



# The Role of Teachers in Shaping Students' Islamic Character in Islamic Senior High Schools

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## Abstract

The formation of Islamic character in students is one of the main objectives that is not only oriented towards academic achievement, but also towards strengthening spiritual and moral values. Akidah Akhlak teachers play a central role in this process, because the subjects they teach are directly related to the foundations of faith, piety, and ethics in everyday life. This article aims to examine in depth how Akidah Akhlak teachers carry out this role, as well as the extent of their contribution in shaping the character of students who are faithful, pious, responsible, and able to maintain trust in life. This type of research is qualitative research using descriptive methods. This research method will obtain descriptive data in the form of spoken or written words. The data collected comes from interview transcripts, field notes, personal documents, and so on. The research informants in this study are Akidah Akhlak teachers, school principals, and students. The research instruments in this study are observation, interviews, and documentation. This study uses data analysis techniques, namely data reduction, data presentation, data verification or conclusion, and data credibility testing. This study also uses data validity assurance techniques. The results of this study are as follows: first, the role of Akidah Akhlak teachers in shaping students' faith and piety is to set a good example or model behavior and speech. Second, the role of Akidah Akhlak teachers in shaping students' sense of responsibility is to carry out activities in the classroom through learning materials that shape students' awareness of values. This can be improved through a process of education and learning in the classroom. Third, the role of Akidah Akhlak teachers as guardians of trust is to be honest in their duties in the Akidah Akhlak subject. The activities carried out are for students to complete assignments at school through Student Worksheets provided by Akidah Akhlak teachers.

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## INTRODUCTION

Character education is an important foundation in shaping a generation that is not only intellectually intelligent, but also morally and spiritually strong. In the context of Islamic education in madrasas, Islamic character is the main objective, which includes the values of faith, piety, honesty, responsibility, and trustworthiness (Aldi & Khairanis, 2025; Bakar, 2024; Engkizar et al., 2022, 2024; Hendra, 2024; Syifa & Ridwan, 2024). This character is not only formed through formal curriculum, but also through consistent role modeling and habituation in the educational environment. Therefore, the role of teachers is very strategic, especially Akidah Akhlak teachers who directly teach the core values in Islamic teachings (Andini & Lubis, 2023; Jannah, 2020; Johar & Hanum, 2019; Judrah et al., 2024; Suyudi & Wathon, 2020).

Teachers of Akidah Akhlak have responsibilities that go beyond simply delivering lesson material (Ahdar et al., 2024; Amalia & Sunarko, 2025; Oktavia et al., 2023). They serve as spiritual guides, moral role models, and facilitators of character building for students. Through an approach that touches on the heart and behavior, Akidah Akhlak teachers help students understand and internalize the values of faith and morals in their daily lives (Lailiyah & Wunawir, 2025; Mualif, 2022; Saidah et al., 2025). This process does not only take place in the classroom, but also in social interactions, religious activities, and guidance outside of class hours.

Education in madrasahs has a major responsibility in shaping a generation that is not only academically excellent, but also spiritually strong and noble in character (Asbari, 2024; Prasetyo et al., 2024; Sabrifha, 2025). In the Islamic education system, the formation of Islamic character is at the core of the learning process, because good character is a reflection of a person's faith and devotion to Allah SWT. Islamic character includes values such as honesty, responsibility, trustworthiness, modesty, and compassion for others. Amidst increasingly complex challenges, Islamic character education is becoming more relevant and urgent to be instilled from an early age, especially in madrasahs that specifically integrate religious values into their curriculum (Azhari, 2024; Devi et al., 2025; Hasanudin et al., 2017).

The Islamic character that is expected to be formed through the role of Akidah Akhlak teachers includes an attitude of faith and piety towards Allah SWT, responsibility in carrying out duties and obligations, and maintaining trust in every aspect of life. These values form an important foundation in shaping individuals who are resilient, honest, and have integrity. In practice, Akidah Akhlak teachers use various methods such as lectures, discussions, case studies, and direct role modeling to instill these values effectively and sustainably (Engkizar et al., 2023; Htay et al., 2025; Jaafar et al., 2025).

