

An Analysis of the Role of Islamic Religious Education Teachers in Character Building among Students

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Abstract

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This study examines the role of Islamic Religious Education (PAI) teachers in shaping students' character using the library research method. PAI teachers play a crucial role in instilling moral and spiritual values in students to help them become individuals with noble character. This study was conducted by reviewing various literature, journals, and books related to character education from an Islamic perspective. The findings indicate that PAI teachers act as educators, mentors, and role models in daily life. The strategies used include value-based teaching methods, exemplary approaches, and the integration of Islamic values into school life. These findings emphasize that character development can be effectively achieved through comprehensive religious education and the active role of PAI teachers in teaching and guiding students. Therefore, strengthening the role of PAI teachers is essential in shaping a generation with noble character in accordance with Islamic teachings.

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INTRODUCTION

Education is every effort, influence, protection, and assistance given to a child aimed at the child's maturity, or more quickly helping the child to be competent enough to carry out his or her own life's tasks. This influence comes from adults or is created by adults such as schools, books, daily life cycles, and so on and is aimed at people who are not yet adults (Rohman, n.d.). In the National Education System Law No. 20 of 2003 "National education aims to increase the potential of students to become people who believe and fear God Almighty, have noble morals, are healthy, knowledgeable, capable, creative, independent and become democratic and responsible citizens. According to Law No. 20 of 2003, Education is explained as a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have spiritual religious strength, self-control, personality, intelligence, noble morals, and skills needed by themselves, society, nation, and state. Therefore, the success of a learning process is determined by factors such as teachers, facilities and infrastructure, the environment and of course the students themselves, who have the will or motivation to be able to actively develop their potential. So that the goal of education in order to prepare a superior generation that is competitive and has a personality or national character can be optimally achieved according to the mandate of the law.

The purpose of education is how to form a whole generation that means having intellectual intelligence, good attitudes and with the skills needed to live in society. This is the task of teachers in carrying out the learning process as part of the educational process to be able to produce learning whose output is a balance of cognitive, affective or attitudinal and psychomotor achievements. Therefore, in the learning process, the obligations and roles of teachers are very vital, teachers must be able to act as facilitators and identify all the strengths and weaknesses of the learning models that will be applied so as to truly create effective learning, because teachers "teaching is basically an effort to create conditions or environmental systems that support and enable the learning process to take place (Slamet Sholeh, Mimin Maryati, n.d.).

Educators and educational institutions today face increasingly challenging challenges, particularly in preparing students for rapid changes in their environment. These changes are also related to the dynamics of scientific and technological advancements, including shifts in values and morals in society. One example is moral decadence and a lack of positive character. This is evident in student behavior, which has now become a crucial component of educational reality. One possible explanation for this in the context of formal schooling is that education in Indonesia primarily emphasizes the development of intellectual abilities alone. Other aspects of students, such as their moral qualities and affective characteristics, often receive insufficient attention (Tamami, n.d.). Educational institutions and adult teachers need to be more proactive in educating and guiding the younger generation to develop good character traits, such as integrity, responsibility, honesty, and empathy.

The role of teachers in shaping students into individuals with positive character is crucial. The use of diverse learning methods helps create an engaging learning environment, prevents boredom, and increases student interest. Furthermore, being an extracurricular instructor allows teachers to connect with students, facilitates communication, and assists in instilling positive character values. Teachers are not only instructors but also role models for students. The success of character education depends heavily on the teacher's role in the learning process. Therefore, a teacher's role can be a reflection that greatly influences the formation of students' character (Zahwa, N., n.d.). In education, because of their duty to teach and guide students, teachers play a crucial role in society. Teachers can influence students' attitudes, behaviors, and thinking because they serve as role models for them.

Indonesia, as a large developing country on its way to achieving developed nation status, must meet various criteria, one of which is having high-quality education and having educated individuals who are proficient in science and technology. Although Indonesia has great human resource potential and can contribute to the nation's progress, it is important to note that the quantity of human resources alone does not guarantee progress. A nation's progress is truly determined by the quality of its human resources, and quality is closely related to the character of the individual. Quality education plays a crucial role in producing high-caliber human resources and shaping individual character. This thinking is reflected in the National Education System Law Number 20 of 2003, where Article 1 Paragraph 1 states that "education is a conscious and planned effort to create a learning atmosphere and learning process so that students can actively develop their inherent potential, spiritual knowledge, self-control, personality, intelligence, noble character, and other skills necessary for themselves, society, and the nation." Furthermore, the same law, in Article 3, outlines the objectives of national education: "to develop the potential of students to become individuals who are devout to God Almighty, have noble character, are capable, creative, independent, and democratic and responsible citizens." In essence, the goal is to produce individuals who are not only superior in knowledge and skills, but also have moral integrity, self-discipline, and a sense of responsibility towards society and the nation" (Baisa, H., n.d.).

