



The Role of Moral Creed Teachers in Instilling Social Attitudes in Students at Madrasah Aliyah Darul Ulum

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ABSTRACT

problems faced by teachers of moral beliefs in instilling attitudes social values among students at Madrasah Aliyah Darul Ulum, namely the lack of practical activities to practice social values at Madrasah Aliyah Darul Ulum and the process of learning moral beliefs is more focused on theory without being equipped with practical activities that involve real social interactions such as social service activities, mutual cooperation, so that students do not get the opportunity to practice social values directly. This research was carried out at Madrasah Aliyah Darul Ulum which is located in the Bone Bawang Barat district of the village. Panaragan Jaya, in the 2025 academic year. This research aims to determine the role of moral aqidah teachers in instilling social attitudes in students at Madrasah Aliyah Darul Ulum. This research uses a qualitative approach with descriptive methods. In this research, the researcher used several data collection tools, namely through interviews, observation and documentation involving the madrasa head, moral aqidah teachers and students as research subjects. This research uses source triangulation. This research finds that moral belief teachers have a strategic role in instilling social attitudes in students through example, interactive learning, integration of moral values, and habituation in the school environment. With an effective approach, students can develop positive social attitudes and apply them in everyday life. The research results show that there are efforts made by moral aqidah teachers in instilling social attitudes in students at Madrasah Aliyah Darul Ulum, students become more polite, helpful, have a sense of empathy, strengthen cooperation and tolerance, behave fairly and honestly.

Keywords: *Role of Islamic Boarding Schools, Quality Islamic Education*

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INTRODUCTION

Teachers of aqidah and morals play a very strategic role in shaping the character of students, especially in building social attitudes that are in accordance with Islamic religious values. Aqidah and morals education focuses on the formation of good behavior and a correct understanding of faith (aqidah) and moral behavior (morals) which are based on Islamic teachings (Suyudi & Wathon, 2020a). Moral aqidah teachers are not only tasked with teaching theories about morality, but must also be able to be role models for students in the application of these social values (Putra, 2018). Through modeling-based learning and the application of active and contextual learning methods, students can understand and apply good social attitudes in everyday life. education (Ehwanudin et al., 2021).

The role of the moral aqidah teacher is to provide role models for students (Muttaqin et al., 2023). The subject of moral aqidah has a very important role in the moral development of students, both individually and socially and is a branch of science which teaches moral values in accordance with Islamic law, namely teaching about belief in Allah and social etiquette. (Putra, 2018). Aqidah Akhlak education is an important education given to students in order to instill the basics of religious faith and morals in students. With faith education, it is hoped that students' behavior will reflect the attitude of someone who feels supervised by Allah so that they can be disciplined and control themselves from desires that are contrary to Allah's commands. Likewise, with moral education, it is hoped that students' behavior will reflect attitudes that are in accordance with morals (Wijaya & Fadilah, 2023).

Social attitudes are a form of individual reaction or response to social stimuli, which involve cognitive (thinking), affective (feelings) and conative (behavior) aspects. Social attitudes arise from individual experiences in the social environment, both from interactions such as media, societal norms and culture (Septiani & Widda Djuhan, 2021). Social attitudes for students are very important because attitudes influence the behavior carried out by each individual in everyday life. The experiences gained every day can be the basis for assessing attitudes. When assessing this attitude, there is an effort to correct deficiencies so that it becomes a more positive attitude on an ongoing basis. References in social attitudes are a sense of respect, appreciation, honest behavior, discipline, responsibility, caring (tolerance and mutual cooperation), politeness, confidence in interacting effectively with the social environment. (Sabrina, Agis, 2017). At Madrasah Aliyah Darul Ulum, formal education is based on Islamic boarding school life, students live in dormitories, receive more intensive religious learning, such as the Yellow Book and worship training and there are several extracurriculars, namely culinary arts, computers and fashion design. Madrasah Aliyah Darul Ulum is a madrasah educational institution that plays an active role in providing education using good guidelines to achieve educational goals.