In practice, Akidah Akhlak teachers shape the Islamic character of students through various approaches, such as contextual learning, instilling good behavior, giving advice, and setting a good example. Values such as faith and piety to Allah SWT are instilled through understanding the pillars of faith and the practice of proper worship. Meanwhile, a sense of responsibility and trustworthiness is developed through tasks that require discipline, honesty, and commitment. Teachers also play a role in building students' awareness that morals are not just part of the curriculum, but are part of a Muslim's identity that must be reflected in every action and decision (Ginting et al., 2025; Isnaini, 2024).

However, in practice, teachers of Islamic beliefs and morals often face various challenges, such as limited time, lack of support from the environment, and differences in the backgrounds of students. Therefore, appropriate strategies and strong commitment from teachers are needed to carry out their roles optimally. Support from madrasahs, parents, and the community is also an important factor in strengthening the process of Islamic character building among students.

## **METHODS**

This research methodology uses a qualitative approach with the aim of gaining an in-depth understanding of the role of Akidah Akhlak teachers in shaping the Islamic character of students in madrasahs. This approach was chosen because it is able to explore the meaning, process, and dynamics that occur in the context of education holistically and contextually. Qualitative research emphasizes understanding phenomena based on the perspective of the subjects being studied, allowing researchers to capture the social reality and values that develop in the madrasah environment more fully (Fauniah et al., 2023; Fitriyah & Wahyuni, 2023; Ridwan et al., 2020; Sabrina et al., 2022; Wahyudi et al., 2024).

The data in this study was collected from various sources, namely interview transcripts, field notes, personal documents, and other supporting documents relevant to the process of Islamic character building. The interview transcripts were obtained from in-depth conversations with key informants, namely Akidah Akhlak teachers, school principals, and students. Field notes were used to record situations, interactions, and behaviors that arose during the observation process. Meanwhile, personal documents such as lesson plans, activity journals, and student character evaluation reports were analyzed to reinforce the findings and provide a more comprehensive picture of character education practices in madrasah (Engkizar et al., 2025; Jaafar et al., 2025; Okenova et al., 2025).

The research instruments used included observation, interviews, and documentation. Observations were conducted directly in the madrasah environment to observe learning activities, interactions between teachers and students, and the implementation of character building programs. Interviews were conducted in a semi-structured manner so that researchers could gather information flexibly but still in line with the focus of the research. Documentation was used to examine various archives and documents related to the implementation of Akidah Akhlak education and Islamic character building. All collected data were analyzed thematically through data reduction, data presentation, and conclusion drawing, resulting in valid and meaningful findings in line with the research objectives.

## **RESULTS AND DISCUSSION**

This discussion of the research results focuses on the strategic role of Akidah Akhlak teachers in shaping the Islamic character of students in madrasahs, which includes aspects of faith, piety, responsibility, and trustworthiness. Through a learning approach that is not only theoretical but also practical and exemplary, teachers play a central role in the process of internalizing Islamic values. The findings of this study indicate that interactions between teachers and students, both inside and outside the classroom, are an important space for character building based on the teachings of faith and morals. This section will describe in detail how this role is carried out and has a real impact on the character development of students.

First, the role of akhidah akhlak teachers in shaping the faithful and pious character of students through several forms of action. First is faith in Allah. Second is belief in the pillars of faith.

Based on the author's observations with the Akidah Akhlak teacher at the madrasah, during the midday prayer, there were still many students who did not attend the midday prayer in congregation because many of them still lacked understanding of their faith in Allah SWT, so these students were still wandering around outside the school. As an Akidah Akhlak teacher, it is best to accompany these students to pray in congregation at the mosque so that they do not wander around during midday. Teachers play a very important role in increasing faith in Allah SWT through coaching activities at school so that students realize that congregational prayer is very important at school, which is why guidance from

Akidah Akhlak teachers is very much needed. The results of the researcher's interview about the role of Akidah Akhlak teachers in shaping faith in Allah are as follows:

*“As an educator, I am not only obliged to deliver the material, but I also strive to shape the character of faith in Allah SWT, namely by setting an example with myself. I have set an example for students, such as by performing the midday prayer in congregation and providing guidance on good morals in the classroom” (informant 1)*

The results of the researcher's interview regarding the role of Akidah Akhlak teachers in improving the quality of worship in faith in Allah SWT. The researcher asked the informant how mothers educate students in improving the quality of worship in faith in Allah SWT, saying that.

