



The Role of Islamic Religious Education Teachers in Moral Development in MTs. Private Al-Azhar Medan Sunggal

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Abstract: *The role of the Islamic religious education teacher is an effort made by a teacher to foster, nurture and direct students to always understand the teachings of Islam as a whole, understand its meaning and purpose, carry out what was ordered by Allah and His Apostle then become a prohibition in order to apply it in life. daily. It is very important to instill the values of Islamic education in the family. Every parent wants their child to be a pious child, which gives them pleasure and pride. This research was conducted in MTs. Private Al-Azhar Medan Sunggal which aims to find out what roles are played by Islamic Religious Education Teachers in Moral Development, find out how students' morals are, and know the factors of student moral development at Mts. Private Al-Azhar Medan Sunggal. This study uses a qualitative method with field research. The results showed that the teacher showed efforts to provide Islamic religious education in moral development to all students with formal education about religion and morality. The ability of students regarding education in moral development is emphasized Faith in God, Obedience to God absolutely, namely carrying out all His commands and Loving God above all else.*

Keywords: *qualitative methods; Islamic Religious Education; Morals; the Role of teachers*

I. Introduction

Islamic education is an education that is always in an important position in every era. Islamic Religious Education is education or guidance for a person so that he can understand religious values in accordance with the teachings of Islam. Islamic religious education referred to here is an effort in the form of teaching and guidance to students so that later after completing their education they can understand and practice Islamic teachings and make them a way of life. Religious education is very important for all humans both in carrying out life in this world and the hereafter.

Religious education in humans will always be applied to every development of the era as well as technological developments because religious education is needed so that humans do not forget God as the creator. In schools, the most important role in educating children is a teacher. Teachers play a role in children's education in fostering the morals of students. Moral development is an effort, action and activity carried out by a teacher in educating students in order to develop the morals of students so that they have noble character, and have commendable habits and it is hoped that students can become individuals who have good character.

Moral teachings refer to the good deeds of humans as servants of Allah and humans as social beings who need each other. The good and bad nature of humanity is not only seen from what it has and what it bears, but good and bad in Islam is seen from the actions of a human being.

The importance of this research is to find out what roles are played by Islamic Religious Education Teachers in Fostering Students' Morals, to find out how the morals of students are, and to find out the factors of developing students' morals at Mts.Swasta Al-Azhar Medan Sunggal. Al-Azhar Private Madrasah Tsanawiyah is one of the Private Madrasah which is located at Jl. Peacock Gg. Nirvana No. 65 F Medan Sunggal. Even though this madrasa has implemented and carried out moral education for its students.

However, from the results of initial observations that have been made, there are still various problems regarding morals in this madrasa, where there are still many students who do not carry out their obligations in accordance with the regulations that are required for a student, especially the regulations that have been made by Al-Azhar Private MTs itself. Therefore, researchers are interested in raising this title by using qualitative research methods. Previous studies on the role of Islamic religious education teachers in moral development. Some of them related to the study in this research are:

1. The role of Islamic religious education teachers in fostering the morals of students in the journal JOEAI (Journal of Education and Instruction), concluded that the teacher's role in children's education is very important because the role of Islamic religious education teachers is very important in moral formation so that it can act as a guide, and directs the behavior and actions of a child. Moral development must be supported by comprehensive Islamic knowledge, faith and at the same time the correct faith so that it can develop the basic human potential to be kind, think well and behave well. In conclusion, Islamic religious education teachers have an important role in directing and guiding the morals of a child, moral development in students is also one of the steps to educate students so that they can develop according to their age. because of teachers who get used to a positive attitude to a child will become a habit for themselves. Some things that must be done by parents or educators in this case are to provide good teachings and examples.
2. The role of Islamic religious education teachers in fostering the morals of students at Islamic junior high school al Hidayah Jatiuwung Tangerang in the journal e-journal-STIT ISLAMIC VILLAGE TANGERANG, explained that Islamic Religious Education in schools aims to increase students' beliefs, understanding, inspiration, and application of religion Islam so that they become Muslim human beings who believe and fear Allah SWT. In addition, students are also expected to be able to practice the teachings of Islam that they get from the learning process. Therefore, teachers need to improve the quality of teaching and learning so that students not only get material or information from the teacher, but there are activities or actions, especially if better behavior is desired in students. The role of Islamic Religious Education teachers in fostering student morals in schools is not only in terms of exemplary but also the methods used by Islamic Religious Education teachers in the learning process adjusted to the material being taught. When the material being taught is about morals, the Islamic Religious Education teacher uses the lecture and question and answer method.
3. The Role of Islamic Religious Education Teachers on Moral Development of Students at SDN 03 Bojongnangka Pemalang in the journal Al-Miskawaih, explains the moral development of students, one of the Islamic Religious Education teachers uses the lecture method so that students better understand the contents of the lecture, in addition to lectures on moral development Students are also used to habituation so that students are accustomed to behaving both in the school environment and the home environment, besides that in fostering students' morals, counseling is also used which is used when someone gets a problem in their life and needs someone else to

