



Five Efforts in building the character of students

Yunus Rahawarin¹, Muhammad Taufan², Gifa Oktavia², Afifah Febriani², Hafizul Hamdi³, M. Yakub Iskandar⁴

¹Universitas Pattimura, Indonesia

²Researcher International Islamic Studies Development and Research Center, Indonesia

³Universitas Negeri Padang, Indonesia

⁴Universiti Kebangsaan Malaysia, Malaysia

✉ yunusrahawarin2020@gmail.com *

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Abstract

Teachers' efforts to develop students' morals are an integral aspect of the character education process. This research aims to find out how moral belief teachers work in the classroom, outside the classroom, obstacles and how to overcome the development of student morals. This research uses a qualitative method with a case study approach. The data source was taken from five informants through in-depth interviews who were selected using purposive sampling techniques, one informant was a teacher who taught *aqidah akhlak*. All interview results were then analyzed thematically by Miles and Huberman. The results of the analysis found that efforts to develop morals in students to become role models; give advice; speak politely; participate in school activities and provide sanctions. The results of this research can become the basis for developing moral development programs in educational institutions so that the educational process not only includes the transfer of knowledge but also the formation of individuals with noble morals.

INTRODUCTION

Teacher is an effort carried out by a person or group of people to influence a person or group of people to become mature or reach a higher level of life and livelihood in a mental sense (Abdi, 2018; Sholicha et al., 2023). In the national education system and the Teacher and Lecturer law, it is stated that teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing and evaluating students in early childhood education, formal education, primary and secondary education (Cochran-Smith et al., 2020; Karim et al., 2021; Rahmatullah et al., 2022).

Character educators are the right solution for the sustainability of education in the future (Nousheen et al., 2020). Religion becomes a guide in efforts to create a meaningful, peaceful and dignified life (Arifinsyah et al., 2020). These students have extraordinary intelligence that can be developed but due to environmental influences that are less supportive, they do things that are not useful which can damage their morals (Casino-García et al., 2021). The task of Islamic education teachers in schools is to develop and educate participants, students through Islamic education which can shape students' morals and practice them in everyday life (Saada & Gross, 2017; Asril et al., 2023).

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Teachers' efforts to develop students' morals are a crucial aspect of character education. Teachers, as agents of moral formation, have a central role in guiding students toward good behavior and noble character (Asif et al., 2020; Tambak et al., 2020). This approach requires the teacher's active involvement in setting an example, providing direction, and creating a learning environment that supports the development of ethical values. In developing students' morals, teachers not only focus on delivering lesson material but also try to create situations that enable students to internalize moral values practically (Muis et al., 2019). These steps involve cultivating a sense of responsibility, empathy, and awareness of the consequences of every action taken.

Apart from that, teachers also play a role in responding to and responding to moral situations that arise in the school environment (Rousell & Cutter-Mackenzie-Knowles, 2020). Thus, efforts to develop students' morals do not only occur in the classroom but also involve daily interactions, both inside and outside the academic environment (Vossoughi et al., 2016). Overall, teachers' efforts to develop students' morals are not only a formal task but also include consistent teaching of moral values and the application of positive practices in everyday life (Mansir & Karim, 2020). In this way, teachers are not only knowledge educators but also moral guides who play a role in shaping the character of students to become individuals who are responsible.

As the author has pointed out the background to this article states that the efforts made by teachers in fostering morals in the classroom and outside the classroom are to set a good example, reprimand if something is wrong, and give punishment if something is wrong (Monica, 2023). The influence of parents is crucial for students, as when parents set a good moral example, students can emulate and adopt positive moral behavior (de Leeuw et al., 2015).

METHODS

This research uses a qualitative method with a case study approach. This method is appropriate to use if researchers want to see and explore the results of a program or activity that has been implemented (Murniyetti et al., 2016; Rahmiati et al., 2023; Iskandar et al., 2023). The data source was taken from five informants. The informant is a teacher. According to Elkhaira et al., (2020) the selection of informants must have at least four categories, namely understanding the problem being researched well, still being active in the field being researched, having time to provide information to researchers, and providing information following the facts that occur in the field. Research data was taken through a direct interview protocol with informants. Interview data were analyzed thematically. This research uses Miles and Huberman's thematic analysis consisting of data collection, data reduction, data display (data presentation), and conclusion (concluding) (Febriani et al., 2022; Japeri et al., 2023).

