



## The Role of Aqidah Ahklak of Teacher in Developing Students' Morals at MTs Ma'arif 06 Seputih Raman

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### ABSTRACT

This research aims to examine the role of the Aqidah Ahklak teacher in developing student morals at MTs Ma'arif 06 Seputih Raman. Good morals are an important aspect in shaping the character of students, so the teacher's role in guiding, instilling moral values, and providing examples is the main factor in the success of moral education. This research uses a qualitative method with a descriptive approach. Data collection techniques are carried out through observation, interviews and documentation, while data analysis includes the process of data reduction, data display and data verification. The research results show that the Aqidah Ahklak teacher has a very important role in developing students' morals, especially in the aspects of discipline and obedience in worship. Each learning session begins with istighosah together, while students perform midday prayers together in the madrasah hall every day, and get used to praying Dhuha together every Friday. The role of the Moral Creed Teacher in developing student morals includes various aspects, namely as an educator, mediator, role model and motivator.

**Keywords:** *Developing Students' Morals. Aqidah Ahklak. Aqidah Ahklak Teacher*

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## INTRODUCTION

Aqidah is the basic belief that is the main foundation of a Muslim's faith. Etymologically, aqidah means belief or something that binds the heart. In terms of terminology, Aqidah is a firm belief in Allah SWT, His messengers, His books, the Day of Judgment, and His decrees. This belief is the basis of a Muslim's life which cannot be shaken. In Islam, faith is the main foundation that guides a person in living life. With a strong faith, a Muslim has strong moral and spiritual guidance, which is reflected in his attitude to life (Naseh & Khofifah, 2021).

Morals reflect a person's faith in daily activities, both in relationships with Allah SWT, fellow humans, Apart from that, having good morals not only shapes a Muslim into an individual who behaves commendably, but also makes him a figure who provides benefits to the environment and society (Humairah M et al., 2023). Education in faith and morals is important to form an intelligent and virtuous generation. With this education, religious and moral values are instilled from an early age, providing a strong foundation for students to face life. Aqidah Ahklak teachers at madrasas play an important role in teaching knowledge and good attitudes, helping students apply religious teachings in life, so that they are not only academically successful, but also have noble character and are ready to face life with firm faith.

The teacher's role in the context of science is to provide knowledge and skills to students. Good educators are expected to create opportunities that encourage students to explore and satisfy their curiosity (Suseno, 2021), by involving all the senses in the learning process to deepen their understanding and involvement. However, teachers often do not realize the potential that exists in students. This ignorance certainly has an impact on learning strategies and techniques used (Azhar, Khoirul, 2017). The role of teachers in the world of education is very diverse, but the most important is the teacher provides accurate and useful information that can form critical and creative thinking patterns in students (Nata, 1997).

Teachers have a very important role in the success of the learning process, which is only achieved if teachers act as professional educators. As professionals, teachers must master the material, manage the class effectively, and guide students optimally to achieve learning goals, as well as guide students to develop academically and personally (Mushoffa Zain & Manik, 2023).

The teacher's role is not limited to interactions in the classroom, but also includes relationships with students outside the classroom, providing motivation, guidance and solutions to problems faced by students. With professionalism, teachers will be respected and admired, create a dynamic relationship between teachers, students and the environment, and act as role models who have a positive impact on student development, both in science and in character formation (Hawi, 2014).

Say *morality* comes from Arabic and has a meaning related to a person's behavior or behavior, and is closely related to a person's personality. Personality itself is the unique characteristics or traits that a person has, which are formed through the influence of the surrounding environment, such as family, culture and society. Good morals reflect a positive personality, which plays an important role in creating harmonious social interactions and respect each other (Drajat, 2017).

MTs Ma'arif Seputih Raman has its own uniqueness in forming the religious character of its students through various religious activities that are routinely carried out. Every morning before starting lessons, the students are accustomed to reading the Asmaul Husna and participating in *istighozah* together in the classroom yard as a form of prayer and requesting blessings. Apart from that, the *tadarus al-Qur'an* tradition and the *khataman* program are routine activities that instill a love of the Al-Qur'an (Kefi, 2023). Another special feature is the implementation of congregational *dhuha* prayers every Friday and congregational midday prayers every day which fosters good habits from an early age (Mahmudiyah & Mulyadi, 2021). MTs Ma'arif 06 also has a *tahfidz juz 'amma* program to produce a Qur'anic generation, as well as *yasin* and *tahlil* guidance which strengthens religious traditions. As a form of respect for the *Nahdlatul Ulama'* in the local area, this school also regularly holds pilgrimages to the graves of the *waliyulloh*, the graves of the student of LP Ma'arif and the founder of NU Seputih Raman making MTs Ma'arif 06 Seputih Raman an educational institution that not only focuses on academics but is also strong in forming students' morals and spirituality (Yuliana et al., 2023).

