Al-Ilmi : Journal of Islamic Education
Volume 3 Nomor 1 Januari-Juni (2026) E-ISSN 3048-412X

The Contribution of Islamic Education Professionalism to Students' Character Development in the School Environment

Mukhlis
Sekolah Tinggi Agama Islam (STAI) Al-Jami Banjarmasin, Indonesia
mukhlis@stai.aljami.ac.id

Moh. Ali
Universitas Islam Negeri (UIN) Siber Syekh Nurjati Cirebon, Indonesia
moh.ali@uinssc.sc.id

Abubaker Kashada
Surman College of Science and Technology, Libya
kashada@scst.edu.ly

Yousif Mahmadov
Azerbaijan State Pedagogy University, Baku, Azerbijan
yousif.mh@bsu.edu.az

Huzaiman Hushin
Universiti Kebangsaan Malaysia, Malaysia
huzaimanhushin@ukm.my

Mohammad Ahmad Bani Amer
Mutah University, Jordan
baniamer1985@yahoo.com

Ahmad Nabriz
Maastricht University (UM) Netherlands, Belanda
ahmadnabriz@maastrichtuniversity.nl

Abstract

This study aims to analyze the contribution of Islamic Education teachers' professionalism to students' character development within the school environment. The professionalism of Islamic Education teachers is reflected in their pedagogical, professional, social, and personal competencies, which contribute to shaping students' religious character, discipline, responsibility, honesty, and social awareness. This study employed a qualitative approach using the library research method. Data were collected from various literature sources, including books, scientific journals, and previous studies related to teacher professionalism and character education. The data were analyzed descriptively and analytically through data reduction, classification, interpretation, and conclusion drawing, the findings reveal that the professionalism of Islamic Education teachers has a significant contribution to students' character formation in schools. Islamic Education

teachers function not only as instructors delivering learning materials but also as moral role models, spiritual mentors, motivators, and agents of internalizing Islamic values. Teachers' exemplary behavior, educational communication patterns, and ability to create a religious school culture are key factors in strengthening students' character development sustainably. The novelty of this study lies in integrating the concept of Islamic Education teachers' professionalism with holistic school culture-based character education, positioning teachers not merely as academic educators but also as the primary actors in transforming students' moral and spiritual values in the modern era.
Keyword: Role, Teacher, Character

Abstrak

Penelitian ini bertujuan untuk menganalisis kontribusi profesionalisme guru Pendidikan Agama Islam terhadap pengembangan karakter peserta didik di lingkungan sekolah. Profesionalisme guru Pendidikan Agama Islam dipahami melalui kompetensi pedagogik, profesional, sosial, dan kepribadian yang berperan dalam membentuk karakter religius, disiplin, tanggung jawab, jujur, dan peduli sosial pada peserta didik. Penelitian ini menggunakan pendekatan kualitatif dengan metode library research. Data diperoleh dari berbagai sumber pustaka, seperti buku, jurnal ilmiah, dan hasil penelitian terdahulu yang relevan dengan profesionalisme guru dan pendidikan karakter. Analisis data dilakukan secara deskriptif-analitis melalui tahap reduksi data, klasifikasi, interpretasi, dan penarikan kesimpulan, Hasil penelitian menunjukkan bahwa profesionalisme guru PAI memiliki kontribusi signifikan dalam pembentukan karakter peserta didik di sekolah. Guru PAI tidak hanya berfungsi sebagai penyampai materi pembelajaran, tetapi juga sebagai teladan moral, pembimbing spiritual, motivator, dan agen internalisasi nilai-nilai Islam. Keteladanan guru, pola komunikasi edukatif, serta kemampuan menciptakan budaya sekolah religius menjadi faktor utama dalam mendukung penguatan karakter peserta didik secara berkelanjutan. Novelty penelitian ini terletak pada pengintegrasian konsep profesionalisme guru PAI dengan pendidikan karakter berbasis budaya sekolah secara holistik, sehingga guru diposisikan tidak hanya sebagai pendidik akademik, tetapi juga sebagai aktor utama dalam transformasi nilai moral dan spiritual peserta didik di era
Kata Kunci: Peran, Guru, Karakter

A. Introduction

Education plays a vital role in shaping individual character, especially for the younger generation. In the context of education in Indonesia, Islamic religious education is a crucial pillar, not only imparting religious knowledge but also shaping students' morals and behavior. Islamic religious education teachers have a significant responsibility in this process, as they act not only as educators but also as role models in implementing religious values.

Character education has become an increasingly relevant issue in this modern era, where students frequently face moral and ethical challenges. Therefore, the role of teachers in teaching religious values is increasingly important. Through effective teaching, teachers can help students understand and internalize religious teachings,

which in turn contributes to the formation of good character. In this study, the author will examine the various strategies used by Islamic religious education teachers in educating students, as well as the impact of these strategies on student character development. It is hoped that this study can provide deeper insight into the importance of teachers' roles in shaping students' character through Islamic religious education. Thus, religious education is not only a means to understand teachings, but also a foundation for building strong morals and ethics for the nation's next generation. Furthermore, character education has become a primary focus in the current education system (Nafsaka et al., 2023, p. 903), especially in facing increasingly complex moral and ethical challenges in the era of globalization. Strong and positive character is an important foundation for students' personal and social development, which in turn will shape a better society. In this context, Islamic Religious Education (PAI) has a strategic role, because it not only functions as an instrument to increase students' religious knowledge, but also as a means to instill high moral and ethical values.

