

The Role of Akidah Akhlak Teacher Subjects in the Forming of Students' Characters

Aura Dzikri^{1*}, Farilah Khairunnisa,² Mutiara,³ Rizka Abdillah⁴

Universitas Muhammadiyah Sumatera Utara^{*1, 2, 3, 4}

^{*1}email: auradzikri25@gmail.com

²email: farilahkhairunnisa@gmail.com

³email: tiaratba919@gmail.com

⁴email: abdillahpadang12@gmail.com

Abstract: This study aims to look at the roles and challenges faced by an educator in the formation of student character. The method used in this research is a literature review which is carried out using literature (library), either in the form of books, notes, or reports on the results of previous research. The results of this study indicate that teachers have complex tasks and responsibilities towards achieving educational goals, teachers are not only required to master the knowledge to be taught, have teaching knowledge and skills, teachers are also required to have morals, character and personality that can be used as role models for students.

Artikel Info

July 20, 2022

Revised:

August 06, 2022

Accepted:

September 04, 2022

Published:

October 20, 2022

Keywords: *Morals, Teacher, Character*

Abstrak: Penelitian ini bertujuan untuk melihat peran dan tantangan yang di hadapi seorang pendidik dalam pembentukan karakter siswa. Metode yang digunakan dalam penelitian ini adalah kajian pustaka yang dilaksanakan dengan menggunakan literatur (kepustakaan), baik berupa buku, catatan, maupun laporan hasil penelitian terdahulu. Hasil penelitian ini menunjukkan bahwa guru memiliki tugas dan tanggung jawab yang kompleks terhadap pencapaian tujuan pendidikan, guru tidak hanya dituntut untuk menguasai ilmu yang akan diajarkan, memiliki pengetahuan dan keterampilan mengajar, guru juga dituntut untuk memiliki akhlak, karakter dan kepribadian yang dapat dijadikan suri teladan bagi peserta didik.

Kata Kunci: *Akhlak, Guru, Karakter*

A. Introduction

Education is a system that carries out a fairly broad mission, not just a formality and a need for a better life in the future. But education is everything related to physical development, health, skills, thoughts, feelings, will, social to the issue of belief or faith.

In education, of course, we will immediately think of school, this shows that the school

as a formal educational institution has a fairly heavy load in carrying out the educational mission. This is even more so if it is associated with the rapid changes in today's era which greatly affect students in thinking, acting and behaving, especially for those who are still in the stage of development in transition who are looking for self-identity.

In relation to character education, the Indonesian people really need large and quality human resources (human resources) to support the implementation of development programs properly. This is where quality education is needed, which can support the achievement of the nation's ideals of having quality resources.

This is in accordance with Law No. 20 of 2003 concerning the National Education System in Article 3, which states that national education functions to develop capabilities and shape the character and civilization of a dignified nation in order to educate the nation's life. National education aims to develop the potential of students to become human beings who believe and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens.

In education, the first word we imagine is the teacher, especially the parents, most of them determine that success in understanding the lesson depends strongly on the role of the teacher. And so do people who see the good or bad of a student from his school origin, if someone from a boarding school will be considered well by society. That's the way people see and think. So here the author will describe the role of the teacher in the formation of student character, especially the role of the teacher in the subject of moral aqidah.

B. Metode Penelitian

The type of this research is a library research method, this research is written based on the results of studies from various relevant and guaranteed sources, sourced from books, articles, journals, opinions of experts, papers, theses and others related to the title or discussion in on. The data collected in this study is qualitative data which is in the form of views and thoughts contained in the intended library material.

In line with the method used, the appropriate data collection technique to be used in this research is the documentary technique: that is, data is collected through documents intended as library materials. The data collected in this study were then analyzed using content analysis. With this technique, textual qualitative data is sorted, then grouped systematically and regularly so as to form scientific works that can be used.

C. Results and Discussion

1. Understanding Akhlak Akhlak Teacher

The word teacher in Arabic is called mu'alim and in English is called teacher. Lexically, the teacher is defined as "a person whose job or livelihood is teaching". The teacher is a teacher of a science. In Indonesian, teachers generally refer to professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students. The teacher is an educator who has a great influence on the knowledge and character of students. Being a teacher should have a good example for students to follow. Good examples that need to be applied by teachers can be from speech, manners and examples of good behavior in everyday life. Teachers who provide examples both in terms of character and knowledge of students greatly affect the morals of students both in the school environment and in the community.