solve the problem. Therefore, moral development is carried out specifically because it involves a person's personality which is kept secret, then the method of punishment with the aim of training students to be responsible and disciplined for what they do, and in relation to counseling, this method is not only used by teachers.

There have been many studies that examine the role of Islamic religious education teachers in moral development, but each researcher certainly has a way of teaching and fostering students in fostering a child's character. In this study, the problem with the moral development of students is how to dress, how to talk between friends at school, bullying between fellow students, breaking school rules and so on. In addition, the observer also saw the number of students who deliberately came late. Especially for students who come in during the day, students prioritize hanging out with friends rather than having to go to class early. So, the purpose of this study is to find out what roles are carried out by Islamic Religious Education Teachers in fostering students' morals, to find out how students' morals are to know the factors of student moral development in Mts. Private Al-Azhar Medan Sunggal.

II. Review of Literature

Islamic religious education is a conscious and planned effort in preparing students to recognize, understand, believe, be pious, have noble character, practice Islamic teachings from the main source of the holy book al-Quran and al-Hadith, through activities of guidance, teaching, training, and education. the use of experience (Mulia, 2019). Islamic education is an education that is always in an important position in every era. Islamic Religious Education is education or guidance for a person so that he can understand religious values in accordance with the teachings of Islam. Islamic religious education referred to here is an effort in the form of teaching and guidance to students so that later after completing their education they can understand and practice Islamic teachings and make them a way of life. Religious education is very important for all humans both in carrying out life in this world and the hereafter.

Religious education in humans will always be applied to every development of the era as well as technological developments because religious education is needed so that humans do not forget God as the creator. This deficiency arises due to the lack of attention of educational personnel printing institutions that pay attention to these skills (Waluyandi, 2020). Pohan (2020) states that at school, from elementary to secondary school or even college, students undergo, practice, and experience the learning process of various knowledge and skills. Learning is essentially a cognitive process that has the support of psychomotor functions (Arsani, 2020). According to Nurgiyantoro in Putriyanti (2019), religious education values are high spiritual values and absolutely come from human belief in God. Education is a process consisting of the individual, society or national community of the individual, and the entire content of reality, both material and spiritual, which plays a role in determining the nature, destiny, human form and society (Nurkholis, 2013). the role of the teacher, among others: as an educator, teacher, and mentor. In connection with these three roles, it can be further detailed the role of the teacher, among others; as an informer, organizer, motivator, director, initiator, transmitter, facilitator, mediator, and evaluator (Permadi, 2019). The teacher's role is very important in education, because it is the teacher who helps students overcome difficulties in the learning process, who seeks to create an environment that challenges students to carry out learning activities (Djamarah, 2005).

Because the teacher is the main focus in the implementation of learning. However, the task of a teacher is not only to transfer knowledge to students but also to direct and shape their personality for the better, especially to Islamic Religious Education teachers. The role of a teacher is not just a transfer of knowledge but the most important thing is the transfer of character. In the perspective of national education policy, the government has formulated four types of teacher competencies as stated in the explanation of government regulation no. 19 of 2005 concerning National Education Standards, namely pedagogical competence, personality competence, professional competence, and social competence. A teacher also has the main task, namely reading, knowing and communicating. Apart from that, the teacher also has benefits and functions. The benefits of a teacher are to teach, guide or direct and foster. The teacher's function is very vital, namely fostering.

