

## Implementation of Religious Values in Character Education Students at State Middle School 9, South Konawe

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ARTICLEINFO	ABSTRACT
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Keywords:

Character, Religious

*This research aims to determine the role and strategies of religious teachers in implementing religious character education for students of SMP Negeri 9 South Konawe . This type of research is qualitative research using field research methods. The data collection techniques used are observation, interviews and documentation with data analysis techniques, namely data reduction , data presentation, and verification of data collection. The data validity testing technique uses source triangulation, technical triangulation and time triangulation techniques. The results of this research show that the role of religious teachers in implementing students' religious character education through several roles, namely as teacher, guide, learning resources and as advisor. Meanwhile the character values taught are religious values, honesty, tolerance, discipline , social care and responsibility. The strategy of religious teachers in implementing religious character education is through several activities, namely for Muslim students there are dhuha prayer activities, habitual ablution, al-Qur'an reading activities and imtaq activities. Meanwhile, for non-Muslims through imtaq activities and making crafts used for their respective worship*

#### ABSTRACT

Study This aim For know the role and strategy of religious teachers in carry out education character religious Students of SMP Negeri 9 South Konawe . Type of research This is study qualitative with use method study field . Data collection techniques used is observation , interviews , and documentation with technique data analysis , namely data reduction , data presentation , and verification data collection . As for technique testing validity of data using technique triangulation sources , triangulation techniques and triangulation time . Research

<p><i>Keywords</i></p> <p><i>Character , Religion</i></p>	<p>results This show that the role of religious teachers in carry out education character religious student through a number of role that is as teacher , mentor , resource study and as advisor . While mark the characters taught that is mark religious , honest , tolerant , disciplined , caring social and responsibility answer . The strategy of religious teachers in carry out education character religious student through a number of activity that is For student Muslim there is activity prayer dhuha , habituation ablution , activities reading the Qur'an, and activities faith and piety . Meanwhile For non-Muslims through activity faith and making crafts used for each person's worship.</p>
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## INTRODUCTION

Education is a growth process human beings , formation , direction , and guidance practical provided through appropriate direction throughout life someone . The purpose of education is For equip student with the necessary knowledge , skills , and virtues For find happiness in worldly life and the hereafter . The most determining factor in reach objective education the is How grow character religious school children have role important in development this ( Saiful Islam, 2017:154). For help participant educate develop character religion , teachers and colleges tall must capable create conducive environment .

In an effort to shape students' religious character, teachers and schools as institutions must be able to develop new programs. The environment in which a student grows up has a significant influence on their religious development. They acquire the ability to identify religious principles and act in accordance with societal norms. The role of instructors, particularly supervisors and homeroom teachers, is crucial in helping children develop religious character at school. Teachers have the power to foster a religious atmosphere both inside and outside the classroom. Teachers play a crucial role in helping students develop into adults in accordance with shared goals.

Teachers in this situation typically must possess a diverse set of skills, including not only a cognitive understanding of relevant subject matter but also

personality qualities that can be expressed in effective teaching. Teachers in other occupations can be considered educators, tasked with similarly important responsibilities. Teachers must not only be knowledgeable in the subjects they cover daily, but they must also possess the additional skills of being role models for students in all aspects of attitude and behavior. Teachers must also be exemplary in their religious character. The ability to model good behavior for students is crucial, as the goals of national education standards require it.

A student's attitude and character are essential in daily life, both at school and outside of school. Good character is formed through effective processes, such as the learning process. The learning process must be structured to ensure that the results align with the desired goals. One integral factor in shaping attitudes and character is the coaching patterns implemented by each teacher and school, ensuring that students' character is truly shaped. Religious character education is crucial for helping individuals realize themselves as whole human beings, achieving happiness in this world and the hereafter. It also helps shape the behavior of children as they grow into adulthood, providing a stronghold to protect their natural instincts.

