



ROLE OF THE ISLAMIC EDUCATION TEACHER IN THE MORAL IMPROVEMENT OF LEARNERS

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DOI: <https://doi.org/10.37758/jat.v5i3.487>

Received: October 2022

Accepted : November 2022

Published: December 2022

Abstract :

This research is driven by a student's moral decadence, which is worrying and complex, for illustration beating students to teachers who died, brawls between students, and other lawless acts; from these problems, PAI teachers play a role in improving student morale. This study describes PAI teachers' role as educators, models and role models, and evaluators in improving students' morale. The research method used in this study is a descriptive qualitative approach because the researchers wanted to describe several phenomena related to the problems and problems that occurred. The results show 1) The role of the teacher as an educator in improving the morale of students at SMP N 02 AjungJember is to always explain moral values in everyday life through cults, giving a penalty, and 5 S cultural habits (smiles, greetings, Salim, polite, and courteous), 2) The role of PAI teachers as models and role models in improving students' morale, Always trying to offer good examples for students, so they give good feedback in everyday life, 3) The role of PAI teachers as evaluators in improving students' morale, mainly by providing a thorough evaluation, because evaluation discuss analytical aspects and further evaluations in affective and psychomotor aspects.

Keywords : PAI teacher, Moral, Students

Abstrak :

Penelitian ini dilatarbelakangi oleh dekadensi moral siswa yang mengkhawatirkan dan sulit, misalnya pemukulan siswa kepada guru, tawuran antar siswa, dan tindakan anarkis lainnya, dari permasalahan tersebut, guru PAI berperan untuk meningkatkan moral siswa. Penelitian ini bertujuan mendeskripsikan peran guru PAI sebagai pendidik, sekaligus sebagai model dan panutan, serta sebagai evaluator dalam meningkatkan moral siswa. Metode penelitian yang digunakan dalam penelitian ini adalah pendekatan kualitatif deskriptif karena peneliti ingin menggambarkan beberapa fenomena yang berkaitan dengan permasalahan dan permasalahan yang terjadi. Hasil penelitian menunjukkan 1) Peran guru sebagai pendidik dalam meningkatkan moral siswa di SMP N 02 Ajung Jember adalah selalu menjelaskan nilai-nilai moral dalam kehidupan sehari-hari melalui pemujaan, pemberian hukuman dan kebiasaan budaya 5 S (senyum, sapa, salim, santun, dan santun), 2) Peran guru PAI sebagai model dan panutan dalam meningkatkan moral siswa, Selalu berusaha memberikan contoh yang baik kepada siswa agar mereka memberikan umpan balik yang baik dalam kehidupan sehari-hari, 3) Peran guru PAI sebagai evaluator dalam meningkatkan moral siswa, khususnya dengan memberikan evaluasi yang menyeluruh, karena evaluasi membahas aspek analitis dan evaluasi lebih lanjut pada aspek afektif dan psikomotorik.

Kata Kunci: Guru PAI, Moral Siswa

INTRODUCTION

Everyone wants a life in the future full of happiness. It depends on their sons and daughters, so everyone wants their children to become educated and moral. It is necessary to have unique and directed moral development for their children as the successors of the nation and religion so that they can fulfill their hopes. Talking of ethical issues, in the era of globalization, in Indonesia today, there are many acts and acts of violence that we often see both through electronic and print media, such as beating students to teachers to death, students selling themselves to get narcotics, brawls between students, rape, murder, drunkenness, and other acts of anarchy. Those are the worrying and sad phenomena that are happening to our nation. The reason is the condition of moral decadence.

During an era where moral decadence has occurred everywhere, both among children, adolescents, and adults, the re-emphasis on moral development is a critical need that can no longer be neglected. Adolescence is when a person does not have a firm stance, now in this era of globalization and this information age. Negative things affect many teenagers. This needs to be prevented and fostered because adolescence is a time of turmoil for the soul of every human being.

ZakiyahDarajat, quoted by Muhammad Al-Mighfar, stated that "Adolescence is a period of transition from childhood to adulthood," or it can be said that adolescence is a period of extension of childhood before reaching adulthood or called the transition period. At this time, adolescents experience a period filled with shock and uncertainty where thoughts and attitudes are constantly changing. However, they can still be fostered or directed toward changing attitudes and behavior for the better and under the teachings of Islam.

Therefore, during adolescence, strict attention is needed by parents and teachers; besides that, moral development can also be achieved by carrying out a very disciplined manner, especially when at school. This is because every parent who sends their child to school wants a child with a good personality and wants to make their parents and family proud.