As for the identification of problems in the research "the role of moral aqidah teachers in instilling social attitudes in students at Madrasah Aliyah Darul Ulum", namely differences in student characteristics, lack of application of social values in learning, lack of good manners in students, inadequate teacher example. Relevant research contains a description of the results of previous research on the issues to be studied, namely according to researcher Arif Hidayat (2021), who found that teachers have a central role in character education, especially in cultivating social attitudes through daily learning. Researcher Siti Maulida (2020) Research highlights the importance of support from the family and students' social environment to strengthen the social attitudes instilled at school. Fauziyah researcher (2022) This research found several obstacles in cultivating social attitudes, such as lack of time for learning moral beliefs at school, minimal support from the family environment, and low student participation in social activities outside of school. What differentiates this research from previous research is the research objectives, methodology, time and research context, theory or literature used.

This research is very important to carry out because to strengthen character education based on Islamic values, through this research, we can evaluate the effectiveness of teaching, understand the challenges faced by teachers, and find ways to understand the role of moral aqidah teachers in instilling social attitudes in students at Madrasah Aliyah Darul Ulum.

METHOD

The author's research approach uses a qualitative approach. Qualitative research is research carried out by explaining, describing and describing the main problems to be discussed in the research and then drawing conclusions deductively (Puspitasari et al., 2020). This descriptive research attempts to observe problems systematically and accurately regarding the facts and characteristics of certain objects, which in this case relates to the role of moral belief teachers in instilling social attitudes in students at Madrasah Aliyah Darul Ulum. Researchers used several data collection tools, namely observation, interviews and documentation. There are three methods used in data analysis techniques, namely: data reduction, data presentation, drawing conclusions/verification (Safitri, 2021).

Primary data sources are data sources obtained by conducting field studies, this data is taken directly from research field observations, data sources resulting from observations, interviews, and other documents contained in the role of moral aqidah teachers in instilling social attitudes in students at the Darul Ulum Madrasah Aliyah, West Bone Regency. Those who will be interviewed are the head of the madrasah, moral aqidah teacher, and students at the Darul Ulum Madrasah Aliyah. Secondary data sources are data obtained by researchers or collecting data indirectly. This data was taken from national and internationally accredited scientific journals and libraries, especially those related to research studies (Rai & Thapa, 2019). Triangulation is a technique used in research to increase the validity and reliability of data by combining various methods, sources or perspectives (Mekarisce, 2020). Data reduction is the process of simplifying and trimming data collected in a study to focus on the most relevant and important information.

Data display is a way of presenting data that has been analyzed in a form that is easy to understand and can be interpreted. The aim of presenting this data is to convey information clearly, so that readers or audiences can understand the findings and patterns in the data. Data verification is the process of ensuring that the data that has been collected or produced in research is correct, accurate and reliable. In this research, data verification was carried out to test the validity, consistency and integrity of the data obtained. This process is important to ensure that the data to be analyzed and used as the basis for conclusions or findings does not contain errors or mistakes that could affect the research results (V. Wiratna Sujarweni, 2014).

RESULTS AND DISCUSSION

The Role of the Moral Creed Teacher

A role is an action carried out by someone in an event. A teacher is someone who makes other people know or are able to do something, or provides knowledge or expertise (Buchari Agustini, 2018). According to Zakiah Daradjat, a teacher is someone who has abilities or experience that can make it easier to carry out their role in guiding their students.

