



The Role Of Akidah Akhlak Teachers In Shaping Student Discipline At MTs Al Manar

M. Syaifudin Zuhri¹, Muh Barid Nizarudin Wajdi², Soraiya Soraiya³, Miftakhul Iلمي Suwignya Putra⁴, Vina Rohmatul Ummah⁵

¹ STAI Miftahul Ula Nganjuk

² STAI Miftahul Ula Nganjuk

³ Universitas Islam Jakarta (UIJ) Indonesia

⁴ Universitas Pesantren Tinggi Darul Ulum Jombang

⁵ Institut Agama Islam Ibrahimy Genteng (IAIIG) Banyuwangi, Indonesia

syaifusinzuh@gmail.com

Article History

Received : January 9th 2024

Revision : March 13th 2024

Publication : April 30th 2024

Abstract

The role of Akidah Akhlak teachers in shaping student discipline at MTs Al Manar Tanjuntani Prambon Nganjuk is the primary focus of this study. Employing a descriptive qualitative approach, the research explores the implementation of disciplinary practices, the strategies utilized by teachers to promote discipline, and the supporting factors that enhance the effectiveness of character education within the institution. Data were collected through direct observation, interviews with credible sources, and document analysis. The findings reveal that Akidah Akhlak teachers hold a strategic position in guiding students to become morally upright and responsible individuals. Various strategies are employed, including setting exemplary behavior, consistently mentoring and directing students, offering motivation and rewards for positive conduct, and applying wise corrective measures when necessary. The success of these efforts is strongly supported by a conducive school environment, the existence of clear institutional regulations, and the collaboration between the school and the surrounding community. The cultivation of discipline is not only intended to establish orderly behavior but also to reinforce the students' moral character, nurturing a generation with high integrity. Through well-planned strategies and a supportive educational atmosphere, Akidah Akhlak teachers at MTs Al Manar successfully integrate character education into daily school life, embedding discipline as a fundamental aspect of both school culture and student identity.

Keywords: Role of Akidah Akhlak teachers, shaping student discipline, character education, discipline strategies, Islamic education values



By Author. This is an open access publication under the terms and conditions of the Creative Commons Attribution-ShareAlike 4.0 International License (CC BY-SA) license (<https://creativecommons.org/licenses/by-sa/4.0/>).

INTRODUCTION

In recent years, there has been a significant shift in educational paradigms, emphasizing the importance of addressing the affective dimensions of educational goals alongside cognitive and skill-based aspects. This trend became prominent in Indonesia during the 1970s with the development of humanities education, followed by the rise of value education aimed at character building and the holistic development of students



(Islami, 2020; Setiawan, 2021). National education in Indonesia aspires to cultivate values, attitudes, and personal integrity, contributing to the overall character development of learners (Rachman, 2019).

Education is fundamentally a process of transforming attitudes and behaviors, aiming to guide individuals towards maturity through structured teaching and training (Wijaya, 2020). In the era of rapid globalization, while there are both positive and negative influences on society, education plays a pivotal role in ensuring that individuals can navigate these challenges successfully, thus achieving both worldly and spiritual fulfillment (Arifin & Maulana, 2022). However, there has been a noticeable decline in moral values among some segments of society, as evidenced by increased juvenile delinquency and criminal activities, partly driven by the unrestricted access to information through modern technology (Nasution, 2019).

Education is essential for human development, as it fosters creativity and nurtures the potential within each student, ultimately guiding them towards their true purpose (Susanti & Juhana, 2021). The National Education System of Indonesia, as outlined in Article 3, underscores the objective of developing learners into individuals who are faithful, morally upright, knowledgeable, capable, creative, independent, and responsible citizens (Government of Indonesia, 2003).

In Islamic teachings, the emphasis on character building is crucial, as it prepares the younger generation to take on future responsibilities with strong intellectual capabilities and noble character, known as *akhlakul karimah* (Syafi'i & Mustofa, 2019). Consequently, the responsibility of moral education falls on all sectors of society, including families, social communities, and schools (Yusof, 2020).

Discipline remains a prevalent issue within the educational system, representing a critical component in shaping responsible and accountable students (Wardani, 2021). Discipline helps students navigate their daily lives and responsibilities effectively, and its consistent enforcement in school settings positively influences learning outcomes, enabling students to maximize their potential (Mulia & Rahman, 2020). The continuous inculcation of discipline transforms it into a habitual behavior, making it easier for students to adhere to school rules and regulations without feeling burdened or compelled (Nugraha, 2018).