Character education has become a focus of attention in various countries, with the goal of preparing a generation that is not only qualified for the benefit of individual citizens, but also for the welfare of society as a whole. Character education can be defined as a deliberate effort to utilize all dimensions of school life to encourage optimal character formation (Tamami, n.d.).

Character education encompasses the heart, discipline, and exceptional role models in everyday life. Learning about values and character is not a temporary process, but rather a lifelong process. This learning emerges in response to the challenges of learning across diverse disciplines, which in essence are only seen as separate from the essence of learning

itself. The essence of this approach is to create individuals who, throughout their ever-evolving life journey, possess values, character, and an understanding of fundamental meanings. In character education, values are conveyed through their internalization stages, proving their ability to provide more meaningful and profound learning outcomes. This is achieved by exploring and discovering the deeper meaning behind the material presented. The learning approach becomes more comprehensive, involving knowledge transfer, value transformation, and attitude transformation. Throughout this process, attention is paid to students' individual needs, encouraging the formation of attitudes and actions deemed important so that they become fundamental principles for them. Thus, this approach aims to shape unique and characterful individuals, distinguishing them from others (Yuningsih, D., n.d.).

The goal of education is not limited to academic development, but also encompasses the development of personality, independence, social skills, and character in students. Therefore, various programs have been designed and implemented to achieve this goal, particularly in the context of character development. Recognizing the importance of character development through strengthening character education, this is based on the fact that education aims to shape a generation that is wise and possesses intellectuality rooted in moral and divine values. This aims to enable individuals to behave wisely and prudently, both in their personal lives and in society. Character education should be implemented through planning that involves the roles of schools, families, and communities. This effort involves the delivery of knowledge and the instilling of positive character values in students, with role models as one method. The ultimate goal is for students to develop character related to their relationships with God, themselves, their social peers, and the environment. Schools have undertaken various efforts to strengthen student character education, including integration into the curriculum, extracurricular activities, and habituation both within and outside the school environment. Integration of character education in the classroom is also carried out by adopting relevant methods, creating a lively, imaginative, and enjoyable learning environment that has a positive impact on student learning achievement. The topics or themes of character values that are to be cultivated in the school environment are largely determined by the involvement of parents/communities, educators, educators, and school principals (Perdana, n.d.).

Character building is a crucial component of the academic world when it comes to character-based teaching. However, some schools have yet to fully implement this aspect of teaching. The current situation diminishes students' understanding of the critical nature of education, ultimately contributing to the emergence of various social problems in society. Therefore, character can be seen as a very important form of education to be instilled in children. Furthermore, character education plays a role as a mental foundation and motivation in the educational process. Character is a primary focus in teaching practices, particularly when discussing personality issues, particularly in the Indonesian context. Adjustments are needed in the educational process, particularly in Madrasah Tsanawiya (Islamic junior high schools) to create effective lesson plans. This emphasizes the need for increased understanding and implementation of character education as an integral part of efforts to produce a generation with strong and positive character (Octaviani, N., Darmiyanti, A., n.d.).

LIBRARY REVIEW

The role of Islamic Religious Education (PAI) teachers in shaping students' character is crucial and strategic. PAI teachers serve not only as instructors but also as guides, role models, and motivators in the process of internalizing religious values that shape students' character (Amiruddin, A., & Sari, D. R. (2023), n.d.).

Research shows that Islamic Religious Education (PAI) teachers play a strategic role in shaping students' character through teaching religious values, providing role models, moral development, and positive interactions. PAI teachers act as facilitators, leaders, and role models for students in understanding, practicing, and internalizing Islamic teachings (Rahman, M.A. (2022), n.d.).

Furthermore, Islamic Religious Education teachers also play a role in shaping students' Islamic character through habitual approaches, role models, functional approaches, and advice. This aims to produce students who are faithful, pious, have noble morals, and have character (Maylisa, D. (2021), n.d.).

In the context of the globalization era, the role of Islamic religious teachers in shaping students' character is becoming increasingly important. Islamic religious teachers are expected to guide students in facing the moral and ethical challenges that arise from the influence of globalization (Santoso, B. (2023), n.d.-b).

Overall, the role of Islamic Religious Education teachers in shaping students' character encompasses various aspects, including teaching religious values, fostering positive behavior, role modeling, moral guidance, and positive interactions. With an optimal role, Islamic Religious Education teachers can help students develop good character in accordance with Islamic teachings (Amiruddin, A., & Sari, D. R. (2023), n.d.).

METHOD

This study uses a library research method with a descriptive qualitative approach, where data is collected from primary sources such as scientific journals, academic books, theses, and dissertations, as well as secondary sources in the form of scientific articles and research reports related to the role of Islamic Religious Education (PAI) teachers in shaping students' characters. Data is obtained through documentation study techniques by searching literature from academic databases such as Google Scholar, ResearchGate, and Sinta. Content analysis techniques are used to review and group data based on themes, such as the role of PAI teachers, character building methods, and challenges faced. To ensure data validity, this study applies source triangulation, namely comparing information from various references to obtain more accurate results. With this method, the study is expected to provide a deep and comprehensive understanding of the role of PAI teachers in shaping students' characters based on existing literature reviews.