The Aqidah Akhlak teacher plays a role in motivating students to continue to increase faith and goodness in their lives. They also become mentors who accompany students in facing moral challenges in the modern era. The Aqidah Akhlak teacher has the main task of instilling the values of faith (akidah) and morality (akhlak) in students. They guide students to understand and practice Islamic teachings, both in beliefs and daily behavior. (Mutiarra et al., 2023) The efforts of moral aqidah teachers to instill social attitudes in students at Madrasah Aliyah Darul Ulum Tulang Bawang Barat include attitudes of mutual respect, respect, help, and care for others, for

example visiting friends who are sick and helping friends who are in trouble. And strengthening behavior that supports positive interactions with other people and the social environment. Social attitudes involve values such as empathy, tolerance, mutual cooperation, cooperation and a sense of responsibility. (Fitriyana & Trisharsiwi, 2018)

As for the uniqueness of why researchers chose to research at Madrasah Aliyah Darul Ulum Tulang Bawang Barat, because the Madrasah is based on formal education with Islamic boarding school life. Students live in dormitories, receive more intensive religious learning, such as the Yellow Book and worship training, and there are also extracurriculars which according to this researcher are very unique, for example extracurriculars such as culinary arts, computers, fashion design and automotive. Usually at Madrasah Aliyah there are only spiritual activities, Qur'an recitations, hadroh and calligraphy. However, Madrasah Aliyah Darul Ulum has unique features that are interesting for researchers. (Supiani et al., 2020). Madrasah Aliyah Darul Ulum is one of the private MA level schools located in the district. Tulang Bawang Barat, district. Tulang Bawang Tengah, Lampung Province. Madrasah Aliyah Darul Ulum under the auspices of the Darul Hidayah Al Anshori Islamic Boarding School Foundation, the Darul Hidayah Al Anshori Islamic Boarding School Foundation was founded by KH. Isa Anshori in 1986 and ratified by the issuance of foundation notarial deed No. 26 of 1991 dated 26 November 1991 M, KH. Isa Anshori died in 1994, then his struggle was continued by his sons. In line with the development and progress of the times, the Darul Hidayah Al Anshori Islamic Boarding School Foundation established several formal and non-formal education, one of which was the establishment of Madrasah Aliyah Darul Ulum on March 15 2005.

This research aims to examine the role of moral aqidah teachers in instilling social attitudes among students at Madrasah Aliyah. This study was carried out in several madrasah aliyah in the region and involved a number of moral aqidah teachers and randomly selected students (Zulkanadi, 2022).

1. The Role of Moral Creed Teachers in Instilling Social Attitudes

The research results show that moral belief teachers play a very important role in shaping students' social attitudes. Some aspects found in this research include:

- **Social Values Extension:** Teachers of moral beliefs often convey social values such as empathy, mutual help, and respect for differences through lessons based on Islamic religious teachings. Through this approach, students are taught to understand the importance of harmonious relationships with others, both in the context of family, school and society. (Irwan et al., 2021)

- **Example Giving:** Teachers of moral beliefs are considered to be good role models for students. By showing behavior that is in accordance with the principles of the Islamic religion, such as being honest, patient, and caring for others, teachers help students develop positive social attitudes. (Prasetianto et al., 2024)

- **Strengthening Social Morals in Extracurricular Activities:** Apart from classroom learning, moral aqidah teachers also play a role in extracurricular activities which aim to hone students' social skills. Activities such as social service, cooperation in groups, and religious activities act as a forum for training students to be more sensitive to the needs of other people and care about the surrounding environment.

2. Factors that Influence Teachers' Success in Instilling Social Attitudes

Several factors that influence the success of moral belief teachers in instilling social attitudes include:

- **Effective Communication:** Teachers who are able to communicate well and convey material in a way that is easy to understand will be more successful in forming students' social attitudes. (Wisman, 2017)
- **Application of Interesting Learning Methods:** Active learning methods, such as discussions, role-playing, and case studies, can help students better understand how to behave socially well in various life situations. (Hotimah, 2020)
- **The Role of Parents and Society:** Collaboration between teachers, parents and the community really supports success in instilling social attitudes in students. By strengthening social values both at school and at home, students will more easily instill positive social attitudes in their lives. (Suardin et al., 2022)

3. The impact of learning moral beliefs on students' social attitudes

This research also found that students who received good moral education showed an improvement in their social attitudes. Some of the positive impacts found include:

- **Increased Social Awareness:** Students care more about each other, both in the context of their peers and the surrounding community. They tend to be more active in social activities such as mutual cooperation, helping friends in need, and participating in charity activities. (Rustya & Zaini, 2020)
- **Increased Tolerance and Respect for Differences:** Learning moral beliefs helps students understand the importance of tolerance between religious communities and respecting differences in a pluralistic society. This is reflected in more peaceful and harmonious student interactions inside and outside school. (Ghufron, 2016)
- **Social Leadership Development:** Students also tend to have good leadership skills in social activities, such as organizing social service activities, leading group discussions, and so on (Amalia, 2022).

