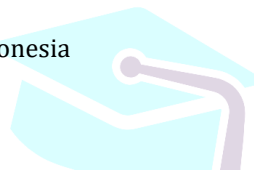


## The Role of Islamic Religious Education Teachers in Inculcating Character Values in Students at SMP Negeri 4 Persiapan Blangkejeren

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**Abstract:** The approach of Islamic Religious Education teachers has a great role in instilling the character values of their students, the teacher has a strategic position as the main actor. The attitude and behavior of a teacher leaves a deep impression on the student, so that the character and personality of the teacher becomes a mirror of the student. teachers have a great responsibility in producing a generation with character, culture and morals. There are still many students who have not been able to apply character values in the school environment or at home. For this reason, the writer was interested in choosing a title about the role of Islamic Religious Education teachers in instilling the character values of class VIII students of SMPN 4 Preparation Blangkejeren, Gayo Lues. This research aims to find out the role of Islamic Religious Education teachers in instilling character values in students to find out the methods, supporting factors and obstacles encountered in instilling character values in SMPN 4 Preparatory Blangkejere, Gayo Lues, especially class VIII. This type of research is Field Research, which is research that requires the researcher to go to the 'field' to observe a phenomenon in a natural state. The data sources used are primary data sources and secondary data sources. Data collection methods are interviews, observations and documentation. While the data analyst technique used is inductive through data reduction, data presentation (data display) and conclusion (verification). The conclusion obtained is that the role of Islamic Religious Education teachers in instilling character values in students can be through group activities with the hope of applying the character of discipline and responsibility. In addition to the application of 7s (smile, greeting, hello, polite, polite, patient and grateful). The methods used in instilling character values can be through exemplary methods, advice methods, demonstration methods, and discussion methods. A supporting factor in instilling character values is the existence of facilities and infrastructure that support and media telling stories. whereas the inhibiting factors in instilling character values include the busyness of parents, the environment, and the mass media. Further, the solution to overcome obstacles in instilling character values is the assignment of tasks and cooperation between teachers and parents.

**Keywords:** Islamic education teachers, character values, learning outcomes.

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### INTRODUCTION

Education is a basic human need. Education as an effort in the form of teaching, training, and guidance to prepare students in the future, but not only general education values but also accompanied by instilling character values from an early age. The function and

purpose of national education according to the National Education Law (UU Sidiknas) formulates the function and purpose of national education that should be used in developing educational efforts in Indonesia. Article 3 of the UU Sidiknas states, "National Education functions to develop the ability and form the character and civilization of a dignified nation in the framework of enlightening the life of the nation, aiming to develop the potential of students to become human beings who believe and fear God Almighty, have noble character, health, knowledge, ability, creativity, independence and become democratic and responsible citizens". Character education can be interpreted as a person's way of thinking and behaving that reflects himself both individually and collectively, both within the scope of family, society and nation. In short, character is a person's behavior acquired since childhood. Character is very closely related to the values of religion, psychology, morals and character of a person that differentiates them from others.

Based on the presurvey conducted by the author, data was obtained about instilling an understanding of character values explaining that the environment that is formed is very diverse starting from the nature of students, student behavior and the maturity level of student behavior. As a result of the author's observation, he found a gap between students and their behavior. In addition to that, students do not receive maximum attention, this can be seen that almost all students commit violations during their development such as chatting with their friends during learning, saying disrespect to the teacher and other friends, being ignorant of their friends, fighting with friends. Furthermore, teachers are less responsive to violations committed by students. The teacher is only limited to giving prohibitions that do not create a deterrent effect for students who commit violations. Although a teacher must be a person who is given responsibility as an educator in a school environment, a teacher is a figure that attracts everyone's attention, whether in the family, community or at school. In accordance with the background described above. The author is interested in examining the extent to which the Islamic Religious Education Teacher's Role In Cultivating the Character Values of Class VIII Students at SMPN 4 Blangkejeren Preparatory, Gayo lues.