Islamic Religious Education teachers have a significant responsibility in this character-building process. They are expected to serve as role models for students and integrate religious values into every aspect of learning. Furthermore, Islamic Religious Education teachers play a vital role in guiding students in applying religious teachings in their daily lives, ensuring that students not only understand religious concepts theoretically but also apply them in behavior consistent with Islamic values. However, in practice, the role of Islamic Religious Education teachers often faces various challenges. especially for teachers who are the spearhead of educational success (Saenah, 2022, p. 129), including lack of support from the school environment, limited learning methods, and the gap between theory and practice (Muliana Kasmorani & Sri Arfiah, 2015). Therefore, it is important to further examine how Islamic Religious Education teachers can effectively contribute to the formation of student character, as well as what strategies can be used to overcome these challenges (Ifadah & Utomo, 2019, p. 52). This study aims to explore the role and contribution of Islamic Religious Education teachers in shaping student character, as well as its impact on the formation of a generation with noble character.

Education in Indonesia aims not only to improve students' academic abilities, but also to shape strong characters and noble morals (Raharjo, 2010, p. 230). In this regard, Islamic Religious Education (PAI) plays a very important role. As an integral part of the national curriculum (Ahmad, n.d., p. 251), PAI not only teaches the principles of Islam, but also instills moral values (Hermuttaqien & Mutatik, 2018, p. 42) and ethics that can become the foundation for students' behavior in everyday life. Islamic Religious Education teachers have responsibilities that go beyond simply teaching; they are required to be good role models and moral guides for students. In a broader context, the role of PAI teachers involves character development that includes aspects such as honesty, responsibility, discipline, and tolerance. These values are important for forming students who are not only intellectually intelligent, but also have high integrity and morality.

However, efforts to shape students' character are not easy and often face various challenges (Prasetya & Aditiarigianti, 2023, p. 1298). Environmental influences, technological advances (Khodijah et al., 2021, p. 26), and social and cultural changes often influence student character development. This is where the role of Islamic Religious Education teachers becomes crucial in directing and guiding students to stay on the right track.

Character education in schools, particularly in the context of Islamic Religious Education (PAI), plays a crucial role in shaping a generation that is not only intellectually intelligent but also virtuous and possesses high morals. Here are several reasons why character education in PAI is so important:

Formation of Morality and Character: Character education in PAI focuses on instilling moral values (Mansen, 2018, p. 29) and ethics based on Islamic teachings, such as honesty, responsibility, justice, and compassion. This helps students develop good character and directs them to become moral individuals in daily life.

Preventing Negative Behavior: By instilling strong character values from an early age, character education in Islamic Religious Education plays a role in preventing negative behaviors such as juvenile delinquency, bullying, and antisocial behavior. Students with good character are better able to avoid negative influences from their environment.

Building Integrity (Badruzzaman, 2019, p. 78) and Responsibility: Character education encourages students to become individuals with integrity and responsibility in various aspects of life, both at school and in society. This creates a generation that is trustworthy and responsible in all their actions.

Forming Religious and Spiritual Attitudes (Maisyaroh et al., 2020, p. 26): Islamic Religious Education not only teaches the cognitive aspects of religious teachings, but also forms students' religious and spiritual attitudes. These attitudes are important in facing life's challenges, giving them meaning, and guiding them to stay on the right path.

Preparing a Generation of Character-Based Leaders (M.S.I, 2017, p. 78): One of the main goals of character education in Islamic Religious Education is to prepare the next generation who are not only intelligent and knowledgeable, but also have strong character. This generation is expected to be able to become just, wise, and noble leaders in the future.

Strengthening National Identity and Diversity: National identity is a unifying force for the nation, strengthening relationships among citizens in pursuing and achieving shared ideals and goals for the nation's future (Adha et al., 2021, p. 11). In a country with cultural and religious diversity like Indonesia, character education through Islamic Religious Education helps strengthen national identity while respecting differences. Values such as tolerance and respect for diversity are taught to create harmony in society (Almaliki & Fahraini, 2023, p. 127).

Overall, character education in Islamic Religious Education plays an important role in forming the complete personality of students, directing them to become individuals who contribute positively to society, and maintaining religious and cultural values in everyday life.

Therefore, this article aims to examine the role of Islamic Religious Education teachers in shaping students' character, identify the challenges they face, and explore strategies that can be implemented to achieve these goals. Thus, it is hoped that the findings of this study can provide new insights into improving the effectiveness of character education through the role of Islamic Religious Education teachers.

B. Method

This study uses a library research method (Khatibah, 2011, p. 37) to examine the role of Islamic Religious Education teachers in shaping students' character. Data

were collected from various sources, including books, scientific journals, articles, and relevant official documents. Data analysis was conducted using a content analysis approach to identify key themes related to Islamic Religious Education teaching strategies, the character values taught, and their impact on students. The results of this analysis were synthesized to summarize how Islamic Religious Education teachers contribute to student character formation and offer recommendations for more effective practices.