*“For me, believing in Allah SWT is mandatory, so what I do is be devoted to Allah SWT, even though in my daily life I am not yet able to practice it fully. For example, when the call to prayer for midday prayer sounds, I tell my children to pray midday prayer together” (informant 2)*

From the results of the interviews mentioned above, it can be seen that holding the midday prayer at school has become a reference for students in improving the quality of their worship. This shows that everyone must have a religious character. From the interview results above, it can be concluded that teachers must maximize their own behavior so that they can be role models for students. Thus, in addition to being examples, they can also be role models for students in their daily behavior. These good habits can be applied at school, at home, and in other communities.

Then, based on the results of the researcher's interviews about the role of Akidah Akhlak teachers in guiding students to believe in the six articles of Islamic faith, the researcher asked several informants about how to educate students in guiding them to believe in the six articles of Islamic faith, as shown in the following interviews.

*“For me, believing in the messenger of Allah SWT certainly requires certain attitudes, namely following his example. Because he is a good role model for the whole world, and I have maximized how to improve the quality of worship in faith in Allah SWT, one of which is learning the pillars of faith to students, especially in grade X, emulating good things such as discipline in the learning process, which can improve the quality of worship, honesty, following existing rules, and obeying all teachers” (informant 3)*

The results of the researcher's interview regarding the role of Akidah Akhlak teachers in improving the six articles of Islamic faith showed that when asked how to improve the six articles of Islamic faith, Akidah Akhlak teachers said that.

*“A messenger is a human being sent by Allah SWT to all people in this world. When it comes to messengers, I don't know everything about them, and I have never met one, but as far as I know, messengers teach goodness and prevent evil. Then, what makes me believe in the existence of messengers is because I have been taught that way since I was a child, from elementary school until now” (informant 4).*

The role of Akidah Akhlak teachers in shaping Islamic character in Madrasah Aliyah in practice is not only to provide understanding or deliver learning materials, but Akidah Akhlak teachers also strive to shape the character of students to be faithful and pious (Faturrohman & Suryadi, 2023; Fauniah et al., 2023; Lailiyah & Wunawir, 2025; Nabila Ismi & Ardian Al Hidayat, 2024; Putri et al., 2021). This is because teachers are role models for their students. Faith and piety are efforts to develop the emotional and spiritual potential of students based on the Quran and Sunnah. In the learning process at school, teachers are educators who have the responsibility to guide students to achieve their educational goals and become competent, intelligent, and noble people (Rahmah, 2019; Suneti, 2012).

Second, the role of Akidah Akhlak teachers in shaping the responsible

character of students through awareness of duties and obligations and consistency in carrying out tasks.

The results of the researcher's interviews on the role of Akidah Akhlak teachers in dealing with awareness of duties and obligations, based on interviews with informants who are Akidah Akhlak teachers at madrasahs, revealed that.

*“Awareness of these duties and obligations is my responsibility in educating, advising, and guiding students when teaching and reprimanding them directly when they make mistakes, for example: motivating students to study diligently” (informant 5); In order to increase awareness of duties and responsibilities, I always provide students with an understanding so that they can complete their assignments on time because assignments are an obligation for students in achieving good results. For this reason, it is necessary to increase students' awareness of their duties and responsibilities (informant 6); There are many ways to motivate students in the classroom. At this madrasah, students always encourage teachers to master the learning material and classroom management using the methods employed by the teacher, so that they are enthusiastic about learning” (informant 7).*

Based on the results of the interview above, it can be concluded that the role of the Akidah Akhlak teacher in shaping the responsible character of students in madrasahs is to carry out activities through learning materials in the classroom to shape a responsible character. Students' awareness of values can be improved through a process of education and learning in the classroom. In the learning process aimed at increasing students' religious knowledge, Akidah Akhlak teachers also use several methods to support the success of the goal of improving classroom management, namely through the mastery of the material delivered by Akidah Akhlak teachers in class. The existence of responsible character can reflect the role of teachers in carrying out their duties with the ability to mobilize all their energy to carry out their duties and obligations with full awareness and accept the consequences of their actions (Fadilah et al., 2025).

