

The Role of Teachers in Improving the Quality of Islamic Education

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Abstract:

Islamic education plays an important role in shaping students' character and personality. Teachers have a key role in improving the quality of Islamic education. They are not only imparters of knowledge, but also educators who shape students' attitudes and behavior. Effective teachers in Islamic education must have in-depth knowledge of the religion, as well as the ability to communicate Islamic values in a way that is interesting and relevant to students' daily lives. They must also be able to create a conducive and supportive learning environment, as well as motivate students to learn and develop themselves. In this way, teachers can help students develop a better understanding of Islam and apply it in everyday life. The role of professional and dedicated teachers can improve the quality of Islamic education and form a generation with noble character and broad knowledge. Teachers must also continue to improve their competence and quality to face the challenges of education in this modern era. In this way, teachers can be good role models for students and help them reach their maximum potential in the academic and spiritual fields. Quality teachers can shape a bright future for students and society.

Keywords: : Islamic Education, Teachers, Character, Competence

INTRODUCTION

Islamic education has a very important role in shaping the character and spiritual intelligence of students. One of the main factors that affect the success of this education is the quality of teachers who teach (Suyanto & Asep, 2020). Teachers not only function as teachers who transfer knowledge, but also as

guides, educators, and role models for students in their daily lives (Muhaimin, 2011). Therefore, improving the quality of teachers is one of the main aspects that must be considered in efforts to improve the quality of Islamic education. Qualified teachers not only have extensive knowledge, but are also able to

instill moral and spiritual values in accordance with Islamic teachings (Zuhairini et al., 1994).

The role of teachers in Islamic education is not only as a conveyor of subject matter, but also as *an agent of change* who is able to shape the character of students in accordance with the principles of Islamic teachings (Azra, 2002). In this context, teachers are required to have a deep understanding of the Islamic education curriculum and be able to apply it in the teaching and learning process. Teachers also need to have good interpersonal skills, in order to create a conducive learning environment, comfortable, and support the moral and spiritual development of students (Mulyasa, 2013).

One of the biggest challenges faced by teachers in improving the quality of Islamic education is how to integrate religious values with the subject matter taught (Mahfud, 2019). This requires teachers' skills in managing the classroom, understanding the character of students, and using learning methods that are in accordance with the context of Islamic education. Teachers who are able to integrate cognitive, affective, and psychomotor aspects in each learning will more easily guide students to not only be academically intelligent, but also have noble character (Nizar, 2002).

In addition, teachers are also expected to continue to improve their competence through various training programs, seminars, or other academic activities (Hamalik, 2009). This is important to ensure that teachers are always up to date with the development of science and technology, and are able to adapt learning methods that are in accordance with the needs of the times. In this digital era, the existence of

information technology also opens opportunities for teachers to improve the quality of Islamic education, both through digital-based learning media and access to a wider range of learning resources (Nasution, 2011).

Improving the quality of teachers in Islamic education can also be achieved with collaboration between various parties, be it the government, educational institutions, and the community (Tilaar, 2002). The government can provide policies that support the improvement of teachers' welfare and competence, while educational institutions are expected to provide training facilities and programs that suit the needs of teachers. The community also has an important role in supporting teachers, by giving appreciation and appreciation for the noble tasks carried out by teachers.

It is undeniable that the motivation and dedication factors of teachers also affect the quality of Islamic education (Sutikno, 2008). Teachers who have high motivation to teach Islamic values sincerely and sincerely will be better able to have a positive impact on student development. The dedication of teachers in creating a generation that not only excels in science, but also has good morals, will make Islamic education more meaningful and relevant to the challenges of the times.

In this regard, many studies have shown that the quality of Islamic education is highly dependent on the quality of teachers who teach (Langgulung, 1986). Therefore, it is important to continue to evaluate teachers' competencies and provide various opportunities for their self-development. Thus, the quality of Islamic education can continue to improve, and the resulting young generation will be

able to become individuals who are not only intellectually intelligent, but also have high moral integrity.

In conclusion, the role of teachers in improving the quality of Islamic education is crucial. In an effort to improve the quality of education, attention to improving the quality of teachers must be a top priority. Quality Islamic education will only be achieved if teachers can carry out their roles well, have qualified competencies, and continue to develop themselves to face the challenges of the times. Thus, Islamic education can produce a generation that is not only intelligent, but also virtuous, in accordance with the teachings of Islam.

METHODS

The research method employed in this study is a systematic and comprehensive literature review, focusing on scholarly works that are relevant to the research topic. This study aims to explore and conduct an in-depth analysis of existing literature to examine the role of teachers in enhancing the quality of Islamic education, as well as to identify the various factors that influence their effectiveness in this role. Data collection is carried out through a critical review of academic journals, scholarly books, research reports, and other credible sources that provide insights into the topic. The findings will be presented in a narrative and thematic format, highlighting the strategic role of teachers within the Islamic education system. Through this approach, the study seeks to offer a holistic and nuanced understanding of how teachers contribute to improving the quality of

Islamic education, based on a synthesis of current academic literature.

