

THE ROLE OF ISLAMIC RELIGIOUS EDUCATION TEACHERS IN THE FORMING OF PANCASILA STUDENTS PROFILE DIMENSIONS OF NOBLE CHARACTER

Endrik Mas Yulaidi

Pascasarjana Program Studi s2 Pendidikan Dasar UM

endrik.yulaidi@gmail.com

Ricky Ulanda Kostriono

Pascasarjana Program Studi s2 Pendidikan Dasar UM

rickyulanda@gmail.com

Wildan Irwahyudi

Pascasarjana Program Studi s2 Pendidikan Dasar UM

wildan.irwahyudi.2221038@students.um.ac.id

Shirly Rizki Kusumaningrum

Pascasarjana Program Studi s2 Pendidikan Dasar UM

shirly.rizki.pasca@um.ac.id

Radeni Sukma Indra Dewi

Pascasarjana Program Studi s2 Pendidikan Dasar UM

radenisukmaindradewi.pasca@um.ac.id

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Abstract

In an era of increasingly rapid technological development, many people are addicted to Gadgets. It can be seen from the number of users of gadgets (smartphones) globally increasing from year to year. The high use of excessive or inappropriate gadgets has an influence on the personality and character of the community. It can be seen from the many cases that reflect the bad character of Indonesian society, such as corruption, cyberbullying, brawls between lessons, and other cases. The purpose of this study was to determine the role of Islamic religious teachers in the character formation of Pancasila student profile dimensions of noble character in the Laboratory Primary School of UM Blitar. This study used a qualitative descriptive research design with a case study approach. The data collection techniques used in this study were interviews and documentation studies. This research was conducted at Laboratory Primary School UM Blitar, with the Islamic religious teacher as the key informant. The results showed that Islamic religious teachers are one of the pioneers in the success and formation of student personality, because they play an important role as sponsors or imitators in the implementation of personality formation in schools. The contribution of Islamic education teachers in shaping the character of students is empowerment, exemplary, intervention, integrated, sekrening.

Keywords: *Character education, Pancasila students, Teacher's Role, Islamic Religious Education.*

Introduction

In an era of increasingly rapid technological development, today many people are addicted to Gadgets. It can be seen from the number of users of gadgets (smartphones) globally is increasing from year to year. The high use of excessive or inappropriate gadgets has an influence on the personality and character of the community. It can be seen from the many cases that reflect the bad character of Indonesian society, Based on the corruption assumption index by LSTI (transparency Survey Institute International,) Indonesia is ranked 118th out of 174 countries as a country the most corrupt in the world. (Compass, 2012). Based on data from KPAI 2011 to April 2015 a number of 6,006 cases (Setyawan, 2015). Acts of violence such as acts of bullying, fighting, and mutual attack (assault) with perpetrators of adolescents aged 13-15 years in Indonesia is higher than Malaysia, Thailand, and Vietnam (UNICEF, 2014)(Di et al., 2019). So that the problems related to the weak character of society become a problem of the Indonesian nation. According to (Maisyarah et al., 2022) character education is considered the right solution to solve the nation's problems. Indeed, character education has been instilled from an early age, especially at the basic education level. This has been stipulated in (Law of the Republic of Indonesia Number 20, 2003) on the National Education System in Article 3, which states that National Education serves to develop the ability and shape the character and civilization of a dignified nation in order to educate the life of the nation.

The dimension of noble character aims to form students who are moral in relation to God Almighty. He understands the teachings of religion and his beliefs and applies them in his daily life. In this dimension, Islamic religious education teachers are required to actively guide and guide students to achieve this dimension.

All the teachers have different ways to realize the character education of the Pancasila profile on the noble character. Based on the explanation and facts contained in the research location, researchers are interested in knowing more about the role of Islamic religious education teachers in the formation of the character of the Pancasila student profile in the dimensions of noble character. Therefore, the researcher took the title of the study “the role of religious education teachers in an effort to establish the character of Pancasila student profile dimensions of noble character in Laboratory Primary School of UM Blitar.