Akidah contains the meaning of submission, obedience, willingness, and honesty in carrying out Allah's commands. While the word "morals" comes from the Arabic "Khuluq", plural Khuluqun", defined as character, temperament, behavior, or character. The word morality is broader in meaning than morals or ethics which are often used in Indonesian because morality includes psychological aspects of outward and spiritual behavior. Terminologically, it can be said that morality is an institution of human behavior in all aspects of life. The above definition can be concluded that morality is a trait that exists in a person's soul related to human actions and can be characterized as good or bad to then choose to do or leave it.

Aqidah Akhlak is a sub-subject at the basic education level that discusses Islamic teachings in terms of moral akidah (Depag RI, 1994: 1). So what is meant by moral

aqidah learning is the process of delivering moral aqidah material to students in accordance with the predetermined curriculum. Faith and morality are always juxtaposed as a study that cannot be separated from each other. This is because before doing something moral, then first intend it in the heart (aqidah). The better a person's creed, the better the morals he applies in everyday life. On the other hand, the worse the level of belief in a person's creed, then his morals will be comparable to the moral creed in everyday life

Akhlaq teacher is a teacher who teaches one of the religious lessons where the task of the teacher here is to realize students in an Islamic way. And in the aqidah moral lesson itself, it discusses behavior and faith beliefs. Zakiah Drajat Guru Akidah Akhlak is an educator who was appointed with a special task of educating and teaching in subjects (1992: 266) said that teachers are professional educators therefore implicitly he has volunteered himself to accept and assume the responsibility of education that is borne on the shoulders of parents. He further said that the teacher is someone who has the ability and experience that can make it easier to carry out his role in guiding his students.

2. Character Building of Students

According to Mulyasa (2012), character education can be carried out with various models, namely habituation and exemplary models, discipline development, rewards and punishments, contextual learning, role playing, and participatory learning. Character education aims to improve the quality of implementation and educational outcomes in schools that lead to the achievement of the formation of character and noble character of students in a complete, integrated, and balanced manner, according to graduate competency standards. According to Adian Husaini (2010), on a micro scale, character education must start from schools, Islamic boarding schools, households, as well as the Office of the Ministry of National Education and the Ministry of Religion, from top to bottom and vice versa.

The formation of a balanced, healthy and strong character of students is strongly influenced by religious education and the internalization of religious values in students. Laying the foundations of religious education is the obligation of parents and is also the

duty of teachers, society, and the government through various educational institutions. This paper discusses the importance of Al-Quran education, Al-Quran-based education, and character building of students through education. Education is an endless process that will determine the character of the nation in the present and the future. Whether a nation will emerge as a nation with good character or a nation with bad character, is highly dependent on the quality of education that can shape the character of the nation's children. Character formation through the Al-Quran educational approach, apart from being part of the process of forming noble character, is expected to be the main foundation in increasing the degree and dignity of students as children of the nation. As previously discussed, it is the teacher who plays an important role in schools to improve the characteristics of students, so the teacher must show an example who does not only speak but also do actions, because one example is better than a thousand words. If the teacher asks the child, he also needs to participate in it. Teachers should not just tell students to do it. The teacher is an example so that students can follow what the teacher does. As an example, teachers have shown good character through personality and examples to students, such as teachers who are consistent and committed. The commitment in question is a commitment to existing rules, having a commitment to attitudes, actions, and words in the school environment or outside of school. The principal's leadership is also open, can embrace all teachers in the school, and strongly supports activities related to the character development of students. The ways that teachers can do to shape the character of students are as follows:

a. Giving an Example

Students should get examples of how to behave properly anytime and anywhere. The predicate of a teacher is attached to the teacher not only when he is at school. Wherever a Smart Teacher is located, his or her behavior will always be a concern. Teachers who are parents of students at school must always behave well and be careful in every word or action in order to be a good role model for students. Often a teacher is remembered not only because of the lessons taught, but also because of his qualities, such as patience, firmness. In this regard, the teacher's example needs to be shown through discipline when carrying out his duties as an educator and obeying existing

rules. In addition, the teacher must be able to control himself, not be angry, and not favoritism in order to set an example for students. Teachers must always be united and be able to maintain togetherness. Students really expect an example shown by the teacher, such as being polite, friendly, more concerned with students, disciplined, responsible, smart, honest, and teachers who can motivate students, have or keep up with the times, follow the information provided by the teacher. new, so that when teaching there are new things that the teacher can give to students. If students ask about the information in the media, the teacher can answer it.