This is the culmination of a series of teacher functions. Fostering is trying earnestly to make something better than before. Because after teaching something to the students then the teacher will guide or direct and then foster the student. The role of Islamic religious education teachers in moral development as emphasized by Muhammad Ali Qutb that moral development can be done by: through understanding and understanding, through suggestions and appeals and habituation exercises and repetition. Morals are behaviors or actions that are clearly visible, both in words and actions that motivate by encouragement because of Allah (Syarifah Habibah, 2015). Strong morality (matinul morals) or noble character is an attitude and behavior that must be possessed by every Muslim, both in relation to Allah and His creatures. With noble character, humans will be happier in their lives, both in this world and in the hereafter.

Because it is so important to have noble character for mankind, therefore Rasulullah SAW was sent to improve morals and he himself has shown us his morals. In the translation of the book *Ta'limul Muta'allim*, the article on respect for knowledge and scholars, one part of it explains about avoiding despicable morals, namely "It is recommended to seekers of knowledge to avoid despicable morals, because they are like dogs; whereas the Prophet SAW said: 'Angels will not enter a house where there is a statue or dog', while humans learn through angels". Then in the article on the understanding of the science of fiqh and its virtues, one of the sections explains about learning the science of morals. That is "Similarly (must study science) in the field of moral studies". In conversations about morals which are sometimes said to be moral, ethical or temperament, there are *akhlakul karimah* (noble morals) and *morals madzmumah* (despicable morals).

Morals are the fruit resulting from the process of applying Islamic religious teachings which include a belief system (*aqidah*) and a system of rules and laws (*shari'ah*). The realization of noble character in the midst of society is the main mission of learning Islamic religious education (PAI). Islamic religious education has become the most important part of the national education curriculum and has been implemented starting from the basic education level to the higher education level. Many studies like this have done it, such as the role of *Akhlak Akhlak Subject Teachers in the Moral Development of Students*, Mas Al-Manaar Ujung Gurap, Batunadua Village, Padang Sidempuan City (SIPAHUTAR, 2017), *The Role of Islamic Religious Education Teachers (PAI) in Fostering Students' Morals at SMP Negeri 1 Cibarusah Bekasi* (Students et al., 2021), and the role of Islamic religious education teachers and character in the moral development of students at Sdn Cibereum 4, South Bogor (Firdaus, 2018). This study uses qualitative methods in solving the problems contained in the research because this method can explain.

III. Research Methods

In this study, the researcher used a qualitative descriptive method whose information was found at the observation site. Data obtained by means of interviews, observation and documentation. In essence, qualitative research is used for several reasons, including: first, adapting qualitative methods more easily when dealing with multiple realities, these two methods directly present the nature of the relationship between researchers and respondents, these three methods are more sensitive and adapt more to a lot of sharpening, mutual influence and on the patterns encountered. The approach used in this research is descriptive qualitative. It is called descriptive because researchers conducting research are not intended to test certain hypotheses but only describe what they are about a symptom and situation.

The reason is so that the authors get information easily and get perfect results from the research. The sources in the study were the teachers of Al-Azhar Private MTs Medan Sunggal. The role of teachers in the implementation of moral education for students cannot be separated from their control in supervising through teachers and parents. In addition, it cannot be separated from various assistance and elements of education itself, such as moral guidance at Madrasah Tsanawiyah. For education in Madrasah Tsanawiyah the teacher as a facilitator in Madrasah to always teach good morals to students so that they can become better human beings. Then the data is processed carefully based on the facts found at the observation site. Furthermore, the data were analyzed and checked for validity to obtain valid conclusions.

This research was conducted from April 2022 to June 2022 in the academic year 2022/2023 and this research was carried out at Al-Azhar Private MTs Medan Sunggal which is located at Jalan Merak Gg. Nirvana No. 65 F Sei Sikambing B Medan Sunggal. One of the most important things to study is the research location. Because an understanding of the research location properly and correctly will have an influence on the aims and objectives of the research. The author uses techniques to collect data in accordance with the problem being studied. The data collection techniques used in this study are as follows:

1. Observation is the systematic observation or recording of the phenomena being investigated. This observation is the first method used to obtain data that is directly related to the field.
2. Interviews, namely collecting data through interviews with the author with principals and school educators to find out the implementation of moral educators in shaping Muslim personalities at Al-Azhar Private MTs Medan Sunggal.
3. Documentation, namely data collection by studying, observing notes of an object through documentation sources in the form of required data or those related to the role of teachers at Al-Azhar Private MTs Medan Sunggal.

