachers as the main figures in education have an important role in guiding and educating students to become intelligent human beings and have commendable character (Farikhin & Muhid, 2022; Metcalfe & Moulin-Stożek, 2021). The teacher plays a central role in the teaching and learning process. For this reason, the quality of education in a school is largely determined by the ability of a teacher to carry out his duties. Teachers are parents of students in the school environment. The role of the teacher is so significant in shaping the personality of students outside of the influence of their environment (Mufidah & Nurfadilah, 2021; Sufiani et al., 2022). Furthermore, he argued that basically the reality that exists in education only provides intellectual aspects without paying attention to emotional and spiritual aspects, and only to achieve target numbers, so that there are many delinquents occurring among adolescents. Juvenile delinquency in this modern era has exceeded reasonable limits. Many minors are familiar with smoking, drugs, free sex, and being involved in many other criminal acts. This fact can no longer be denied and can be seen from the brutality of today's youth. The increasing crime rate in Indonesia is not only committed by adults, but many are also committed by teenagers (Cesur & Mocan, 2018; Hostini, 2022). Juvenile delinquency is very diverse and varied and more limited than adult crime. The dryness of moral and character values is currently causing concern for all Indonesian people.

Character development of students in schools is a requirement that must be considered by all parties. School is not only a place to gain knowledge. However, schools are expected to produce students who are intelligent and also have character, because the foundation of human resources is character (Watson, 2019; Zafirah et al., 2018). Therefore, the teacher's role is very important in instilling good character in students. Through the teacher's example, it is hoped that students can avoid various deviant behaviors. Minister of Education and Culture No. 23 of 2015 concerning the Cultivation of Character states that the implementation of the Cultivation of Character is based on basic national and human values which include habituation to foster: a) moral and spiritual attitudes to respect fellow human beings; b) maintaining the national spirit to maintain national unity; c) having positive interactions with the environment and fellow human beings, d) having interaction and concern with students; e) work together to maintain the school environment; f) give awards to students in developing their potential; and g) involve the participation of parents and the community to be responsible in the habituation of positive attitudes and behavior at school

(Suharto, 2018). Thus, all types of activities in schools must be based on these values. However, in practice it is important to adapt it to the local values and culture of the students' area. The government has also positioned character education as the first of eight missions to realize the vision of national development. This is stated in the 2005-2025 National Long-Term Development Plan, namely: the realization of a national character that is tough, competitive, noble, and moral based on Pancasila which is characterized by the character and behavior of Indonesian people and society who are diverse, have faith and fear of God Almighty (Stephenson, 2012; Tamashiro & Furnari, 2015). Teachers must be able to instill morals, ethical values, aesthetics, noble character, and so on (Farikhin & Muhid, 2022; Mufidah & Nurfadilah, 2021). The teacher must also give rewards (prizing) to those who achieve, and punish those who violate, cultivate (cherising) good values and vice versa criticize and prevent (discowaging) the enactment of bad values. Furthermore, the teacher applies character-based education by applying it to each lesson and also in real life.

A true teacher is a teacher who teaches education not only through words, but also by showing good attitudes, behavior and behavior. Exemplary character is the behavior or attitude of teachers and other education personnel in providing examples of good actions, so that they are expected to be role models for students (Musyarofah & Rizawati, 2021; Setyaningsih, 2017). There are several roles that teachers can play as educators, including: a) as professional workers with the function of teaching, guiding and training; b) humanitarian workers by being able to realize all of their humanitarian capabilities; and c) as a benefit officer with the function of teaching and educating the public to become good citizens (Ahmad Junaedi, 2019; Humaira, 2021). The role of the teacher like this requires that the person must have managerial and technical abilities as well as work procedures as an expert and sincerity to work based on a calling to serve others. Teachers have an important role in conveying messages, as models in behavior, and have the awareness to give and pass on good values to students.

