The Role of Islamic Religious Education Teachers in Instilling Islamic Character Values Through Habituation in Junior High School Students in Bengkulu City

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Abstract. The purpose of this study is to describe the roles and factors that hinder Islamic religious education teachers in instilling Islamic character values through habituation in students at SMPN Kota Bengkulu. The method used is a type of field research using a qualitative descriptive approach. Data collection techniques use interviews, observation and documentation. The data validity techniques used are observational persistence and data triangulation. The data analysis techniques used are data reduction, data presentation, conclusion drawing. The result of the study is the role of Islamic Religious Education teachers in instilling Islamic character values through habituation in SMP N Kota Bengkulu students, namely Teachers as educators, Teachers as guides, Teachers as models and examples, and Teachers as guides. The factors that hinder Islamic Religious Education teachers in instilling Islamic character values through habituation in SMP N Kota Bengkulu students are student background, low student interest, school environment, and facilities. From the results of the study, it can be said that the Islamic Education Teacher of SMP N Kota Bengkulu as an educator has a very important role in shaping the Islamic character of students, instilling Islamic character values, especially the application of smiles, greetings, and greetings. manners.

Keywords: PAI teacher role · Islamic character · habituation

1 Introduction

National Education functions to develop the ability and shape the character and civilization of a dignified nation in order to educate the nation's life, and aims to develop the potential of students to become human beings who believe and fear God Almighty, have noble character, healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens [1].

Based on the above Law, education can be said to be successful if students develop all their potential. The purpose of student development can be done through the educational process. One of them is done through schools, schools are institutions that carry out the educational process by providing instruction to their students [2].

Education in schools, especially education, has a very large role in shaping a person's religiosity. The experience gained (once done) in school makes an impact which is considerable to the practice of students in everyday life [3].

Furthermore, if it is associated with the understanding of Islamic Religious Education learning, then the understanding of Islamic Religious Education learning is an effort so that students are able, needy, encouraged, and willing to learn, and are interested in continuing to study Islam, both for the benefit of knowing how to practice the right religion, and studying Islam as a science [4].

From this understanding, it can be concluded that the learning of Islamic Religious Education has given encouragement to students by inviting them to be interested and continuously learn the teachings of Islam, so that they can apply them in everyday life. Learning Islamic Religious Education in schools is carried out not only for mastery of material on cognitive aspects, but also mastery of affective and psychomotor aspects.

The role of teachers is many, but the most important thing is first, the teacher as a giver of true knowledge to his students. Second, teachers as noble moral builders, because noble morals are the main pillars to sustain the survival of a nation. Third, the teacher teaches his student about the good life, that is, the man who knows who his creator is which causes him not to be a proud person, to be a person who knows to do good to the Apostle, to the parents, and to the elderly. to others who have contributed to themselves [5].

Efforts to improve student morals are very important. Because one of the factors causing the failure of Islamic Religious Education so far is the low morals of students, the weakness of Islamic Education in Indonesia is caused because education has so far only emphasized the process of transferring knowledge to students, not yet on the delivery process. Noble values to students to guide them to become human beings with strong personalities and noble morals [1] In fact, moral problems always color human life from time to time, the emergence of moral chaos is a disease that can quickly spread widely to all areas of human life.

So far, the education developed emphasizes more on cognitive aspects only, paying less attention to the affective and psychomotor sides of students. Studies are often interpreted superficially and textually. The existing values are only memorized and not memorized, even though the values of religiosity are not only seen when someone carries out worship rituals, such as prayer, prayer, fasting, zakat and hajj. However, the value of religiosity is seen in all one's daily activities that reflect elements of creed, worship, and morals.

Habituation is an educational process, when a practice is accustomed to be done, thanks to this habituation will become a habit for those who do it, then become addicted and over time become a tradition that is difficult to leave. This is where the importance of habituation in the educational process.

Habituation to the education of children is very important, especially in personal and moral formation. Habituation will include positive elements in children's growth and development. The more experience a child gains through habituation, the more elements there are in him and the easier it is for him to understand the doctrine [2].

In teaching and learning activities in the classroom, teachers at SMP N Kota Bengkulu still tend to use teacher-oriented methods and knowledge transfer only, even though the

curriculum used is character-based. So that there are still many students whose learning still depends on the teacher and has behavior that is not in accordance with charity. For example, there is no sense of solidarity. Thus, students who have above-average intelligence often get attention from teachers, while students whose abilities are below average often do not get attention. So with such a situation, there are still some students who behave not in accordance with Islamic morals such as smiles, greetings, manners and manners are rarely done.