This research is a type of qualitative field research (Field Research), which is research that requires the researcher to go to the field to observe a phenomenon in a natural state. The author uses a qualitative research method because the problem that the author examines is complex and dynamic and full of meaning so it is difficult to do. The research data source is the subject from which the data is obtained.<sup>26</sup> So, the data source shows the origin of the information. Data must be obtained from an accurate data source, if the data source is not accurate then it results in the collected data being irrelevant to the problem being studied. Primary data source is the main data source in a research. Primary data sources are data sources that directly provide data to the data collector. The primary data in this research are Islamic Religious Education Teachers and students at Blangkejeren Preparatory Junior High School 4 which is related to the role of teachers instilling character values in students. Secondary data sources are additional data sources, i.e. data beyond words and actions, ie written sources. Secondary sources are sources that do not directly provide data to the data collector, for example through other people or through documents.

The data collection technique is the most strategic step in the research, because the main purpose of the research is to obtain data".<sup>29</sup> To obtain data subjectively in this research, there are several methods that the author uses, among others: interview is a form of direct communication between the researcher and the respondent"<sup>30</sup> The interview technique is a meeting between two people to exchange information and ideas through oral question and answer so that meaning can be constructed in a certain topic. interview is a method of data collection carried out by a researcher on the person being interviewed face-to-face by asking questions verbally and systematically based on the purpose of the research. Observation is defined as the systematic observation and recording of symptoms that appear on the object of research. Observation is a method of data collection where the researcher or his collaborators record information as they

witness it during the research. The documentation method is a data collection method by finding data or information that has been recorded, published in several existing documents. Documentation is finding data about things or variables in the form of notes, transcripts, books, newspapers, magazines, inscriptions, meeting minutes, agendas and so on.

## METHODS

The qualitative research method is particularly effective for understanding the deeper aspects of a phenomenon, such as the role of Islamic Religious Education (Pendidikan Agama Islam, PAI) teachers in instilling character values among students. In the case of SMP Negeri N 4 Persiapan Blangkejeren, the qualitative method allows for an in-depth exploration of how teachers implement character education, the strategies they employ, and the challenges they face. This approach focuses on collecting detailed information through interviews, observations, and document analysis, which provides rich, contextual insights into the role of PAI teachers in shaping students' moral character. The first step in this qualitative study involves identifying and selecting the participants, which would include PAI teachers, school administrators, and students from the 8th grade. The selection process ensures a representative sample that can provide a comprehensive understanding of how Islamic education influences character formation. The teachers' insights into their pedagogical practices, their motivations, and their strategies for instilling character values are crucial to understanding their role in this educational setting.

Data collection in this study primarily involves semi-structured interviews with PAI teachers and school staff. These interviews provide an opportunity to explore teachers' perspectives on their role in character education, including how they incorporate Islamic values into their lessons and interact with students. Interviews with administrators can help clarify the overall school policies regarding character education and how these align with the broader goals of the curriculum. Students' interviews will focus on their perceptions of the character education they receive and the extent to which it influences their behavior and attitudes. Observation is another key method of data collection. Researchers will observe classroom interactions, focusing on how teachers present lessons related to character building. Observing classroom dynamics will provide insights into how students engage with the material and how teachers model ethical behavior. This observational data can also reveal how teachers handle moments of conflict or ethical dilemmas in the classroom, which are pivotal in character development.

Document analysis is an additional method that complements interviews and observations. Researchers will review syllabi, lesson plans, and teaching materials used by the PAI teachers. This will allow for an analysis of how character education is structured within the curriculum and how well the materials align with the values of Islamic education. Examining school records related to disciplinary actions and student performance can also offer insights into how well character values are being internalized by students. Data analysis in this qualitative study will follow a thematic approach. The data collected from interviews, observations, and documents will be transcribed and coded to identify recurring themes related to character education. This process helps categorize the data into relevant themes such as the teaching methods used, the challenges teachers face, students' responses to character education, and the impact of these educational practices on students' moral development. One of the primary themes likely to emerge from the analysis is the effectiveness of teacher role modeling in character education. Since Islamic education emphasizes the importance of personal example, it is crucial to explore how PAI teachers themselves embody the character values they are teaching. Insights into how students perceive their teachers as role models can shed light on the effectiveness of this strategy in instilling character values.