Schools, as the primary formal educational institutions, play a crucial role in determining students' academic success. A conducive school environment, which includes effective teaching methods, positive teacher-student relationships, adequate learning resources, and a relevant curriculum, is essential in motivating students to learn (Hidayat, 2019). However, issues such as inadequate school facilities, including insufficient prayer spaces, contribute to the challenges in moral and disciplinary education at institutions like MTs Al Manar in Prambon, where students sometimes struggle to meet their obligations due to such limitations (Arsyad, 2020).

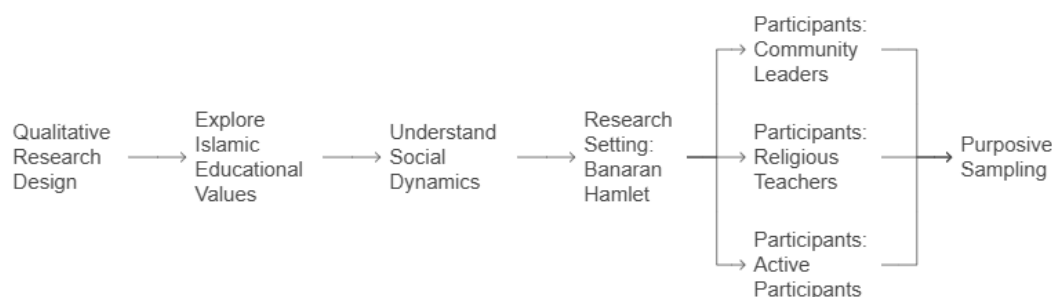


This study, titled "The Role of Akidah Akhlak Teachers in Shaping Discipline among Grade VIII Students at MTs Al Manar," aims to explore the role of religious and moral education teachers in fostering student discipline amidst these challenges, highlighting the importance of continuous character education in producing knowledgeable and morally upright future leaders.

METHOD

This study employs a qualitative research methodology. Qualitative research, as defined by Bogdan and Taylor (1975), involves procedures that yield descriptive data, primarily in the form of written or spoken words from the observed individuals and behaviors (Creswell & Poth, 2018). The approach used in this study is descriptive, which is designed to depict the current status of a situation or phenomenon as it exists (Lambert & Lambert, 2012).

Research Design and Setting



Gambar 1: *Research Design and Setting*

In qualitative research, the presence of the researcher in the field is crucial because the researcher acts as the primary instrument of data collection (Merriam & Tisdell, 2016). During data collection in the field, the researcher actively participates in the activities at the research location.

Research Location

The research was conducted in the 8th grade at MTs Al Manar Tanjungtani Prambon, located in Tanjungtani Village, Prambon District, Nganjuk Regency, East Java Province.

Data Sources

Data sources are vital in any research process. They are the subjects from which data or information is obtained, tailored to the research focus. In this study, the data sources include both primary and secondary data.



1. *Primary Data*: Primary data refers to information collected directly from the original source, without intermediaries, using tools that directly measure or capture data from the research subjects. In this study, primary data were obtained from interviews with the headmaster and teachers of the 8th grade at MTs Al Manar Tanjungtani Prabon, as well as from some of the students.
2. *Secondary Data*: Secondary data refers to information gathered from other sources rather than directly from the research subjects. This includes documentation from the 8th grade at MTs Al Manar Tanjungtani Prabon, such as reports and records. The researcher collected data from student reports and relevant record books available at the institution.

Data Collection Techniques

1. *Interviews*: Interviews are dialogues conducted by the interviewer to obtain information from the interviewee (Kvale & Brinkmann, 2015). This method involves face-to-face interactions where the researcher gathers verbal information to explain the research problem. The interviews were conducted with the headmaster, class teachers, and students of the 8th grade at MTs Al Manar Tanjungtani Prabon.
2. *Observation*: Observation is a technique used to gather data by observing ongoing activities (Cohen, Manion, & Morrison, 2018). It involves watching and recording the behavior of students during lessons, monitoring classroom discussions, and assessing the students' understanding of the material being taught.
3. *Documentation*: Documentation involves recording past events through various media, such as writing, images, or artifacts (Bowen, 2009). In this study, documentation includes photographs, student reports, and other supporting records that provide valuable data for the research.