Based on the results of an interview with the principal of SMP N Kota Bengkulu, the problem that is often encountered in learning, especially Islamic Religious Education, is that there is no way for teachers to apply habituation to instill Islamic character values in students properly, so that the process of applying habituation in daily life has not been obtained optimally at school. Therefore, suitable and appropriate habituation methods are needed to support student discipline. The function of the habituation method cannot be ignored, because this method also determines the success or failure of a teaching and learning process and is an integral part of a learning system.

Based on the above phenomenon, the author is interested in conducting research on "The Role of Islamic Religious Education Teachers in Instilling Islamic Character Values through Habituation in Students of SMP N Kota Bengkulu".

The purpose of this study is to describe the roles and factors that hinder Islamic religious education teachers in instilling Islamic character values through habituation in students at SMPN Kota Bengkulu.

2   Method

The type of research used in this study is qualitative in the form of written or spoken words of people and observed behavior. [1] Qualitative research is essentially a systematic part of discovering theories from the field, not testing theories or hypotheses. [1].

The informants in this study were school principals, PAI teachers, peer teachers, and students of SMP N Kota Bengkulu. Data sources are divided into two, namely: Primary data is data collected or processed by the company itself. And secondary data in the form of data obtained from some literature by reading and reviewing books that have something to do with the object of research. Sampling in this study uses purposive sampling with various approaches that are most suitable for qualitative research. [2].

As for the data collection techniques: (1) An interview is "a conversation with a specific intention, conducted by two parties, namely the interviewer who asks the question and the interviewee who provides the answer to that question". [3] (2) A document is a record of past events. Documents can be writings, drawings or monumental works of a person. [4] (3) Observation or observation includes the activity of loading attention on an object using all the senses. [5].

To obtain the level of validity of the data, techniques used include: [4] Persistence of observation, data triangulation and peer discussion. While the data analysis technique is the process of organizing and collecting data into patterns, categories and basic units of description so that themes and working hypotheses can be formulated as suggested [5]. This study used Milles and Huberman's interactive model analysis. The main activities of this model analysis include: data reduction, data presentation, conclusion drawing/verification [6].

3   Results and Discussion

3.1   The Role of Islamic Religious Education Teachers in Instilling Islamic Character Values Through Habituation in Students at SMP N Kota Bengkulu

Basically, within educational institutions, the teacher as a whole is responsible for everything related to his protégé. Islamic Religious Education teachers are one of the good figures or role models for students, as well as being responsible for fostering the morale of their students. Islam commands that teachers not only teach, but educate. In reflecting on learning, a teacher must transfer and instill Islamic character in accordance with what Islam teaches.

3.1.1   Teachers as Educators

Based on the results of in-depth interviews with informants, observation data and documentation, it was stated that PAI teachers in instilling Islamic character values through habituation, namely by familiarizing students with obeying existing regulations in schools, Islamic Religious Education teachers also control student activities. to avoid deviant behavior, especially Islamic activities such as applying the habituation of smiles, greetings, and manners as well as supporting activities such as praying and reading Asmaul Husna before learning begins, congregational dhuhr prayers and muhadhoroh activities on Fridays. PAI teachers also always provide encouragement and guidance in schools by conveying the benefits of Islamic morals through lectures and helping students who have difficulty in learning and difficulty in eliminating bad behavior in order to have Islamic behavior.

The teacher is the educator, who becomes a figure, role model and identification for the learners, and their environment. Therefore, teachers must have certain quality standards, which include responsibility, authority, independence and discipline. The teacher as the person in charge of disciplining children must control every child's activity so that children's behavior does not deviate from existing norms.

Based on the results of habituation research conducted at SMP N Kota Bengkulu, Islamic religious education teachers always play a role in encouraging students to instill Islamic character values, a form of encouragement carried out by Islamic religious education teachers, namely providing motivation to students. and control student discipline. The form of coaching carried out by PAI teachers is the application of the habituation of smiles, greetings, and adab, reciting prayers and Asmaul Husna before learning begins and ends with praying again, applying congregational dhuhur prayers, muhadhoroh activities and prophetic prayers.

3.1.2   Teachers as Mentors

Based on the results of in-depth interviews with resource persons, observation data and documentation, it is stated that PAI teachers have the responsibility to educate, guide, maintain and train and instill Islamic character values so that students are accustomed to carrying out positive, well-behaved activities. according to Islamic teachings and always habituate smiles, greetings, and manners. The teacher also said that as a second parent to students, by guiding students to perform worship according to conscience

without coercion. PAI teachers also familiarize students with the habituation of smiles, greetings, manners and manners both outside and inside the classroom. The form of guidance provided by PAI teachers is by carrying out worship activities as a support for Islamic moral habituation and giving morning praise and appreciation to students who obey the rules.