Another theme to explore is the pedagogical strategies employed by PAI teachers. These may include methods such as storytelling, discussions on moral dilemmas, or the integration of religious teachings into everyday situations. Understanding how these strategies are implemented and how students respond can reveal the practical challenges of teaching character education in a diverse classroom setting. Teachers' reflections on what works well and what does not will provide valuable insights into improving the delivery of character education. The challenges faced by teachers in instilling character values will also be a significant theme. PAI teachers may encounter resistance from students, societal influences that conflict with Islamic values, or limitations in available resources. Understanding these challenges will provide a more nuanced view of the complexities involved in character education. The study will also explore how teachers address these obstacles and adapt their teaching practices to overcome them.

Finally, the study will explore the role of the school community in supporting character education. This includes the involvement of parents, school policies, and the broader school environment in reinforcing the values taught by PAI teachers. The collaboration between home and school is crucial in ensuring that character education is consistent and reinforced in students' daily lives. Insights into this partnership will highlight the importance of a holistic approach to character development. Through these methods, the research will provide a comprehensive understanding of the role of Islamic education teachers in shaping students' character at SMP Negeri N 4 Persiapan Blangkejeren. By analyzing the ways in which PAI teachers integrate Islamic values into their teaching, the challenges they face, and the strategies they employ, the study will contribute valuable knowledge to the field of Islamic education and character development in Indonesian schools.

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Finally, the study will explore the role of the school community in supporting character education. This includes the involvement of parents, school policies, and the broader school environment in reinforcing the values taught by PAI teachers. The collaboration between home and school is crucial in ensuring that character education is consistent and reinforced in students' daily lives. Insights into this partnership will highlight the importance of a holistic approach to character development. Through these methods, the research will provide a comprehensive understanding of the role of Islamic education teachers in shaping students' character at SMP Negeri N 4 Persiapan Blangkejeren. By analyzing the ways in which PAI teachers integrate Islamic values into their teaching, the challenges they face, and the strategies they employ, the study will contribute valuable knowledge to the field of Islamic education and character development in Indonesian schools.

## RESULTS

The research on the role of Islamic Religious Education (PAI) teachers in instilling character values at SMP Negeri N 4 Persiapan Blangkejeren reveals a comprehensive view of how these teachers contribute to students' moral development. The findings suggest that PAI teachers play an essential role in shaping the students' character through various strategies and teaching methods. The PAI teachers at SMP Negeri N 4 Blangkejeren view character education as a fundamental aspect of their work, integrating Islamic teachings into everyday lessons to ensure students develop strong moral values. One key finding of the research is that teachers use role modeling as one of the primary strategies to instill character values. PAI teachers demonstrate positive behaviors, which students observe and often imitate. Teachers emphasize values such as patience, kindness, respect, and honesty, not just through their words, but through their actions. This role modeling is

crucial in character education, as students are more likely to internalize values they observe in the behavior of trusted figures like their teachers.

In addition to role modeling, teaching methods are central to the effectiveness of character education. PAI teachers employ various interactive strategies such as group discussions, storytelling, and reflective activities. Storytelling, often using narratives from the Qur'an and Hadith, is an effective tool for engaging students in discussions about moral dilemmas and ethical decision-making. Teachers facilitate discussions where students can analyze and reflect on the behavior of the figures in these stories, allowing them to connect the lessons to their own lives.

