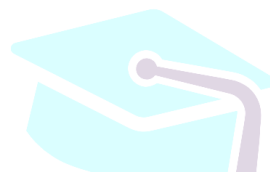


The Role of Islamic Religious Education Teachers in Instilling Character Values in Students at Atong State Elementary School

Dini Fitriana ✉, SD Negeri Atong, Indonesia

✉ dinifitriana83@gmail.com



Abstract: Islamic Religious Education teachers have a large role in instilling character values in their students, teachers have 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. Therefore, the writer is interested in choosing a title about the role of Islamic Religious Education teachers in instilling the character values of class V students in SD Negeri Atong. 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 faced in instilling character values in Atong State Elementary School, especially class V. 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: character, learning outcomes, Islamic religious education.

Received March 27, 2024; **Accepted** Mei 19, 2024; **Published** June 30, 2024

Citation: Fitriana, D. (2024). The Role of Islamic Religious Education Teachers in Instilling Character Values in Students at Atong State Elementary School. *Jurnal Profesi Guru Indonesia*, 1(2), 227–238.

Published by Mandailing Global Edukasia © 2024.

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. Character education is done through the education of values or virtues that are the basic values that are applied, for example in schools. Every human being in his life must experience changes or developments, both real changes or those involving physical changes, as well as abstract changes or changes related to psychological aspects. This change is applied in the application of character values in class.

The position of character education becomes very vital in shaping the human personality, when a human being who has intellectual intelligence no matter how high it is will not be beneficial in a positive way if he does not have emotional, social and spiritual affective intelligence. The elimination of value education in the curriculum of formal educational institutions is suspected by various circles as one of the main causes of the deterioration of society's morals and character which is reflected by the high number of criminality and immoral acts. In order to move towards a better Indonesia, we need not only smart people, but people who have values and morals, mentally tough, disciplined, independent, responsible and so on. Therefore, the improvement and learning process becomes very important so that in building the student's personality, a form of educational strategy is needed that has the mission of forming the student's personality, as is the case with value and character education.

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. Teachers are 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 the attention of everyone, whether in the family, the community or at school. In accordance with the background described above. The writer is interested in examining the extent of the Role of the Islamic Religious Education Teacher Interview with Mrs. Yusnaini as an Islamic Religious Education teacher regarding the character of students on Tuesday, April 16, 2019 in the office room of SDN Atong In Instilling the Character Values of Class V Students at SDN Atong.

METHODS

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 problem researched by the author is said to be dynamic and complex, because the object being researched is instilling character values that contain activities and processes that occur continuously, thus requiring a type of research that can interpret the data in the form of meaning from the event. This field research was conducted directly at SD Negeri Atong regarding instilling the character values of Atong SDN students. This research is descriptive research (descriptive research), which is research directed to provide symptoms, facts or events in a systematic and accurate manner, regarding the characteristics of a certain population or area. The collected data is in the form of words or pictures, so it does not press on numbers. The researcher immediately performed the data analysis by providing an overview of the researched situation in the form of a narrative. Descriptive research aims to make descriptions of pictures or drawings in a factual and accurate systematic way about the facts, properties and relationships between the phenomena being researched.

The context of the research that the author is doing is trying to systematically describe the role of Islamic religious education teachers in instilling the character values of class V students at SDN Atong. The description is based on the data collected during the research. The research data source is the subject from which the data is obtained.²⁶ 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. As for the data sources in this research are divided into two types, namely primary data sources and secondary data sources, the classification of data sources is useful for the writer as a reference to sort the data that should be prioritized in the research.

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 Negeri Atong Elementary School 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 document can be in the form of books and other literature related to the problem being researched. Additional data sources used by the author in this research consist of books and documents that cover: the history of SDN Atong's establishment, the organizational structure of SDN Atong, the state of students, the state of SDN Atong's teachers and the state of facilities and infrastructure. Based on the explanation above, this research uses primary data sources and secondary data sources, so that the data required for the research is collected in accordance with the researcher's needs.