Teachers can be likened to travel guides, who based on their knowledge and experience are responsible for the smooth running of the trip.

Based on the results of research at SMP N Kota Bengkulu, Islamic Religious Education teachers have a central role in guiding students in instilling Islamic character values; Islamic Education teachers at SMP N Kota Bengkulu always try to prevent students from reprehensible behavior. Islamic religious education teachers always urge their students to always apply the habituation of smiles, greetings, and manners as well as always provide coaching to students who do not apply the habituation of smiles, greetings, and manners.

3.1.3 Teachers as Models

Based on observations made by researchers at SMP N Kota Bengkulu that before the learning process begins, PAI teachers always say greetings and tell the class leader to lead prayers, this can be a good example for students in instilling Islamic faith and behavior values. That way students will get used to behaving smiling, greeting, polite and polite.

Based on the results of in-depth interviews with informants, observation data and documentation, PAI teachers have good behavior, have a polite speaking style, dress according to Islamic law and have a good relationship with all elements in the school and always apply habituation. smiles, greetings and manners. PAI teachers always say hello when learning has not yet started, telling the class leader to lead the prayer; can be a role model for students in instilling Islamic faith and moral values.

There are several things that must be considered by the teacher: basic attitudes, speech and speech style, work habits, attitudes through experiences and mistakes, clothing, human relationships, thought processes, neurotic behavior, tastes, decisions, health, lifestyle in general. Teacher behavior greatly affects students, but students must dare to develop their own personal lifestyle.

Based on the results of the study, Islamic religious education teachers at SMP N Kota Bengkulu have exemplary personalities. They have a polite style of speech, discipline in carrying out duties, politeness in dressing; good relationship with all elements in SMP N Kota Bengkulu. Also always apply the habit of smiling, and being polite to fellow teachers and students.

3.1.4 Teacher as Advisor

Based on the results of in-depth interviews with informants, observation data and documentation, PAI teachers play a role in instilling Islamic character values both inside and outside the classroom. If students make mistakes, we reprimand and counsel students to avoid deviant behavior. PAI teachers also said that if they see any student who violates the rules of conduct or does not apply the habit of smiling, greeting, and courtesy, they

will be given a reprimand and advice. Reprimands are given such as personal reprimands and lectures when there are activities by providing briefing on the benefits of applying the habit of smiling, greetings, and manners.

Teachers are advisors to learners as well as parents, although they do not have specific training as advisors and in some ways cannot be expected to counsel people.

Based on the results of research on students who violate the rules of conduct and do not apply smiles, greetings, and manners. Researchers saw that PAI teachers gave reprimands, advice and if there were students who violated too often then PAI teachers gave educational punishments.

Based on research data on the role of PAI teachers in instilling Islamic character values through habituation to students was obtained, the role of teachers as educators is by encouraging, motivating and disciplining students, the role of teachers as mentors, namely PAI teachers act as parents of both students, the role of teachers as role models by providing examples through behavior, speaking style, courtesy with students and the role of teachers as mentors, namely by giving advice and penalties that educate students who break the rules.

3.2 Factors that Hinder PAI Teachers in Instilling Islamic Character Values Through Habituation in Students of SMP N Kota Bengkulu

The following researchers will explain the inhibiting factors in the implementation of instilling Islamic character values in SMP N Kota Bengkulu students:

3.2.1 Student Background

One of the factors that hinder Islamic Religious Education teachers in instilling Islamic character values is the difference in the background of students. The student's background greatly influences the instillation of Islamic character values in students, if the student has a good family background then his behavior is also good, and vice versa if the student has a poor family background then the student's behavior is also not good.

Aspects of the family environment that affect children's behavior include parental example, parental affection, and family integrity.

Based on the results of the study, the students came from various backgrounds. Then the level of faith also varies. The family environment is very influential on the behavioral education process that has been received by students. In other words, if the child comes from a good family background then the child's personality or morals will be good and if the child is in a bad family environment then the child will have a bad character as well.

3.2.2 Weak Student Interest

Based on in-depth interviews conducted by researchers regarding student interests, weak student interest is a very influential factor in instilling Islamic character values. During the time researchers were in the field, many students did not participate in activities.

Student interest is weak, interest in learning is great because if the study material studied is not in accordance with student interests then students will not learn as well

as possible, because there is no attraction for them. They are reluctant to learn, do not derive satisfaction from the lesson.

Based on the results of the study, a very influential factor in the cultivation of Islamic character values is the weak interest of students in participating in activities such as muhadhoroh and other activities. In fact, this activity is a support in instilling Islamic character values, namely smiles, greetings, and manners.