RESULT AND DISCUSSION

The Role of Islamic Religious Education Teachers in Shaping Students' Character

Etymologically, the word "character" comes from the Latin words "kharakter," "kharassaein," and "kharax." In Greek, "character" comes from the word "charassein," meaning sharp and deep. In English, the term "character" is often used, and in Indonesian, the term "karakter" is often used (Gunawan, 2012, n.d.). Character is the inherent nature of a person that distinguishes them from others.

The definitions of character expressed by Griek and Mansur Munich provide different understandings but encompass important aspects of human nature. Griek defines character as a guideline for all human traits that endure and become unique indicators that distinguish one person from another. According to him, each person's distinctive and enduring behavioral patterns and character are included in their definition of character. However, Mansur Munich defines character as the thought processes and ways of acting of individuals that make them unique in how they coexist and collaborate with others in the family, society, and other contexts, as well as their country. In this sense, character encompasses not only fixed behavioral aspects but also ways of thinking and interaction patterns in various life contexts. Both definitions emphasize that character encompasses fixed and distinctive aspects of a person, which distinguish them from one another.

Character also has an impact on individual interactions in family, community, and national contexts, among other areas of life. Character, then, is an important component in determining individual identity and social roles (Wally, M. (2022), n.d.). From the above understanding, character is defined as an individual's distinctive behavior that distinguishes them from others.

Biological traits and interactions with the environment combine in the process of character actualization. Therefore, it is crucial to pay special attention to children's character development. Character serves as the foundation, spirit, or soul in the context of human development, not merely a complement to abilities. A person's character plays a significant role in determining their good and bad. Acquiring competence without character can occur without purpose and without established direction or rules. Furthermore, personality plays an integral role in guiding one's behavior. By understanding character, we can identify the values, attitudes, and principles that form the basis of an individual's behavior. Therefore, character development is not only important in shaping personal identity but also plays a key role in shaping individuals who can contribute positively to society. Character serves as a foundation that supports continuous self-improvement, providing a clear direction for personal and social development (Haeruddin, Mustabsyirah, n.d.).

Islamic Religious Education (PAI) teachers play a crucial role in shaping students' character. According to research conducted by Amiruddin and Sari (2023), the role of PAI teachers extends beyond teaching to moral guidance, motivation, and role models for students in practicing Islamic values. PAI teachers are responsible for instilling noble moral values, such as honesty, discipline, responsibility, and cooperation, in daily life at school and outside of school (Amiruddin, A., & Sari, D. R. (2023), n.d.).

Islamic Religious Education (PAI) teachers play a vital role in helping students develop their character. In addition to imparting knowledge, teachers also serve as mentors, helping students develop the morals, ethics, and religious values necessary to become the individuals they aspire to be. Teachers play a crucial role not only in the classroom but also within the school community and society at large. The educator's role is to set a positive example for their students. Compliance with school regulations, such as arriving on time and maintaining a clean environment, provides concrete examples for students to follow. In this way, the characteristics of discipline and respect for others can be instilled in students. The importance of developing disciplined and religious character in students is also a focus. Discipline, as an attitude of obeying rules, needs to be instilled from an early age so that students can respect rules in various environments. Meanwhile, religious attitudes must also be emphasized from an early age, by teaching students to worship consistently. In the learning process, teachers need to design learning models that directly involve students. By actively involving students, they can internalize character values better, so that character formation can take place effectively and sustainably (Agustin, N. (2021), n.d.).

Research conducted by Hidayatullah and Santoso (2023) found that Islamic Religious Education (PAI) teachers employ various strategies in the process of character building for students, such as fostering worship, implementing Islamic values in daily life, and instilling morals through role models. Students with active Islamic Religious Education (PAI) teachers tend to exhibit more disciplined, honest, and responsible behavior than students who receive less religious guidance at school (Santoso, B. (2023), n.d.-a).

Islamic Religious Education (PAI) teachers have a significant role, particularly in shaping the Islamic character of their students. In addition to imparting religious knowledge, PAI professors are tasked with shaping students into individuals who are selfless and devoted to Allah SWT. This role encompasses not only the school environment but also involves the practice of Islamic law in students' daily lives in various contexts,

such as family and society. PAI teachers function as guides who provide examples and Islamic values to students. In shaping the Islamic character of students, PAI teachers act as role models of Islamic values and involve students in religious activities such as congregational prayer and Quran recitation. This Islamic character formation is carried out through various methods, including the habituation method, which aims to familiarize students with Islamic norms and principles in their daily lives. Thus, the role of PAI teachers is not only limited to providing religious knowledge, but more broadly as agents of the formation of quality and integrity Islamic character. This involves active interaction between Islamic Education teachers and students, both through formal learning and through religious activities and the instillation of Islamic values (Haniyyah, Z., & Indana, N. (2021), n.d.).