The data collection technique is the most strategic step in research, because the main purpose of the research is to obtain data".²⁹ In order to obtain data subjectively in this research, there are several methods that the author uses, among others: According to W. Gulo "an interview is a form of direct communication between the researcher and the respondent"³⁰ The interview technique is a meeting between two people to exchange information and ideas through oral questions and answers so that meaning can be constructed in a certain topic. Based on the above opinion it can be explained that an interview is a method of data collection carried out by a researcher on the person being interviewed face to face by asking verbal and systematic questions based on the purpose of the research. The type of interview used is a guided interview. This is because the author has prepared the whole framework to find information about the role played by the Islamic education teacher in instilling the character values of the students. 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. Witnessing those events can be done by seeing, listening, feeling which is then recorded as objectively as possible. In

qualitative research, the research object that is observed "is called a social situation that consists of three components, namely place, actor, and activities". The documentation method is a data collection method by finding data or information that has been recorded, published in several existing documents. Documentation is looking for data about things or variables in the form of notes, transcripts, books, newspapers, magazines, inscriptions, meeting minutes, agendas and so on. This method is used to obtain data about the history of SDN 3 Atong, the condition of students, the condition of teachers, employees and the condition of existing facilities and infrastructure. The technique of guaranteeing the validity of the data is very necessary so that the data produced can be trusted and scientifically accounted for. The technique of guaranteeing the validity of data is a step to reduce errors in the process of obtaining research data which will certainly affect the final results of the research.

In order to achieve what the researcher expects, data inspection techniques are used that contain the researcher's efforts to obtain the validity of the data, for that it is necessary to examine its credibility by using the following techniques: 1) Observation display; 2) Persistence of observation; 3) Triangulation; 4) Peer checking; 5) Adequacy of references; 6) Negative case studies; 7) Member checking. The technique that researchers use in checking and validating data is triangulation. The triangulation technique is an application of credibility which is interpreted as checking data from various sources in various ways and at various times. In this case, the writer will recheck the compatibility of the observation data with the data obtained from the interview respondents as well as the collection and documentation. By comparing the three research data it is hoped that the research data has validity as a scientific result of a research and can be held accountable.

Data analysis is a series of research activities, grouping, systematization, interpretation and verification of data so that a phenomenon has social, academic, and natural value. Data analysis techniques used in qualitative field research are done interactively through data reduction (data reduction), data presentation (data display), and conclusions (conclusion drawing/verification). The first process is to reduce the data, which is the process of summarizing, choosing the main things and looking for data that is considered important that is in line with the focus of the research. The second process is with data display (presentation of data) which is in the form of a short description, chart, and narrative. The third process is conclusion drawing/verification, which is the drawing of conclusions from the results of the research that has been done. As for the connection with the analysis that the writer did in this research, that is all the data that the writer has collected through observation, interviews, the writer read, studied and examined carefully, which then summarized and selected the important points and arranged descriptively, systematically so as to provide an overview of the research. Drawing conclusions by researchers using inductive data analysis, that is based on facts that are specific, then analyzed and finally found solutions to problems that are general.

RESULTS

Atong State Elementary School was officially opened on December 22, 1967. At the beginning, the head of the village exchanged the land belonging to the village of Atong. The land was then used to build SD Negeri 3 Atong and its field. Based on the author's observations at Negeri Atong Elementary School, it is known that geographically Atong Elementary School is located in a quite strategic region. The location of Negeri Atong SD is located in the village of Atong, Montasik Subdistrict, Aceh Besar Regency, SD Negeri 3 Atong has educators (teachers) and officers who have the ability to realize the vision, mission of SD Negeri Atong. There are 19 teachers, with an education level of 12 SI teachers and 7 of them still have GTT status. The number of students in SD Negeri Atong in 2018/2019 was 163 students. Among them for class V as many as 23 which are divided into two classes. For more clarity can be seen in the following table: This research was conducted using interview, observation and documentation methods.

