

RESEARCH ARTICLE

The Role of Teachers in Developing Faith and Devotion in Class III Students of Tunggulwulung 1 State Elementary School, Kec. Pandaan, Kab. Pasuruan

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ABSTRACT

This article was created with the aim of explaining the focus of the research which aims to explore the role of teachers in developing students' faith and devotion at tunggulwulung state elementary school 1. This research uses a qualitative descriptive approach, which aims to dig deeper into the methods used by teachers in delivering material. religion and values instilled in the learning process. Through in-depth interviews, direct observation, and documentation studies, researchers collected data regarding the way teachers interact with students and the challenges they face in teaching religious values. The research results show that teachers not only act as teachers, but also as role models who provide examples of ethical and moral behavior. In addition, teachers play a role in creating a learning environment that is conducive to the development of student character. Even though there are challenges such as the diversity of students' backgrounds and lack of support from parents, the role of teachers remains very important in shaping students' religious attitudes and understanding of religious values,.

Keywords: author guidelines; the role of teachers, faith and devotion, SDN Tunggulwulung 1

INTRODUCTION

The cultivation of moral values is very important to be instilled in today's generation and future generations in order to change one's behavior and attitude to be based on norms and values based on the ideology of Pancasila (Hakim, A. N. Et al 2021). Nowadays, where technology has great potential in influencing various aspects of daily life, one of which is in the aspect of education, schools have an important role in educating students so that they avoid bad things that result in student behavior. Because at present there are many problems that arise due to technological developments, one of which is the decline in moral ethics owned by students. If these problems are allowed to continue without any changes being made, deviations from the norms of religious and social life will become more prevalent and have an impact on the shrinking of student achievement in school. At school, a teacher is a professional educator who plays an important role in educating

and guiding students so that the formation of the character of the nation's children of faith and devotion in accordance with existing norms (Wardono, B. H., & Travolta, Y. (2023)).

At this time we know that, the character of our nation has collapsed or faded along with the times. Morality is getting worse and causing various chaos or damage in this nation (Wardono, B. H., & Travolta, Y. (2023)). With belief, practicing morality and dignity, it is part of spiritual intelligence which is an important foundation and goal in the development process. religious and moral values ((Asti Inawati, 2017; 4) in (Rahmah, R., & Armizi, A. (2022)). The task of a teacher is not only teaching but the most important task is to guide and model or inspire students to behave. The interaction between teachers and students on a daily basis creates opportunities for teachers to instill moral values and manners either directly or indirectly. Teachers are role models who are used

by students as figures to be respected and emulated, therefore the actions and attitudes carried out by teachers affect the formation of students' moral views (Rachma, A., et al (2024)).

The faith and devotion (Imtaq) of students is part of the national goal. In order to achieve this goal, the school institution becomes an indispensable place to achieve effective educational goals. There are five strategies that have been developed by the Directorate General of Primary and Secondary Education Management that have the aim of increasing the faith and devotion of students through educational institutions in schools, including the realization of the implementation of Islamic Religious Education, the integration of science and technology and Imtaq in learning, the existence of extra-curricular activities with faith and devotion insights, creating conducive learning in school social life, and carrying out cooperation between schools and parents and communities. (National Education System Law No. 20 of 2003).

Faith and devotion is a form of human behavior that relates to God and fellow humans. According to Muhaimin in (Wardono, B. H., & Travolta, Y. (2023)) explains that schools are required to have a role and work together with parents, and all government agencies in an effort to increase faith and devotion to students. Some forms of activities that can be done to increase faith and devotion include Tadarrus Al-Qur'an, Religious Lectures, Tahlil, Bershalawat, Prayers together and also Infak.

At Tunggulwulung 1 State Elementary School, Pandaan Subdistrict, Pasuruan Regency, the role of teachers in developing the faith and devotion of third grade students is one of the things that is very concerned. Third grade students, who are generally around 8-9 years old, are in a very important developmental phase to shape their character. In this section, teachers have a strategic position in providing materials and examples that can shape religious attitudes and deepen students' understanding of religious values.