The curriculum itself also plays a significant role in instilling character values. The PAI curriculum at SMP Negeri N 4 Persiapan Blangkejeren integrates Islamic moral teachings into every subject area, ensuring that character education is not confined to religious classes alone. By embedding Islamic values into various subjects, teachers provide a holistic approach to character education, showing students how to apply these values in different contexts, whether academic, social, or personal. Another notable finding is the involvement of parents and the community in reinforcing character education. Teachers report that maintaining strong communication with parents helps ensure that character values are consistently emphasized both at school and at home. Parents are encouraged to be active participants in their children's education, and many teachers host regular meetings to discuss how they can support each other in reinforcing the moral teachings being imparted at school. The collaboration between school and family helps create a supportive environment for students' moral and character development.

However, the research also identified several challenges faced by teachers in their efforts to instill character values. One significant challenge is the influence of peer pressure and external social factors, such as media and popular culture, which sometimes conflict with the moral teachings in the classroom. Students, especially those in their adolescent years, are vulnerable to these external influences, making it difficult for teachers to ensure that character education is consistently applied. PAI teachers face the challenge of helping students navigate these influences while remaining true to Islamic values. In addition, teachers noted that there is sometimes a lack of resources to support character education. While the teachers themselves are committed to fostering good character, they feel limited by the absence of materials specifically designed for teaching character values. This includes a lack of dedicated textbooks or resources that focus on character building within an Islamic framework. Teachers have expressed the need for more support in terms of educational materials and professional development to better address these challenges.

Despite these challenges, the study also revealed that student engagement in character education is generally high. Students show a strong interest in the lessons when they are actively involved in discussions and activities. Teachers make efforts to make the lessons relevant to students' lives, helping them see the connection between Islamic values and their daily experiences. For example, during discussions about honesty or respect, students are encouraged to share their own experiences and reflect on how they can improve their behavior in real-life situations. A significant aspect of the research was the assessment of character development. PAI teachers assess students' progress in character education through both formal and informal methods. While there are no formal exams for character education, teachers observe students' behavior and interactions with peers and teachers. This observation allows teachers to gauge how well students are internalizing the values being taught. Teachers also engage students in self-reflection activities, asking them to evaluate their own behavior and identify areas for improvement. The study also highlights the importance of spiritual development in character education. PAI teachers emphasize the connection between moral behavior and one's relationship with Allah. By teaching students the importance of prayer, fasting, and other religious practices, teachers help students understand that character is not just about how they treat others, but also about maintaining a strong spiritual foundation. This dual focus on

both moral and spiritual growth ensures that students develop into well-rounded individuals who are guided by both Islamic values and personal integrity.

Another key finding from the research is that the PAI teachers at SMP Negeri N 4 Persiapan Blangkejeren prioritize creating a positive classroom environment where students feel safe and respected. Teachers foster an atmosphere where students can express themselves freely without fear of judgment. This safe environment is essential for the success of character education, as it encourages students to be open about their struggles and to seek guidance when needed. By providing emotional and moral support, teachers help students build the confidence to act in accordance with their values. The study also revealed the importance of peer influence in the character education process. Students learn not only from their teachers but also from their peers. In this context, the role of student leaders and role models becomes significant. Teachers encourage positive peer relationships by organizing group activities that require collaboration and mutual respect. These activities help students practice the values they are learning in real-world situations, reinforcing the moral lessons taught in class.

The involvement of Islamic religious leaders also plays an important role in character education at SMP Negeri N 4 Persiapan Blangkejeren. Local religious leaders are often invited to speak at school events, providing additional guidance on moral and ethical issues. These religious leaders help reinforce the lessons taught in class and offer students a broader perspective on Islamic teachings. By involving the community in the education process, the school creates a supportive network that strengthens the impact of character education. Lastly, the research highlights that the overall effectiveness of character education at SMP Negeri N 4 Persiapan Blangkejeren is tied to the commitment and dedication of the PAI teachers. Teachers at the school are highly motivated to instill strong moral values in their students. Their passion for teaching and their dedication to their students' well-being are key factors in the success of the character education program. Teachers take great pride in seeing their students grow into responsible, ethical individuals who embody the principles of Islam in their daily lives. In conclusion, the research reveals that Islamic Religious Education teachers at SMP Negeri N 4 Persiapan Blangkejeren play a crucial role in shaping students' character. Through various teaching methods, role modeling, and collaboration with the community, teachers help students develop strong moral values that align with Islamic teachings. Despite facing challenges such as external influences and limited resources, teachers remain dedicated to their mission of instilling good character in their students, ensuring that they are not only academically successful but also ethically responsible individuals.