One of the roles of the teacher as a role model is to apply discipline starting from oneself, which means that if the teacher behaves well, students will also imitate the good behavior carried out by the teacher. Teachers must be able to set a good example for their students. Teachers have a very large and influential role in the lives of students. Therefore, society always expects teachers to display behavior that reflects moral values, such as fairness, honesty, and adhering to a professional code of ethics (Alemi et al., 2020; Makhmudah, 2020). The character development of students in junior high schools continues to be pursued through various character education activities, namely recitation of the Koran,

extracurriculars, pilgrimage rituals, commemoration of religious holidays, and the habituation of good behavior such as the student welcome program, namely the 5S (smile, greet, greet, courteous and polite). Apart from that, the most important thing is exemplary character. Therefore, as an educator besides imparting knowledge to students, the teacher also instills good character values. For this reason, teachers are required to be role models and role models for their students. This is inseparable from the teacher's role in providing good examples and examples to students to have good attitudes and behavior, tolerance, and mutual respect for one another (Ansori, 2016; Cesur & Mocan, 2018). However, there are still some students who do not comply with school rules such as lack of discipline and not carrying out cleaning duties. Therefore, this study aims to investigate the role of exemplary teachers and Islamic activities held by schools to develop students' character.

B. METHOD

This study uses a qualitative approach with a descriptive type which aims to describe the teacher's role as a role model in developing the character of students in three junior high schools in Bandung. A qualitative approach is used to examine behavior and natural occurrences. The descriptive type is used to describe real events in a relationship of facts by using detailed words to accurately reflect data from complex human behavior. A qualitative approach with a descriptive type was carried out to collect in-depth data regarding the real conditions regarding the teacher's role as a role model in developing the character of students in junior high schools (Murtopo & Athoillah, 2018). The research was conducted in three junior high schools in the Bandung area. The research subjects were determined using a purposive technique, because they were selected with certain considerations and criteria, so that researchers got as much information as possible from various sources of criteria determined by the researcher. The research subjects are: school principals, vice principals, headmasters. curriculum, course. student, kaur. PR, Kaur. sarpras, Religious Education teachers, Civics teachers, Counseling teachers, homeroom teachers, students, and school committees in participating schools Collecting data using interview techniques, observation, and documentation. The validity of the data was obtained using source and technique triangulation techniques. Source triangulation, namely comparing and checking back the degree of trust in information obtained through different data sources. Researchers use source triangulation to check whether the data obtained from a data source can produce the same data when compared to other data sources. For example, data submitted by the principal with the teacher. Technical triangulation, namely conducting comparisons and

checking data obtained through several techniques data collection. In this study, the authors used technical triangulation to check whether the data obtained through interviews were the same as the data obtained through observation and through documentation techniques. The data analysis used in this study is the interactive model data analysis from Miles & Huberman. The process of data analysis includes the components of data reduction, data presentation, and drawing conclusions.

C. RESULTS AND DISCUSSION

The teacher has a very decisive role in the educational process, especially in providing a good role model for developing the character of their students. The teacher has a role in developing the character of students, the first main role of the teacher in character education is exemplary. Exemplary is an absolute factor that is owned by the teacher. The exemplary teacher needs is consistency in carrying out orders and staying away from His prohibitions. It was revealed that as a figure who plays a very important role, the teacher is a role model and example for their students. The teacher has a commitment to existing rules, respects other people, and is committed to his attitudes, actions and words in the school environment or outside of school. In addition, teachers always motivate students to comply with school rules. Schools have also tried to facilitate what students need in the development of good character, for example by providing facilities for As educators, teachers are more role models who have character or personality that students should emulate and emulate.

1. The Role of the Teacher as a Role Model

The concept of the teacher's role as a role model that is applied in the three junior high schools in Bandung is that one example is better than a thousand pieces of advice. What is meant by the teacher as a role model is a teacher who can give an example to his students. For example, the teacher says, "Children must be disciplined," so the teacher must first be disciplined, because one example given by the teacher is better than a thousand pieces of advice given. Therefore, the teacher has a very important role. Likewise, based on the observations of researchers, that there are teachers who have set a good example to all school members. Every morning the teacher comes to school and immediately pays attention to every garden in front of the class and immediately cleans it if anything looks dirty. He also watered every plant in front of the teacher's room and the principal's room. In addition, the example given by the teacher is that he is always ready to assist students when participating in character education through recitation of the Koran and short reflections which are

conducted every Tuesday-Thursday accompanying students during ceremonial exercises, accompanying students when carrying out extracurricular scouting activities. The example shown by the teacher at school is that the teacher does not only speak but also does deeds, because one example is better than a thousand words. If the teacher sends the child, he also needs to participate in it.