C. Result and Discussion

Character is a way of thinking and behaving that characterizes each individual for living and working together, whether within the family, community, nation, or state (Buan, 2021, p. 32). Student character reflects various traits, attitudes, and behaviors that are important in the learning process and social interactions at school. Disciplined students are able to manage their time well, follow rules, and consistently carry out their responsibilities, while curiosity makes them enthusiastic about learning new things and actively explore knowledge more deeply. Furthermore, the character of hard work and never giving up is seen in students who continue to strive despite facing challenges. Responsibility is also a characteristic of students who complete assignments well and maintain a positive learning environment. Respect for teachers and friends, as well as honesty in carrying out obligations, helps strengthen social relationships at school. Equally important, the character of cooperation and empathy allows students to work in teams, respect the opinions of others, and understand their feelings. Creativity and self-confidence are also prominent qualities, where students dare to think innovatively and face challenges with confidence. All these aspects of character play an important role in shaping students into individuals who are not only academically successful, but also have integrity in social life.

Character education is a planned effort to help students understand, care about, and act in accordance with fundamental ethical values. Thomas Lickona, a leading figure in character education (Susanti, 2022, p. 20), states that character education encompasses three main aspects: moral knowing, moral feeling, and moral action (Ramdhani, 2017, p. 29). Character education aims to instill values such as honesty, responsibility, discipline, and tolerance, which are considered the foundation of individual and societal morality.

Character education is a planned and systematic process to help students develop moral and ethical values that form the basis of good behavior in everyday life. The primary goal of character education is to shape individuals who are not only intellectually intelligent but also possess integrity, responsibility, and the ability to behave in accordance with social and moral norms recognized by society.

Aspects of Character Education

Character education includes various interrelated aspects, namely:

a. Moral Knowing: This encompasses students' understanding of moral and ethical concepts, such as what is considered good and bad, right and wrong, and the values held by society. Students are taught to understand the moral principles that underlie ethical behavior.
b. Moral Feeling: Character education also aims to build students' emotional awareness of the importance of moral values. This involves developing

empathy, a sense of justice, and concern for others. Students are taught to feel the moral impact of their actions on themselves and others.

c. Moral Action: This is the action aspect of character education, where students are taught to apply moral values in real life. This includes making ethical decisions, acting with integrity, and behaving consistently with the values they have learned.

The Purpose of Character Education

The goals of character education include:

a. Developing a Good Personality: Character education aims to shape individuals who have good character, such as being honest, fair, responsible, disciplined, and caring towards others.
b. Building Integrity: Integrity means acting according to moral principles, even when no one is watching. Character education aims to build integrity in students, so they always behave honestly and trustworthy.
c. Creating a Positive Environment: Character education helps create a safe and positive school environment where students respect and support one another. It also helps reduce negative behaviors such as bullying and violence.
d. Preparing Students for Life in Society: Character education prepares students to become responsible citizens and contribute positively to society. This involves understanding rights and responsibilities, as well as the ability to actively participate in social life.
e. Instilling National Values and Diversity: In a diverse country like Indonesia, character education also plays a role in instilling national values, tolerance, and respect for differences. This helps create a harmonious and respectful society.

Approaches in Character Education

Character education can be carried out through various approaches, including:

a. Role Model: Teachers and adults in schools should be good examples in their daily behavior, as students tend to imitate what they see.
b. Habituation: Students are encouraged to habituate themselves to good behavior through repeated practice, such as discipline in time, maintaining cleanliness, and respecting others.
c. Integration into the Curriculum: Character values can be integrated into all subjects, not just taught separately. For example, the value of honesty can be taught in math lessons by emphasizing the importance of honesty in data collection.
d. Moral Discussions: Teachers can use case studies or stories that contain moral dilemmas to engage students in discussing and analyzing situations, so they can understand and explore moral values.
e. Rewards and Consequences: Using a consistent system of rewards and consequences to encourage good behavior and discourage behavior that is inconsistent with character values.

Challenges in Character Education

Character education also faces various challenges, such as:

a. Lack of Role Models: If teachers or adults do not set good examples, then character education becomes ineffective.
b. Environmental Influences: Students are exposed to various influences from the environment outside of school, such as media, peers, and popular culture, which sometimes conflict with the character values taught in school.
c. The Gap between Theory and Practice: Although moral values are taught in the classroom, challenges arise when students have to apply these values in real life, especially in complex and stressful situations.
d. Inconsistent Approach: If the character education approach is not implemented consistently across the school or is not supported by all parties involved, the results may be less than optimal.

Character education is a crucial component of the education system, aiming to develop individuals with good morals, responsibility, and the ability to contribute positively to society. Through character education, students are taught to understand, feel, and apply moral values in their lives, ultimately shaping a generation with integrity and high ethics.

2. Theory of Islamic Religious Education

Islamic Religious Education aims to instill faith, piety, and noble morals in students. According to Imam Al-Ghazali, the main purpose of education in Islam is to form humans who are able to know Allah and carry out their obligations as His servants. Islamic Religious Education also teaches basic values that guide the lives of Muslims, such as ihsan, adil, amanah, and tawadhu'.

Islamic Religious Education Theory is a conceptual framework that governs the methods of teaching and imparting Islamic teachings to students. Islamic Religious Education (PAI) aims to develop individuals who not only possess knowledge of Islam but also are able to internalize, practice, and uphold Islamic values in their daily lives. The following is a further explanation of several key aspects of Islamic Religious Education theory:

The Goals of Islamic Religious Education

The main purpose of Islamic Religious Education is to form people who have noble character, faith, fear Allah SWT, and are able to carry out the teachings of Islam in a kaffah (comprehensive) manner. There are several specific purposes in PAI, including:

a. Instilling Faith and Piety: Helping students understand and believe in the pillars of faith and uphold the pillars of Islam as part of everyday life.
b. Forming Noble Morality: Islamic religious education aims to instill commendable qualities such as honesty, justice, patience, and responsibility.
c. Developing Spiritual Intelligence: Islamic Education teaches students to know Allah SWT, understand His greatness, and develop spiritual intelligence which is the basis for behavior based on Islamic values.
d. Forming a Kaffah Muslim Personality: Students are expected to become individuals who are balanced between worldly and hereafter, capable of carrying out their roles in the family, society, and as servants of God.