3.2.3   School Environment

Based on the results of in-depth interviews conducted by researchers, some things that hinder moral development activities are the school environment. Some students hide in the classroom or go to people's homes and even go to Internet cafes to avoid activities. Students who rarely participate in activities certainly have Islamic characters that are not good such as smiles, greetings, and adab are not applied.

The social environment of students outside of school is also very influential on students' attitudes and behavior in daily life. Because the influence of the association is very fast, if there is a bad influence, it will also have a bad impact on the child.

Based on the results of the study, some things that hinder the cultivation of Islamic character values are the school environment. Some students hide in the classroom, or go to people's homes to avoid activities and some even go to Internet cafes. It is this kind of student who has not applied the habituation of smiles, greetings, and manners to the maximum.

3.2.4   Facilities

Based on the results of in-depth interviews with informants, data from observations and documentation, facilities and infrastructure at SMP N Kota Bengkulu are still relatively minimal. The existing mosque is too small, unable to accommodate all students so that congregational prayer activities are carried out based on their respective classes. Lack of learning aids such as LCDs. The lack of books related to the cultivation of Islamic character values in the Library.

Based on research data, factors that inhibit the role of PAI teachers in instilling Islamic character values are family background, students who have good families will have good behavior and students who have bad family backgrounds, student behavior is also not good. good. Student interest is weak, there are still students who have low interest in activities. In the school environment, there are still students who often skip classes when activities are held. Facilities such as prayer rooms are too small, lack of supporting books and lack of learning media.

Facilities and infrastructure to support the success of Islamic religious education teacher strategies in student character education, namely with activities that are specifically programmed to shape student character.

Based on the results of research at SMP N Kota Bengkulu, facilities and infrastructure are still inadequate, including mosques that are too small, supporting books are also still very lacking, in teaching and learning activities still rarely use LCD. This means that it is expected to be able to support the formation of Islamic character, especially smiles,

greetings, and manners. Nevertheless, Islamic religious education teachers still strive so that students have the expected Islamic character.

4 Conclusion

The role of Islamic religious education teachers in instilling Islamic character values through habituation in students at SMP N Kota Bengkulu

Islamic Education teachers at SMP N Kota Bengkulu as educators have a very important role in shaping the Islamic character of students, in instilling Islamic character values, especially the application of smiles, greetings, and politeness. Efforts made by PAI teachers include providing encouragement in the form of motivation to students and providing guidance to students including congregational dhuhur prayers, praying and reading Asmaul Husna when starting learning and muhadhoroh activities on Friday.

The role of Islamic Religious Education Teachers as mentors has a very important role in instilling Islamic character values to students. Islamic Religious Education teachers act as second parents for students, in applying the habit of smiling, greeting, polite and polite is always done by students both inside and outside the classroom. Islamic Education teachers at SMP N Kota Bengkulu have been very maximal in guiding students, this can be proven that the behavior of students at SMP N Kota Bengkulu is quite good, only a few students still need help.

Islamic Education teachers at SMP N Kota Bengkulu have very good morals and must be used as an example for their students, it can be seen from the aspect of speech that is always polite and gentle, in appearance using polite clothes and covering the aurat, Islamic Religious Education teachers have a good relationship with all employees and students of SMP N Kota Bengkulu like friendly with anyone, Not easily angered, likes to help and always applies smiles, greetings, polite and polite greetings.

Islamic Religious Education teachers always supervise student behavior, if teachers see students who violate the rules of conduct, they will get reprimands, give advice and give educational punishments. The form of advice carried out by PAI teachers provides direction on the benefits of discipline and the benefits of applying smiles, greetings, and manners.

Factors that hinder PAI teachers in instilling Islamic character values through habituation to students of SMP N Kota Bengkulu

Different student backgrounds are one of the inhibiting factors for Islamic Religious Education teachers in instilling Islamic character values in students, students who get attention from parents will behave well and vice versa students who do not get parental attention have poor behavior at school.

Weak student interest is an inhibiting factor for PAI teachers in instilling Islamic character in students, students who have low interest are currently a special concern for PAI teachers.

The school environment is an inhibiting factor for PAI teachers in instilling Islamic character values to students, for example when activities are held there are students hiding in the classroom or even to people's homes.

Facilities are an inhibiting factor for PAI teachers, facilities at SMP N Kota Bengkulu are still relatively minimal. The existing mosque is too small, cannot accommodate all students, so congregational prayer activities are carried out according to their respective classes, there is still a lack of supporting tools for teaching and learning activities and a lack of books related to the cultivation of Islamic character values. Inside the library.

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