Teachers don't just tell students to do it. The teacher is an example so that students can follow what the teacher does. The teacher has politeness in speaking, acting and not being fierce. Another example shown by the teacher is attention and concern for students and for fellow friends who are at school and together with students to mourn one of their family members who died. With regard to the duties and role of the teacher in developing the character of students, teachers are required to be able to provide nuances that not only provide knowledge, but also can change and shape the morals and character of students, so that they can become human beings with noble character and character (Altinyelken, 2021; Thijs et al., 2018). It was also emphasized that the character development of students is carried out in several ways such as providing role models and motivation, providing guidance and direction, and treating students as valued people, so that students will be more obedient to existing rules and deepen religion according to their respective beliefs (Berglund & Gent, 2018; Delshad et al., 2018).

In this regard, the teacher's example needs to be shown through discipline when carrying out duties as an educator and obeying existing rules. In addition, teachers must be able to control themselves, not get angry, and not show favoritism in order to set an example for students. The teachers must always be compact and able to maintain togetherness. Students really expect exemplary behavior shown by teachers such as being polite, friendly, caring more about students, discipline, responsibility, smart, honest, and teachers who can motivate students, have or keep abreast of the times, follow the information provided (Jónsson et al., 2021; Suharto, 2018). new, so that when teaching there are new things the teacher can give to students. If students ask about the information in the media, the teacher can answer it. The results of the author's observations show that the principal and several teachers on picket duty were present at school before 07.00 WIB and immediately stood in front of the gate to welcome students. Welcoming students is a good habituation program for teachers and students to greet each other, give smiles and greetings. In addition, there are several other programs implemented by the school in an effort to develop the character of students, namely reciting the Koran and short reflections which have been scheduled for Tuesday-Thursday. This can be seen based on the results of the researchers' observations, namely at

07.10 WIB students in each class were carrying out tadarus of the Koran for those who are Muslim, namely reading the Qur'an together, with the aim that students can read and understand the contents of the Qur'an, have a religious character, honest, and responsibility (Toh & Cawagas, 2017; Wang et al., 2022). Students of other faiths take part in a short reflection with other Religious Education teachers.

In addition to the several programs above, students also have the habit of keeping their cellphones in a place that has been prepared by the school before entering class. After the lesson is over, students in an orderly manner with full awareness will take their respective cell phones without cheating by taking someone else's. This is based on the observations of researchers. At 06.40 each student before entering class, immediately put their cell phones in the places that have been prepared based on their respective classes. The teacher as the main actor in the learning process. The teacher's role is very important in developing the character of students, because the teacher acts as a model or example, which students can emulate (Sufiani et al., 2022; Tsaniyatus Sa'diyah, 2022). Therefore, the character of a good teacher according to the views of students is: giving inspiration, being a source of inspiration, sympathy and helping, caring and making students feel important, friendly, loving or caring for students and being able to foster personal relationships well, encouraging to work hard, have good communication, have a high sense of humor, really master the material being taught, willing to listen to students' opinions, interactive in involving positive emotions in learning, disciplined and confident, not easily angry, controlled emotions, problem solver, attitude fair/fair, Dedicated to the job as a teacher, Leader and a good friend (Farikhin & Muhid, 2022; Mardiyati, 2015).

2. Factors Influencing Student Character Development

There are two factors that influence the character development of students in the three schools, namely supporting factors and inhibiting factors. Supporting Factors in Character Development It is explained that there are several factors that influence the character development of students, namely: a) Standard curriculum content. Elements of character education by schools are included in and its implementation is carried out in three groups of activities namely, character building which is integrated with subject learning, character building is integrated with school management and character building is integrated with extracurriculars. Character education activities which include recitation of the Al-Qur'an b) Leadership of school principals. The principal is quite open, can embrace all the teachers in the school, and is very supportive of activities related to student character development. The

same statement was also expressed by parents of students that the principal's leadership is very good in providing motivation to all school members in developing education in schools, being transparent in planning school programs and also financial matters, having good relationships with all teachers, students, parents and all school members, and have a high concern for education and character development of students in schools; c) Commitment of the school community.