RESULT AND DISCUSSION

Based on the results of interviews with all informants, the research results actually found that there were five important themes that teachers could implement in developing students' morals. A more detailed description of the teacher's efforts to shape students' morals can be seen in figure 1.

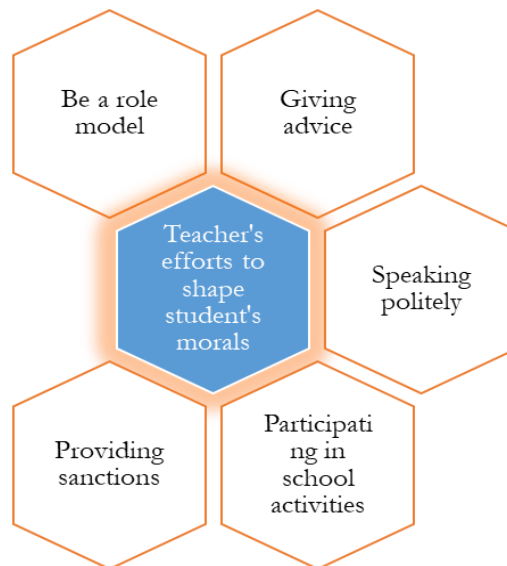


Fig 1. Teachers' Efforts to Shape Students' Morals

The first theme is being a role model, according to informants, one of the methods used by teachers to shape students' morals is by being a role model or example for them. An educator is expected to be able to demonstrate positive behavior that can be used as an example by students. This theme was conveyed by informants as excerpts from the below:

... Teachers enter class on time (I-1), ... we ask students to protect the environment, as teachers we must first set an example (I-3).

The second theme, giving advice, according to informants, steps that teachers can take apart from giving examples is advising students who make mistakes or are inappropriate. This theme was conveyed by informants as excerpts from the below:

... If the student does something wrong, the student is asked to meet the teacher in question and later the teacher will approach and give advice (I-4).

The third theme is speaking politely, according to the informant. Demonstrating polite speech is one step to shaping students' morals. This theme was conveyed by informants as excerpts from the below:

... Firstly, as a teacher, speaking politely is an important aspect of forming students' morals. we strive consistently to provide examples and directions regarding the importance of good speech (I-2)

The fourth theme, participating in school activities, is an effective effort in forming students' morals. Through active involvement in school activities, students can develop various positive values and attitudes. This theme was conveyed by informants as excerpts from the below:

... Involvement in school activities plays an important role in shaping the morals of students. Through extracurricular activities, sports, and collaborative projects, students can develop values such as cooperation, responsibility, and honesty (I-1).

The fifth theme is providing sanctions. Apart from these steps, teachers also take action by giving sanctions to students who are involved in violations or mistakes. For example, if a student arrives late, the teacher will determine sanctions as a form of consequence. The purpose of imposing sanctions is not only to reprimand but also as an effort to educate students so that they do not repeat the same mistakes. This theme was conveyed by informants as excerpts from the below :

... Imposing sanctions is one of the steps that needs to be taken to shape students' morals. Sanctions are not only a punishment but also a way to teach responsibility and consequences for their actions (I-3), ...I try to involve myself in supervision and communicate with students openly. If there is a violation or inappropriate behavior, I approach it by listening to their explanation. If necessary, sanctions are given fairly and following school policy (I-2).

First; is to be a role model, teachers must be able to provide good role models or examples to students. Hidayah, (2021) state that teachers must be role models, models and mentors for students in realizing characterful behavior which includes thought, heart and feeling. Effective in preparing and forming children morally, spiritually and socially. Because, an teacher is an ideal example in the eyes of children, whose behavior and manners will be imitated, whether they realize it or not, even all these examples will be attached to themselves and their feelings, whether in the form of words, actions, things that are material, sensory or spiritual (Merç & Subaşı, 2015).

Before requiring students to get used to activities that can improve *akhlakul karimah*, teachers should provide role models or role models before finally moving on to the next stage of learning for students, such as midday prayers in congregation, reciting the Quran, being polite to everyone, and providing an example of how to speak well (Maisyanah et al., 2020). It is not easy to be a role model, but a teacher has this right. Teachers are always in the spotlight of their students, whatever the teacher does will have an impact on the development of a student's personality (Sutisna et al., 2019). For students, teachers are role models who are very important in their growth, teachers are the first people after parents, who influence the development of students' personalities. If the teacher's behavior or morals are not good, in general, the students' morals will be damaged (Jannah, 2019).