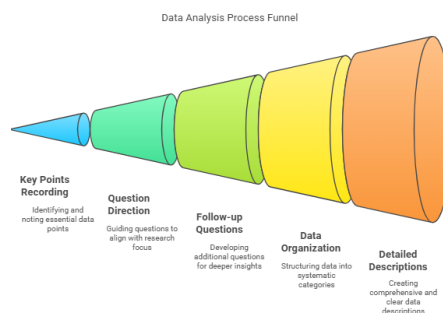
Data Analysis

The data analysis technique used in this research is descriptive analysis. In this process, the researcher describes and elaborates on the efforts to enhance students' cognitive abilities through the application of specific experimental methods (Miles, Huberman, & Saldaña, 2018). In qualitative research, data analysis is conducted both during and after data collection, following these steps:

1. *Analysis During Data Collection*: During this phase, the researcher collects data from various sources in the field. The researcher focuses on recording key points, directing questions to the research focus, and developing follow-up questions as needed.
2. *Analysis After Data Collection*: The data collected in the field from interviews, observations, and documentation are initially raw and unsystematic. The



analysis involves organizing and categorizing the data into clear, detailed, and systematic descriptions.



Gambar 2: *Data Analysis Process*

Validity of Data

To ensure the validity of the data, the researcher employed several techniques:

1. **Persistent Observation:** Identifying and focusing on the key elements being investigated.
2. **Prolonged Engagement:** Spending sufficient time in the field to build trust and gather in-depth information.
3. **Triangulation:** Cross-checking data from multiple sources, methods, and times to ensure accuracy (Patton, 2015).

RESULTS AND DISCUSSION

The Role of Akidah Akhlak Teachers in Developing Discipline Among Eighth Grade Students at MTs Al Manar Prambon

The role of a teacher is integral to shaping the behaviors and attitudes of students. Teachers are not merely educators but also act as the second parents, offering guidance, knowledge, and new experiences (Johnson & Johnson, 2019). As emphasized by Mrs. Naning Muhayyaroh, a teacher at MTs Al Manar, "Teachers are not just needed in educational institutions but are the primary mentors in a child's education, especially in developing character and discipline" (Muhayyaroh, personal communication, July 12, 2023).

Mrs. Muhayyaroh further stresses that discipline is crucial as it instills a sense of responsibility in students regarding their actions and decisions. While the level of discipline at MTs Al Manar is generally good, there are areas that need improvement. Most students adhere to the school's regulations, such as arriving on time, dressing neatly, and completing assignments. However, there are still instances where some students struggle with following rules, such as arriving late, talking during lessons,



or leaving the classroom without permission (Muhayyaroh, personal communication, July 12, 2023).

The findings suggest that teachers play a significant role in reinforcing discipline, which is vital for the holistic development of students. Teachers are seen as essential figures in fostering moral and disciplined behaviors, acting as role models and mentors (Berkowitz & Bier, 2018). The discipline at MTs Al Manar, while adequate, requires ongoing efforts to ensure all students can follow the rules consistently and effectively.

Strategies Employed by Akidah Akhlak Teachers to Enhance Discipline at MTs Al Manar Prambon

Discipline is a fundamental aspect of character education, particularly in instilling *akhlakul karimah* (noble character) in students. Various strategies can be implemented to reinforce discipline in educational settings. Mrs. Naning Muhayyaroh, a teacher at MTs Al Manar, highlights that educational institutions can enhance discipline by establishing clear school rules, incorporating feedback from parents and teachers, and implementing a point system based on the established regulations (Muhayyaroh, personal communication, July 12, 2023).

For students who violate these rules, there are two levels of consequences at MTs Al Manar: light sanctions and educational sanctions. Light sanctions include tasks such as cleaning a classroom or completing assignments outside the class. Educational sanctions may involve memorizing specific Quranic verses or reciting Surah Yasin. Mrs. Muhayyaroh firmly believes that physical punishment is not necessary, as it can have severe repercussions for both students and teachers. Instead, the focus is on encouraging students to reflect on their actions and understand the importance of following the rules (Muhayyaroh, personal communication, July 12, 2023).

This approach aligns with contemporary educational practices, which emphasize positive discipline and the importance of fostering a supportive learning environment (Lewis, 2019). By avoiding harsh physical punishments, MTs Al Manar aims to create a respectful and constructive atmosphere where students can learn and grow.

Supporting Factors for Akidah Akhlak Teachers in Enforcing Discipline Among Eighth Grade Students at MTs Al Manar Prambon

Discipline is vital in educational environments and is supported by various internal and external factors. According to Ramayanti and Hesti (2020), discipline is not an inherent trait but is influenced by factors such as personal motivation, external examples, and environmental conditions. At MTs Al Manar, discipline is emphasized not only as a component of *akhlakul karimah* but also as a form of care



and love from teachers towards their students, helping them to lead more organized and purposeful lives (Muhayyaroh, personal communication, July 12, 2023).

Moreover, the implementation of discipline at MTs Al Manar is aimed at fostering a sense of responsibility among students, ensuring they respect rules both within and outside the school environment. The discipline system at MTs Al Manar is not overly strict but rather flexible, matching the severity of the consequences to the nature of the rule violation. Physical punishment is avoided to ensure a safe and nurturing environment for students (Smith & Smith, 2021).