The results of the researcher's interview with the head of the Darul Ulum Madrasah Aliyah were that moral aqidah teachers play a role in cultivating good moral attitudes, building discipline, and teaching ethical and social values that support social life. Instilling social attitudes can be done through various approaches, such as habituation, social education, discussion and reflection as well as joint activities and moral belief teachers not only function in aspects of religious teaching, but also in forming students' social character, equipping them with the social skills needed to play an active role in society. Recommendations that can be given to increase the effectiveness of the role of moral belief teachers are increasing training and competence, collaboration with teachers of other subjects, a more contextual approach, increasing student participation. And programs or activities involving faith teachers can be varied, such as community service programs, character education through extracurricular activities (Bayinah et al., 2022).



*Documentation of interviews with madrasa heads
Aliyah darul ulum*

Results research interview with the moral aqidah teacher at Madrasah Aliyah Darul Ulum, namely the moral aqidah teacher provides a direct example by being a role model in everyday life. For example, when difficulties or problems occur in class, teachers can show empathy by listening to students' complaints or helping them solve problems. Can also provide examples of cooperation involving many people, concern can be shown with concrete actions, involving students in social activities that are beneficial to the school environment. Teachers can take several steps, such as guiding by example, giving assignments or responsibilities, evaluating and providing feedback. Methods often used by teachers to instill social attitudes include the case study method, project-based learning method, and the method of giving social assignments (Suyudi & Wathon, 2020b).



Documentation of an interview with the aqidah akhlak teacher at Madrasah Aliyah Darul Ulum

The results of research interviews with students at Madrasah Aliyah Darul Ulum are that moral aqidah teachers are very important in shaping students' character and faith, aqidah teachers play a role in instilling the values of faith and noble morals in students, providing an understanding of Islamic teachings, especially in the aspects of faith and morals. Cultivating social attitudes involves the process of teaching students to care and be responsible for other people and the surrounding environment. This can be done in various ways, such as teaching the importance of cooperation, helping each other, sharing and empathizing with people in need. Social attitudes are behavior or actions that reflect a sense of care, empathy and concern for other people and the environment.



Documentation of interviews with some students at the madrasah aliyah darul ulum

DISCUSSION

1. The Role of Moral Creed Teachers in Instilling Social Attitudes

Teachers of moral beliefs have a very strategic position in shaping students' social attitudes. Moral belief education is not only limited to theological understanding of religious teachings, but also to the practice of morals that must be applied in everyday life. The instillation of social values based on Islamic teachings, such as mutual assistance, empathy, honesty and mutual respect, is carried out by teachers through various learning methods. (Azhar & Sa'idah, 2017)

One of the most effective approaches is the promotion of social values through material adapted to students' social situations and conditions. The values taught in moral aqidah lessons often provide a moral framework for students to understand how to behave kindly towards others, including in life outside of school, such as at home and in the community. Teachers who are able to relate religious teaching material to the social problems faced by students will make it easier for students to digest and apply these concepts in everyday life. (Fahmi, 2021)

Apart from that, the role of teachers as role models is also very important. Research shows that students tend to imitate the behavior of teachers they see as role models. Therefore, a teacher of moral beliefs who shows good behavior, is attentive, patient and fair, will have a big positive impact on developing students' social attitudes (Faiz, 2022). The results of moral aqidah teachers in instilling social attitudes, such as students respecting each other more, empathizing with people in need, helping each other, working together and paying attention to other people and the environment.

s2. Factors that Influence Teachers' Success in Instilling Social Attitudes

The success of moral belief teachers in instilling social attitudes in students does not only depend on the teacher's own teaching abilities, but is also influenced by several external factors. One factor that really influences is effective communication between teachers and students. Teachers who are able to communicate well, listen to students' complaints, and provide constructive feedback will create a learning climate that is conducive to the development of students' social attitudes.