Second; give advice, one of the efforts that teachers never abandon is to understand the position of methods, especially advice methods as one of the important components that cover other methods (Yasyakur, 2017; Nasution, 2020). Advice method is a word to explain an understanding which is the desire of goodness for the advised. The Quran also uses sentences that touch the heart to direct people to the desired idea and is better known as advice. The advice delivered is always accompanied by role models or examples from the advice giver. From the above, it can be seen that character building is the right method to form students with noble character following Islamic teachings. This method allows Muslims to apply in the world of education (Izzah & Hanip, 2018).

This method of moral building through giving advice can instill a good influence in the soul when used in a way that can instill a good influence in the soul when used in a way that can knock the niche of the soul through its right door. Meanwhile, in the way of advising students, experts emphasize sincerity and sincerity (Göncz, 2017). Advice is given to students who make mistakes or who don't. Like students who do not do their homework, they will be advised by the teacher and after being given advice, the student will be aware and will not repeat it. Advice is also given to students to remind them and get used to doing something good, such as teachers advising students to shake hands with teachers and older people.

Third; speaking politely, speaking politely is one of the efforts that teachers can make to develop students' morals. The teacher as an authoritative figure has an important role in forming good communication patterns and grammar in students (Lee & Kim, 2019). By emphasizing polite speaking habits, teachers not only provide direct examples but also help create a learning environment that respects communication ethics. In every verbal interaction, teachers can demonstrate polite speaking, use the right words, and respect the person they are talking to. Teachers can also teach the importance of controlling voice intonation and facial expressions so that communication remains positive and respects other people's opinions (Koch, 2017).

Apart from providing direct examples, teachers can also adopt certain activities or exercises that teach students about the importance of speaking politely (Adel et al., 2016). For example, through role plays, group discussions, or written assignments that emphasize choosing appropriate words and expressions. By developing polite speaking habits, teachers not only support the development of student's

communication skills but also form positive attitudes and moral values in interacting with other people. Speaking politely is the basis for forming a personality that respects moral and ethical values in everyday life (Ebrahimi & Yusoff, 2017).

Fourth; participate in school activities, participation in school activities is one of the teacher's efforts to develop students' morals. Teachers have an important role in shaping the character and morals of students outside the classroom. By participating in school activities, teachers can provide real examples of how to apply moral values in everyday life. Teachers who are actively involved in extracurricular activities, social events, or joint projects at school show their commitment to participating in forming positive attitudes and values in students (Syarnubi et al., 2021). Apart from that, the presence of teachers in school activities also provides an opportunity to build closer and more intimate relationships with students outside the formal learning context. Through this participation, teachers can become living role models, showing how important it is to apply moral values in various life situations. Thus, teachers' efforts to develop students' morals do not only occur in the classroom but also involve real interactions in the wider school environment. Five; provide sanctions, in dealing with students who do not comply with the rules and obligations and tasks given by the teacher, they can be given sanctions or punishment (Rofiq, 2017). According to Zhou & Brown, (2015) punishment must be educational (educational) and inform them of their mistakes as well as make them aware and train children to submit and obey the rules that have been set. Supriadi et al., (2014) stated that sanctions are given so that students can be disciplined and not repeat their mistakes. Lack of discipline among students results in students who frequently violate receiving sanctions or punishment.

Student behavior that violates the rules, such as being late for school, should receive punishment or sanctions that are educational and following their character, so that the sanctions given do not kill the student's character. Therefore, teachers must be clever in giving appropriate punishments or sanctions. In the school environment, this sanction is given to students who violate school rules (Morton et al., 2016). One of the efforts made by teachers to shape students' morals is by providing sanctions. Student behavior that violates the rules, such as being late for school, should receive punishment or sanctions that are educational and following their character, so that the sanctions given do not kill the student's character. Therefore, teachers must be clever in giving appropriate punishments or sanctions. In the school environment, this sanction is given to students who violate school rules. According to Jurais, (2019) many schools have implemented physical sanctions, but they are still not successful and violations continue to occur repeatedly.

CONCLUSION

The importance of moral education for students is not only the responsibility of parents but also a significant role played by teachers in shaping their morals. The role of teachers in developing the character and moral values of students has a significant impact. Teachers, as the main shaping agents in the educational environment, have the responsibility to set an example, provide direction, and create a learning environment that supports the moral development of students. so concrete steps such as providing examples of good behavior, involving students in school activities, and responding to moral situations are important points in efforts to shape students' morals. The teacher's example is not only verbal but also involves real actions that can be observed by students.

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