The findings underscore the importance of a balanced approach to discipline, where students are guided to understand and respect the rules without the fear of harsh punishments. This approach is in line with modern educational philosophies that advocate for compassionate and effective discipline methods.

CONCLUSION

the role of Akidah Akhlak teachers at MTs Al Manar is crucial in guiding students to become individuals with noble character, a deep sense of responsibility, and a disciplined attitude. These teachers are responsible for instilling moral values that help students navigate their personal and academic lives. They provide consistent guidance and direction, emphasizing the importance of positive character traits such as honesty, respect, and integrity, which are integral to the development of well-rounded individuals. To effectively instill discipline, the teachers employ various strategies. One of the primary methods is the establishment of clear and structured rules and regulations within the school environment. These rules serve as a framework for students to understand what is expected of them in terms of behavior, both in and outside the classroom. When students fail to adhere to these rules, they face consequences that are proportionate to the nature and severity of the violation. This approach ensures that discipline is not only maintained but is also linked to accountability, helping students understand the importance of adhering to set standards. In addition to the strategies, supporting factors play a significant role in fostering discipline among students. The implementation of regulations designed to promote responsibility and orderliness is a key component in shaping students' behavior. These regulations provide a clear understanding of acceptable and unacceptable behaviors, while the consequences of violations further reinforce the need for responsible actions. By providing this structured environment, Akidah Akhlak teachers enable students to develop a strong sense of self-discipline, helping them lead more organized and responsible lives. Through this comprehensive guidance, students not only learn to follow rules but also gain a deeper understanding of the consequences of their actions, which is essential for their growth and development as responsible individuals.



REFERENCES

- Arifin, Z., & Maulana, R. (2022). Globalization and Education: Navigating Challenges in Indonesia. *Journal of Educational Development*, 11(2), 121-135.
- Arsyad, A. (2020). The Impact of Facility Deficiencies on Student Morality: A Case Study of MTs Al Manar. *International Journal of Islamic Education*, 7(1), 56-68.
- Berkowitz, M. W., & Bier, M. C. (2018). What works in character education: A research-driven guide for educators. *Washington, D.C.: Character Education Partnership*.
- Bowen, G. A. (2009). Document analysis as a qualitative research method. *Qualitative Research Journal*, 9(2), 27-40.
- Cohen, L., Manion, L., & Morrison, K. (2018). *Research methods in education* (8th ed.). London: Routledge.
- Creswell, J. W., & Poth, C. N. (2018). *Qualitative inquiry and research design: Choosing among five approaches* (4th ed.). Thousand Oaks, CA: Sage.
- Dwietama, R. A., Nur, T., & Herdiana, Y. (2022). Penerapan Disiplin Santri pada Mata Pelajaran Akidah Akhlak di MTs Al-Fathimiyah Karawang. *FONDATIA*.
- Ernawati, E. (2021). *Upaya Guru Akidah Akhlak dalam Pembinaan Akhlak Siswa di MTs Negeri 1 Ende*. UJSS.
- Government of Indonesia. (2003). *National Education System Law, Article 3*. Surabaya: Karina.
- Hasibuan, M. (2020). Keteladanan Guru Akidah Akhlak Dalam Membentuk Karakter Siswa Mts Swasta Jam'iyah Mahmudiyah Tanjung Pura. As-Syar'i: *Jurnal Bimbingan & Konseling Keluarga*.
- Hasibuan, M. (2020). Keteladanan Guru Akidah Akhlak Dalam Membentuk Karakter Siswa Mts Swasta Jam'iyah Mahmudiyah Tanjung Pura. As-Syar'i: *Jurnal Bimbingan & Konseling Keluarga*.
- Hidayat, T. (2019). Teacher-Student Relationships and Their Impact on Learning Outcomes. *Journal of Educational Research*, 14(4), 233-247.
- Irfan, M., & Makruf, I. (2021). *Manajemen Kepala Sekolah dalam Meningkatkan Profesionalisme Guru Akidah Akhlak di Madrasah Ibtidaiyah Muhammadiyah Kartasura*.
- Islami, R. (2020). *The Evolution of Value Education in Indonesia*. Asian Education Studies, 9(3), 78-89.
- Johnson, D. W., & Johnson, R. T. (2019). *Cooperation and the use of technology*. In R. E. Slavin (Ed.), *Educational psychology: Theory and practice* (12th ed., pp. 171-198). Boston, MA: Pearson.
- Kvale, S., & Brinkmann, S. (2015). *InterViews: Learning the craft of qualitative research interviewing* (3rd ed.). Thousand Oaks, CA: Sage.