Research on the role of Islamic Religious Education (PAI) teachers in shaping students' character shows that PAI teachers play a strategic role in this process. They serve not only as instructors but also as mentors, role models, and motivators for students. Islamic Religious Education (PAI) teachers play a crucial role in teaching religious values, which form the basis for character formation in students. Through teaching religious material, students are expected to understand and internalize these values in their daily lives.

Some of the main roles of Islamic Education teachers in shaping students' character include:

1. **Empowerment and Role Modeling:** Islamic Religious Education teachers serve not only as instructors but also as role models for students. By demonstrating behavior consistent with religious values, Islamic Religious Education teachers can motivate students to emulate these positive attitudes and actions (Suryani, N. (2022), n.d.).
2. **Intervention and Integration:** Islamic Religious Education teachers play a role in integrating religious values into various aspects of students' lives, both inside and outside the school environment. They also intervene when students exhibit behavior inconsistent with the values taught by providing appropriate guidance and direction (Fadilah, A. (2021), n.d.).
3. **Habituating Religious Practices:** Islamic Religious Education teachers encourage students to habituate themselves to religious practices, such as congregational prayer, reciting prayers, and maintaining discipline. This habituation aims to consistently instill religious values in students' daily lives.

Islamic Education Teachers' Strategies in Shaping Students' Character

In research conducted by (Marlinda, R. (2022), n.d.), it was stated that Islamic Education teachers use several strategies in shaping students' character, including:

Role Modeling Strategy: Teachers serve as direct role models for students in their attitudes and behavior. Role modeling is an educational approach in which teachers act as behavioral models for students. By demonstrating attitudes and actions consistent with the values taught, teachers can influence students to imitate and internalize these positive behaviors. For example, in terms of discipline, teachers who arrive on time and maintain good manners in speaking and acting in front of students provide a concrete example for students to follow.

The importance of role models in education. Role models are an effective method in character education. According to research published in the Proceedings of the National Seminar on the Postgraduate Program of the PGRI Palembang University, teacher role models play a significant role in the educational process in schools. Teachers who demonstrate positive behavior can influence students to develop similar attitudes and values (Rahmawati, S. (2022), n.d.-a).

To implement role modelling strategies effectively, teachers can do the following:
First Maintain Discipline: Arrive on time, obey school rules, and demonstrate consistency between words and actions.
Second Behaving Politely: Using polite language, respecting students, and creating a positive learning environment.
Third Demonstrate High

Work Ethic: Demonstrate dedication to teaching, prepare materials well, and continuously improve professional competency. *Fourth* Actively Participate in School Activities: Involved in extracurricular activities and demonstrating commitment to school development (Hidayat, R. (2023), n.d.-b).

Teachers' role models can have a positive impact on students' character development, including:

- Improved Discipline: Students tend to follow the teacher's example in obeying rules and maintaining order.
- Developing Respect: Students learn to respect others through interactions with teachers who are polite and respectful of them.
- High Learning Motivation: Teachers who demonstrate a high work ethic can motivate students to be more active in learning (PGRI Palembang University. (2023), n.d.).

Challenges in implementing role model strategy, Although effective, implementing role model strategy faces several challenges, such as: *First* Behavioral Consistency: Teachers must always be consistent in their behavior, as inconsistency can lower credibility in the eyes of students. *Second* External Environmental Influence: External factors such as social media and social environment can influence students' perceptions of the role models shown by teachers. *Third* Work Pressure: Administrative burdens and other responsibilities can reduce teachers' focus on providing good examples. By understanding the importance of role models and working to overcome existing challenges, teachers can play a key role in shaping positive character and behavior in students.

The habituation strategy is an educational approach aimed at instilling positive values through consistent routine activities. Teachers play a crucial role in instilling positive habits in students, such as congregational prayer, reciting prayers before studying, and respecting teachers and peers (Rahmawati, S. (2022), n.d.-b).

Implementation of habituation strategy *First* Congregational Prayer: Teachers organize and encourage students to perform congregational prayers at school, such as the Dzuhur prayer. This activity not only instills discipline but also strengthens spiritual values and togetherness among students (Hidayat, R. (2023), n.d.-a). *Second* Prayer Before Studying: Before starting the lesson, the teacher leads a prayer together. This habit aims to teach students to ask for blessings and ease in receiving knowledge. The prayer before studying usually reads: "O Allah, increase me in beneficial knowledge, and give me good understanding (Wibowo, A. (2021), t.t.)." *Third* Respecting Teachers and Peers: Teachers instill mutual respect through daily examples and direct instruction. For example, by getting students into the habit of greeting others, listening when others speak, and working together in groups (PGRI University of Palembang. (2023), n.d.). **Benefits of Positive Character Development Habituation Strategy:** Through routine activities such as congregational prayer and prayer before studying, students learn discipline, responsibility, and obedience to religious teachings. **Improving Discipline:** Habituation activities help students understand the importance of order and punctuality in daily life. **Strengthening Social Relationships:** By getting used to mutual respect, a harmonious and conducive learning environment is created (Widodo, S. (2023), n.d.).