b. Giving appreciation or appreciation

The character education strategy that Smart Teachers can apply is to give appreciation to students. Congratulations and thanks should not only be given when students or students succeed in carving out an achievement. Appreciate every progress students make, no matter how small. For example, when students arrive on time, are willing to help their friends, or dare to be honest. The formation of student character in this way not only makes students more confident, students will also be more enthusiastic in learning because they feel recognized and appreciated. For other students this can be an inspiration so that they will also try to be better during the learning process. Appreciation is a statement that shows a sense of appreciation. Therefore, giving appreciation to children in the slightest form has a very important role in the process of child growth and development, especially in the aspect of character formation. Giving appreciation to children is not only done when children succeed in achieving something big. Appreciate the slightest effort he does. Even when the child can't achieve what he wants, or fails to achieve something, keep giving encouragement in the form of appreciation, not even lowering the child's confidence by scolding him. Appreciation contains a very powerful positive energy for our students. Teacher appreciation does contain the power that can motivate, make students happy and grateful, teachers give appreciation to students. It could be, with the appreciation that has been given even though sometimes we have forgotten about it, the enthusiasm of students will be imprinted in their souls and make them successful in the future.

c. Inserting a moral message in each subject matter

Character development of students can be done by inserting a moral message in each lesson. Teach students to take lessons from each lesson learned. For example, in aqidah moral lessons we can tell the story of the prophet or the companions so that students not only know history but can also take good things from the story. By inviting them to tell stories can improve their way of thinking indirectly, and every moral message in the story can be channeled to them without realizing it by themselves.

d. Teaches Politeness

One of the strategies for character education in schools is to apply 5S, namely greetings, smiles, greetings, courtesy and courtesy. Teach good manners not only by writing it in school hallways or on the classroom walls, teach every home to greet the teacher and instill early on to students to say goodbye to their parents before leaving for school. And don't forget before starting the lesson to ask them if they have said goodbye or greeted their parents, this may sound trivial but from here, good student characteristics and good manners will be built from an early age so that it becomes a habit for them to grow up later.

e. Telling an inspiring experience

Before starting learning or even on the sidelines of learning in class, Smart Teachers can tell inspiring experiences, either their own experiences or those of famous figures. This will inspire students to be better. Inspirational stories are not only about someone's success, stories about someone's failure and how he rose from adversity will provide valuable lessons for students. As a teacher more or less we have experiences both good and bad, so there is nothing wrong on the sidelines of time a teacher tells about his inspirational experience so that it can improve students' thinking. Some students idolize their teachers, so we as teachers must be able to motivate them both through our good experiences so that they are inspired and implement it in their daily lives.

3. The teacher's efforts in the formation of the character of students

From the results of research in several journals, it can be concluded that the role of teachers in developing the character of students through child-friendly education is

very important in helping develop the character of students. This is manifested by various supporting indicators, such as the presentation of the school's vision and mission, supporting facilities and infrastructure, school culture, extracurricular programs, habituation learning, playing facilities, talent interests and various other indicators. Human values are poured into the school's vision which is then socialized to the school community, they then build a shared commitment to realize the vision. Based on this vision, a value and character learning activity program was prepared through various activities held in schools, namely through the learning process in the classroom, habits in the school environment, and other things. Activities carried out by teachers include:

- a) The teacher always gives a smile and greeting when meeting students both in the school environment and outside the school.
- b) Doing lines in front of the class before entering the class and being led by one of the students, always saying greetings and praying when starting and ending learning, the teacher can apply a smiling attitude to students when explaining the material so that students are comfortable and not pressured when learning takes place, is open to students when students want to ask about material they do not understand, uses innovative and creative learning models so that students can actively participate in learning, can develop the character of responsibility, help, cooperate with others and use media (tools) that are real in learning.
- c) Do not commit acts of violence, discrimination, and bullying, so that children can develop their potential.
- d) A student who asks for good help from the teacher, the employee must be served wholeheartedly and do not discriminate.
- e) Facilities such as classrooms and practical laboratories are also good so that they will support the process of implementing character education values in schools.

- f) Provision of worship facilities, and carrying out religious activities that are relevant to the vision in order to develop a religious atmosphere and character.
- g) The implementation of various extra-curricular activities in the education unit can develop good characters, for example extra-curricular scouts that can develop the character of students to be brave, responsible, able to socialize well, can work together in groups; extra curricular dancing, sports, PMR that can develop the interests of students' talents.
- h) The role of parents and the community can also assist in the development of good characteristics and as a control/controller for the character of students.