From the interview process that was obtained from the Islamic Religious Education Teacher and 6 students who were the subjects of this research, data was obtained about the role of the Islamic Religious Education Teacher in instilling the character values of class V students at Negeri Atong Elementary School. The role of the Islamic Religious Education Teacher in instilling character values is very necessary. Whether or not the cultivation of those values is successful is one of them influenced by how much effort is put in by the teacher. This is because teachers have a large role in creating the implementation of character values in students, especially Islamic Religious Education teachers. Here the author classifies the role of the Islamic Religious Education Teacher in instilling the character values of class V students in SD Negeri Atong as follows;

From the results of the findings conducted by researchers through interview studies and observation studies, that the teacher's role as a learning manager has its role in instilling character values in students with a conducive, comfortable and pleasant class atmosphere. How teachers are able to use their knowledge to provide behavioral experiences to students and a good learning situation, from that it is expected that the character that emerges is the character of hard work, creativity, discipline and responsibility. So that the cultivation of character values in students can run well and optimally.

With the character expected above, the teacher creates behavioral experiences for students by forming groups to make a piece of cardboard paper. From the activities of the group, the character that emerged is the character of discipline and responsibility, where the students do their tasks well and in accordance with the instructions for the work and responsibility for the tasks that the students have assigned to themselves in the group. This is also reinforced by the results of observation and documentation that the researcher obtained on Friday, November 22, 2019 in the classroom while the learning process was ongoing. The teacher gives a task to make a drawing where the result will be displayed on the classroom wall. With the task given by the teacher, a creative character can arise in the student because the task done is in accordance with the development of the potential that exists in the student without having to depend on the teacher, the student explores his imagination in drawing so that later the results of the drawing that the student makes can be displayed in the class neatly and nicely.

A teacher is an educator in the world of education as well as the person who determines the success or failure of the learning process. Education is not only the process of transferring the knowledge possessed by the teacher to his students but also forming a good personality for his students. Education in Indonesia is currently in a state where it has not been fully successful, especially in terms of cultivating character in students. So at SD Negeri Atong priority is given to character education for students. This was expressed by the Islamic Religious Education teacher Mrs. Yunaini who said that: "because it is the duty of a teacher to teach good character for the character development of students" The application of 7s (smile, greeting, hello, polite, polite, patient, and gratitude) is the school's way of instilling character values in the school environment. This is as expressed by the teacher of Islamic Religious Education, namely Ibu Yunaini who said that "The application of 7s is also one of the ways mothers instill character in their children. That is to smile, greet, greet, polite, polite, patient and grateful. When meeting the teacher, it is best to say hello and shake hands and speak polite words." This is reinforced by the statements of some class V students who became respondents. Arga said that: "When you meet a teacher, you must shake hands and kiss the teacher's hand". Angelia who stated that: "For example, having to speak politely to teachers, parents and other people, then helping friends when they are in trouble, and helping friends who fall" Based on the interview above, it can be concluded that teachers have applied the 7s program to their students. These 7s are very important for life in this era of globalization, for the education of a Muslim from the basic level today. Among the 7s is a smile which is one of the teachings of Islam that is worth worshipping. Then greetings, saying peace be upon you is a prayer from one Muslim to another Muslim doing it is Sunnah and the one who answers it is obligatory.

Furthermore, greeting the teacher can strengthen the bond of friendship and strengthen the interaction between teachers and students. Politeness is one of the characters that must be applied, which is what teachers and friends need to do by behaving in a way that is accepted by the social environment. Then patience is refraining from reprehensible actions and the last is gratitude which is appreciating good things and getting used to saying thank you when receiving something. In addition, the writer also uses other techniques to strengthen the interview results with observation and documentation techniques. On Saturday, November 23 at 12:00 in front of class V, the lesson is over, the children shake hands with their heads down, this is an application of the 7s in the form of smile, greeting, hello, polite, polite, patient and grateful.

Based on some of the techniques above, it can be understood that the role of Islamic Religious Education teachers in instilling character values in students is one of them with the application of 7s. The formation of character in students is not easy, so there needs to be a good method or way so that teachers can easily shape the character of students in their lives. A method is an organized and well-thought-out way to achieve a certain goal. Efforts are made in several ways including: Education by example means education by setting an example, both in the form of behavior, character, way of thinking and so on. Exemplary in education is the method that most determines success in preparing and shaping children's attitudes, behavior, morals, spiritual and social. This is because education is the best example in the child's view that he will imitate in all actions consciously or unconsciously.