SMP Negeri 9 Konawe Selatan is a public school with diverse religious backgrounds. When the researcher conducted initial observations, the researcher found something interesting about SMP Negeri 9 Konawe Selatan, namely the existence of religious character education by several religions embraced by students of SMP Negeri 9 Konawe Selatan. Based on the results of the initial interview that the researcher conducted with one of the informants, namely the religious teacher of each student (Islamic, Hindu and Christian religious teachers), the informant said that religious character education in this school is carried out through 2 activities, namely intracurricular and extracurricular activities. The informant stated that for intracurricular activities themselves, namely praying before and after lessons and maintaining manners from the start of learning until the end of learning. While the extracurricular activities are the habit of ablution before carrying out religious activities, the habit of praying dhuha, imtaq activities namely yasinan and memorizing the 10 verses of Surah Al-Kahfi together every Thursday and learning to read the Qur'an according to the schedule of each class. The informant also stated that for non-Muslim students, the religious character education activities remain the same. The only difference lies in the extracurricular activities. Non-Muslim students participate in extracurricular activities such as group worship, organized by their respective religious teachers, held in designated classrooms, and making crafts for use in worship.

Based on the background above, the researcher is interested in researching the religious character education activities of students at SMP Negeri 9 Konsel with

the title "Implementation of Religious Values in Student Character Education at SMP Negeri 9 Konawe Selatan"

## METHOD

As for the types study This is study field research with use approach method study qualitative . As for the research This held at State Middle School 9 South Konawe , Tridanamulya Village , District Landonon , which is where researchers want to know education character religious students of State Middle School 9, South Konawe . Study This Already ongoing during not enough more than 2 months starting in November until month December 2024.

The research data sources come from primary and secondary data. Primary data comes from direct interviews with research informants, namely the principal, teachers, especially Islamic Religious Education teachers, and students. Data collection techniques were carried out through direct observation at the research location, interviews with informants to obtain information on the research topic, and documentation. The data was then analyzed. analyzed with using data reduction techniques , data presentation , and drawing conclusions.

## RESULTS

### The Role of Teachers in Students' Religious Character Education

The role of teachers in schools is the most effective way to foster good behavior in students. Teachers can be role models in character education, both national character education (nationalism) and religious character education (morals). From several interviews conducted by the researcher above, the researcher only interviewed about the role of teachers in general. For greater clarity, the researcher will focus on the role of teachers in shaping religious character at SMP Negeri 9 Konawe Selatan, namely as follows:

**Table 1 The Role of Teachers in Character Education Religious Students of South Konawe 9th Junior High School**

No.	The Role of Teachers	Description Short
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1.	As Teacher	The teacher delivers material in accordance curriculum with method contextual and easy understood . Material such as prostration of gratitude , love , dharma, and other moral values taught For implant attitude religious . Teacher from various religions associate lesson with life real , so that learning more touch spiritual aspects of students .
2.	As Supervisor	The teacher guides student personally and collectively with approach empathetic and without violence . Hindu teachers use approach based problem , Christian teachers provide consultation personal , and Islamic teachers teach mark patient , honest and trustworthy . Guidance done in class , roll call morning , until outside environment school .
3.	As Source Study	The teacher gives understanding material with Language simple , patient , and take advantage technology like infokus . Christian, Muslim, and Hindu teachers provide appropriate material with need students , including texts sacred and moral stories , so that students easy understand and internalize values character religious in life daily .
4.	As Advisor	The teacher gives advice in various chance like learning , roll call , and activities picket . Advice focused on the values of manners, politeness politeness , tolerance , discipline , and cleanliness . Although No counselor professional , teachers become place share student in face problem as well as grow attitude religious and harmonious in socializing .

Source : Primary Data

Based on Table 1 above , it can be concluded that the role of teachers in education character religious Students at SMP Negeri 9 Konawe Selatan are very diverse and support each other complement . Teachers serve not only as instructors delivering material, but also as mentors, learning resources, and advisors for students. Each role is actively carried out by religious teachers in

accordance with their religious values, using a contextual, communicative, and empathetic approach. This demonstrates that the success of religious character education depends not only on the content of the curriculum, but also on the role models, interactions, and attention of teachers in supporting students' comprehensive spiritual and moral development.

According to the Ministry of National Education, students' religious character formation encompasses 18 character values. However, the researcher focused on six character values taught by the religious education teacher at South Konawe 9th State Middle School in his role in instilling religious character education in students, as follows:

**Table 2. Religious Character of Students according to the Ministry of National Education taught by the religious teacher of SMP Negeri 9 Konawe Selatan**

No.	Character Values	Description	Implementation at SMPN 9 South Konawe
1	Religious	An attitude of obedience in carrying out religious teachings and living in harmony in diversity.	Teachers provide examples and advice, students carry out prayers, Dhuha prayers, imtaq activities, and 5S culture.
2	Honest	Behavior that reflects truth in words and actions .	The teacher forbade cheating , giving advice about benefit honesty , and giving sanctions light For violation .
3	Tolerance	Value differences in religion, ethnicity and culture .	The teacher emphasized life peace and mutual respect , students No discriminate friends and respect other worship.