Data analysis is the process of organizing and sorting data on the state of patterns, categories, basic description units so that the data is determined by themes and working hypotheses can be found as suggested by the data. The author uses qualitative descriptive writing because in this paper it will be described how the role of the teacher in the implementation of student moral education at Mts Al-Azhar Medan Sunggal. Data analysis technique is the process of compiling and categorizing research material (data) that has been collected in units, then linkages between the data are carried out and finally can find what is important and must be reported. The data analysis technique needed in this research is descriptive qualitative, in which the data analysis is carried out in a non-statistical way, namely

research conducted by describing the data obtained with words or sentences separated into categories to draw conclusions. After all the data has been collected, then the data is processed and presented using descriptive data analysis techniques with several predetermined stages, namely identification, classification and then interpreted by explaining descriptively.

IV. Results and Discussion

4.1 Results

This research was conducted at the Al-Azhar Private MTs Medan Sunggal. This madrasa was founded by Mr. H. Hisbullah Hamid which was founded on May 2, 1995 and has also been operating since 1995 until now and is also accredited A with the 2013 Curriculum which is located at Jl. Peacock Gg. Nirvana No. 65 F North Sumatra Province kab. Medan City, Kec. Medan Sunggal Ex. Sei Sikambing B. MTs Al-Azhar College Foundation Medan Sunggal is a private school led by Mr. Maksun Harahap, S.Sos.I, teachers and administrative and administrative staff. There are homeroom teachers for the field of classroom management and teachers for the field of learning in the classroom who are competent according to the fields they master.

The number of students is 356 with 189 male students and 167 female students with 23 educators. From the results of research and interviews with principals at schools at MTs Al-Azhar Medan Sunggal researchers found problems in the role of teachers in fostering student morals which had several obstacles in forming good morals for students. In an effort to overcome problems in fostering students' morals at MTs Al-Azhar Medan Sunggal the researchers created several roles and factors that can improve and facilitate in forming good morals for students at MTs Al-Azhar Medan Sunggal.

1. The role of Islamic Religious Education (PAI) teachers in fostering the morals of students at MTs Al-Azhar. First, the teacher's role as an educator is by educating students with the aim of changing behavior for the better and also providing an understanding of student moral development. Second, the teacher as an advisor is by advising students in a good way without cornering students' mistakes. Third, the teacher's role as an exemplary model is to provide examples of how to have good manners in getting along with fellow human beings, starting with speaking politely, not insinuating the interlocutor and how to respond to friends who are not good. Fourth, the teacher as a teacher is to make students know about the material from a scientific discipline and have a high intellectual level. Fifth, the teacher as a mentor is very closely related to daily practice to be able to become a mentor, namely guiding and directing students to stay on the right track and must be able to treat students with respect and love.
2. Not only the role of the teacher but there are also several teacher competencies, namely:
 - a. edagogic competence is the ability or skill of the teacher in managing the learning process or teaching and learning interactions with students. In this competency there are 7 aspects that must be mastered, including:
 - Characteristics of students
 - Learning theory and educational principles of learning
 - Curriculum development
 - Educational learning
 - Development of the potential of students
 - How to communicate
 - Learning assessment and evaluation

- b. Personality competencies are related to the teacher's character and must be possessed so that they become role models for students. In addition, teachers must also be able to educate their students to help them have a good personality. There are several personalities that a teacher must have, including:
 - Stable personality, acts according to social norms and proud to be a teacher.
 - Mature personality displays independence in acting as an educator and has a work ethic as a teacher.
 - A wise personality displays actions based on the benefits of students, schools and communities and shows openness in thinking and acting.
 - An authoritative personality includes behavior that has a positive effect on students and has respected behavior.
 - Noble personality includes acting according to religious norms and having behavior that students imitate.
 - c. Professional competence is the ability or skill that must be possessed by teachers so that college assignments can be completed properly and correctly. These skills are related to technical matters and are directly related to teacher performance. These competency indicators are:
 - Mastering the subject matter taught, including the structure of the lesson, the concept of the lesson and the scientific mindset of the material.
 - Mastering competency standards (SK), Basic Competencies (KD), and learning objectives from the lessons taught.
 - Able to develop subject matter creatively so that it can provide reflective knowledge for sustainable professional development.
 - Able to utilize information and communication technology (ICT) in the learning process and self-development.
 - d. Social competence is the competence of the teacher's ability to communicate effectively with students, education staff, parents/guardians of students, and the surrounding community:
 - Act objectively, non-discriminatory based on gender, religion, race, physical condition, family background, and family social status.
 - Communicate effectively, empathically, and politely to fellow educators, education staff, parents or guardians of students and the surrounding community.
 - Adapt to the place of duty throughout the territory of the Republic of Indonesia which has socio-cultural diversity.
 - Communicate orally and in writing.
3. The factors that influence moral development are:
- a. Internal factors
 - Factors Instinct (instinct) is a pattern of behavior that is not learned, a mechanism that is thought to exist from birth and also appears in every creature. Some experts argue that morality does not need to be formed because morality is an instinct that humans are born with. Psychologists also explain that instincts (instincts) function as motivators or drivers that encourage the birth of behavior. Every human action is born from a will that is demonstrated by instinct or instinct.
 - The will is the factor that moves people to act in earnest. In human behavior, it is the will that drives humans to try and work, without the will all ideas, beliefs, beliefs, knowledge become passive, and have no meaning for their lives. From the human will will determine good or bad behavior.