This was expressed by the teacher of Islamic Religious Education, namely Ibu Yunaini, who said: "Inculcating it by teaching good and polite speech, for example speaking to teachers, parents or friends." This is reinforced by the statements of some class V students who became respondents. Wenda said that: "For example, do your homework, don't be proud of your friends, respect others" Based on the results of the above statement, it can be said that the role of the Islamic Religious Education teacher through the exemplary method or can be done as an effort to instill character values in students. The role of the Islamic Religious Education teacher in instilling character values in Atong Elementary School is done through the process of teaching and learning activities with the advice method. With this method of advice, the aim is to remind someone what to do and what to avoid because all kinds of actions must have sanctions and consequences.

This is as expressed by the Islamic Religious Education teacher, Mrs. Yunaini, who said: "Before starting the learning process, it always begins with prayer. It is also taught to be devoted to parents, obeying the words of parents." Hi, this is reinforced by the statement of class V students who are respondents. Faris said that: "Bu Yus once told a story about a scavenger, when there was a mother whose purse fell and a scavenger picked it up and returned the purse to the mother. In addition, when walking in front of parents, you have to bow down. Then when studying, you must be careful not to talk to yourself" The role of the teacher in instilling character values can be through the demonstration method. The demonstration method is a method of teaching by using examples to clarify an understanding or to show how a certain formation process works for students.

This is as expressed by the teacher of Islamic Religious Education, Ms. Yunaini, who said: "The method used is a demonstration, for example, the application of prayer and ablution procedures. Through this demonstration, students understand better how to properly pray and ablution in accordance with Islamic Sharia guidelines, so that the value of religious character can be attached to the student." This is reinforced by the statements of some class V students who became respondents. Iqbal said that: "For example, when you borrow a book or a pen, you must return it, you must not talk while you are studying, throw away trash in its place" Based on the results of the above statement, it can be said that the role of the Islamic Religious Education teacher through the demonstration method can be done as an effort to instill character values in students. This demonstration method

is very precisely used in the education of character values in Atong Elementary School. Because this demonstration method shows students how to implement practices such as throwing garbage in its place, helping each other with friends, time discipline and responsibility. This is reinforced by Carla's opinion stating that: "For example, don't lie, do homework on your own, go to school on time and don't be arrogant" By utilizing this discussion method, Islamic Religious Education teachers can teach the values of character education to students by assigning tasks to each group to solve problems, helping students to get used to expressing their opinions, creating a more relaxed and informal atmosphere but still directed.

This is as expressed by the Islamic Religious Education teacher, Mrs. Yunaini, saying that: "The discussion method, for example in the learning process, students are taught to have a character that works hard in the sense that students can solve obstacles or task problems as best as possible." With the application of this discussion method, it is hoped that students will be able to express their opinions more freely, be able to solve problems together, in addition to encourage students to think critically and accustom students to listen to other people's opinions even if they differ from their own and be tolerant. Based on the results of the research obtained by the researcher, that Islamic Religious Education teachers shape the character of students with several methods, namely the exemplary method, the advice method, the demonstration method, and the discussion method.

In shaping the character of students to be better, there must be factors that influence it. These factors are supporting factors and inhibiting factors. Supportive advice and infrastructure can be a supporting factor in instilling character values. for example adequate facilities such as the cleanliness of the ablution place, the availability of prayer equipment such as clean mukenah, sarong, peci and prayer rugs. Vasilitas can be used as material for learning in the practice of prayer. This is as expressed by the Islamic Religious Education teacher Mrs. Yunaini who said that: "There must be supporting factors, for example by displaying pictures on the projector screen about the position of prayer and ablution, so that students understand more about the correct prayer procedure". Based on the interview above, the school's infrastructure facilities are very supportive in instilling character values in students. In addition, they can support their students in the learning process in class.

Storytelling media can be one of the supporting factors in applying character values. By telling a story a teacher can portray a person who has good or bad qualities and avoids bad qualities, with the media of this story it is hoped that students can take wisdom from the story and emulate the good qualities conveyed and taught by Islamic Religious Education teachers. This is as expressed by the teacher of Islamic Religious Education, Ms. Yunaini, who said: "By telling stories about folk tales, after the story is over, students are told to express their opinions about what lessons can be learned from the story, for example respect for elders, can't be arrogant, can't lie, must be honest".