4	Discipline	Obey the rules and time .	The teacher gives an example of arriving on time and emphasizes punctuality in submitting assignments.
5	Care Social	Give attention and assistance to others.	The teacher instills mark helping each other , students active in share takjil and mutual help in class .

Source : Primary Data

Based on the above description , can concluded that education character religious students at SMP Negeri 9 Konawe Selatan have directed in a way systematically by religious teachers through six mark character the main one that fits with 18 values character according to Ministry of National Education , namely religious , honest , tolerant , disciplined , caring social and responsibility answer . Sixth mark This No only taught in a way theoretical in the learning process , but also applied in a way practical through role models , advice , habits , and various activity relevant religious with belief each student . Involvement active teachers in role they as teachers , mentors , advisors , and sources Study participate strengthen formation character religious student in a way holistic and sustainable in the environment school .

### **Strategies used by teachers in Conducting Character Education Religious Student**

South Konawe State Junior High School 9 is trying to increase character religious participant his students No only in learning only . Character education religious given to participant educate in frame follow as well as make it a success objective nation in enlightening life a virtuous nation sublime in accordance with the basis of the Indonesian state , namely Pancasila and the law the 1945 state foundation which has made into foundation base the Indonesian nation . Therefore that , SMP Negeri 9 Konawe Selatan has activity addition outside lesson or normal called with activity extracurricular activities



**Table 3 Strategies Used by Teachers in Conducting Character Education Religious Student**

**South Konawe 9th Junior High School**

No.	Strategy	Description Activity	Purpose/Benefits
1	Habituation ablution	Done before activity religious like prayer dhuha , reading Yasin, surah Al-Kahf , and the Koran. Guided directly by religious teachers.	Forming character religious , training discipline , cleanliness , and mental readiness of students .
2	Habituation prayer dhuha	Implemented after apple Morning during free time . Students do pray and get explanation about the benefits from the teacher.	Getting used to sunnah worship, instilling spiritual values , strengthening connection with God.
3	Study Reciting Al-Qur'an	Implemented during class hours in accordance material . Students reading and memorizing verses of the Qur'an, students who have not fluent reading Iqra' directed study at home .	Practice smoothness read the Koran, understand and practice it content content verse .
4	Activity imtaq ( faith and piety )	Implemented every Thursday morning . Students worship according to their respective religions: Islam ( reading Yasin & Al-Kahfi ), Christianity ( reading Bible ), Hinduism (Vedic worship & discourses , practice offerings ).	Forming character religious , growing tolerance interfaith religious , and strengthen togetherness .

Source : Primary Data

Based on Table 3 above , the strategies used by teachers in form education character religious students at SMP Negeri 9 Konawe Selatan include various supporting activities spiritual and moral habits of students . This strategy including habituation ablution , habituation prayer dhuha , study reading the Qur'an, and activities faith and piety every Thursday . All activity This designed For implant values religious , disciplined , caring , and tolerance interfaith religious activities the No only involving aspect cognitive , but also affective and psychomotor student as part from education a complete and comprehensive character .

## DISCUSSION

### **The Role of Teachers in Character Education Religious Student**

The role has meaning that is a set expected level ( in the Big Indonesian Dictionary ) . The role in principle is all activities carried out somebody or group For reach something desired goal , without existence the role of the teacher all something No will walk with it should be . According to ( Lickona , 2020) a teacher has authority to instill values and character religious participant educate , there is three procedure namely : 1) teachers can play a role as a good merciful , loving as well as value participant educate , help participant educate reach success in the institution education , forming trust self each individuals , as well as can make the participants educate understand about What it is moral with method see their teacher treat they with good ethics . 2) teachers can become a model, with method interact with others and show respect as well as responsibility with his actions Good it 's inside and outside class . 3) teachers can become companion for participant educate with method give advice challenge morals and also guidance through explanation , discussion class , telling stories , giving motivation each person and provide good response when There is students who are do something deviant things .

