

THE URGENCY OF TEACHERS INSTILLING ISLAMIC VALUES IN STUDENTS

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Abstract: The cultivation of Islamic values in students is crucial to education. Teachers play a very significant role in instilling Islamic values in students, especially at an early age. Research indicates that instilling Islamic values in young children requires appropriate planning, implementation, and evaluation by teachers. This is because, at this age, students should have developed a sense of responsibility, compassion, and independence in accordance with their moral developmental stage. Additionally, a teaching approach that helps teachers connect learning materials to students' real-life experiences can also aid in instilling Islamic values. Character development programmes and family-based tolerance values integrated into learning are helpful in this regard. Research findings also suggest that teachers believe honesty in children should be built on the foundation of monotheism (tauhid). Therefore, instilling Islamic values in students is crucial and requires special attention, especially during childhood.

Keyword: The Urgency, Teacher, and Islamic Values.

Introduction

The cultivation of Islamic values in students is a necessity in education, especially at an early age. Teachers play a crucial role in instilling these Islamic values in students. Research indicates that instilling Islamic values in young children requires proper planning, implementation, and evaluation by teachers. The cultivation of Islamic values in students is a necessity in education, especially at an early age. Teachers play a crucial role in instilling these Islamic values in students. Research indicates that instilling Islamic values in young children requires proper planning, implementation, and evaluation by teachers (Sufiani et al., 2022). This is because, at this age, students should already possess a sense of responsibility, compassion, and independence in line with the stages of moral development they undergo (Permatasari & Sukartono, 2022). Additionally, a teaching approach that helps teachers connect learning materials to students' real-life experiences can also aid in instilling Islamic values (Lestari et al., 2020). Character development programs and family-based tolerance values integrated into learning are essential.

Research has shown that teachers play a significant role in instilling Islamic values in students (Permatasari & Sukartono, 2022), emphasizing that efforts by teachers to instill Islamic character values in elementary school students require qualitative phenomenological methods and data collection techniques such as observation, interviews, and observations. Additionally, (S. R. Mahmudah et al., 2021) indicate that the curriculum development program for aqidah akhlak utilizes the sorogan method, where students face the teacher to present their memorization, creating interaction between students and teachers.

Furthermore, (Wiwin et al., 2022) highlight the importance of instilling religious and moral values in early childhood, which is relevant in the context of instilling Islamic values in

students. They use data collection techniques such as observation, interviews, and documentation. This suggests that instilling Islamic values in students needs to start from an early age. Additionally, (Aryani & Wilyanita, 2022) emphasize that family-based character education integrated into learning can serve as a foundation for instilling tolerance values from an early age, which is also relevant in the context of instilling Islamic values in students

In the context of academic socialisation and achievement motivation in school-age children, (Junianti et al., 2016) show that the role of parents and teachers in introducing and instilling educational values is still low in rural areas. Therefore, this research also emphasises the urgency of teachers instilling Islamic values in students, especially in rural areas. Based on existing research, it can be concluded that instilling Islamic values in students requires a very significant role from teachers, both in the context of elementary schools and early childhood education. Teaching methods, interactions between teachers and students, as well as parental involvement in the education process, are key factors in instilling Islamic values in students.

Literature Review

In the educational context, it is crucial for teachers to instill Islamic values in students. This is an integral part of character education aimed at shaping individuals with noble morals and ethics. According to (Pertwi et al., 2021), the implementation of character education values in the subject of civics education in elementary schools is based on relevant literature studies such as books, journals, and articles. This indicates that instilling Islamic values in students should be based on a strong and accountable foundation.

Furthermore, research has highlighted the role of parents in instilling multicultural values in the family environment of elementary school students (Hutagalung & Ramadan, 2022). This underscores that the education of Islamic values is not solely the responsibility of teachers at school but also involves the role of parents in supporting this process. Parental support in instilling Islamic values in children is crucial to ensuring consistency and sustainability in character education. Additionally, research by (Permatasari & Sukartono, 2022) focuses on teachers' efforts to instill Islamic character values in school students. The method used in this research is qualitative phenomenology, with data collection techniques involving observation, interviews, and observations. This indicates that instilling Islamic values in students requires a holistic and integrated approach.