Based on the results of the above statement, it can be said that the role of the Islamic Religious Education teacher in instilling character values requires supporting factors to make it happen, for example with the presence of facilities and infrastructure that support and storytelling media. In instilling character values certainly cannot be separated from the presence of inhibiting factors. The problem that occurs in SD Negeri 3 Atong, especially in class V in instilling character values, is that students' obstacles in reading and writing the Al'Quran are still lacking. In addition, the lack of attention to the role of parents in their children in instilling character in children when at home. Some of the inhibiting factors that occur among them.

The influence of the advancement of science and technology causes parents to always be busy with their respective jobs. So that they did not have time to give attention and love to their children and did not pay attention to religious education, especially the character education of their children. In addition to the lack of attention given by parents to children, there are still many parents who have a narrow view of education. There are still many parents who think that religious education, especially moral education, is

enough given in institutions (schools) or teachers in the surrounding area. This is as expressed by the Islamic Religious Education teacher Mrs. Yunaini who said that: "If there is a supporting factor, there must be an inhibiting factor, that is, in reading and writing the Al'Quran, students still have difficulty, their reading still stutters, in addition to the lack of instilling character in children at home, parents who are busy working as a result of the lack of attention to the role of parents in the moral development of children. Parents only leave it completely to the school, therefore the character development of children is not optimal" Children's interaction with the environment is unavoidable, because children need playmates and peers to be able to talk to as a form of socialization. But sometimes environmental factors can be an obstacle for children in applying the character values given by the school and parents. An environment with children's association that is far from Islamic values makes children easily fall into bad traits. The need for parental supervision in introducing a good environment to children. Of course, in overcoming the inhibiting factors, the school and the parents should work together in overcoming the problem. In this case, from the school in overcoming it, that is by giving tasks to the children as a form of motoric training for the children to get used to and memorize them. In addition, mentally train students to move forward and present the results in front of the class.

This is as expressed by the teacher of Islamic Religious Education, Mrs. Yunaini, who said that: "In overcoming obstacles, tasks are usually given, for example, one must diligently write hijaiyah letters and memorize them, in addition to that by way of demonstration, which is to read the assigned task and then go to the front of the class to read the results done at home." Wenda stated that: "Some follow, some don't. For example, they never do homework." There are still some students who have not applied character values in the school environment or at home. One of the reasons why children are not used to following the character they are taught is environmental factors. The selection of bad friends will encourage students to join in doing bad things, even the student may break the rules set at school.

Based on the interview above, it can be seen that the inhibiting factor in instilling character values in students is one of them environmental factors. Advances in science and technology (SCI) have created major changes in life. Mass media such as gadgets have had a lot of negative impact on children's development, especially in the development of children's personality and character. The role of parents should be able to supervise their children when holding gadgets. Restrict children from playing games too often because it will result in children becoming easily addicted to games. And of course it will have fatal consequences on the psychology of children who only play games. In addition to that, television shows should also be limited, especially since there are only a few shows that are educational in nature, parents should be able to choose shows that are beneficial and educational for their children.

This is reinforced by the statement of several class V students who were Carla's respondents saying that: "Some follow, some don't. For example, they never do homework and they sometimes fall asleep in class." Based on the results of the above statement, it can be said that the role of Islamic Religious Education teachers in instilling character values must have some inhibiting factors, including the busyness of parents, the surrounding environment and the mass media. Based on the obstacles that appear, it is necessary to find a solution. The solution that can be done by Islamic Religious Education teachers in Atong Elementary School to overcome obstacles in instilling character values in students is by: Assigning tasks to students to provide training so that students are motivated to learn. This will make students more able to cultivate self-confidence, apply a sense of responsibility and discipline, develop creativity and develop students' thinking patterns and skills.