Advice and Guidance Strategy: Teachers give advice to students about the importance of morals in life. In addition, teachers also provide guidance to students who have difficulty behaving in accordance with Islamic values. The advice and guidance strategy is one of the methods used by teachers, especially Islamic Religious Education Teachers (PAI), in shaping the morals of students. Advice acts as a form of direct communication that aims to provide moral and ethical understanding to students, while guidance helps students in facing difficulties in applying Islamic values in daily life. Advice is a learning method that has been known since the time of the Prophet Muhammad SAW.

In the Qur'an, Allah SWT says in QS. An-Nahl verse 125: "Invite (mankind) to the way of your Lord with wisdom and good instruction, and debate them in a better way..." This verse emphasizes that giving advice must be done wisely and with wisdom. In the context of education, teachers act as figures who are respected and listened to by students. Therefore, the advice given can have a great influence on changing students' attitudes and behaviors. Implementation of Advice in Moral Formation: Teachers give advice in the form of short lectures before or after lessons. Teachers use inspirational stories from the life of the Prophet and his companions as concrete examples in shaping character. The teacher gives advice through a loving approach so that the students accept and internalize the values.

Guidance is a form of support provided to students who experience difficulties in applying Islamic values in their daily lives. In this case, Islamic Religious Education teachers act as mentors who help students overcome their moral and behavioral problems. Forms of Guidance That Teachers Can Provide: Individual Guidance: Teachers pay special attention to students who experience moral problems or difficulties in behaving well. For example, if there are students who often use bad language, teachers provide personal guidance to teach the importance of speaking well in Islam. Group Guidance: Teachers hold group discussions about the importance of morals in life. For example, teachers invite students to discuss the negative impacts of promiscuity and how to avoid it according to Islamic teachings. Guidance by Example: Teachers serve as role models in behaving politely, disciplined, and compassionately so that students can emulate these attitudes in their daily lives.

Advice and guidance strategies are crucial in shaping students' morals in line with Islamic values. By providing wise advice and appropriate guidance, teachers can help students become better individuals, more disciplined, and possess noble morals. However, the success of this strategy requires consistency, support from the family environment, and a more personalized approach to students.

Strengthening Strategy through Religious Activities: Islamic Education (PAI) teachers also play a role in organizing activities such as short-term Islamic boarding schools (pesantren kilat), Islamic studies, and religious competitions as a means of building student character. Strengthening strategy through religious activities is an approach used by Islamic Religious Education (PAI) teachers to instill and strengthen students' character through direct experiences in activities based on Islamic values. These activities are designed to build spiritual awareness, enhance religious understanding, and form good habits in accordance with Islamic teachings.

Religious-based character education is crucial for developing students who are not only academically intelligent but also possess good morals. Law Number 20 of 2003 concerning the National Education System states that the goal of national education is to develop students' potential to become individuals who are faithful, devoted to God Almighty, and possess noble character. Therefore, religious activities are an effective way to achieve this goal.

In a study by Rahman & Sari (2022) published in the Journal of Islamic Education, it was found that students who are active in religious activities have a higher level of discipline, better social attitudes, and find it easier to apply Islamic values in their daily lives compared to students who are not active (Sari, D. P. (2022), n.d.).

Types of Religious Activities for Character Building

Pesantren Kilat: Pesantren Kilat is a short program typically held during Ramadan or during school holidays. This program aims to deepen students' understanding of Islam through study, communal worship, and moral training.

Benefits of Pesantren Kilat: Teaches discipline in performing religious duties, such as praying on time and reciting the Quran. Helps students understand Islamic teachings

more deeply through interactive study and discussion. Fosters togetherness and social awareness through charitable activities and mutual cooperation.

According to Lestari's (2021) research in the Journal of Islamic Character Education, regular short-term Islamic boarding schools can increase students' religious awareness by up to 75% and have a positive impact on their behavior at school and in the home environment (Lestari, N. (2021), n.d.).

Islamic Studies and the Science Council: Islamic studies are routine learning activities. This activity can be done every week, for example every Friday before Friday prayers or after Dhuhr prayer.

Benefits of Islamic Studies: Helps students understand broader Islamic concepts, including Islamic jurisprudence, morals, and history. Helps students practice asking questions and discussing religious issues relevant to their lives. Instills a love of religious knowledge and fosters a habit of independent learning.