Method

This study uses a qualitative approach, with a case study research design. This is done because the researcher wants to describe the facts or circumstances according to what happened. The location in this research is the Laboratory Primary School of UM in Jalan Ir. Soekarno No.1 Blitar, East Java, Indonesia. Data mining in this study uses in-depth interview techniques (in dept interview), observation, literature study, and documentation studies. Data mining in this study uses in-depth interview techniques (in depth interview), and documentation studies. The key informant in this study was the principal, with teachers, education personnel, and the school committee as additional informants. Another source of data from the study is relevant to school documents. The data analysis technique used in this descriptive qualitative approach uses (Dull & Reinhardt, 2014) analysis starting from data reduction, data presentation, and conclusion/verification. The activity of checking the validity of the data is carried out by the researcher to validate whether the data is accurate. Checking the validity of the data in this study using a credibility test, in this study the credibility test includes triangulation, extended observation time, increased persistence, and adequacy of reference materials.

Findings And Discussion

Description of Research Data

Teachers are responsible figures in educational institutions to make their students better and more useful in their communities. In addition, teachers are also able to create the character of students when in school, as well as the character of the Pancasila student profile dimensions of noble character. One of them who has a role in creating the character of the Pancasila student profile dimensions of that character formed by religious education teachers through habituation taught in schools. However, Islamic religious education teachers have a variety of roles. Then the researchers obtained the following data:

The role of Islamic religious teachers in creating the character of Pancasila student profile dimensions of noble character of the students at Laboratory Primary School of UM Blitar. Based on data from the documentation taken by researchers on October 15, researchers observed the learning process of religious education because of observations made related to the role of religious education teachers in creating

the character of the student profile Pancasila dimensions of faith, fear of God, and noble character (Salamah, 2020). Students at Laboratory Primary School of UM Blitar play a role in instilling these characters to students. One of its roles in creating the religious character of students in the teaching and learning process at Laboratory Primary School of UM Blitar always accustoms students to pray together before learning begins and at the end of learning. In addition, there is also Islamic religious education teachers who intersperse with religious activities before learning begins. Religious education teachers are also seen discipline into the classroom on time, this will be a good example for students. The main duties of a teacher are Sharing knowledge, giving education, and teaching about life is the primary responsibility of a teacher. Interview with the religion teachers at Laboratory Primary School of UM Blitar are:

As a professional teacher we have to design a lesson plan. At the beginning of the new academic year always prepare lesson plans and syllabi. The purpose makes the learning process neater. So learning objective every semester of each semester will be achieved. Then, if we want to compare it with the other subjects, the lesson plan of religious teachers is more than the other subjects. The learning resource for the religious subject is: using the handbook Religion Teacher, LKS, Modules, and books published by the government. During the pandemic, the learning process using lesson plans or syllabi based on COVID-19's Curriculum, the media are personal WA applications, Google classroom, email, and zoom meetings.

As a teacher, not only teach the material only but in addition, the teacher of religion must be able to apply religious values to students. "In addition, in every learning, the material I convey to my student interspersed with religious values, I convey to his real state the goal for children to be able to apply in everyday life, such as material related to the religious character such as closer to God. This opinion was expressed by religious teachers.

An educator is not enough to transfer knowledge only. However, an educator should be responsible for the development of the students. In addition to parents who educate children at home, teachers also have an important role after parents in educating the character of students in schools. Therefore, the effort of religious teachers created religious characteristics that the teachers must be increased religious values of what has been delivered to students. In addition, social control by religious teachers is very needed in this era. In the interview by researchers with the religion teacher of Laboratory Primary School of UM Blitar, they said that School is a

place of activity for students according to their developmental age. Students who are active in extracurricular activities when compared to the total number of students are only about 10% who are scattered in all extracurricular activities organized by the school. So many activities of religion teachers to increase Pancasila Student Profile Dimensions of Faith, Fear of God, and Noble character. Namely: charity for others, sholat Dhuha, celebrating religious holidays, and respecting each other although different religions. A teacher can be said to be successful in creating the character of students and can not be separated from his role as a leader. The religious teacher is not only an educator but a leader also. A man leader must have good morals because a leader is a role model for those he leads. So, a teacher specifically a religious teacher must have good manners because this will be used as an example by students in creating the character that student. As a leader, Education Teacher's Religion will have a major impact on the one he leads the student.