This is as expressed by the teacher of Islamic Religious Education, Mrs. Yunaini, who said that: "In overcoming obstacles, they are usually given tasks such as having to diligently write hijaiyah letters and memorize them". Based on the interview above,

assigning tasks to students can train and support students to have a high religious attitude. In addition to training students' awareness of the importance of studying at home and being responsible for the task. Teachers as role models for students should provide good examples and participate directly in instilling character values in students, because making good students is not only the responsibility of Islamic Religious Education teachers but all teachers. The role of parents and families is very much needed by students, but most parents do not fully pay attention to their children and parents only trust teachers whose intensity of meeting students is only a few percent. Indeed parents and family are the first and foremost educators. The habituation that should be a continuation from school becomes disconnected. It is necessary to have support from parents which is conveyed on the occasion of meetings with parents.

DISCUSSION

Islamic Religious Education (IRE) teachers play a strategic role in shaping the character of students from an early age, particularly in primary schools such as SD Negeri Atong. Student character is not only developed through mastery of academic content but also through exemplary behavior, routine practices, and the internalization of moral values taught by IRE teachers both inside and outside the classroom. One of the main approaches used by IRE teachers in instilling character values is through role modeling. Teachers serve as real-life examples of Islamic behavior and ethics. Attitudes such as honesty, discipline, politeness, and responsibility, consistently demonstrated by teachers, significantly influence students in developing similar positive behaviors. At SD Negeri Atong, IRE teachers also integrate character values into subject matter. For example, when teaching the stories of prophets, teachers guide students to emulate the patience of Prophet Ayyub, the courage of Prophet Ibrahim, or the honesty of Prophet Muhammad (peace be upon him). Delivering lessons that include moral reinforcement makes Islamic teachings more relevant and applicable to students' daily lives. Teachers also implement habitual routines such as encouraging students to recite prayers before lessons, perform Dhuha prayers together, and greet others with Islamic salutations when entering the classroom. These practices help instill religious values, discipline, and respect for others and for Allah SWT in a consistent and practical manner.

Beyond classroom learning, IRE teachers actively participate in organizing school-wide Islamic activities such as commemorating Islamic holidays, religious competitions, and social events like donating to orphans. Through these programs, students learn values like compassion, solidarity, and community engagement in meaningful ways. IRE teachers also build strong communication with parents to reinforce character education at home. Regular discussions between teachers and parents help monitor students' character development and provide suggestions for nurturing good habits beyond school. Collaboration between school and home strengthens the moral foundation being built.

A persuasive and caring approach is also a key strategy in guiding students who struggle with character understanding. Instead of harsh discipline, teachers use kind advice, ongoing guidance, and personal reflection to help students recognize their mistakes and grow from them. Teachers at SD Negeri Atong also use Islamic storytelling and audiovisual media as engaging tools in their teaching. Stories rich with wisdom help convey values such as honesty, responsibility, and kindness in a way that is memorable and age-appropriate. These tools help make moral lessons come alive for young learners.

Observations show that students who consistently receive character guidance from IRE teachers tend to display more positive behavior at school. They speak politely, are more diligent in worship, and show greater concern for their peers. This reflects the success of the teacher's approach in nurturing character through Islamic teachings. In conclusion, IRE teachers at SD Negeri Atong play a vital role in developing students who are not only intellectually capable but also morally strong. With heartfelt methods and

continuous guidance, they serve as agents of character building, nurturing students to become individuals with noble values grounded in Islamic teachings.

In addition to moral instruction, Islamic Religious Education (IRE) teachers at SD Negeri Atong also help students develop a strong spiritual foundation. Through consistent reminders about the importance of prayer, gratitude, and remembrance of Allah, students learn to incorporate spirituality into their daily routines. This spiritual grounding supports the development of inner peace, emotional regulation, and empathy. IRE teachers also emphasize the importance of integrity in both word and deed. Students are encouraged to be truthful in their speech and actions, even when it is difficult. Through classroom scenarios, storytelling, and reflective dialogue, students are taught that honesty is not just a rule to follow, but a value that strengthens trust and relationships in life.

Respect is another central character value that IRE teachers nurture intentionally. Students are guided to respect their parents, teachers, elders, and peers. This is reinforced not only in the way the teacher speaks and behaves but also through classroom rules, Islamic stories, and daily social interactions. Respect becomes a habit, not just a concept. Moreover, teachers create a classroom climate where students feel safe to express themselves and learn from mistakes. Instead of punishment, teachers apply constructive feedback and reflection as tools for growth. This creates a more supportive and loving learning environment, where Islamic character can be cultivated without fear.