A study by Amiruddin & Yusuf (2023) in the Journal of Islamic Studies shows that schools that actively conduct Islamic studies experience improvements in aspects of student discipline and morality compared to schools that do not have similar programs (Yusuf, H. (2023), n.d.).

Religious Competitions: Religious competitions such as Musabaqah Tilawatil Qur'an (MTQ), adhan competitions, lecture competitions, and Islamic quiz competitions are effective means to motivate students to develop their potential in the field of religion.

Benefits of Religious Competitions: Increase students' interest in learning Islam through healthy competition. Help students build self-confidence and courage in public speaking. Sharpen skills in reading the Quran, giving speeches, and understanding Islamic law. According to research by Fauzan (2020) in the Journal of Islamic Religious Education, students who participate in religious competitions tend to have higher levels of self-confidence and are more likely to be role models for their peers.

Strengthening strategies through religious activities are a highly effective method for shaping students' character. Through activities such as short-term Islamic boarding schools (*pesantren kilat*), Islamic studies, and religious competitions, students not only gain religious knowledge but also experience learning directly in their lives. However, to ensure the success of this program, full support from the school, parents, and the surrounding community is needed to ensure that Islamic values are truly ingrained in the students.

According to Oktavia and Rahman (2021), the implementation of these strategies has proven effective in building the Islamic character of students at various levels of education, especially in junior high and high schools (Oktavia, A., & Rahman, R. (2021), n.d.).

According to Bafirman, education experts also revealed that teachers also play roles such as:

1. Educator. A teacher is an educator and a role model for students to follow. Therefore, teachers must possess certain personal qualities. These include responsibility, authority, and discipline.
2. Teachers. Teachers help us learn things that students cannot find and understand the material. Technological advancements have shifted the role of teachers from being responsible for teaching to being responsible for facilitating learning.
3. Mentor. Teachers guide students so that they go through the correct emotional, mental, spiritual, creative, moral, and spiritual development.
4. Trainer. The learning process must develop students' intellectual and motor skills, so that teachers act as student orientation (Bafirman, 2016, n.d.).

Other teacher roles are explained in (Darmadi, H, 2016, n.d.) namely:

Teacher as class manager (*learning manager*), should be realized in the form of classroom management as a learning environment. should be realized in the form of class

management as a learning environment. This opinion is in line with the opinion (Supardi, (2013), n.d.) that teachers as class managers should be able to manage the class with Good, because the classroom is a place for students and teachers to participate in the teaching and learning process, specifically for transferring learning materials. The goal is for students to enjoy the learning process and be highly motivated to continue learning. Teachers should manage the classroom well so that students feel at home in the classroom, enthusiastic about learning, and always follow the learning process.

Teachers as informants, teachers can also provide information on developments in science and technology. According to Darmadi, H, 2016, n.d., teachers can also providing information on developments in science and technology. This opinion is in line with the opinion (Sardiman, A. M. (2011), n.d.) that teachers as informants are implementers of informative, laboratory, field studies and sources of information for academic and general activities. Teachers as informants implement informative learning and sources of information in academic activities both in the classroom and in the field. Teachers can provide information on developments in science and technology. A good informant is a teacher who understands the needs of students and is dedicated to them..

Teachers as motivators, teachers should be able to encourage students to be enthusiastic in starting learning and active in learning. Teachers should be able to encourage students to be enthusiastic in starting learning and active in learning. This opinion is in line with the opinion (Manizar, E. 2015, n.d.) that teachers as motivators, meaning teachers as pushers for students in order to increase enthusiasm and develop student learning activities. Teachers as motivators, where teachers must be able to move their students to have high enthusiasm in learning. and encourage students to be even better.

Teachers as trainers are learning processes that require practice and skills, both intellectual and motoric, thus requiring teachers to act as trainers. The educational and learning process requires skill training, both intellectual and motoric, thus requiring teachers to act as trainers whose job is to train students in developing competencies, according to their respective potentials (Mulyasa, E. 2011, n.d.). The training carried out must not only pay attention to basic competencies and standard materials but also be able to pay attention to individual differences in students and their environment. For this reason, a teacher must know many things, although not everything, at least a teacher must know and understand more than the people he is studying with.

Factors that influence character formation are *First* is an instinctive factor. Instinct means a set of characteristics that humans carry from birth. *Second*, One factor that influences the success of character education is customs/habits. Customs/habits are actions and deeds carried out by a person repeatedly in the same form so that they become habits, such as eating, sleeping, dressing, and so on. *Third*, factors that influence the success of character education are heredity (*wirotsah/heredity*). *Fourth*, The factor that influences the success of character education is the milieu or environment.

Meanwhile, inhibiting factors in the formation of children's character include: *First* factors from the child himself, *Second* educators' attitudes, *Third* The environment in which children play. The child's own factors are important because in developing character, the child's factors need to be considered. Every child has a different personality. Therefore, a careful and precise understanding of children will influence the development of good character (Amri, Sofan. 2013, n.d.).