Principles of Islamic Religious Education

Some of the principles underlying Islamic Religious Education include:

a. Tawhid: Islamic education is centered on the concept of tawhid, the belief that Allah SWT is the only God. All aspects of education are aimed at instilling and strengthening tawhid in students.
b. Integration of Science and Religion: Islamic Education does not only teach religious knowledge separately, but also strives to integrate religious teachings with other sciences, so that students can understand that Islam is a religion that encourages knowledge and wisdom.
c. Balance (Tawazun): Islamic education teaches balance between spiritual, moral, intellectual, emotional, and physical aspects. This education does not focus on just one aspect, but encompasses all dimensions of human life.
d. Continuity (Istiqomah): Islamic education emphasizes the importance of consistency in worship and applying Islamic values in daily life.

Islamic Religious Education Methods

In Islamic Religious Education (PAI), the teaching methods used must reflect Islamic values and support the achievement of these educational goals. Some frequently used methods include:

a. Lecture: Direct delivery of material by a teacher, which is usually accompanied by explanations and interpretations of religious texts such as the Qur'an and Hadith.
b. Discussion and Q&A: Provide space for students to ask questions and discuss, so that they can better understand and internalize religious teachings.
c. Role Model (Uswatun Hasanah): Teachers set a good example in their daily behavior, which students can follow. This is a very effective method in Islamic Religious Education because students tend to imitate their teachers' behavior.
d. Worship Practice: Direct application in the form of worship, such as congregational prayer, fasting, and other religious activities, which teach students to not only know, but also practice religious teachings.
e. Memorization and Text Comprehension: Students are taught to memorize verses of the Quran and Hadith and understand their meaning to apply in life.

Islamic Religious Education Curriculum

Islamic religious education in schools as an effort to form positive spiritual and character The PAI curriculum is structured based on the basic principles of Islam and (akhlak al-karimah) of students (Saputra et al., 2022, p. 152). The Islamic Religious Education (PAI) curriculum is an educational program that aims to equip students with a deep understanding of Islamic teachings, as well as develop attitudes and behaviors that are in accordance with Islamic values in everyday life. This curriculum includes several important aspects, such as Aqidah (faith), which focuses on teaching about the oneness of Allah, angels, the books of Allah, the apostles, the Day of Judgment, and qadha-qadar; Worship, which teaches procedures for worship such as prayer, fasting, zakat, and hajj; Akhlaq (ethics), which aims to form noble characters, such as honesty, patience, and respect for others; and Fiqh, which studies Islamic law in various aspects of life such as muamalah (social interaction), buying and selling, and family law.

In addition, the Islamic Religious Education curriculum also includes the Quran and Hadith, where students are taught to read, memorize, understand, and apply the

teachings of the Quran and Hadith in their lives. The history of Islamic culture is also an important part of the curriculum, introducing students to the history of Islamic civilization, from the time of the Prophet Muhammad (peace be upon him) to the development of Islamic civilization in the modern era.

The teaching method in the Islamic Religious Education (PAI) curriculum is typically interactive, combining theory, religious practice, and the instilling of character values through hands-on learning and discussion. The primary goal of this curriculum is to develop students who not only possess strong religious knowledge but also possess noble morals and are able to apply Islamic teachings in their social and personal lives. This curriculum also plays a vital role in shaping students' Islamic identity and enhancing their spiritual awareness. It is tailored to the needs of students and their social environment. This curriculum typically covers several important aspects, such as:

a. Aqidah: Teaching about the basics of Islamic faith and belief.
b. Worship: Teaching about the procedures for worship and good deeds.
c. Akhlaq: Character education that emphasizes Islamic ethics and morality.
d. Islamic History: Learning about the history of Prophet Muhammad SAW, his companions, and important events in the development of Islam.
e. Fiqh: Islamic law that regulates various aspects of life such as muamalah (social interaction), worship, and ethics.
f. Tafsir and Hadith: Teaching about the interpretation of the Qur'an and Hadith as the main sources of Islamic teachings.

The Role of Teachers in Islamic Religious Education

In education, professional teachers are needed as professional educators. Teachers have the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students during the learning process (Buan, 2021, p. 351). The role of teachers in shaping students' character is very important, because teachers not only function as instructors of subject matter, but also as moral guides and role models. Teachers play a role in instilling values such as discipline, responsibility, honesty, and mutual respect through daily interactions in the classroom. By providing examples of good behavior, such as discipline with time, fairness in attitude, and empathy towards students, teachers become role models for students to follow. In addition, teachers also play a role in creating a conducive learning environment, where positive values such as cooperation, tolerance, and respect can grow. Through teaching that integrates character values into the subject matter, teachers can help students understand the importance of ethics and morals in their lives. Teachers who are consistent in providing guidance and constructive feedback also help students develop self-awareness, critical thinking, and the ability to behave well, both in and outside of school. Thus, teachers have a big influence in shaping students' personalities into individuals with character and noble morals.

a. Murobbi (Educator): Teachers play a role in educating students as a whole, including moral and spiritual aspects.

b. Mu'allim (Teacher): A teacher as an instructor who conveys Islamic knowledge and teachings.
c. Murshid (Guide): Teachers guide students in understanding and practicing Islamic teachings.
d. Motivator and Facilitator: Teachers also play a role in motivating students to be enthusiastic about studying religion and applying their knowledge in everyday life.