Third, the role of Akhidah Akhlak teachers in shaping the character of Amanah students. In guiding students, teachers must have high competence to direct students so that they can follow the learning process well and easily understand the learning material, especially the Akidah Akhlak lessons, which cover *akhlakul karimah* (good character). This requires high competence from the Akidah Akhlak teachers themselves and the learning model used. The following are the main indicators of this character, namely awareness of the values of trustworthiness, honesty, and deeds.

The results of the researcher's interviews on the role of Akidah Akhlak teachers in building awareness of the value of trustworthiness. Based on interviews with informants, the informants stated that.

*“My methods are not limited to just one method; I use a variety of methods, because we emphasize student-centered learning, where students are active participants. The lectures I use vary, for example, I use videos, games, and PowerPoint presentations. I also apply methods that encourage students to collaborate (informant 8). Grades are achievements that students must improve, and this becomes a motivation for all students to improve their grades, starting with the efforts they make at school and at home. As a teacher, I can only develop the potential of students, because intelligence lies within the students themselves (informant 9). In my opinion, education that emphasizes honesty, when discussing honesty here, means discussing behavior, speech, or perhaps other things that are clearly reflected. The behavior of students in the madrasah environment, in the family environment, in the community environment (informant 10); In my opinion, examples of honesty start from the students themselves in accordance with their actions. If students are taught honesty from an early age, their actions will be good because it is a reflection of themselves. I really hope that students can be honest in everything, because it is a character trait that cannot be changed. If students are not honest, then according to their actions, they will cheat off their friends when doing assignments” (informant 11)*

From the interview results above, it can be concluded that religious education is also very necessary and should be introduced from an early age because it is the most fundamental and important thing. In this case, to introduce religious education, madrasahs also have a way of implementing the formation of honest character by giving honesty assignments in the subject of Aqidah Akhlak.

A trust is something that can be entrusted to be safeguarded or carried out. Safeguarding a trust means safeguarding the trust of others. A trust can be given or received from anyone. Therefore, safeguarding a trust is essentially maintaining social relationships, both within the family and in the community, so that people will trust and place their trust in you (Hermawan et al., 2020; Saidah et al., 2025). Quraish Shihab argues that *amanah* is something that is entrusted to another party to be preserved and returned when the time comes or when requested by its owner.

As mentors, teachers support and guide students in their growth and development, in developing their character as guardians of their students' trust (Devi et al., 2025). Being a teacher means not judging students who are considered naughty, rude, or less intelligent, because the teacher's job is to assess and evaluate students cognitively, affectively, and psychomotorically, then guide and direct them to become better people.

Based on the results of observations and interviews, it can be concluded that the role of the Akidah Akhlak teacher as a guardian of trust is to ensure honesty in the Akidah Akhlak subject. The activity carried out is for students to complete assignments at school using the Student Worksheets provided by the Akidah Akhlak teacher. Then, when the assignments are completed, they are collected and corrected by the Akidah Akhlak teacher. From there, it is clear which students are honest and which are not, as seen from their answers. Honest students will have different answers from their friends, while dishonest students will have the same answers as their friends and those found on the internet.

## CONCLUSION

The conclusion of this study shows that Akidah Akhlak teachers have a very important and strategic role in shaping the Islamic character of students in madrasahs. First, faith and piety are formed through the example set by teachers in their daily behavior, such as polite speech, humility, and consistency in performing worship, which serve as real examples for students. Second, a sense of responsibility is instilled through classroom learning activities designed to build awareness of moral and social values, so that students learn to carry out tasks with discipline and sincerity. Third, a sense of trustworthiness is formed through the practice of honesty in carrying out tasks, such as completing student worksheets given by Akidah Akhlak teachers, which teach the importance of integrity in carrying out obligations. These three roles complement each other and form a unity in the process of shaping a complete Islamic character, making the Akidah Akhlak teacher not only a teacher but also a moral and spiritual mentor who has a direct influence on the development of students' personalities.

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