All school members have a high commitment to realizing the school's vision and mission, and have a commitment to obey or be disciplined towards all the rules that exist in school. This is very important in developing the character of students, so that the expected goals are to make students smart and also have good or commendable character; d) Togetherness. Mutual respect and tolerance underlies togetherness in school. Togetherness is very good, every teacher, employee and student greets and shakes hands when they meet. Routine activities once a month hold a social gathering as well as gatherings at the homes of teachers and employees, study tours are also held at the end of every odd semester, every celebration of religious holidays all have tolerance and work together to help each other. For example, during Eid al-Adha Muslim students are involved in it. Inhibiting Factors in Character Development In addition to supporting factors, there are several factors that can become obstacles in developing the character of students in schools, namely: a) Limited funding sources. The implementation of the process of teaching and learning activities in schools cannot be separated from existing sources of funds or financing. The availability of sufficient funds to finance the implementation of each educational program in schools greatly determines the success of students in achieving achievements (Mufidah & Nurfadilah, 2021; Saputro, 2015). Based on the researchers' observations, there were several learning facilities that were damaged, such as LCDs, riso, copiers, and lamps that could not be repaired due to limited funds. The same statement was also made by the school principal that the school did not collect committee money from students at all in accordance with existing regulations. Parents' concern for students either at home or at school is very decisive in character development, so that the character development of students can run well and have commendable character (Farikhin & Muhid, 2022; Musyarofah & Rizawati, 2021). Thus, if there is a lack of parental concern, the character development of students can experience obstacles. It was revealed that parents' concern for their children is still lacking, because with the free education program from the government, parents' concern for education is decreasing.

Parents only think that currently education is free, so there are some parents who complain if schools charge fees for the benefit of students. There are parents who understand and there are those who don't. There are also parents who are too busy with work and family affairs and do not care about their children's development at school. There are more parents who understand the educational process and there are also those who don't understand it, so they pay less attention to their children's education. c) Lack of attention from some teachers and students. In developing the character of students, it is expected that teachers and students can have a positive response. Lack of attention from some teachers and students can be an obstacle in the development of student character. Therefore, the role and attention of teachers and students is needed. There are still some teachers and students who don't care about the warnings given and don't care about the cleanliness of the surrounding environment.

Based on the research results, the role of the teacher as a role model is a teacher who can be a role model, that is, one that can be imitated by their students. Therefore, the teacher carries out five roles, namely: 1) as a maintainer of the value system which is the source of maturity norms; 2) as a developer of knowledge value systems; 3) as a successor to this value system to students; 4) as a translator of this value system through incarnation in his personality and behavior, in the process of interaction with the target students; 5) as the organizer of the creation of educational processes that can be accounted for, both formally (to those who appoint and assign them) and morally (to the target students, and God who created them). Therefore, the role of the teacher is very important. The teacher is a moral agent. The teacher is a person who is moral and has or shows good behavior or character. The teacher continues to develop good character, so that the teacher can show good character or example to his students, through his words, attitudes, and behavior (Ahmad Junaedi, 2019; Utara et al., 2019). The same statement was also expressed by parents of students that the principal's leadership is very good in providing motivation to all school members in the development of education in schools, being transparent in planning school programs and financial matters, having good relationships with all teachers, students, people parents, and all school members, and have a high concern for education and character development of students at school (Alemi et al., 2020; Laili & Barata, 2021).