Evaluation in Islamic Religious Education

Evaluation is an important component and a stage that teachers must go through to determine the effectiveness of learning (M.Pd.I, 2019, p. 8). Evaluation of Islamic Religious Education (PAI) is an assessment process to measure the extent to which the objectives of Islamic religious learning are achieved by students. This evaluation includes three main aspects: cognitive, which assesses students' understanding of religious concepts such as aqidah, fiqh, and Islamic history; affective, which assesses students' religious attitudes and piety, such as awareness of worship and the application of moral values; and psychomotor, which assesses the ability to practice worship, such as prayer procedures and reading the Quran. Evaluation methods used include written exams, observations of worship practices, project assignments, and attitude assessments. Good evaluation provides a comprehensive picture of student development in aspects of faith, behavior, and the ability to apply Islamic teachings. Evaluation in PAI includes not only cognitive aspects such as knowledge of Islamic teachings, but also affective aspects (attitudes and values) and psychomotor (practice of worship). Evaluation can be done in various ways, such as written exams, observations of religious practices, and assessments of students' attitudes and behavior in daily life.

Challenges and Opportunities in Islamic Religious Education

PAI faces several challenges, such as:

a. Globalization: The influence of globalization brings foreign values that sometimes conflict with Islamic teachings.
b. Technological Advances: Students are more exposed to technology and information that is not always in line with Islamic values.
c. Lack of Role Models in the Surrounding Environment: The lack of role models who practice Islamic teachings well can be a challenge to the effectiveness of Islamic Education.

However, there are also great opportunities, such as increasing awareness of the importance of religious education and government support in developing Islamic Religious Education curricula that are more relevant to the needs of the times.

Islamic Religious Education serves as a foundation in forming the character and behavior of students based on Islamic teachings, and prepares them to become individuals who are useful to themselves, their families, society, and religion.

3. The Role of Teachers in Character Education

Teachers play a central role in the character education process, particularly within the context of Islamic Religious Education. According to Ki Hajar Dewantara, teachers function as "ing ngarso sung tulodo, ing madyo mangun karso, tut wuri handayani," meaning that teachers must be role models, guides, and motivators for students. Teachers are not only tasked with delivering subject matter but also with shaping students' character through exemplary behavior, advice, and guidance.

The role of teachers in character education is crucial because teachers are not only tasked with imparting academic knowledge but are also responsible for shaping students' character. (Buan, 2021, p. 3) The task of educators; teachers is more simply to educate, evaluate, and continuously improve until students reach their secondary school level, because after all, this process must be carried out by educators as a form of life in education. Character education aims to instill moral, ethical, and social values in students so that they can grow into individuals with integrity, responsibility, and positive contributions to society. The following is a description of the role of teachers in character education:

1. As a Role Model

Teachers are role models for students in terms of attitudes, behavior, and moral values. Students tend to imitate what they see from their teachers, whether in how they speak, behave, or interact with others. Therefore, it is important for teachers to set good examples in their daily lives, such as being honest, disciplined, patient, and fair. This role model helps students internalize positive values and apply them in their lives.

2. As a Teacher of Moral Values

Teachers play an active role in teaching moral and ethical values to students. This can be done through various subjects, particularly Religious Education and Civics, as well as through daily interactions at school. Teachers must be able to integrate values such as honesty, responsibility, cooperation, and tolerance into the learning process. This learning occurs not only through lectures but also through discussions, case studies, and other activities that engage students in solving moral problems.

3. As a mentor and character builder

Teachers act as mentors who help students develop their character. This involves providing advice, guidance, and encouragement to students to apply moral values in their daily lives. Teachers must support students in facing moral dilemmas and help them make informed decisions based on the values taught. Furthermore, teachers also foster character through extracurricular activities, which provide opportunities for students to practice moral values in a broader context.

4. As a Motivator and Facilitator

Teachers must be motivators who encourage students to develop positive character. This is done by rewarding good behavior, appreciating student effort, and encouraging continuous self-improvement. As facilitators, teachers also create a learning environment conducive to character development. This includes creating a school culture that supports moral values, such as cooperation, mutual respect, and responsibility.

5. As an Implementation of Positive Discipline

Teachers play a crucial role in enforcing discipline in schools. Discipline should be positive and educational, not simply punitive. Positive discipline helps students understand the consequences of their actions and teaches them to take responsibility for their behavior. Teachers should enforce rules consistently and fairly, and explain to students the importance of following rules and how this relates to moral values.

6. As a Mediator in Conflict

Teachers often have to act as mediators in conflict situations between students. In this role, teachers help resolve conflicts in a fair and educational manner, teaching students to solve problems through dialogue, empathy, and understanding. Teachers help students learn the importance of good communication, respecting differences, and resolving problems peacefully.