The research on the role of Islamic Religious Education (PAI) teachers in instilling character values at SMP Negeri N 4 Persiapan Blangkejeren reveals a comprehensive view of how these teachers contribute to students' moral development. The findings suggest that PAI teachers play an essential role in shaping the students' character through various strategies and teaching methods. The PAI teachers at SMP Negeri N 4 Blangkejeren view character education as a fundamental aspect of their work, integrating Islamic teachings into everyday lessons to ensure students develop strong moral values. One key finding of the research is that teachers use role modeling as one of the primary strategies to instill character values. PAI teachers demonstrate positive behaviors, which students observe and often imitate. Teachers emphasize values such as patience, kindness, respect, and honesty, not just through their words, but through their actions. This role modeling is crucial in character education, as students are more likely to internalize values they observe in the behavior of trusted figures like their teachers.

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Another notable finding is the involvement of parents and the community in reinforcing character education. Teachers report that maintaining strong communication with parents helps ensure that character values are consistently emphasized both at school and at home. Parents are encouraged to be active participants in their children's education, and many teachers host regular meetings to discuss how they can support each other in reinforcing the moral teachings being imparted at school. The collaboration between school and family helps create a supportive environment for students' moral and character development. However, the research also identified several challenges faced by teachers in their efforts to instill character values. One significant challenge is the influence of peer pressure and external social factors, such as media and popular culture, which sometimes conflict with the moral teachings in the classroom. Students, especially those in their adolescent years, are vulnerable to these external influences, making it difficult for teachers to ensure that character education is consistently applied. PAI teachers face the challenge of helping students navigate these influences while remaining true to Islamic values.

In addition, teachers noted that there is sometimes a lack of resources to support character education. While the teachers themselves are committed to fostering good character, they feel limited by the absence of materials specifically designed for teaching character values. This includes a lack of dedicated textbooks or resources that focus on character building within an Islamic framework. Teachers have expressed the need for more support in terms of educational materials and professional development to better address these challenges. Despite these challenges, the study also revealed that student engagement in character education is generally high. Students show a strong interest in the lessons when they are actively involved in discussions and activities. Teachers make efforts to make the lessons relevant to students' lives, helping them see the connection between Islamic values and their daily experiences. For example, during discussions about honesty or respect, students are encouraged to share their own experiences and reflect on how they can improve their behavior in real-life situations.

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Another key finding from the research is that the PAI teachers at SMP Negeri N 4 Persiapan Blangkejeren prioritize creating a positive classroom environment where students feel safe and respected. Teachers foster an atmosphere where students can express themselves freely without fear of judgment. This safe environment is essential for the success of character education, as it encourages students to be open about their



struggles and to seek guidance when needed. By providing emotional and moral support, teachers help students build the confidence to act in accordance with their values. The study also revealed the importance of peer influence in the character education process. Students learn not only from their teachers but also from their peers. In this context, the role of student leaders and role models becomes significant. Teachers encourage positive peer relationships by organizing group activities that require collaboration and mutual respect. These activities help students practice the values they are learning in real-world situations, reinforcing the moral lessons taught in class.