- Hereditary factors directly or indirectly greatly affect the formation of a person's attitudes and behavior. The nature of his parents. The traits that are passed down by parents are not traits that are owned that grow maturely due to the influence of the environment, customs and education, but are innate traits from birth.

b. External Factors

- Custom is every act and deed of a person that is done repeatedly in the same form so that it becomes a habit, it is not enough to just repeat it, but must be accompanied by likes and inclinations of the heart towards it. So, the formation of that habit, is due to a tendency of the heart accompanied by actions.
- Environmental factors have a very large influence on the formation of one's character. Humans are always in touch with other humans, that's why humans have to get along. Therefore, in the association will influence a person in thinking and behaving. If the environmental conditions are not good then a person's behavior will tend to be bad too.
- Education has a big influence in the formation of human morals, various sciences are allowed so that someone understands it and can make a change in himself. Education is an effort to direct the potential of human life in the form of basic abilities and learning abilities so that changes occur in their personal lives. If the education and moral teaching given to the child is good, it can make the child behave well.

4.2 Discussion

Judging from the results of research on the role of Islamic religious education teachers in fostering student morals in MTs. Private Al-Azhar Medan Sunggal using qualitative methods has a better impact than students who are taught how to behave better. To find out the role of Islamic Religious Education teachers in fostering student morals at Mts. Private Al-Azhar Medan Sunggal, namely the role of Islamic religious education (PAI) teachers in fostering student morals is as educators by educating students with the aim of changing behavior for the better, teachers also become advisors, namely advising students in a good way, and not only that, the teacher's role is as a role model for students, and the teacher is also a teacher so that students know the material and have a high intellectual level, and the teacher also has a role as a mentor which is closely related to daily practice, namely directing the students.

Keep on the right track. But not only the role of the teacher, there are also several teacher competencies such as pedagogic competence, personality competence, professional competence, and also social competence. Then to find out the morals of students at Mts. Private Al-Azhar Medan Sunggal by taking actions and activities carried out by a teacher so that they have noble character and have commendable habits, and it is hoped that students can become individuals who have good character. And to find out the factors that influence the moral development of students at Mts. Private Al-Azhar Medan Sunggal is through internal factors which include instinct (instinct), will and also heredity factors. Then there are also external factors including customs, environmental factors, and education.

V. Conclusion

The role of Islamic religious education teachers in fostering student morals at Mts. Private Al-Azhar Medan Sunggal is first as an educator, namely by providing an understanding

of moral development, the two teachers as advisors, namely advising students in a kind and gentle way without cornering students' mistakes, the three teachers as exemplary models, namely by providing examples of how good attitude in associating with fellow human beings begins by speaking politely, not insinuating the opponent is talking and how to respond to friends who are not good, the four teachers as mentors are very closely related to the practice of kesaharian to be a mentor must be able to treat students with respect and love him.

Al-Azhar Private Mts students have good morals but not all of them, some students still violate school regulations and religious norms, with the student moral development program carried out by Islamic Religion Teachers (PAI) students' morals slowly become good. Factors that influence the morals of students of Private Mts Al-Azhar are internal factors that come from the person himself, then external factors that come from the family environment, school environment, and community environment.

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