Based on the descriptions that have been explained previously, this article aims to explore the role of teachers in developing students' faith and devotion at Tunggulwulung 1 State Elementary School, as well as the learning methods used by teachers in the process.

METHOD

The method used in this research is to use descriptive qualitative research to explore more deeply the role of teachers in developing students' faith and devotion. Research with a qualitative descriptive approach method is research conducted by analyzing, describing, and collecting data by reading or filtering books, papers, journal articles related to the problems to be resolved in research. The use of this type of qualitative research does not use numbers or statistics as an analysis of research results, but in the form of descriptions of the results of interviews, observations and documentation studies.

Datacollection techniques were carried out by in-depth interviews with third grade teachers, direct observation in the classroom, and documentation studies. Interviews were conducted to obtain information about how teachers deliver religious materials, the values instilled in learning, and the challenges faced in the process of developing students' faith and devotion. Classroom observation aims to observe the interaction between teachers and students, as well as the application of religious principles in daily learning activities. Meanwhile, documentation studies were conducted to see teaching materials and activity programs related to religious learning at school.

RESULTS

A. The Teacher's Role in Religious Character Building

Teachers play an important role in shaping students' ethics and morals. Teachers at Tunggulwulung I Elementary School have a very central role in developing students' faith and devotion. Teachers not only function as teachers, but also as role models for students. Teachers are expected to have ethical and moral attitudes and

behaviors so that they can be imitated by students. In the process of learning religion, teachers teach students to recognize religious values, namely being honest, disciplined, responsible, and helpful. Teachers often insert moral and spiritual messages in every lesson taught, both through religious subject matter and other activities that are interconnected with daily life. Teachers have an important role as the main role model to provide examples of ethical and moral behavior that can be emulated by their students. In addition, teachers act as facilitators who are able to create a conducive learning environment for the process of ethical and moral development of students. A conducive learning environment will provide constructive feedback and will form an inclusive classroom culture and solidarity attitude, as well as provide opportunities for learners to take responsibility for their own actions ((Marsen, Neviyarni, & Irda, 2021) in (Rachma, A., et al (2024)).

In developing faith and devotion, school institutions play an important role in being responsible for this in providing understanding and instilling moral values, because the character of participants cannot be formed by itself without external direction. Emphasizing the values of mutual respect, respect for each other, being democratic, helping, honest, respectful, responsible, fair, caring for others, love for the country and others are the main objectives of student character building (Sudrajat, 2011: 55-56) in (Hakim, A. N. Et al 2021). The same thing is also explained by (Triatmanto, 2010: 192) in (Hakim, A. N. Et al 2021) that the development of the values mentioned above must be able to be implemented by students in life, both at school and in society. So that if students adhere to these values, then they will be seen as a whole human being.

According to (Wardani, 2010; 237) in (Hakim, A. N. Et al 2021) states that teachers have an obligation to educate students, train, motivate, and provide direction to their students to become moral and dignified human beings. Teachers should provide guidance to students to choose between what is good and what is not good for them. Furthermore, teachers are also good role models, because the behavior shown by teachers at school

will be used as an example by students. So, we can take the point that teachers in schools play an important and complex role.

B. Methods Used in Developing Faith and Piety

There are several strategies or methods that can be used in developing faith and devotion. According to (Fadhlina, 20220) in ((Rachma, A., et al (2024)) One common method used is direct teaching through certain topics that discuss ethics and morals. For example, teachers give religious lessons or lectures that teach about the basics of faith, introduction to God, and moral teachings from the religion that students believe in. The lectures are often followed by discussions so that students better understand and internalize religious teachings. In addition, providing narratives or biographical stories of figures who have high moral values can also be an effective tool for providing moral messages. Other methods such as group discussions, and interdisciplinary approaches that combine morals with various subjects such as science, history and language can deepen learners' understanding of the application of moral values in different situations. The use of technology and digital media can also be used to teach ethics and morality through educational videos, simulations and interactive learning platforms that appeal to learners. According to Mc. Keachie-Kulik in (Aladdiin, H. M. F., & Ps, A. M. B. K. (2019)) from the results of his research, compared to the lecture method, the discussion method can improve students in understanding concepts and problem solving skills. But in the transformation of knowledge, the use of discussion methods is slower than the use of lectures. So that the lecture method is more effective for increasing the quantity of students' knowledge than the discussion method.