IRE teachers also teach students the value of responsibility. From small tasks like organizing class materials to leading prayers or cleaning the classroom, students learn that fulfilling responsibilities is part of being a good Muslim. These actions are framed not only as obligations, but also as opportunities to serve and contribute to the community. Another important value fostered by IRE teachers is cooperation. Students are encouraged to work in teams, help classmates in need, and share resources. These experiences teach them the importance of unity and mutual assistance, reflecting the Islamic value of *ukhuwah* (brotherhood and sisterhood) in everyday life.

Teachers also address the development of emotional intelligence by helping students identify and manage their feelings. When students experience anger, jealousy, or sadness, teachers guide them using Islamic perspectives on patience (*sabr*), gratitude (*syukur*), and forgiveness (*afwu*). This emotional guidance fosters maturity and emotional resilience. Discipline is also reinforced not through rigid rules alone, but through positive routines. Daily prayers, punctuality, and cleanliness are emphasized as part of Islamic ethics. IRE teachers lead by example, demonstrating discipline in their own behavior, which makes a strong impression on young learners. IRE teachers take advantage of teachable moments during daily activities. Whether during recess, classroom conflict, or a school event, teachers use these real-life situations to remind students of values such as humility, generosity, and fairness. This makes character education a living, dynamic process. Ultimately, the success of character education in SD Negeri Atong is deeply tied to the sincerity, consistency, and creativity of the IRE teachers. Their dedication goes beyond delivering lessons—they serve as spiritual mentors, moral guides, and caring figures who shape the future generation with love, faith, and wisdom.

An additional role that IRE teachers at SD Negeri Atong take on is identifying students who may be struggling morally or emotionally, and providing them with extra attention and guidance. These teachers often serve as trusted figures whom students can approach with personal problems. Through Islamic counseling and a compassionate approach, they help students navigate ethical and emotional challenges in a safe, supportive environment. IRE teachers also work closely with other subject teachers to ensure that character education is not isolated to religious lessons only. Collaboration across subjects allows values such as honesty, respect, and discipline to be reinforced in math, language, and science classes, creating a more unified and consistent moral framework throughout the school.

The implementation of school-wide programs such as character-building workshops, religious seminars, and group reflection sessions has also been largely

initiated by the IRE teachers. These initiatives provide broader platforms for students to engage in spiritual and moral development beyond the confines of the classroom, fostering a school culture rooted in Islamic values. A crucial element in the success of IRE teachers is their commitment to continuous professional development. Many teachers participate in training programs, seminars, and religious studies outside of school hours to enhance both their pedagogical and spiritual capacities. This commitment is reflected in the depth and quality of their teaching and mentorship.

IRE teachers at SD Negeri Atong also play an important role in conflict resolution among students. When disputes arise, the teachers guide students through Islamic methods of reconciliation, promoting forgiveness, empathy, and sincere communication. This not only resolves immediate issues but also teaches lifelong conflict management skills grounded in Islamic teachings. They also emphasize the importance of intention (*niyyah*) in every action. Students are taught that good deeds are not only measured by their outcomes but also by the sincerity behind them. This concept strengthens students' internal moral compass and encourages them to act with honesty and humility, even when they are not being watched.

Community engagement is another aspect supported by IRE teachers. They often involve students in service-learning projects such as charity drives, mosque visits, or neighborhood cleanups. These activities allow students to practice Islamic values in real-life contexts and develop a sense of social responsibility from a young age. In addition to formal instruction, informal interactions between IRE teachers and students—such as during recess, lunchtime, or after-school hours—are used as opportunities to build rapport and model good character. These moments reinforce the idea that Islamic values should be practiced at all times, not just during formal lessons.

IRE teachers also use prayer time as a key moment for reinforcing discipline, unity, and reflection. Organizing daily group prayers helps students feel connected to their faith and builds routines that instill spiritual awareness and respect for religious practices. Lastly, the role of the IRE teacher is deeply rooted in the prophetic tradition of education. Teachers are seen not just as instructors, but as *murabbis*—mentors who nurture both the mind and soul. At SD Negeri Atong, the IRE teachers embrace this noble responsibility, shaping students into morally conscious individuals prepared to contribute positively to society.