Instilling values through character education, good habituation, and character exemplars in schools greatly impacts the character development of students. Therefore, the role of the teacher as a role model and Role Model is needed by students, so that they can imitate the good character that is seen in the teacher as a figure in school. The principal along with

several other teachers have shown an exemplary attitude that can be an example for all school members in life in the school environment. This exemplary is carried out, such as the principal and several teachers always come to school earlier than students. The vice principal also always sets a good example to other students and teachers (Delshad et al., 2018; Prasetiya & Saifuddin, 2020). He always takes care of the plants in the school environment, cleaning the yard if it looks dirty. The principal and teacher are always friendly and greet every teacher and student and parents, even to researchers during observations at school. Teachers always position themselves as friends as well as parents for students while at school, so there is no distance between teachers and students. However, polite ethics are maintained between teachers and students. If there are problems, students often share with the guidance counselor, student vice president, or homeroom teacher to find solutions together (Bredemeier & Shields, 2019; Metcalfe & Moulin-Stożek, 2021).

In the program of character education activities at schools, teachers are also expected to be able to accompany students in participating in these activities, such as reciting the Koran for Muslims, welcoming students or 5 S (smile, greeting, greeting, being polite and polite), scouts, tonti, pilgrimage rituals. Every task and responsibility given to him by the school principal is always carried out with full sense of responsibility, such as being a picket officer or accompanying students in certain activities or events. Character building that is integrated with school management is various things related to character that are designed and implemented in school management activities such as student management, school regulations, infrastructure, finance, libraries, and others (Jerome & Kisby, 2022; Paul et al., 2020). Integrated character building with extracurriculars such as sports (volleyball, basketball), religion (reading and writing the Koran, studying hadith, worship, hadroh), KIR, and scouting. In addition, the school also has a student welcome program, namely, smile, say hello, greet, be polite, and be polite to anyone. All of this applies to teachers, employees, students, parents, and guests who come to school. One of the methods in character education is the teacher's role as a role model and mentor to build a moral society, and classroom learning that can create values of mutual respect and responsibility in classroom life (Wintersteiner, 2013; Zembylas & Bekerman, 2013). In addition, the academic curriculum is the most important business in the school. Don't miss the opportunity to use the curriculum as a vehicle for developing moral values and ethical awareness. By instilling values in students, it is hoped that quality and character of students can be developed and built in the future.

Another activity that is also related to the character development of students is the Hajj ritual which is held once a year at the mosque. This is carried out with the aim of preparing and training students for the pilgrimage. In addition, students are taught about the prayers that will be read during the pilgrimage. Principal leadership also plays a very important role in developing the character of students. The principal applies open management, that is, all policies taken are the result of joint decisions (Farikhin & Muhid, 2022; Mufidah & Nurfadilah, 2021). The principal is quite open and able to embrace all school members to jointly carry out the school's vision and mission. Therefore, the principal's leadership is good enough because it is open to teachers and employees. The principal has a high concern for the education and character development of students by trying to facilitate and support all activities related to character education. The commitment of all school members is very supportive in developing the character of students. By realizing the vision and mission, obedience to school rules and regulations is the main thing in building the character of students at school. Obedience to existing rules can educate students to be disciplined and behave well and avoid acts that violate the law (Pairin, 2019; Yulianti et al., 2022). Therefore, the relationship or togetherness that exists between students or teachers and employees also needs to be maintained.

D. CONCLUSION

The role of the teacher as a role model in developing the character of students in three junior high schools is as a model of character, and this role is demonstrated by their speech, attitude, and personality which reflect good character values. For example, courtesy, discipline, responsibility, tolerance, honesty, and concern for students and other people. The role of the teacher continues to be pursued through exemplary character and various activities related to character education such as student welcoming programs, recitation of the Koran, duha prayers, celebrations of religious holidays, pilgrimage rituals, scout extracurricular activities, tonti, and sports. Factors that influence the character development of students in three junior high schools, namely: a) the commitment of school members in realizing the vision and mission and implementing the rules that apply in schools, b) the standard content of the school curriculum which contains character education, c) the principal's leadership is open and very supportive and provides motivation to all school members, especially students and teachers, so that they can develop good character, such as courtesy, mutual respect and discipline, d) togetherness in school, such as concern for fellow school members who experience problems or calamities, work together among fellow

believers in commemorating religious holidays, and help each other when someone is lacking or needs help. The factors that hinder the character development of students in schools are: a) limited sources of funds, b) lack of concern for parents, and c) lack of attention from some teachers and students.

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