7. As a Positive Relationship Builder

Teachers are responsible for building positive relationships with and between students. A good relationship between teachers and students can boost students' self-confidence and provide them with a sense of security. It also helps create a supportive environment where students feel supported and valued. Teachers also play a role in encouraging positive interactions between students, such as group work, mutual respect, and mutual assistance.

8. As a Character Evaluator

In addition to evaluating cognitive aspects, teachers must also evaluate students' character development. This can be done through daily observations, student reflections, and feedback from other teachers or parents. This evaluation helps teachers determine the extent to which students have internalized the values taught and provides an opportunity for further guidance.

9. As a liaison with parents and the community

Teachers also act as liaisons between schools, parents, and the community in character education. Collaboration between teachers and parents is crucial to ensure consistent implementation of moral values at home and at school. Teachers can also involve the community in school activities that support character development, such as social activities or community service programs.

10. As a Protector and Supervisor

Teachers also play a role in protecting students from negative influences that can damage their character, such as bullying, immoral behavior, or drug use. As supervisors, teachers are responsible for ensuring that the school environment is safe and supports the development of positive character in students.

Overall, teachers play a crucial role in character education. They serve not only as instructors but also as mentors, motivators, and protectors of students. This role requires teachers to consistently set good examples, provide appropriate guidance, and create a learning environment conducive to positive character development.

4. Holistic Learning Theory

Holistic philosophy believes that education should encourage students to think critically and analytically about the information they receive (M.Si, n.d., p. 102). A holistic approach to education emphasizes the development of all aspects of the individual, including cognitive, affective, and psychomotor aspects. Holistic means viewing everything as a whole, not in parts or in isolation (Hamzah et al., 2022, p. 556). In the context of Islamic Religious Education, holistic learning includes teaching that focuses not only on religious knowledge but also on developing good character. This is in line with Howard Gardner's theory of multiple intelligences, which states that education must develop various aspects of students' intelligence, including moral and spiritual intelligence.

Holistic learning theory emphasizes a holistic approach to the learning process, where students are viewed as whole individuals, encompassing intellectual, emotional, social, physical, and spiritual aspects. This approach aims to integrate all aspects of student development, focusing not only on cognitive understanding but also on how they interact with their environment and society. Holistic learning seeks to connect learning experiences to real life, so students can understand the meaning and relevance of what they learn. Thus, holistic learning encourages students to be actively engaged, creative, and reflective, and helps them develop into balanced individuals with a deeper awareness of themselves and the world around them.

Holistic Learning Theory is an educational approach that emphasizes the holistic development of all aspects of the individual, encompassing cognitive, emotional, social, physical, and spiritual aspects. This approach is based on the belief that education should focus not only on academic ability but also on developing the character, values, and skills necessary for a balanced and meaningful life. The following is a description of holistic learning theory:

Basic Principles of Holistic Learning

Holistic learning is based on several basic principles, including:

a. Unity and Interconnectedness: A holistic approach recognizes that all aspects of human life are interconnected and influence one another. Therefore, education must address the unity of the various dimensions of human experience, from the intellectual to the emotional, social, physical, and spiritual.
b. Holistic Potential Development: The goal of holistic learning is to develop an individual's full potential, including intellectual, emotional, physical, and

spiritual potential. This means that the curriculum must be designed to include a variety of activities that support the development of these various aspects.

c. Learning in Real-Life Contexts: Holistic learning emphasizes the importance of real-life relevance of education. Students are encouraged to understand how the knowledge and skills they learn can be applied in everyday contexts and make a positive contribution to society.

d. Student-Centered Learning: This theory places students at the center of the learning process. Each student is considered unique, with different needs, interests, and learning styles. Therefore, learning must be tailored to each student's individual characteristics.

Aspects of Holistic Learning

Holistic learning includes the development of several important aspects of the student, namely:

a. Cognitive Aspect: Focuses on developing critical thinking skills, problem-solving, and understanding scientific concepts. However, these are not the sole objectives, but rather part of the overall learning process.
b. Emotional Aspect:- Emphasizes the importance of developing emotional intelligence, such as the ability to recognize, manage, and express emotions in a healthy manner. Students are taught to build self-confidence, empathy, and positive interpersonal relationships.
c. Social Aspects: Encourages the development of social skills such as communication, cooperation, and the ability to live harmoniously in society. Students learn to appreciate differences, work in teams, and contribute to their community.
d. Physical Aspects: Recognizing the importance of physical health as part of learning. Physical education, health awareness, and physical activity are integral parts of a holistic approach.
e. Spiritual Aspect: In holistic learning, spirituality does not necessarily refer to religion, but rather to the development of self-awareness, purpose in life, and higher values. Students are encouraged to explore the meaning of life and develop a connection with themselves and the world around them.

Methods and Strategies in Holistic Learning

The holistic approach uses various methods and strategies to achieve comprehensive educational goals, including:

a. Project-Based Learning: Students engage in projects that integrate multiple disciplines and require them to apply their knowledge to real-world situations. This helps connect theory with practice and deepens understanding.
b. Collaboration and Teamwork: Students are encouraged to work in groups, which allows them to learn from each other, develop social skills, and solve problems together.
c. Self-Reflection: Reflection is an important part of holistic learning, where students are encouraged to reflect on their learning experiences, self-evaluate, and identify areas for further development.

d. Experiential Learning: Using direct experience as a learning tool. This can include fieldwork, simulations, role-playing, or hands-on practice relevant to real life.
e. Integrated Approach: Subjects are not taught in isolation, but are integrated to demonstrate how different areas of knowledge relate to each other. For example, a project might combine science, mathematics, art, and literature to provide students with a broader and more comprehensive understanding.