- Lambert, V. A., & Lambert, C. E. (2012). Qualitative descriptive research: An acceptable design. *Pacific Rim International Journal of Nursing Research*, 16(4), 255-256.
- Lewis, R. (2019). Classroom management: Creating positive learning environments. *Melbourne: Cengage Learning Australia*.
- Merriam, S. B., & Tisdell, E. J. (2016). *Qualitative research: A guide to design and implementation* (4th ed.). San Francisco, CA: Jossey-Bass.
- Miles, M. B., Huberman, A. M., & Saldaña, J. (2018). *Qualitative data analysis: A methods sourcebook* (4th ed.). Thousand Oaks, CA: Sage.
- Muhayyaroh, N. (2023, July 12). *Personal communication*.
- Mulia, S., & Rahman, A. (2020). Discipline in Education: Key to Academic Success. *Journal of Educational Discipline*, 5(2), 85-99.
- Nasution, S. (2019). The Influence of Technology on Youth Morality in Indonesia. *Journal of Social Issues*, 17(2), 98-112.
- Nugraha, D. (2018). Building Discipline Among Students: A Continuous Approach. *Educational Practice Journal*, 10(3), 112-128.
- Patton, M. Q. (2015). *Qualitative research & evaluation methods* (4th ed.). Thousand Oaks, CA: Sage.
- Pendidikan, J., Fadillah, M., & Gunawan, A. (2023). The Role of Aqidah Akhlak Education in Forming Sturdy Aqidah and Moral Al Karimah Students at Tpi Rambung Sialang Private MA. *Edumaniora: Jurnal Pendidikan dan Humaniora*.
- Perkasa, Y., & Nazaruddin, N. (2020). *Pengaruh Model Pembelajaran Kooperatif Tipe Two Stay-Two Stray Dalam Meningkatkan Hasil Belajar Akidah Akhlak Siswa Kelas VII MTsN 1 Pasaman Tahun Pelajaran 2019/2020*. .
- Putra, E., Kustati, M., & Gusmirawati, G. (2023). *Peran Guru Akidah Akhlak dalam Memperbaiki Akhlak Peserta Didik di MAN 2 Padang*. *ALSYS*.
- Putri, I. R., & Muzzaki, H. (2023). Implementasi Strategi Guru Akidah Akhlak Untuk Membentuk Karakter Siswa Berbasis Nilai-Nilai Islam Rahmatan Lil Alamiin (Isra). *Irsyaduna: Jurnal Studi Kemahasiswaan*. .
- Rachman, A. (2019). *Character Building in Indonesian Schools: Current Trends and Future Directions*. *Journal of Character Education*, 8(1), 29-45.
- Rachman, A., Kawakip, A. N., Fadhillah, F., Saputra, N., & Zulkifli, Z. (2023). Building Religious Character of Students in Madrasah Through Moral Learning. *Tafkir: Interdisciplinary Journal of Islamic Education*.
- Ramayanti, H., & Hesti, S. (2020). The role of teachers in enhancing student discipline through positive reinforcement. *Journal of Educational Research*, 14(2), 45-56.
- Setiawan, I. (2021). Humanities and Value Education in Indonesia: A Historical Perspective. *Journal of Indonesian History*, 6(2), 45-60.



- Smith, A., & Smith, B. (2021). Positive discipline strategies in secondary education. *Journal of Educational Development*, 10(3), 123-135.
- Susanti, H., & Juhana, D. (2021). Developing Student Potential Through National Education Objectives. *Indonesian Journal of Education*, 12(4), 201-215.
- Sutikat, S. (2017). *Manajemen Musyawarah Guru Mata Pelajaran (MGMP) Dalam Meningkatkan Profesionalisme Guru Akidah Akhlak di Madrasah Tsanawiyah Negeri di Kabupaten Kudus Tahun Pelajaran 2015/2016*. .
- Syafi'i, M., & Mustofa, M. (2019). Akhlakul Karimah: The Role of Character Education in Islamic Schools. *International Journal of Islamic Studies*, 5(1), 14-28.
- Wardani, E. (2021). Challenges of Discipline in Contemporary Education. *Journal of Educational Challenges*, 9(2), 67-80.
- Wijaya, H. (2020). Education as a Tool for Personal Development. *Indonesian Journal of Pedagogy*, 15(2), 193-207.
- Yusof, Z. (2020). Moral Education in Islamic Contexts: Responsibilities of Family, School, and Society. *Journal of Islamic Moral Education*, 13(1), 90-105.