The involvement of Islamic religious leaders also plays an important role in character education at SMP Negeri N 4 Persiapan Blangkejeren. Local religious leaders are often invited to speak at school events, providing additional guidance on moral and ethical issues. These religious leaders help reinforce the lessons taught in class and offer students a broader perspective on Islamic teachings. By involving the community in the education process, the school creates a supportive network that strengthens the impact of character education. Lastly, the research highlights that the overall effectiveness of character education at SMP Negeri N 4 Persiapan Blangkejeren is tied to the commitment and dedication of the PAI teachers. Teachers at the school are highly motivated to instill strong moral values in their students. Their passion for teaching and their dedication to their students' well-being are key factors in the success of the character education program. Teachers take great pride in seeing their students grow into responsible, ethical individuals who embody the principles of Islam in their daily lives. In conclusion, the research reveals that Islamic Religious Education teachers at SMP Negeri N 4 Persiapan Blangkejeren play a crucial role in shaping students' character. Through various teaching methods, role modeling, and collaboration with the community, teachers help students develop strong moral values that align with Islamic teachings. Despite facing challenges such as external influences and limited resources, teachers remain dedicated to their mission of instilling good character in their students, ensuring that they are not only academically successful but also ethically responsible individuals.

## DISCUSSION

The research into the role of Islamic Religious Education (PAI) teachers in instilling character values at SMP Negeri N 4 Persiapan Blangkejeren presents several important insights into how character education is implemented in a middle school setting. These findings reflect the various strategies, challenges, and successes encountered by PAI teachers in their efforts to shape the moral development of students. One of the central points emphasized in the research is the importance of role modeling. PAI teachers play a critical role as examples of Islamic values, and students are likely to adopt behaviors they observe in their teachers. In Islam, teachers are seen as guides, and students often look up to them as role models. This direct modeling of positive behavior, such as patience, honesty, kindness, and respect, helps establish a strong foundation for students' character development. In this way, teachers' personal integrity and commitment to the principles they teach are essential elements of character education.

Moreover, the use of interactive teaching methods significantly enhances character education. Through techniques like storytelling, group discussions, and reflective activities, teachers engage students actively in the learning process. Storytelling, particularly, is a powerful method of teaching moral lessons, as it connects students with real-life situations through the narratives of prominent Islamic figures. By reflecting on these stories, students are encouraged to think critically about their own behavior and how it aligns with the values they are learning. This not only deepens students' understanding of Islamic morals but also helps them internalize the lessons, making the moral teachings more relatable and applicable in their daily lives. The curriculum itself also plays a crucial role in character education. By integrating character values throughout all subjects, not just in PAI classes, teachers ensure that these values are reinforced in

every aspect of students' academic lives. This integration is an important aspect of character education because it ensures that students do not view moral development as a separate or isolated activity. Instead, it becomes part of their holistic growth, influencing their approach to learning, relationships, and personal responsibility. Thus, character education is seen as interconnected with academic achievement and is reinforced in a variety of classroom settings.

The research also highlights the importance of parental involvement in supporting character education. Teachers at SMP Negeri N 4 Persiapan Blangkejeren emphasize the need for strong cooperation between the school and families. Parents play a critical role in reinforcing the moral values taught in school, and regular communication between teachers and parents helps ensure that these values are consistently emphasized at home as well. This home-school collaboration is essential for the consistency of character education, as it provides students with a unified message about what is expected of them in terms of their behavior and values. However, the study also identifies several challenges that PAI teachers face in their efforts to instill character values. External factors such as peer pressure, media influences, and the broader societal environment often work against the moral teachings in the classroom. In particular, adolescents are at an age when they are highly influenced by their peers and by external media sources. These influences can create confusion for students, making it difficult for teachers to ensure that the character education they provide is fully internalized. Teachers must be adept at addressing these influences, helping students understand the contrast between Islamic teachings and the external pressures they encounter.