Challenges in Shaping Student Character

Despite their significant role, Islamic Education teachers also face various challenges in shaping students' character. Some of these include:

The influence of social media and the external environment often contradicts the values taught in schools. According to research by Amiruddin and Sari (2023), many students are more influenced by social media trends than by the teachings they receive in the classroom. Social media and the external environment significantly influence the values taught in schools. While schools strive to instill positive values, external influences often work against that goal.

Social media has become an integral part of the lives of the younger generation, offering a platform for interaction and sharing information. However, unwise use can negatively impact moral and ethical values. Research by (Mawarni, A. (2023), n.d.) shows that social media can lead to a decline in moral and ethical values among the younger generation. Furthermore, social media can influence the values contained in Pancasila in Generation Z, as expressed by (Putri, R., & Andrian, D. (2020), n.d.).

The external environment, including family and community, also plays a crucial role in shaping students' character. A less conducive environment can hinder the development of positive values taught in schools. According to (Herlina, L. (2019), n.d.), a comfortable and effective learning environment will support conducive learning activities, while a less supportive environment can negatively impact student achievement and behavior. Furthermore, an unhealthy social environment can impact students' social interactions and well-being, as revealed by related research.

The influence of social media and the external environment can conflict with the values taught in schools. Therefore, collaboration between schools, families, and the community is crucial to minimize these negative impacts and ensure that positive values remain ingrained in students (Jurnal Didaktik STKIP Subang (2022)., n.d.).

A busy curriculum often limits Islamic Religious Education (PAI) teachers' time to provide moral guidance to students. Marlinda (2022) stated that most PAI teachers only have a limited time allocation per week, making it difficult to provide in-depth character guidance. A busy curriculum often limits the time Islamic Religious Education (PAI) teachers have to provide moral guidance to students. This occurs because the limited time allocated for PAI subjects requires teachers to prioritize the delivery of curriculum material and have little opportunity to focus on students' moral development.

According to an article published in Kompasiana, teachers play a crucial role in providing moral education to children by teaching moral values and setting a good example. However, time constraints due to a busy curriculum can hinder these efforts (Normalinda, N. (2023), n.d.).

In addition, research published in ResearchGate shows that Islamic Religious Education teachers play a role in developmental guidance and counseling programs to shape moral values in students. However, the implementation of these programs can be hampered by time constraints caused by a dense curriculum (Suryadi, T. (2023), n.d.). To overcome this challenge, collaboration between teachers, schools, and educational policymakers is needed to review the curriculum structure. The goal is to provide sufficient space for Islamic Religious Education teachers to carry out their role as moral guides, so that the education provided does not only focus on academic aspects, but also on character building for students.

Character education is a crucial aspect of education, aiming to shape students with noble character, discipline, and responsibility. However, this character-building effort cannot rely solely on schools and teachers, especially Islamic Religious Education (PAI) teachers. Parents' roles are crucial to ensure the values taught in school are also implemented in daily life at home. Unfortunately, many parents pay little attention to their children's character education, resulting in less than optimal efforts by Islamic Religious Education (PAI) teachers..

Research by Oktavia and Rahman (2021) shows that parental involvement significantly influences the success of student character development. Children who receive moral guidance and religious values from their parents tend to have better character than those who receive less attention at home. However, many parents are busy with work or lack an understanding of the importance of character education, so they leave this responsibility entirely to the school. This is in line with research published in the *Journal of Basic Education*, which states that a lack of parental support can hinder optimal character development in children because children spend more time in the family environment than at school (Oktavia, D., & Rahman, A. (2021), n.d.).

According to research published by Medan Area University, the education children receive within their family environment significantly determines their future character. Children who grow up in a caring family environment with good parenting are more likely to absorb the moral and religious values taught in school. Conversely, children who do not receive sufficient parental attention will seek moral references from their social environment, including social media and social circles, which do not always have a positive influence (psikologi.uma.ac.id. (2022), n.d.).

This situation presents Islamic Religious Education (PAI) teachers with challenges in developing students' character holistically. Limited time in schools means teachers cannot fully replace the role of parents in guiding their children. As stated by Kompasiana (2023), ideal character development in children can only be achieved through synergy between teachers, parents, and the community. If any of these parties does not play an active role, the character-building process will not proceed effectively (Nurrochman, C. (2023), n.d.).

To address this issue, collaboration between schools and parents is needed to instill character values in children. Schools can organize parenting programs or outreach programs to raise parental awareness of the importance of character education. Furthermore, communication between teachers and parents needs to be improved so that parents are more active in supporting their children's moral development. With this strong collaboration, it is hoped that the character education provided in schools will be reinforced by the family environment, resulting in students with noble morals and strong personalities.