The Role of Teachers in Holistic Learning

In holistic learning, teachers act as facilitators and guides, helping students develop their full potential. Teachers not only transfer knowledge but also support students' emotional, social, and spiritual development. Some of the key roles of teachers in this approach are:

a. Guiding Independent Learning: Teachers encourage students to take initiative in their own learning, explore personal interests, and take responsibility for their learning process.
b. Connecting Learning to Real Life: Teachers help students see the relevance of what they learn in class to real-life challenges and opportunities.
c. Creating a Supportive Learning Environment: Teachers are tasked with creating a safe, supportive, and inclusive environment, where all aspects of student development can flourish.

Benefits of Holistic Learning

A holistic learning approach offers a number of benefits, including:

a. Developing Balance in Students: Students grow in a more balanced way because all aspects of their development cognitive, emotional, physical, and spiritual are given equal attention.
b. Readiness for Life: Students engaged in holistic learning are better prepared to face real-life challenges, because they have learned to apply their knowledge and skills in relevant contexts.
c. Strong Character Building: Holistic learning emphasizes character development, such as honesty, responsibility, empathy, and resilience, which are essential for long-term success.
d. Enhancing Creativity and Problem Solving: Because students are encouraged to think critically and creatively and work together to solve problems, they become more adaptive and innovative in facing new situations.

Challenges in Implementing Holistic Learning

Despite having many benefits, implementing holistic learning also faces challenges, such as:

a. Time and Resource Constraints: Holistic learning requires more time for planning and implementation, and requires adequate resources, which are sometimes difficult for all schools to access.
b. Lack of Understanding and Support: Not all educators or parents understand the concept of holistic learning, which can lead to a lack of support in its implementation.

c. Difficulties in Assessment: Measuring students' holistic development is more complex than measuring academic achievement alone, thus requiring more comprehensive assessment methods.

Holistic Learning Theory (Jumiatin et al., 2020, p. 2) emphasizes holistic education, encompassing the balanced development of all aspects of an individual. By focusing on the balance between cognitive, emotional, social, physical, and spiritual, holistic learning aims to shape whole individuals who are ready to face life wisely and contribute positively to society. The Central Role of Islamic Religious Education (PAI) Teachers: Islamic Religious Education (PAI) teachers play a significant role in shaping students' character through teaching Islamic values such as honesty, responsibility, and discipline. PAI teachers not only teach religious theory but also provide examples through daily behavior that reflects Islamic teachings.

The methods used by Islamic Religious Education teachers, such as an integrative approach between religious education and daily life practices, have proven effective in instilling character values in students. Learning that involves discussion, modeling, and reinforcing positive behavior helps students internalize these values.

Impact on Students: Students exposed to character education through Islamic Religious Education (PAI) demonstrate improvements in attitudes, ethics, and social behavior. They are better able to apply religious values in daily interactions, both at school and outside of school.

Islamic Religious Education (PAI) teachers act as agents of change, integrating religious values with character education. A holistic and consistent approach from Islamic Religious Education (PAI) teachers is highly influential in shaping students' noble character. While the role of Islamic Religious Education (PAI) teachers is crucial, they face challenges such as limited time for character education and a lack of support from the environment outside of school. This impacts the effectiveness of character values instilled. To improve the effectiveness of character building, closer collaboration between teachers, schools, and parents is needed. Developing more structured programs supported by school policies can help Islamic Religious Education (PAI) teachers better fulfill this role. This study confirms the crucial role of Islamic Religious Education (PAI) teachers in shaping students' character and suggests the need for greater support from various parties to optimize character education in schools.

D. Conclusion

Islamic religious education teachers play a crucial role in shaping students' character through learning that focuses on religious and ethical values. By integrating Islamic teachings into the learning process and by personal example, teachers help students develop positive attitudes and behaviors, such as honesty, responsibility, and empathy. Furthermore, teachers also serve as motivators and guides in the formation of noble morals, so that students can grow into individuals with good morals and benefit society. Islamic religious education teachers play a crucial role in shaping students' character by consistently conveying religious values and serving as good role models. Through religious education, teachers guide students to internalize Islamic ethics and morals, helping them develop positive attitudes, such as honesty, discipline, and social awareness. Thus, teachers contribute to the formation of individuals with strong character and good morals.

Bibliography

Adha, M. M., Perdana, D. R., & Supriyono, S. (2021). Pluralistic Values: The Existence of Indonesian National Identity Based on the Actualization of Strengthening National Identity. Journal of Civic Law, 6(1), Article 1. https://ejournal.umm.ac.id/index.php/jurnalcivichukum/about/contact

Ahmad, G. (n.d.). The Position of the Curriculum in Islamic Religious Education | Yasin. Retrieved 1 September 2024, from https://ejournal.yasin-alsys.org/yasin/article/view/130

Almaliki, M. F., & Fahraini, S. (2023). Islamic Boarding Schools as Agents of Strengthening Local Culture: Community Empowerment Strategies and the Role of Moderation in Achieving Social Harmony. Proceedings of AnSoPS (Annual Symposium on Islamic Boarding School Studies), 2, 124–131. https://proceeding.iainkediri.ac.id/index.php/ansops/article/view/51

Badruzzaman, B. (2019). Integrity of High School Students in Eastern Indonesia (The Influence of Environmental Conduciveness Levels on Student Integrity). Al-Qalam, 25(1), Article 1. https://doi.org/10.31969/alq.v25i1.729

Buan, Y. A. L. (2021). Teachers and Character Education: The Synergy of Teachers' Roles in Instilling Character Education Values in the Millennial Era. Adab Publisher.