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. A supporting factor in instilling character values is the existence of facilities and infrastructure that support and media telling stories. Inhibiting factors in instilling character values include 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.

REFERENCES

- Arikunto, S. (2002). *Prosedur Penelitian*. Bandung: Rineka Cipta.
- Apriyanti, I., & Rahayu, S. (2024). Efforts to Improve Student Learning Outcomes through

- the Problem Based Learning Model in Islamic Education Learning at SD Negeri 104325 Kampung Manggis. *Journal of Indonesian Primary School*, 1(2), 61–68.
- Elistiana, V., Novita, N., & Ginting, F. W. (2024). A Development of E-Module Learning Media based on SETS (Science, Environment, Technology, and Society) on Sound Wave Material. *Indonesian Journal of Education and Social Humanities*, 1(2), 20–32.
- Erawadi, E., Hamka, H., & Juliana, F. (2017). The Analysis of Student's Stressed Syllables Mastery at Sixth Semester of TBI in IAIN Padangsidempuan. *English Education: English Journal for Teaching and Learning*, 5(1), 44–57.
- Indrawati, N., & Desky, A. Y. D. (2024). How to Improve Elementary School Student Learning Outcomes by Implementing the Articulation Type Cooperative Learning Model? *Journal of Indonesian Primary School*, 1(2), 32–37.
- Jannah, A., Lubis, A. H., & Julia, N. M. (2024). Development of Number Card Media in Mathematics Learning for Elementary School Students. *Journal of Indonesian Primary School*, 1(3), 12–23.
- Latifah, I., & Safrida, I. (2025). Improving Students' Language Skills with Punakawan Wayang Media at RA Mansyaul Huda: A Classroom Action Research. *Journal of Indonesian Primary School*, 2(1), 13–24.
- Lubis, A. H. (2024). Improving Elementary School Students' Reading Skills Using Picture Word Cards: How is This Possible? *Journal of Indonesian Primary School*, 1(2), 9–18.
- Lubis, A. H., & Lubis, S. S. W. (2024). Development of Newsletter Media in Thematic Learning for Elementary School Students. *Indonesian Journal of Education and Social Humanities*, 1(1), 28–36.
- Mauliana, I., Ulfa, N., & Fitria, A. (2024). Improving Student Learning Outcomes with the Problem Based Learning Model: Classroom Action Research at the State Islamic Primary School. *Indonesian Journal of Education and Social Humanities*, 1(2), 1–8.
- Misqa, L., Oviana, W., Hayati, Z., & Jannah, M. (2024). Improving Student Learning Outcomes in Mathematics Learning through a Contextual Teaching and Learning Approach in Elementary Schools. *Journal of Indonesian Primary School*, 1(2), 19–26.
- Muliawati, I., & Aldin, A. (2024). The Effectiveness of the Problem Based Learning Model on Elementary School Students' Mathematics Learning Outcomes. *Journal of Indonesian Primary School*, 1(2), 27–31.
- Nurliza, M., Lubis, A. H., & Lubis, S. S. W. (2024). Word Square Model Used by Poster Media to Improve Primary School Student Learning Outcomes. *Journal of Indonesian Primary School*, 1(1), 19–28.
- Rahayu, L., & Daud, R. M. (2024). SAS Method assisted by Picture Story Books to Improve Elementary School Students' Beginning Reading Ability. *Journal of Indonesian Primary School*, 1(1), 37–46.
- Rahmah, S., & Lubis, A. H. (2024). Problem Posing as a Learning Model to Improve Primary School Students' Mathematics Learning Outcomes in Gayo Lues. *Journal of Indonesian Primary School*, 1(4), 93–104.
- Simamora, R. (2024). A Survey Research: What is the Role of the Mendeley Application in the Student Environment? *Indonesian Journal of Education and Social Humanities*, 1(2), 40–45.
- Sugiyono. (2018). *Metode Penelitian Kuantitatif Kualitatif dan R&D*. Bandung: Alfabeta.