A critical element of the educational process is the educator (teacher). Teachers have a huge responsibility to lead students toward the educational goals that they aspire to. In this case, the teacher meets the needs of students, both spiritual, intellectual, moral, aesthetic, and physical needs of students.

Meaning: Verily, the Messenger of Allah (SAW) has been a good role model for you (that is) for those who hope (the mercy of) Allah SWT and the coming of the Day of judgment, and He often mentions Allah SWT.

In this verse, we explain that the Messenger of Allah is a role model. Therefore teachers are required to have a good personality like that of the Prophet Muhammad. A teacher must be able to set a good example (UswatunHasanah) because the teacher is the most important and first person who comes into contact with students. Thus, the role of the teacher with all patterns of daily behavior becomes of very important value in the student's formation of personality. Good and bad teacher behavior can strongly influence students, especially at the first meeting in the learning process, which will make the next measure of success.

As stated by MuhibbinSyah, "A person's attitude has a great influence, where if students already have negative attitudes or views on teacher behavior, then it can cause difficulties in learning, which will affect achievement or student learning outcomes that are less than satisfactory. ". Therefore, the teacher must behave appropriately and correctly in every way.

Teachers, as teaching staff, must have personality abilities in teaching and learning. With these abilities, teachers must have steady, mature, wise, authoritative, and disciplined personalities. The teacher discipline in question is a discipline in teaching, giving sanctions, cults, and a firm attitude when students do something that is not under existing rules. With this, the morale of students will change and become even better than before. The important religious subject at school is Islam (PAI). These subjects teach morals under the complete guidance of the Islamic religion.

It is in this school environment that the correct understanding of Islamic religious values is born from the process of training and habituation or moral coaching by providing good role models, cults, sanctions, and a firm attitude from an Islamic Education teacher. Good moral development, it is not based on teachings that are commands or prohibitions. However, it must be based on giving a good example from a teacher who is in the school environment.

The above shows that the teacher should have a personality or behavior that can be a concrete example for students covering all aspects, including discipline. As explained above, the teacher is an example or role model for students. Good morals are very important and must be instilled in them.

However, to have good morals, special guidance is needed. One of them is through Islamic religious education. This is what we then used as a reason by the author to focus the discussion on improving student morale. Therefore, here the researcher considers the importance of students' moral problems so the authors are interested in conducting research with the title "The role of PAI teachers in improving students' morale at SMP Negeri 02 AjungJember in the 2020/2021 academic year".

RESEARCH METHOD

This study uses a descriptive qualitative research method approach with several steps as a research design, such as interviews, documentation, and observation. At the same time, the data analysis process from primary and secondary data is carried out based on the validity of the data by first reducing the information that has been obtained. In the field. Because the researcher wants to do a description of the Role of Islamic religious education teachers in shaping the morals of students or students. A.

The research object consists of two formal objects, form; objects in this study in the form of date, namely date, related to the study of understanding the Role of the Islamic Education teacher in the Moral Improvement of Learners. B. data collection technique there are several ways or techniques in collecting data; among others are observation and documentation. The Source of data used in research includes primary and secondary data. C. Date analysis technique data analysis is not only done afterward the date was collected but since the

announcement stage, the process of data analysis has also been carried out.

FINDINGS AND DISCUSSION

The author will carry this discussion out by referring to the findings obtained from the field through observation, interviews, and documentation. In this description, the researcher describes the research results by comparing or confirming them according to the research focus that has been planned:

The role of PAI teachers as educators in improving student morale at SMP Negeri 02 AjungJember.

Based on the findings discussed in the previous discussion, we know that the morale of SMP Negeri 02 AjungJember students is visible in their daily lives at school, both in worship and in the moral field. Prayer, such as praying dhuha and dzuhur in a congregation, reading the Qur'an, and frequently taking part in Islamic studies, are examples of activities that students are used to regularly doing. Whereas in the moral field, such as greeting and smiling whether meeting with the teacher or fellow students, respecting and obeying every piece of advice as orders or prohibitions given by the teacher, as well as from the school, although sometimes some are still.

The morale shown by the students of SMP Negeri 02 AjungJember is inseparable from the role of teachers as educators who are tireless in building and improving the morale in students. According to Al-Ghazali in his book *Munardji* said:

"The main task of the educator is to perfect, clean, purify, and bring the conscience to Dogrib to Allah SWT. This is because the educator is an effort to get closer to Allah SWT ".