Aside from those mentioned, there are other methods that can be used as methods in developing the faith and devotion of students, including habituation of religious behavior, application of character-based learning, excitation methods, and also experimental methods (Aladdiin, H. M. F., & Ps, A. M. B. K. (2019)). In habituation of religious behavior, teachers accustom students to carry out daily religious activities such as morning prayer

before learning, saying greetings, and giving examples of how to behave well according to religious teachings. This habituation aims to instill habits that can increase students' faith in everyday life. For the implementation of character-based learning, teachers are expected to often link subject matter with positive characters that lead to moral improvement, such as patience, hard work, and tolerance. Teachers also reward students who show behavior that reflects religious values.

Then for the resitation method, the intention is a method intended through teaching by requiring students to make a summary or resume in their own words. For example, in the discussion of religious education material, it can be in the form of book reviews or papers in *bahtsul masail*, and this method can also be combined with exciting discussion methods. And finally the experimental method means the management of learning in which students carry out experimental activities by experiencing and proving for themselves what they are learning. In the experimental method, students are given the opportunity to experience or do it themselves by following a process, observing an object, analyzing, proving and drawing their own conclusions about the object they are learning (Aladdiin, H. M. F., & Ps, A. M. B. K. (2019)).

C. Results of Student Faith and Piety Development

From the results of observations and interviews conducted by researchers, it can be concluded that the application of some of the methods described above shows a positive impact on the development of students' faith and devotion. Students become more accustomed to carrying out religious activities and applying these values in their daily lives. For example, many students are getting used to saying prayers before and after learning activities, showing mutual respect, and sharing with their friends. Teachers also observed that tolerance and mutual respect among students improved after religious teaching activities were consistently implemented.

However, the challenge faced by teachers is the diversity of students' religious and cultural backgrounds that affect their understanding and

religious practices. Therefore, teachers must be wise in delivering the material so as not to cause differences of opinion or conflicts between students. In addition, the lack of support from parents at home is a factor that slightly hinders the development of students' faith, because most religious teaching is received more at school than at home.

CONCLUSION

Teachers at Tunggulwulung 1 State Elementary School have a very important role in developing the faith and devotion of third grade students. The role of educators in the formation of student morals at Tunggulwulung 1 State Elementary School includes: the role of educators as teachers, educators as mentors, educators as motivators, educators as mediators, as emancipators, and teachers as evaluators. The role of teachers in developing early childhood morals at Tunggulwulung 1 State Elementary School is by providing direct religious learning or lectures, providing narratives or biographical stories of figures who have high moral values, group discussions and interdisciplinary approaches, habituation of religious behavior, application of character-based learning, resitation methods, and also experimental methods. In addition, educators give advice and reprimands to their students and educators collaborate with parents in shaping morals and religion in children.

Through varied religious learning methods and habituation activities carried out at school, students have begun to show improvement in their appreciation and practice of religious values. However, challenges such as the diversity of students' backgrounds and the lack of parental support are obstacles in the process. However, facing challenges such as the diversity of cultural backgrounds, time constraints and environmental support, practical solutions such as teacher training, curriculum integration and cooperation with parents and communities can overcome these obstacles. With the right approach, ethical and moral education can produce a generation with good character and responsibility. Therefore, collaboration between teachers, parents and the

surrounding environment is needed to ensure that students' religious character development can be carried out properly.

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