4. The results of the teacher's efforts in the formation of the character of students

In Islamic Religious Education. Education can be interpreted as a conscious effort to develop intellectuality in the sense of not only increasing intelligence, but also developing all aspects of the human personality, which includes aspects of faith, morals or mentality, behavior and so on. . The target pursued or aimed at in the formation of this personality is a personality that has noble character and the level of moral excellence is closely related to the level of faith. theoretical, but must be taught towards practical life. Religion as an essential element in the human personality can play a positive role in the course of human life, besides the truth can still be absolutely believed. In terms of forming adolescent morals, religious education has a very important role in life. Religious education acts as a controller of behavior or actions that are born from an emotional desire. If religious teachings are used to be used as guidelines in their daily lives and have been instilled since childhood, then their behavior will be more controlled in dealing with all their desires that arise. The provision of knowledge about the correct aqidah is the most important basis in inculcating morals in children. This is where the importance of learning Islamic religious education in schools, because religious education is the foundation for the learning of other sciences, which will lead to the formation of children who are

personality, religious and highly knowledgeable. So it is appropriate to say that the application of Islamic religious education in schools is the main pillar of character education. Religious education teaches the importance of inculcating morals starting from religious awareness in children. He teaches aqidah as his religious basis, teaches the Koran and hadith as a guide for his life, teaches fiqh as legal signs in worship, teaches Islamic history as an example of life, and teaches morals as a guide for human behavior whether in the good or bad category.

D. Conclusion

Instilling character in children from an early age means participating in preparing the nation's generation of character, they are future generations of the nation who are expected to be able to lead the nation and make a civilized country, uphold the noble values of the nation with good morals and character, and become a generation with high knowledge. and adorn himself with faith and piety. The teacher is an educator who has a great influence on the knowledge and character of students. Being a teacher should have a good example for students to follow. Good examples that need to be applied by teachers can be from speech, manners and examples of good behavior in everyday life. Teachers who set an example both in terms of character and knowledge. As previously discussed, it is the teacher who plays an important role in schools to improve the characteristics of students, so the teacher must show an example who does not only speak but also do actions, because one example is better than a thousand words. The ways that teachers can do to shape the character of students are as follows: setting an example, giving appreciation or appreciation, inserting a moral message in each subject matter, teaching manners, telling inspirational experiences.

It can be concluded that the teacher's role in developing the character of students through child-friendly education is very important in helping to develop the character of students. This is manifested by various supporting indicators, such as the presentation of the school's vision and mission, supporting facilities and infrastructure, school culture, extracurricular programs, habituation learning, playing facilities, interests, talents and various other indicators. Islam in schools is the main pillar of character education.

Religious education teaches the importance of inculcating morals starting from religious awareness in children. He teaches aqidah as his religious basis, teaches the Koran and hadith as a guide for his life, teaches fiqh as legal signs in worship, teaches Islamic history as an example of life, and teaches morals as a guide for human behavior whether in the good or bad category.

E. Daftar Pustaka

- Ainiyah, N. (2013). Pembentukan karakter melalui pendidikan agama Islam. *Al-Ulum*, 13(1), 25-38.
- Ginanjar, M. H., & Kurniawati, N. (2017). Pembelajaran Akidah Akhlak Dan Korelasinya Dengan Peningkatan Akhlak Al-Karimah Peserta Didik. *Edukasi Islami: Jurnal Pendidikan Islam*, 6(02), 25.
- Hakim, R. (2014). Pembentukan karakter peserta didik melalui pendidikan berbasis Al-Quran. *Jurnal Pendidikan Karakter*, 5(2).
- Hendra, H., Sarifudin, A., & Fachrudin, F. (2020). STRATEGI GURU AKIDAH AKHLAK DALAM MENINGKATKAN AKHLAKUL KARIMAH SISWA KELAS VIII DI MTS SABILIL MUTTAQIN NANGGUNG KABUPATEN BOGOR TAHUN AJARAN 2019/2020. *Prosa PAI: Prosiding Al Hidayah Pendidikan Agama Islam*, 3(01), 70-81.
- Karso, K. (2019). Keteladanan Guru dalam Proses Pendidikan di Sekolah. In *Prosiding Seminar Nasional Program Pascasarjana Universitas PGRI PALEMBANG* (Vol. 12, No. 01).
- Kholifah, W. T. (2020). Upaya guru mengembangkan karakter peserta didik sekolah dasar melalui pendidikan ramah anak. *Jurnal pendidikan dan konseling*, 2(1), 115-120.
- Kirana, Z. C., & AM, A. N. A. B. (2020). Peranan apresiasi guru terhadap antusias belajar siswa kelas XI Madrasah Aliyah Hasan Muchyi. *Salimiya: Jurnal Studi Ilmu Keagamaan Islam*, 1(3), 174-193.
- Palunga, R., & Marzuki, M. (2017). Peran guru dalam pengembangan karakter peserta didik di sekolah menengah pertama negeri 2 depok sleman. *Jurnal Pendidikan Karakter*, 8(1).