The lack of resources is another challenge faced by PAI teachers. Teachers at SMP Negeri N 4 Persiapan Blangkejeren report that there is a lack of materials specifically focused on character education within an Islamic context. This shortage of resources limits the teachers' ability to effectively implement structured character education programs. To overcome this, teachers rely heavily on their own creativity and initiative, creating lesson plans and activities that align with the moral teachings they wish to impart. However, more support in terms of textbooks, teaching aids, and professional development would help teachers enhance their approach to character education and improve the overall effectiveness of the program. Despite these challenges, students' engagement in character education remains strong. Teachers report that students actively participate in lessons that encourage them to reflect on their behavior, discuss moral dilemmas, and share personal experiences. The relevance of the lessons to students' everyday lives makes the material more engaging and impactful. Teachers create a learning environment where students feel comfortable sharing their thoughts and experiences, fostering an open dialogue about character values. This approach helps students relate the lessons to their own lives and develop a deeper understanding of how to apply the values they are learning.

Another aspect of character education is the assessment of students' moral development. Although there are no formal exams or tests on character education, teachers monitor students' progress through observation and reflection. By paying attention to students' interactions with their peers and teachers, as well as their behavior in various situations, teachers can assess how well students are internalizing the values taught. In addition, students engage in self-reflection exercises, which allow them to evaluate their own growth and identify areas where they can improve. This process not only provides valuable feedback for both students and teachers but also empowers students to take responsibility for their own moral development. In addition to these classroom-based efforts, the spiritual development of students is also a key aspect of character education. PAI teachers emphasize the importance of developing a strong relationship with Allah and how this relationship is directly linked to moral behavior. By teaching students about the significance of prayer, fasting, and other Islamic practices, teachers help students understand that character education is not solely about interacting with others but also about strengthening their faith and spiritual beliefs. This dual focus

on moral and spiritual growth provides students with a balanced framework for becoming responsible and ethical individuals.

The study also demonstrates the impact of peer influence on character education. Students often learn from one another, and peer interactions can either reinforce or undermine the values being taught. Teachers at SMP Negeri N 4 Persiapan Blangkejeren encourage positive peer relationships by organizing group activities that require collaboration and mutual respect. These activities not only enhance the students' social skills but also reinforce the values they are learning. By working together, students learn the importance of cooperation, respect, and empathy, all of which are key elements of good character. Finally, the involvement of religious leaders adds another layer of support to character education. Religious leaders are frequently invited to participate in school events, providing additional moral guidance and reinforcing the messages taught by the PAI teachers. These leaders bring a wider perspective on Islamic teachings, offering students valuable insights into how they can apply these teachings in their daily lives. By involving the broader community in the character education process, the school ensures that students receive a well-rounded education that is supported by both their teachers and the larger Islamic community. In conclusion, the research indicates that PAI teachers at SMP Negeri N 4 Persiapan Blangkejeren play an essential role in shaping students' character. Through role modeling, interactive teaching methods, and strong community involvement, teachers help students internalize Islamic moral values. While challenges such as external influences and limited resources exist, the commitment of the teachers and the active participation of students, parents, and the community contribute to the success of the character education program. This study highlights the importance of a holistic approach to character education, integrating both moral and spiritual development to foster well-rounded, responsible individuals.

## CONCLUSION

Based on the data collected by the author on the respondents who are willing to be research subjects, it is known that the efforts made by Islamic Religious Education teachers to improve character values are: 1) The role played by teachers in instilling character values in students, it is concluded that instilling character values can be done through group activities with the hope of applying the character of discipline and responsibility. In addition to the application of 7s (smile, greeting, greeting, courtesy, politeness, patience and gratitude); 2) The method used in instilling character values can be achieved through the exemplary method, the advice method, the demonstration method, and the discussion method; 3) Supporting factors and inhibiting factors. Supporting factors in instilling character values are the facilities and infrastructure that support and media telling stories, Inhibiting factors in instilling character values are the busyness of parents, the environment, and the mass media; 4) The solution to overcome obstacles in instilling character values, which is the assignment of tasks and cooperation between teachers and parents.

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