As for improving the morale of students, PAI teachers must determine the right steps so we can optimally achieve the teacher's goals. As was done by PAI teachers by cultivating 5S, namely smiling, greeting, Salim, greeting politely in behavior, those PAI teachers also maximized religious facilities such as prayer rooms and libraries for studies on Islam and routine spiritual directions so that The students are increasingly knowledgeable about the religion of Islam. According to Ahmadi and Supriyono, the teacher's role in the learning process is centered on:

Educate children by providing direction and motivation to achieve goals, both short-term goals and long-term goals. Provide adequate facilities, media, and learning experiences. Help develop aspects of the student's personality, such as attitudes, values, and change.

PAI teachers must consider several aspects in shaping and improving student morale because the success of the teacher's goals depends on the strategies and steps applied, as well as what factors must be improved and changed. To understand religious behavior based on Islamic concepts, we will first describe behavior that can be seen in the following classification of individual behavior: Cognitive, namely behavior related to the introduction or understanding of oneself and the environment (physical, social, cultural, and religious). Thus, this behavior is an aspect of individual intellectual abilities, such as knowing something, thinking, solving problems, deciding, assessing, and

researching.

Affective, namely behavior that contains an appreciation of a certain emotion or feeling. For example, sincere, happy, angry, sad, loving, loving, accepting, agreeing and rejecting. Conative, namely behavior related to the drive from within to achieve a goal (something desired), such as intentions, motives, ideals, hopes, and desires. Motor, namely behavior as physical or physical movements, such as walking, running, eating, drinking, writing, and exercising.

Islam commands that teachers not only teach but more deeply educate. In reflecting on learning, a teacher must transfer and instill a sense of faith in Islam teaches what. Once the teacher's role is central to educating students, it requires integrity and commitment from a teacher, especially a religious teacher. In Islamic education, the teacher also fosters student behavior so that good morals and morals are formed. In addition, Islamic Religious Education teachers are expected to improve their students' morale so that morality is included, so those good morals can become daily habits.

PAI teachers' role as models in improving student morale at SMP Negeri 02 AjungJember.

In discussing the previous findings, the researcher found that the role of PAI teachers at SMP Negeri 02 Ajung in improving students' morale was to be a role model. That's because the teacher will increase student morale to the maximum by being a model or role model. Students will indirectly imitate all the actions and behaviors carried out by the teacher, all of which are effective ways to improve student morale. By being a model or role model, we hope students will grow awareness of good morals.

Therefore, the teacher must know what the shortcomings are and what we must do to improve the morale of students. This is as stated by Nurdin:

A good teacher realizes the gap between what he wants and what he has, then realizes mistakes when they are guilty. The feeling must follow mistakes and trying not to repeat them.

The exemplary attitude of PAI teachers at SMP Negeri 02 Ajung is shown by giving examples such as always saying greetings, whether meeting on the street or when starting learning, at the time the lesson will create the teacher also instructs students to pray, besides that at the end of learning the teacher always motivates students always to be a moral good. The example of PAI teachers can also be seen from the discipline and responsibility shown by the teacher when teaching and outside class hours. Students indirectly imitated this and became a good culture of morals. According to Sardiman says:

To be someone who is imitated or in the sense of a role model is difficult, so a teacher must first understand and approach his students to create a closer relationship so that understanding and understanding will be created between the two parties naturally. That is, a teacher must try to be a friend to his students, especially students who are classified as teenagers of middle school age who are still classified as unstable and adjusting or seeking identity; with the teacher's role as a friend, the intensity and quality of the relationship between the two will be more closely intertwined.

As an example, personal and what the teacher does will get the attention of students and people around their environment who consider or acknowledge him as a teacher. In this regard, Mulyasa said:

"There are several things below that need attention and if necessary, discussed by the teachers". Essential attitude: a psychological posture that will appear in important issues, such as success, failure, learning, truth, human relations, religion, work, games, and self. Speech and speech style: the use of language as a thinking tool. Work habits: the style used by a person at work that also colors his life. Attitude through experience and error: understanding the relationship between the extent of experience and value and the impossibility of avoiding mistakes. Clothing: is a critical piece of personal equipment and shows the expression of the entire personality. Human relations: manifested in all human relationships, intellectual, moral, beauty, especially how to behave. The thinking process is how the mind deals with and solves problems. Decisions: analytical and intuitive skills used to assess any situation.

Lifestyle: what a person believes about every aspect of life and actions to embody those beliefs. So the researchers concluded that PAI teachers achieved at least three things to provide examples for students in improving student morale at SMP Negeri 02 Ajung: Always try to guide students to have good morals, remind them if they do things that are not commendable.

Always try to set an excellent example for students so that students give good feedback in everyday life. Giving authentic examples during teaching and learning activities, such as always saying greetings, asking to pray together, reminding students to do good, and so on, then indirectly, students will imitate what the teacher exemplifies.