RESULTS

Teachers have a very vital role in shaping the character of students, especially in the context of Islamic education. Islamic education not only emphasizes the intellectual aspect, but also the formation of morals and personalities in accordance with the teachings of Islam. Teachers not only transfer academic knowledge, but are also responsible for instilling moral, ethical, and religious values in students, making them the main role models in the development of students' character personally, socially, and spiritually (Mutohhar, 2019). One of the central roles of teachers is to instill values such as honesty, responsibility, discipline, compassion, and caring, which are important foundations in the formation of character according to Islam.

In the value-based learning process, teachers act as real examples through daily behavior, such as exemplifying honesty and patience in facing challenges (Abdullah, 2020). In addition, teachers also act as motivators who guide students to recognize and develop their potential, as well as understand the importance of responsibility towards themselves, families, and society. Through an inclusive and empathetic pedagogical approach, teachers help students manage emotions such as anger and disappointment, as well as teach empathy and patience (Suryani, 2021). Teachers also create an atmosphere that supports healthy social interaction between students, teaching tolerance and

cooperation as part of the formation of Islamic character. Teachers' exemplary and consistent in instilling these values play a major role in the success of building students' character as a whole (Hasanah, 2022).

Teachers have a very vital role in shaping the character of students, especially in the context of Islamic education. Islamic education not only emphasizes the intellectual aspect, but also on the formation of morals and personalities in accordance with Islamic teachings. As educators, teachers not only transfer academic knowledge, but are also responsible for instilling moral, ethical, and religious values in students. Thus, teachers become the main role models that have a great influence on the development of students' character, both in personal, social, and spiritual aspects.

One of the main tasks of teachers is to instill positive values in students, which include honesty, responsibility, discipline, compassion, and concern for others. These values are an important foundation in the formation of good character according to Islamic teachings. Through learning based on these values, teachers act as an example for students in living a life full of example and kindness. For example, in the lesson on honesty, teachers can exemplify honesty in daily life and invite students to always be honest in various situations.

In addition, teachers also play a role as motivators in students' lives. In the right way, teachers can encourage students to get to know themselves better and develop the potential that exists within them. Character building is not only about teaching religious norms, but also how to help students understand the importance of responsibility to themselves, their families, and society. Teachers who are effective in character

formation can help students to face life's challenges with a positive and confident attitude, in accordance with the Islamic teachings of patience, *tawakkal*, and hard work.

Teachers also function as facilitators in the process of social interaction between students. Islamic education teaches the importance of harmonious relationships between fellow human beings. Therefore, teachers play a role in creating an atmosphere that supports the development of good social relationships between students, as well as between students and teachers. Through group learning, discussions, or other social activities, teachers can teach social values such as tolerance, respect for differences, and working together in kindness. It is part of an effort to form the character of students who are not only academically intelligent but also excel in social aspects.

In addition, teachers must also pay attention to the emotional development of students in the process of character formation. A person's character is greatly influenced by their emotional stability, and teachers have a huge role to play in helping students manage their emotions. In the context of Islamic education, this includes how to teach students to be patient, control anger, as well as learn to empathize with the feelings of others. Teachers who are able to manage students' emotional dynamics well can help them grow into individuals who are not only intelligent, but also mature in the face of challenging situations.

Finally, character formation cannot be separated from sustainability and consistency in learning. As teachers, they must continue to instill and strengthen character values in an ongoing manner throughout the

educational process. This requires a high commitment from teachers to be exemplary and consistent in every action they take. The formation of good student character in Islamic education does not only occur in the classroom, but also in daily interactions, where the teacher always upholds the values taught, so that students can absorb them optimally.

DISCUSSION

The role of teachers in Islamic education is very complex and multidimensional. They not only function as teachers, but also as mentors, motivators, facilitators, and role models for students. In the context of character building, teachers have a great responsibility to instill Islamic values that include moral, social, and spiritual aspects. This requires teachers to have high competence, both in pedagogic, professional, social, and personality aspects. In addition, teachers must also be able to face various challenges in the learning process, such as limited resources, differences in student backgrounds, and technological developments. Therefore, evaluation and supervision of teachers' performance is very important to ensure that they can carry out their roles effectively and efficiently.

CONCLUSION

Abdurrahman, M. (2019). *Pendidikan Islam: Konsep, Teori, dan Praktik*. Jakarta: Kencana.

Teachers have a very important role in shaping the character of students and improving the quality of Islamic education. Good teacher competence in Islamic education can help students understand Islamic values better and apply them in daily life. Teachers also have a key role in instilling Islamic values in students, so that they can become a generation with noble character and knowledge. However, teachers also face challenges in improving the quality of Islamic education, such as lack of resources and lack of student motivation.

Therefore, evaluation and supervision of teacher performance is essential to ensure that teachers can carry out their roles effectively. Thus, teachers can become effective agents of change in improving the quality of Islamic education and forming a generation with noble character. Qualified teachers can shape a bright future for students and society. Therefore, it is necessary to make efforts to improve the competence and quality of teachers in Islamic education. By improving the quality of teachers, the quality of Islamic education will also increase, so that students can become a generation with noble character and knowledge. Qualified teachers can also be good examples for students and the community, so they can emulate good behavior and attitudes from teachers.

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