Hamzah, M. R., Mujiwati, Y., Khamdi, I. M., Usman, M. I., & Abidin, M. Z. (2022). The Pancasila Student Profile Project as a Strengthening of Character Education in Students. Jurnal Jendela Pendidikan, 2(04), Article 04. https://doi.org/10.57008/jjp.v2i04.309

Hermuttaqien, B. P. F., & Mutatik, M. (2018). Instilling Moral Values in Kindergarten Learning. Journal of Community Morality, 3(1), Article 1. https://doi.org/10.21067/jmk.v3i1.2645

Ifadah, L., & Utomo, S. T. (2019). Islamic Religious Education Learning Strategies in Facing the Challenges of the Industrial Revolution Era 4.0. Al Ghazali, 2(2), Article 2. https://www.ejournal.stainupwr.ac.id/index.php/al_ghzali/article/view/122

Jumiatin, D., Windarsih, C. A., & Sumitra, A. (2020). Application of the Integrative Holistic Method in Improving Interpersonal Intelligence in Early Childhood in Purwakarta. Tunas Siliwangi : Journal of Early Childhood Education Teacher Study Program, Siliwangi Bandung Higher Education Institute, 6(2), Article 2. https://doi.org/10.22460/ts.v6i2p%p.1715

Khatibah, K. (2011). Library Research. Iqra': Journal of Library and Information, 05(01), Article 01. http://repository.uinsu.ac.id/640/

Khodijah, I. S., Khodijah, A., Adawiyah, N., & Tabroni, I. (2021). The Challenges of Character Education in the Digital Era. Lebah, 15(1), Article 1. https://www.plus62.isha.or.id/index.php/abdimas/article/view/75

Maisyaroh, I., Jalil, A., & Lismanda, Y. F. (2020). Efforts of Islamic Religious Education Teachers in Forming the Spiritual Attitudes of Students through Religious Culture in Class XI at SMA Negeri 1 Malang. Vicratina : Journal of Religious Studies, 5(6), Article 6. https://jim.unisma.ac.id/index.php/fai/article/view/7548

Mansen, M. (2018). Strategies for Instilling Moral Values in 11th Grade Students of Private Vocational High Schools. Journal of Community Morals, 3(1), Article 1. https://doi.org/10.21067/jmk.v3i1.2646

M.Pd.I, R. (2019). Evaluation of Islamic Religious Education Learning. Bening Pustaka.

M.Si, J. J., S. Pd. (n.d.). 20 Characteristics of Holistic Learning. Adab Publisher.

M.S.I, S. K., S. Th I. (2017). Character Education in Schools: Revitalizing the Role of Schools in Preparing a Generation of the Nation with Character. Blue Ocean.

Muliana Kasmorani, P., & Dra. Hj. Sri Arfiah, S. H. (2015). Analysis of the Gap between Theory and Practice regarding Habituating Behavior According to the Values of Just and Civilized Humanity in Community Life (Analysis of the Contents of Pancasila and Citizenship Education Books Published by the Ministry of Education and Culture of the Republic of Indonesia for Class VIII SMP/MTs Curriculum 2013 and News on the Internet or Online Media) [S1, Muhammadiyah University of Surakarta]. https://eprints.ums.ac.id/40117/

Nafsaka, Z., Kambali, K., Sayudin, S., & Astuti, A. W. (2023). Dynamics of Character Education from Ibn Khaldun's Perspective: Answering the Challenges of Modern Islamic Education. Jurnal Impresi Indonesia, 2(9), 903–914. https://doi.org/10.58344/jii.v2i9.3211

Prasetya, E., & Aditiarigianti, H. (2023). The Role and Challenges of Teachers in Shaping the Character of Elementary School Students in the 4.0 Era. Jurnal Citra Pendidikan, 3(4), Article 4. https://doi.org/10.38048/jcp.v3i4.2074

Raharjo, S. B. (2010). Character Education as an Effort to Create Noble Morals. Journal of Education and Culture, 16(3), Article 3. https://doi.org/10.24832/jpnk.v16i3.456

Ramdhani, M. A. (2017). Educational environment in the implementation of character education. UNIGA Journal of Education, 8(1), 28–37. https://journal.uniga.ac.id/index.php/JP/article/view/69

Saenah, E. (2022). The Influence of 21st-Century Modernization on the Role of Teachers in Islamic Religious Education Learning. GUAU: Journal of Islamic Religious Teacher Professional Education, 2(1), Article 1. https://studentjournal.iaincurup.ac.id/index.php/guau/article/view/145

Saputra, M., Nazaruddin, Na'im, Z., Syahidin, Nugroho, P., Maula, I., Budianingsih, Y., Hadiningrum, L. P., Ahyar, D. B., Khaidir, Makmur, & Dahniar. (2022). Development of Islamic Religious Education Curriculum. Muhammad Zaini Publishing Foundation.

Susanti, S. E. (2022). The Concept of Character Education in the Thoughts of Thomas Lickona "Strategies for Building Good Character". YASIN, 2(5), 719–734. https://doi.org/10.58578/yasin.v2i5.896