A teacher is very important for students, especially in helping them to realize the purpose of life that student. Their ability, potential, interests, and talents that he has will not develop without the help of an educator. When a teacher or parents are able to provide good motivation for students/children, then within the child will more motivated to do these activities better. As well as motivating children to get used to having a religious character with hope can arouse the spirit of worship, especially for students who are lazy to worship due to negative influences from outside the student. In addition students are also motivated in terms of goodness, as the results of an interview with religion teacher at Laboratory Primary School of UM Blitar " I always motivated teachers to always be honest, because being honest in anything will ease my way to live a better life, there are many other motivations." opinions others were also revealed by one of the students named Arvin Zain "He said that teacher always given the motivation to always active in learning, always given advice to obey government rules, always maintain relationships always maintain good relations between friends and always read the Qur'an to self-calm.

As a teacher, not only perform their duties as teachers but also strive to provide facilities to participants educate (Imamah et al., 2021). Religion education teachers have a position so important in creating the behavior and morals of students in schools. A religious education teacher Islam can be said to act as a facilitator because to be a facilitator he must be able to encourage students to become a better people.

Supporting Factors

The results of interviews by researchers found some supporting factors in creating the Character Formation of Pancasila Student Profile Dimensions of Noble character, as follows:

- a. Support and reaction of parents and society, as expressed by Mrs. Anisa:
A good habit not only in school but family surroundings has an important role. School and family must be connected to each other. If one of the surroundings not supporting each other make the character can't be run well.
- b. Socio-cultural aspects of the school environment.
So many cultures and Customs applied in this school, can be used as an example of the students themselves in form a religious character for example the habit of praying in congregation, praying, the Qur'an and others. "Here the children we used to pray duha, I usually allow 15 minutes to execute Duha prayer, other than that on the sidelines of the clock lessons before starting my students get used to to tadarus first," Said Mrs. Aries Mufaida, M. PdI as a Muslim Teacher. Not only islam, but other religions also have many good habits that have been applied such as mutual tolerance, donations for disaster victims, and visiting friends ' homes even though they are different religions. Mrs Aries Mufaida, M. PdI said also that for the religious attitude of students every day before the lesson begins students are accustomed to pray first, then every Friday morning there is recitation before the lesson 30 minutes, then the first break was Duha prayer but because the mosque is not enough, so replacement, then there is also the Dhuhur prayer in congregation.
- c. Principle and Teachers
Teacher as a leader in the class, as a leader, a teacher must provide direction and character models religion is good because it will support the formation of good moral students anyway. The existence of cooperation between teachers is also capable of creating the character of students.
- d. School facilities and infrastructure
A good School facilities and infrastructure are also become one of the supporting factors in the process formation of religious character and caring attitude socially child. Here are the results of the interview researchers with Miss Aries Mufaida which is teacher PAI at the school, " before pandemic, we hold amal peduli activities Friday we will provide assistance to underprivileged

students."Reveal him. It aims to train how much sense social care students at the school is good because it accustoms students to have empathy for others.

Inhibiting Factors

a. Student Environmental Conditions

Environmental conditions of students who do not support will be difficult for students to form religious character. Because students will be affected with these conditions. Mrs Aries Mufaida said that the inhibited factor is usually physical social students, so they have problems at home. So many students bring their own problems in school. This condition makes them not focus on their studies. So their habits at home should be balanced with the same at school". Students with different background will be one factor obstacles in creating the religious character and caring attitude of students dimensions of noble character

b. The attention of parents is lost.

When you ignore your child, you don't ignore him or stand up when he misbehaves. On the contrary, you distract all your attention from your child and his behavior. Ignoring usually helps stop the behavior your child is using to get your attention. This includes behaviors such as tantrums, whining, and interruptions. Mrs Aries Mufaida, M. PdI. said:

If the inhibitory factor is usually less role of parents at home, for example in the school has instilled character values religious at home lack of attention from parents yes difficult especially in school the outskirts of the average right a lot of people his parents worked abroad and usually the child is a little different with his friend's average behavior is less good, then broken home and usually something is lacking financially. If the inhibiting factor is usually less role of parents in the home, for example in the school has good religious character at home lack of attention from parents. this means that they cannot implement it properly. so that the formation of the character profile of Pancasila students dimensions of noble character can not be created as has been proclaimed. The more advanced technology will affect the child's mindset. This Internet can affect the character of the fading attitude of social care. This happens because of the habits of children in use of the internet only for entertainment and obtaining information on social media, with that they will increasingly forget the situation around them because it takes too long to browse the internet. Hal this is why students become individualists, in addition, it reduces the social nature of students because students tend to prefer to communicate through the internet instead of the face. The social nature that has changed also changes the

way students interact. The negative influence of the internet also allows students to addicted to playing games, addicted to watching movies adult and often playing social media as entertainment, it can spend student money only to serve the addiction. Based on discoveries of researchers, it is as expressed by Mrs Aries "in addition to that become another factor of the negative influence of the internet, yes sometimes Hp is positive there is a negative if too often play Hp is also not good, will resulting in a lack of sensitivity to the environment around and this will reduce empathy for friends around students. Based on the October 15 document, several factors support in creating a child's religious character activities in schools that help of the child's religious character, both routine held every Friday to train students ' social care attitude. Other supporting factors can also be from within the family environment can also be from school.

Research Data Analysis

Planning activities in the role of Teachers of Islamic Religious Education in the formation of student profile dimension Pancasila moral program has been divided into aspects of learning and non-learning. The overall shape of the planning program is formed in order to strengthen the character of students based on the value of integrity, good and detailed planning can facilitate the school to achieve the expected goals in the future (Botha, 2010; Fahrilyani et al., 2019; Mustiningsih et al., 2019)(Maisyaroh et al., 2021). Planning is concerned with the set of activities that must be carried out to achieve future goals. Planning is the process of rational and systematic activities in determining all decisions, activities, or steps that will be carried out in the future to achieve effective and efficient goals (Alfirevic et al., 2016; Maisyaroh et al., 2014). In the plan there are always stages in order to achieve effective and efficient goals in an educational institution. This stage covers the management process from planning to evaluation.

The data collection has been successful writer collected, the obtained information through the method interviews, observations and documentation, the authors have describe the data in accordance with research results. Until the authors produce research findings are some of the roles of religious education teachers in creating Pancasila Student Profile Dimensions of Noble character. Some supporting factors and inhibitory, as well as how the solution resolves the problem. From the data that has been presented is the presence of the role of religious teacher is very important in the ongoing character education, especially in creating character religious and social attitudes of students.

Analysis of the role of Islamic Religious Education Teachers in creating Dimensions of Noble character of students in Laboratory Primary School UM Blitar. The school plays an important role after family in creating human character. Of course so that the development of religious character and attitude social care can run properly, it is necessary there is sufficient and consistent knowledge to all teachers of Religious Education and structure organization in the field of religion. Policies or regulations applied in schools are one form of fostering religious character and social care attitude. However, school policy must be balanced with the understanding of all religious teachers in their role in implementing these policies in order to be able to form religious character and a socially caring attitude. The results of interviews with several informants about the role of teachers' religious education in creating religious character and social care attitudes are as follows:

a. Teachers

Religious education is a human effort to educate or make someone believe, fear, and have a noble character. Moral education is very important because it involves the attitude and behavior of students in the school or family environment. In the school environment, the teacher educates the students to have good morals, while in the family environment the parents educate them. Students are equipped with morals for the future and keep themselves from temptations in the world, including the rampant internet, cases of violence, and others. Various activities fostering the noble character of students in school, certainly cannot be separated from the active role of a teacher. The teacher is a determining figure for the success of the process of fostering noble character carried out in schools, who guides and teaches knowledge and skills to students, has the ability to design learning programs, and is able to organize and manage classes so that students can learn and ultimately reach the level of maturity as the ultimate goal of the educational process.