The role of teachers is very significant in the world of education, particularly in instilling religious principles for moral behavior. This is because during the learning process, teachers and students are directly involved. Furthermore, for students to become independent and make valuable contributions to society, teachers can help them discover, explore, and reconstruct their knowledge. It is important to include habituation as a necessity in efforts to shape students' character, especially in character development. The main goal is to develop noble morals, especially religious morals, while still considering other important factors such as knowledge, motivation, attitudes, and behaviors that are in accordance with social and religious norms. This thinking is clearly reflected in Islamic teachings, which are in line with the teachings of the Prophet Muhammad (Rahmah, R. (2023), n.d.). This is because teachers are the figures closest to students in the learning process. Teachers have the opportunity to provide examples, guide, and motivate students to have good character.

Islamic religious education plays a crucial role in shaping students' personalities. The role of Islamic religious education teachers extends beyond providing religious information to serving as concrete examples of the application of Islamic principles in everyday life. The goal of character development is for students to develop personalities aligned with Islamic teachings. This involves ongoing instruction, supervision, and guidance (Sitompul, J., Suryadi, F. R., Putri, S. V., n.d.). Islamic religious education teachers need to be role models, as students' characters reflect the exemplary behaviors they learn through their teachers' influence. Islamic religious education teachers can

incorporate character development into their teaching, creating more imaginative and varied learning scenarios, and engaging students more fully in the learning process. This can be achieved by creating regular extra-religious programs, ensuring their implementation as effectively as possible, and serving as a foundation for additional character development. To ensure that the character values taught by teachers can be routinely implemented at home, cooperation between parents and teachers is also necessary to reinforce this. Therefore, this initiative is expected to help maximize the instillation of moral principles through Islamic religious education (Rahman, R. (2021), n.d.). This is because Islamic religious education teaches noble moral and ethical values, which serve as the foundation for developing positive character. Islamic religious education teachers act as guides, encouragers, and role models for their students, in addition to disseminating religious knowledge. Islamic religious education instructors need to have adequate competencies, including knowledge, skills, and attitudes. These competencies must be reflected in a creative, innovative, and interactive learning approach.

A teacher's role is not limited to instilling values, but also includes providing good examples and role models in the moral formation of children. Teachers, as the center of attention in the educational environment, have a responsibility to provide examples of positive moral behavior, so that students can develop moral awareness. Through good examples from teachers, students can obtain guidelines on good behavior and build their moral awareness. Teachers who provide positive examples can inspire students to consider and understand the moral consequences of each action. Instilling moral values can be done through various learning activities, such as incorporating moral values into teaching materials, such as in learning pantun. Emphasis on understanding, repetition, and reflection on moral values applied in learning can help students internalize these values and develop a strong moral awareness. With this approach, teachers not only act as information providers but also as facilitators in the formation of students' character and moral awareness, helping them distinguish behaviors that are in accordance with the norms of the surrounding community (Murni, I. (2021), n.d.). The role of teachers is not only limited to instilling values, but also involves providing good examples in the moral formation of children. The importance of teachers providing positive examples is because children tend to learn more easily from actions and behavior than from mere words. By setting good examples, teachers can create a positive and inspiring learning environment. Teachers' actions and attitudes that reflect desired moral values will serve as models for children. Through direct observation of these positive examples, children can better understand moral values and internalize their meaning in their daily lives. This process helps instill moral values in children's characters and encourages the development of moral awareness. By observing and experiencing good moral examples, children can develop attitudes and behaviors consistent with these desired values. Therefore, the role of teachers as moral role models is crucial in shaping children's character and moral awareness.

CONCLUSION

Based on a study of the role of Islamic Religious Education (PAI) teachers in shaping student character, it can be concluded that PAI teachers have a significant responsibility in instilling religious and moral values in students' lives. This role is realized through various strategies, such as role modeling, habituation, advice and guidance, and reinforcement through religious activities, Islamic Religious Education teachers not only serve as transmitters of religious knowledge, but also as role models who provide concrete examples in daily behavior. Teachers' exemplary discipline, honesty, and politeness have a significant impact on students' character. In addition, habituation in religious activities, such as congregational prayer, reading the Quran, and praying together, helps form good habits in their lives. Advice and guidance also play an important role in overcoming various challenges faced by students, especially in dealing with negative influences from the external environment and social media. In addition, religious activities such as short-term Islamic boarding schools, Islamic studies, and religious competitions contribute to building spiritual awareness and strengthening Islamic values in students. However, there are several challenges faced in the process of character formation of students, such as limited time due to a dense curriculum, lack of support from parents, and environmental influences that are not always in line with the values taught in schools. Therefore, synergy is needed between schools, families, and communities to create an environment conducive to the formation of student character. Thus, the role of Islamic Religious Education teachers in shaping students' character is very important and must be supported by various parties. Through a comprehensive approach, it is hoped that students will not only have intellectual intelligence but also have good morals in accordance with Islamic teachings, so that they can become individuals who are useful to society and the nation.

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