In addition, varied learning methods are an important factor in the successful formation of social attitudes. In learning moral beliefs, more interactive approaches, such as group discussions, role-playing, and case studies, have proven to be more effective in increasing students' understanding of how to behave socially correctly. These activities allow students to experience direct experience in dealing with various social situations that require social skills. Collaboration between teachers, parents and the community cannot be ignored. Parents who support moral education at home and provide good examples will strengthen the learning process carried out by teachers. Likewise, communities that support positive social activities for students, such as charity activities and mutual cooperation, play a role in fostering better social attitudes in students. (Sugiarti & Pribadi, 2013)

3. The Impact of Learning Moral Creeds on Students' Social Attitudes

The impact of learning moral beliefs on students' social attitudes can be seen in several aspects. Based on research results, students who receive good moral education show an improvement in their social attitudes. One impact is increased social awareness. Students become more sensitive to social problems around them and tend to be more active in activities related to social assistance, such as donating to those in need or being involved in social activities in the school environment.

Apart from that, learning moral beliefs also contributes to increasing tolerance and appreciation for differences. In a pluralistic society, understanding the importance of tolerance and mutual respect is vital. Teachers of moral beliefs can provide insight into this, considering that Islam teaches the importance of maintaining harmony between religious communities and between individuals even though they have different backgrounds.

Another influence that is no less important is the development of social leadership abilities. Students who receive good moral education tend to be better able to lead in social contexts, both in organizations at school and in community activities.

This ability develops because students learn how to interact with other people, work in teams, and solve problems together. (Latifah, 2022)

4. Challenges and Recommendations

Although the role of moral belief teachers is very large in shaping students' social attitudes, there are several challenges that need to be considered. One of them is a lack of support from the external environment, such as families who do not fully support the social education provided by teachers. For this reason, it is important for schools to hold collaboration programs with parents so that they can support the implementation of the social values taught at school.

Apart from that, the lack of supporting resources, such as more varied learning materials and training for teachers, is also a challenge that must be overcome. Therefore, schools need to ensure that teachers of moral beliefs are given adequate facilities to develop their abilities in teaching and instill social attitudes. (Rahayuni, 2020)

Most students indicated that teachers of moral beliefs play an important role in providing role models. Teachers who consistently demonstrate good behavior, such as patience, fairness, honesty, and caring for others, become role models for students in social behavior. Teachers who not only teach theory but also practice good morals can increase the effectiveness of cultivating social attitudes among students. This research found that **The role of the Aqidah Akhlak teacher is very important in instilling social attitudes in students**, either through example, effective learning methods, or school-based social activities. However, the success of this process **It is also influenced by the support of the school environment, family and other external factors**. Therefore, synergy between teachers, parents and the surrounding environment is needed to create students who have good social attitudes and noble character.

CONCLUSION

Overall, this research shows that the role of moral aqidah teachers is very important in instilling social attitudes in students at Madrasah Aliyah. Through moral education, students not only gain theological understanding, but are also taught to have good social attitudes, such as empathy, mutual assistance and tolerance. Even though there are several challenges, such as lack of parental support and limited time for extracurricular activities, the role of teachers who actively provide role models and use relevant learning methods has proven to be effective in shaping students' social attitudes. And moral belief teachers play a role in motivating students to continue to increase their faith and goodness in their lives. They also become mentors who accompany students in facing moral challenges in the modern era. Teachers of moral beliefs have the main task of instilling the values of faith (qidah) and morality (morals) in students. They guide students to understand and practice Islamic teachings, both in beliefs and daily behavior, and strengthen behavior that supports positive interactions with other people and the social environment.

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