The role of religious teachers at SMP Negeri 9 Konawe Selatan in implant education character religious to students , as seen in results , can seen through :

One of the role of teachers in implant education character religious to students of SMP Negeri 9 Konawe Selatan are his role as teacher . This is in line with study Miftakhul Halimah (2018) that the role of teachers as teacher own great influence For implant education character religious to student that is in the learning process a teacher does not only convey material lesson only , but also teaches to student For behave well and use easy method understood . Based on presentation the can analyzed that if the learning process only fixated on

material curriculum without existence examples taught by the teacher, then education character religious No can fulfilled completely .

One of the role of the teacher carried out in implant education character religious to students of SMP Negeri 9 Konawe Selatan are his role as mentor . This is in line with Rian Yudiarni's research (2019) states that the learning process teach need exercise skills , good intellectual and motoric, so that demands teachers to act as coach . Based on presentation said , can analyzed that For implant education character religious to students , teachers need own broad skills and knowledge so that students capable think in a way creative and innovative .

One of the role of the teacher carried out in implant education character religious to students of SMP Negeri 9 Konawe Selatan are his role as source learn . This is in line with statement by Arif S Sadiman ( in Ahmad Rohani & Abu Ahmadi, 1995: 152-153) who believes that source Study is all type external sources that allow the learning process . The role of sources learning ( such as : teachers, lecturers , books , films, magazines , laboratories , events , and so on ) allows individual changed from No know become know , from No understand become understand , from No skilled become skilled , and make individual can distinguish between what is good and what is not Good . Based on this explanation, it can be analyzed that the teacher's role as a learning resource is also very important. In addition to mastering the subject matter, teachers must also strive to motivate students, because, in essence, teachers are someone to be emulated.

One of the roles of teachers in instilling religious character education in students at SMP Negeri 9 Konawe Selatan is as advisors. This aligns with Dwi Maylisa's (2020) research, which found that advice plays a crucial role in shaping students' faith, preparing them morally and psychologically, and explaining the essence and values of religion to students, as well as teaching them Islamic principles. Based on this analysis, it can be concluded that the role of teachers as advisors is also crucial as *a reminder* to maintain their daily lives.

### **The strategies used by teachers in do education character religious student**

According to Maria Harris, a theologian education , he emphasize that importance religious education in form character religious students . He believes that religious education must be touch aspect practical and experienced , not only focus on understanding theoretical . Harris emphasized importance

use stories and experiences religious as means For help student understand and internalize religious values in life daily they .

As well as with results observations and interviews that have been researchers do with religious teachers that the strategies they use do in effort do education character religious students of SMP Negeri 9 Konawe Selatan, teachers do not only give aspect theoretical However carry out activities field like get used to student ablution before carry out activity religious , reading the Koran, doing activity faith and making craft for worship with the aim is for students used to apply in life daily

## CONCLUSION

character building religious students at SMP Negeri 9 Konawe Selatan have implemented very well , as proven through results research conducted . The role of religious education teachers in schools this is very important in implant values character appropriate religious with guidelines Ministry of National Education . The values instilled covering religious , honest , tolerant , disciplined , caring social and responsibility answer . The teachers don't only convey material , but also provide role models and advice in a way direct to student in life everyday life in the environment school .

As for the strategies used by teachers in implant education character religious to student including through integrated routine and habituation activities in daily life students . The strategy covering activity habituation prayer dhuhā , habituation ablution before carry out activity religious activities reading the Qur'an, activities faith and piety every Thursday , and activity make craft For religious needs , especially for Hindu students . All activity This designed For strengthen formation character religious students to grow become moral , responsible person answer , and be able to life harmonious in diversity .

Based on conclusion research , researchers give some suggestions as material consideration for parties related in effort increase education character religious at SMP Negeri 9 Konawe Selatan. For the principal school , recommended For increase character religious educators Because student tend copy what the teacher does , and education character will more effective If exemplified directly by educators who have character . In addition , the principal school need

increase supervision to implementation of existing programs designed as well as repair means ablution place so that you can used optimally .

For educators , it is hoped that For Keep going motivating participant educate to always behave in accordance with religious teachings , giving attention special to students who have not show character religious , as well as always become good role model in attitude and actions everyday . Meanwhile that , for participant educate , recommended For Keep going Study with spirit , devotion to teachers and parents as part from education character religious , as well as follow and obey all programs that have been prepared by the school for the sake of formation a religious , disciplined and responsible person answer .

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