The role of PAI teachers as evaluators in improving students at SMP Negeri 02 AjungJember.

To improve student morale, PAI teachers must make efforts that encourage the achievement of goals said to be successful if developed; student morale marks it and becomes a benchmark for the success of the targets to be achieved by the teacher. We can realize this, one of which is the teacher acting as an evaluator. The teacher will evaluate the proper steps to improve student morale. This is as stated by Dimayanti&Mudjiono:

"Evaluation or assessment is the most complex aspect of learning because it involves many backgrounds and relationships, as well as other variables that have meaning when related to contexts that are almost impossible to separate from every aspect of the assessment".

To improve student morale at SMP Negeri 02 AjungJember, there are several efforts to improve student morale, namely the teacher conducts a thorough evaluation by evaluating affective, cognitive, and psychomotor aspects, namely by implementing the 5S program, frequently conducting Islamic studies, and carrying out cultural routines and sanctions, which is given. With this step, the morale of SMP Negeri 02 Ajung students will increase by itself.

According to Wine Sanjaya said: There are two functions in playing its role as an evaluator, namely: To determine students' success in achieving predetermined goals or the success of students in absorbing curriculum material.

To assess the success of teachers in carrying out all activities that have been constructed and programmed.

So PAI teachers are not only limited to determining and evaluating from the academic side but, more broadly, covering all aspects, including the social behavior of students. As stated by Hanafiah: "There is a tendency that in the role of evaluator, the teacher has the authority to assess students' achievements in academics and social behavior so that they can determine how their students are successful or not. However, if we look more deeply, the evaluations carried out by the teacher are often only extrinsic evaluations and have not touched the intrinsic evaluation at all. The evaluation in question is an evaluation that includes an inherent evaluation. For this, the teacher must be careful about dropping the value or criteria for success. Here, more is needed to see whether you can work on the tested subjects. There are still unique and complex considerations, especially those concerning behavior and values. Therefore, the teacher evaluates all existing aspects, both from the cognitive, affective, and psychomotor domains.

Research conducted by Muhammad Holil with the title *The role of teachers of moral aqidah in fostering student morality*. Aims to a. know students' morals towards fellow students b. To find out the students' morals towards the teacher c. To understand the moral development of students

Results a. The moral aqidah teachers' efforts to instill moral values in students are by giving advice, giving examples, giving assignments, habituation of behavior, and giving warnings and punishments. b. Implementing these efforts is quite effective. c. The supporting factors are 1. Support from the principal, other teacher councils, and staff. 2. Activities with Islamic nuances. 3. Cooperation between teachers of moral aqidah and BP teachers. The conclusion from the results is that the role of the moral aqidah teacher in fostering the morals of students at MTs At TaqwaBondowoso is very well done. The teacher acts as a guide, an example, and an advisor. Students conduct of moral development evidenced this at every opportunity, both in the classroom through moral aqidah material during moral aqidah lessons and outside the classroom. As for the efforts made by the school to foster students' morals, they are carried out by providing learning material for moral aqidah, which includes morals to Allah SWT, parents, friends, and the environment.

Then the research conducted by AinatulFalastin entitled *Religion Teacher Strategy in improving students' morale through extracurricular muhadhara and muhadatsah at MAN Trenggalek*.

Goal a. To find out the strategic planning of religious teachers in improving students' morale through extracurricular muhadharah and muhadtasah at MAN Trenggalek. b. To find out implementing the strategy of religious teachers in improving students' confidence through extracurricular muhadharah and muhadtasah at MAN Trenggalek. c. To find out the factors constraining the strategy of religious teachers in improving students' morale through extracurricular muhadharah and muhadatsah at MAN Trenggalek. d. To find out the solution to the strategy of religious teachers in improving students' morale through extracurricular muhadharah and muhadatsah at MAN Trenggalek.