From these studies, it can be concluded that instilling Islamic values in students requires cooperation among teachers, parents, and the surrounding environment. This also emphasises the importance of a strong foundation and a holistic approach in the character education process.

Research Method

Relevant research methodologies to explore the urgency of teachers instilling Islamic values in students can be adapted from various research methods used in the context of education and character development. Research by (Permatasari & Sukartono, 2022) employs qualitative phenomenology with data collection techniques through observation, interviews, and observations to explore teachers' efforts in instilling Islamic character values in school students. Additionally, research by (Permatasari & Sukartono, 2022) also uses a descriptive analysis method with a qualitative approach and literature as data sources to examine family-based character education integrated into learning to instill tolerance values from an early age.

Moreover, research by (Aryani & Wilyanita, 2022) indicates that Pancasila values can be implemented by teachers through the development of teaching methods suitable for the learning context (Aryani & Wilyanita, 2022). This suggests that qualitative and descriptive research methods can be used to explore the implementation of Islamic values in the educational

context.

In addition to qualitative methods, research by (Silvianetri et al., 2022) also shows that research findings can serve as a stimulus for further researchers to examine other ways of instilling honesty values in children (Silvianetri et al., 2022). This indicates that qualitative research can provide insights and recommendations for further development in the context of instilling Islamic values in students. By combining qualitative and descriptive methods, this research can generate a deep understanding of the urgency of teachers instilling Islamic values in students. Using this approach, the research can provide comprehensive insights into effective strategies and methods for instilling Islamic values in the educational context.

Result and Discussion

Character education and religious values in early childhood are important and require serious attention (Rahman et al., 2023). Research indicates that the role of teachers, especially Islamic education teachers, is highly significant in instilling religious values in students (Tholibin et al., 2022). Additionally, studies also show that character education needs to be implemented from an early age (Wiwin et al., 2022). This is in line with other findings that emphasise the cultivation of character values in children through integrated programmes in early childhood education, involving the roles of parents and teachers (Aryani & Wilyanita, 2022). Furthermore, research results also indicate that instilling the value of honesty in children should be built on the foundation of tauhid (Silvianetri et al., 2022). In the context of learning, the contextual teaching and learning (CTL) approach is considered effective in helping students connect the knowledge learned with real-life situations (Lestari et al., 2020).

Meanwhile, at the elementary education level, teachers also play a crucial role in instilling Islamic character values in students. Teachers are expected to help students develop a sense of responsibility, care, and independence in accordance with their moral developmental stages (Permatasari & Sukartono, 2022). However, research results also indicate that despite Islamic education teachers fulfilling their role in shaping students' characters, the expected results are not maximised due to students' low interest, enthusiasm, and awareness to practice the Islamic teachings conveyed by the teachers (Sumiyati, 2020). Therefore, instilling religious values in students requires the active role of teachers, appropriate teaching methods, and the involvement of parents in supporting the formation of children's characters. This is also consistent with findings that extracurricular activities and academic socialisation in the family environment play a crucial role in instilling religious values in children. The formation of Islamic values in students needs to begin with the example set by teachers, and in this regard, there are several Islamic characters that teachers need to exemplify.

1. The Character of Islamic Teachers

The character of an Islamic education teacher plays a crucial role in shaping the students' character. An Islamic education teacher is expected to be a good role model in behaviour and morals, as well as able to integrate Islamic values into the learning process (Sholihah & Maulida, 2020). Implementing integrated character education with the curriculum and teaching methods during the COVID-19 pandemic also shows that teachers are expected to effectively use technology to instil positive character traits (Harfiani et al., 2021), such as unity and high resilience (Mustikaningrum et al., 2020). Furthermore, Islamic education, as the foundation of character education, emphasizes realizing a complete human being (*insan kamil*) who is faithful, pious, and noble (Sholihah & Maulida, 2020).