The teacher is the main actor in a scenario of the learning process, as well as determining the success or failure of the learning process. Therefore, teachers are required to be subjects of Education who understand and understand well about the teaching profession. When associated with noble character development or character education, the role of teachers is very large and important because teachers are the backbone of noble character development in schools. Because the role is very large and important that makes the teacher must understand in depth the nature of noble character development, then coaching strategies, coaching methods, and the purpose of noble character development. Teachers must equip themselves with noble

character or good character. Equipping oneself means having knowledge of noble morals as well as practicing these noble morals in one's life. This is important because the teacher is a figure that is used as a role model and imitated and teachers also have to prepare themselves with the paradigm of noble character and permanently embed the noble character in real-life activities.

b. Educators

As a teacher of religious education should be able to understand and create the attitude of the dimensions of faith, fear of God, and noble character to be a better person when they are in society later. Based on data the author has presented before, the discovery of the author of elementary school teacher of religion in the laboratory um Blitar not only transfer science courses knowledge), but also as education responsible for the development of students. Religious teacher tries to educate students by tempering religious character and social care attitude with do charity work before pandemic, but after pandemic habituation this activity is requested in advance.

c. Supervisor

As a teacher not only transfer the knowledge to the student but they have a duty to guide and give advice to them. Not only counseling guidance teacher has a right to guide them, however, teachers of religious education should also have ability to guide students. Based on the data presented by the author, in this study found the role of religious education teachers in Laboratory Primary School of UM Blitar City as mentors that teachers help students who have difficulty in solving the problem. The teacher conduct activities that guide the teacher guide individually to students who troubled and experiencing difficulties. As a religious teacher clesee seen that in every implementation activities zakat fitrah guru guides in his intention.

d. Exemplary

Exemplary is an excellent medium in developing the attitude of religious character and social caring attitude (Haerudin & Noor, 2022). Teacher's role model for students be the key to success in shaping the character religious and social caring attitude. The exemplary attitude conducted by a religious education teacher at the Laboratory Primary School of UM Blitar, it was shown that teachers are always friendly, disciplined, smile back and greet children, responsible. The most important teacher exemplifies morality and good behavior at school.

e. Leader

As a leader, the religious teacher becomes guide for students (Rahmah & Ilham, 2022). Teachers should reflect morality good, as an example of one of the attitudes of leaders in Laboratory Primary School of Um Blitar namely teachers lead in congregation prayer, Duha prayer, lead to pray before lessons and others. And as a leader the teacher set a good example with familiarizing good things such as taking students draw near to God always Duha prayer, bertadarus Qur'an, always caring for others by always Infaq and others

f. Motivator

Motivation to learn is the driving force, strength, and tools to build a strong desire/willingness for students to learn effectively, actively, innovatively, and creative. An educator especially in the field of religion expected to be a strong motivator for his students. Especially in an effort to shape the character religious and in shaping the character of caring attitude social. Based on the data that the author presented earlier, religious teachers at the Laboratory Primary School of UM Blitar as motivators have a task not only provide a spirit of learning motivation for students only except as a booster in the amplifier worship students. A religious teacher reminded his students to always perform prayers in congregation, to always Duha prayer, discipline, always behave be honest, and give good advice such as always maintain good relations between friends.

Conclusion

Based on the data findings, researchers who have analyzed the above have been in accordance with what is contained in the existing theory. Where in a theory explained because there are several roles of teachers, namely where teachers act as educators, as leaders, facilitators, and motivators, other than that teachers can good role model. This theory is in accordance with the fact that religious teachers in elementary school laboratories um Blitar also have the same role, in addition to teaching students religious teachers not only provide knowledge but also guide with religious and social values. In addition, based on the existing theory, a religious teacher must have basic skills that must be owned, namely religious personal competence, religious social competence, religious professional competence. Based on this theory, researchers found some facts in the field that some religious teachers there have competence includes all three. First, religious personal competence includes the personality of the teacher who is religious, honest, friendly and

responsible. Second, socio-religious competence, namely always helping fellow colleagues, always reminding students to always help their friends, and always motivating students to always have an empathetic attitude toward fellow beings. Third, the competence of religious professionals, namely religious teachers is able to account for the theories that have been delivered.

Not only that, in theory a religious teacher must have the competence and: can plan learning programs clumps of religious lessons, can teach religious lessons collected in school and outside school, can guide students in religious life, can analyze the problems that exist in the learning process, and can find solutions to problems in the community later, making it a role model for students and the community in the practice of religious teachings. This is in accordance with the facts found in the field. Islamic eligious teachers at Laboratory Primary School of UM Blitar have some of the competencies mentioned above.

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