Results a. Religious Teacher Strategic Planning in Improving Student Morale. Through Extracurricular Muhadharah and Muhadatsah at MAN Trenggalek. 3. , Implementation of the Religion Teacher Strategy in Improving Student Morale through Extracurricular Muhadharah and Muhadastah at MAN Trenggalek. 4. Obstacles Factors for Religion Teachers in Improving Student Morale Through Extracurricular Muhadharah and Muhadatsah at MAN Trenggalek. 5. Strategy Solutions for Religious Teachers in Improving Student Morale through Muhadharah and Muhadatsah extracurriculars at MAN Trenggalek. Conclusion From the results of interviews and analysis of the strategy of religious teachers in improving student morale through Muhadharah and Muhadatsah extracurricular activities at MAN Trenggalek, the authors conclude 1. Strategic planning of religious teachers in improving student morale through extracurricular Muhadharah and Muhadatsah at MAN Trenggalek uses a variety of supports as assessment tools and media and pays attention to the limits of their use. 2. Implementing the strategy of religious teachers in improving students' morale through Muhadharah and Muhadatsah extracurriculars at MAN Trenggalek is carried out:: a) The implementation of Muhadharah extracurriculars uses three steps, namely: The opening step in Muhadharah (lectures), the presentation step and the last step ending or closing the muhadharah which closes with a summary of the main points of the material b). Implementing Extracurricular Muhadatsah uses seven steps: preparing the event or material carefully and determining the topic to be presented. After we consider students' understanding, the teacher asks them to practice it in front of the class. And other friends listen and pay attention before getting the next turn. It is the students who play more roles while the teacher determines the topic. And after the event started, the role of the teacher was only to regulate the course of the muhadatsah.

The following study was conducted by Dony Leo Risky Dzulkarnaen entitled Optimizing Islamic religious education learning in improving the morals of students at SMKN 1 BanyuputihSitubondo in the 2011/2012 academic year. The Purpose a. To describe the optimization of Islamic Religious Education learning in improving student morals to teachers at SMKN 1 BanyuputihSitubondo. B. To express students' morals to teachers at SMKN 1 BanyuputihSitubondo. Result 1). Adjusting to the vision, mission, and goals set at SMKN 1 BanyuputihBanyuputihSitubondo. 2). SMKN 1 Banyuputih is a conversion curriculum (Islamic boarding school curriculum and national curriculum) that provides life skills/entrepreneurship training and instills religious knowledge. 3). In optimizing learning, the individual approach to students is always considered, this is done for students who look lazy and pay less attention in the PAI learning process, are usually invited to sing or hang out for a moment, and after learning, I approach them to be invited to tell their condition and situation. 4). Besides individual and group approaches, school principals and teachers also take a habitual approach to Islamic learning materials. Conclusion 1). Optimizing PAI Learning in Improving Student Morals at SMKN 1 BanyuputihSitubondo for the academic year 201 1 -201 2, namely adjusting to the vision, mission, goals, and conversion curriculum (Islamic

boarding school curriculum and national curriculum). 2). The morals of the students of SMKN 1 BanyuputihSitungondo are good; this can be seen in the good behavior of students, discipline with school rules, respect for teachers and all those in school, free association, and appearance or dress that is neat, and Islamic.

Based on the data that has been collected and described in the previous section, researchers can get the following conclusions:

1. PAI teachers' role in improving students' morale at SMP Negeri 02 AjungJember is by always explaining moral values in everyday life through cults, giving sanctions, and through 5 S cultural habits (smile, greetings, greetings, greetings). , polite, and courteous), besides those religious facilities such as prayer rooms and libraries and religious extracurriculars such as khatmilqur'an and Islamic studies, are used by PAI teachers to maximize the teacher's goals to shape students' morale.

2. The role of PAI teachers as models and role models in improving students' morale at SMP Negeri 02 AjungJember is: a. Always try to give good examples to students by always behaving, dressing, and speaking, following the rules of Islamic law. b. Always try to set a good example for students so that they can provide good feedback in their daily lives. c. Give real examples when teaching, namely greeting first, then praying together, and providing constructive direction and motivation.

3. The role of PAI teachers as evaluators in improving student morale at SMP Negeri 02 AjungJember is to provide a thorough evaluation because evaluation discusses not only cognitive aspects such as giving daily tests, midterm exams, or school final exams but also discusses evaluation in the affective aspect such as when asked for a discipline when entering school hours, in terms of speaking or honesty and psychomotor characteristics such as whether students shake hands or say hello when meeting their teacher or he greets one another.

CONCLUSION

PAI's teacher has a role as an educator in improving students' morale, at least always explaining moral values in everyday life through cults, giving sanctions, and through 5S cultural habituation (smiles, greetings, greetings, politeness, and courtesy). The teacher sets an example for students with the following steps:

- a. Always try to give students an excellent standard by always behaving, dressing, and speaking by the rules of Islamic law.
 - b. Always try to set a perfect example for students so that they can provide good feedback in their daily lives.
 - c. Give real examples when teaching: greeting first, praying together, and providing constructive direction and motivation.
- Next, the teacher gives a thorough evaluation because the evaluation discusses not only cognitive aspects, such as providing daily tests, midterm exams, or school final exams, but also discusses evaluations in affective aspects, such as when asked for discipline when entering school hours, in terms of speech

or the nature of honesty and psychomotor such as whether students shake hands or say hello when meeting with the teacher or he greets one another.

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