Islamic education teachers also play a role in fostering students' character in online and

offline learning. They are expected to develop character development plans that include Islamic values in lesson plans (RPP) (I. Mahmudah & Hidayat, 2022). Islamic education teachers are also expected to enhance students' religious character through their roles as educators and mentors (Solihah et al., 2023). Structured character-based Islamic familiarization programs in schools also indicate that teachers play a role in shaping Islamic character values in students (Suwarni & Makruf, 2023). Islamic education teachers are also expected to integrate values of honesty in the learning process and habits outside of learning (Silvianetri et al., 2022). They are also expected to be pioneers of students' success and personality education (Latifah, 2023).

From an Islamic perspective, a character refers to behaviour and morals in the teachings of Islam, and Islamic education teachers have a crucial role in instilling these values in students (Sari et al., 2022). The character of an Islamic education teacher is crucial in shaping students' character through Islamic-based character education, both in online and offline learning.

Teachers are expected to be role models, integrate Islamic values into teaching, and guide students in forming good Islamic characters.

2. Methods of Instilling Islamic Values in Students

The instillation of Islamic values in students can be carried out through various approaches involving parents, teachers, and the educational environment. Parents play a crucial role in supporting their children's learning. Assisting children with their assignments, providing knowledge, and shaping their mindset and character are essential parental roles (Yulianingsih et al., 2020). A democratic parenting style also influences the tolerance skills of young children, making parental parenting style one of the ways to shape a child's character (Marintan & Priyanti, 2022).

On the other hand, teachers have a role in instilling Islamic character values in elementary school students. Despite challenges in utilising learning activities as a means of instilling Islamic values, teachers' efforts in instilling Islamic character values in students remain a focus (Permatasari & Sukartono, 2022). Additionally, the use of Twibbon media as an effort in Islamic character education for elementary school students has proven effective in instilling Islamic character in children (Wijayanti & Utami, 2022).

Instilling character values can also be done through habitual practices based on local wisdom, storytelling, and singing Islamic songs for young children (Titi et al., 2022); (Ramadhani, 2018); (Silvianetri et al., 2022). Moreover, instilling religious and moral values in young children is also carried out through activities used by teachers to instill religious and moral values in children (Wiwin et al., 2022). Furthermore, character values can be instilled through fostering tolerance, instilling moral and spiritual values through Islamic animated series, and internalising respect and responsibility through wisdom stories and the exemplary behaviour of teachers in online learning in secondary schools (Aryani & Wilyanita, 2022; Widat & Dayyani, 2022; Ananda & Ganeswara, 2022). The "Cinta Rosul" (Love of the Prophet) programme in kindergarten is also one effort in instilling Islamic values in children, where the role of the teacher as a guide is crucial in shaping the child's character (Towoliu et al., 2020). The instillation of Islamic values in students can be achieved through various approaches involving parents, teachers, and the educational environment. Through various activities, both at home and in the school environment, Islamic character values can be effectively instilled in children.

Conclusion

The instillation of Islamic values in students is crucial in education. Research indicates that instilling religious values in young children requires a critical attitude from students, teachers, and parents to avoid getting trapped in the comfort of the virtual world. Furthermore, instilling religious values also impacts the moral development of children, aiming for them to grow with a good personality and character.

Teachers play a crucial role in instilling Islamic values in students. One approach that can be used is the development of mathematics modules based on Islamic values, which helps connect learning materials with students' real lives. Additionally, teachers' efforts in instilling Islamic character values in elementary school students also include fostering a sense of responsibility, care, and independence in line with the moral development stages experienced by students.

In addition to the role of teachers, instilling Islamic values in students can also involve parents and families. Family-based character education programs integrated with learning can serve as a means to instil tolerance values from an early age. Furthermore, teachers can integrate the value of honesty into the learning process and engage in habitual practices to instil honesty outside of the classroom. However, there are challenges in instilling Islamic values in students, such as the low interest, enthusiasm, and awareness of students to practice the teachings of Islam conveyed by Islamic education teachers. Therefore, there is a need for an active role from teachers, parents, and families in instilling Islamic values in students.

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