This research is very important to carry out at MTs Ma'arif 06 Seputih Raman because the phenomenon of moral degradation among the younger generation is increasingly worrying. The role of the *aqidah akhlak* teacher as the main guide in shaping students' character and morals is the main key in efforts to prevent the decline of morals in the school environment (Ramdayana et al., 2023). morals in instilling the values of faith and morals in students, so that they have a strong fortress in facing the challenges of the times. Apart from that, it is also hoped that this research can make a

positive contribution to schools in strengthening moral development programs, as well as become evaluation and reference material for teachers and related parties in improving the quality of moral education in order to produce a generation with character, civility and noble morals.

## **METHOD**

This research applies qualitative field methods, where researchers go directly to the location to gain an in-depth understanding of the phenomenon being studied. The data in this research was collected through observation, direct interviews with respondents and relevant documentation, which was then analyzed to gain a clearer understanding of the research object (Nurul, 2006). This research aims to identify the role of the Aqidah Akhlak teacher in developing student morals at MTs Ma'arif 06 Seputih, which is located on Jalan Cambodia No. 06, Rukti Harjo Village, Seputih Raman District, Central Lampung Regency, Lampung Province.

Ahlak Aqidah Teacher, MTs Ma'arif 06 Students, School Principal are the research subjects. Researchers collected data through interviews, observation and documentation. To ensure data accuracy, researchers apply triangulation and source triangulation techniques, namely by examining various sources and asking for the same thing using various techniques, such as interviews, observation and documentation (Putra, 2018; Ulum, 2024). And for data analysis techniques using data reduction, data display and verification, namely by requiring compaction, identification of main components and emphasis on important parts while looking for themes and patterns and eliminating irrelevant information, then data presentation can be carried out. with a brief explanation, then draw conclusions and validate the facts, trying to answer the problem formulation.

## **RESULTS AND DISCUSSION**

### **The Role of the Ahklak Faith Teacher**

Teachers have a role in the learning process with students, one of which is as 1. teacher/educator.

As an instructor, the teacher's main task is to convey knowledge in a clear and easy-to-understand manner. Teachers should choose appropriate methods so that the material can be accepted by students with various levels of understanding. To increase motivation, teachers also need to make learning interesting through media or an interactive approach. That way, students not only understand the concept, but are also able to apply it in everyday life (Izzan & Saehudin, 2016).

2. The teacher acts as an intermediary.

As a mediator, the teacher connects learning resources with students and helps overcome difficulties in understanding the material collaboratively (Agustin et al., 2022). For this reason, teachers need to have a good understanding of educational media, because media functions as a communication tool that supports the learning process.

3. Teachers as role models

Teachers need to be role models for students by implementing Pancasila values. Therefore, the behavior of teachers, parents and community leaders must reflect these values (Fadhillah, 2020). The Javanese proverb "teachers are admired and imitated" teaches that teachers must be role models. Teachers' actions will influence student behavior, so it is important for teachers to be a good example for them. Being a role model is not an easy task. Teachers need to maintain consistency in adjusting their

attitudes in everyday life and provide good examples, not only for students, but also for the surrounding environment (Kristiawan et al., 2012).

#### 4. Teachers as encouragement

As a motivator, teachers have an important role in encouraging and arousing students' enthusiasm for learning so that curriculum goals are achieved. The curriculum is not only to be implemented by teachers, but also to provide maximum benefits to students (Sutrisna et al., 2021). Therefore, achieving curriculum goals requires close collaboration between teachers and students. In this process Teachers need to first understand the background and conditions experienced by students so that the motivation provided is more appropriate and useful. Through the right approach, teachers can increase students' interest in learning and support them in achieving their maximum potential (Hanafi et al., 2018).

#### Teacher's Method in Developing Morals

According to Abuddin Nata, Moral development is an important part of Islam, as reflected in the main mission of the Prophet Muhammad SAW, namely perfecting noble character (Thoha et al., 2004). Teachers can develop students' morals through various methods, such as providing good examples, giving advice, getting used to positive behavior, and the methods used include:

##### 1..Exemplary or example

According to Abuddin Nata, children's morals are formed through exemplary attitudes, behavior and ways of dealing with problems. Children tend to imitate the behavior of adults, especially teachers and school principals, so it is important for educators to set good examples in every aspect of life (Lutfiati, 2024).

This example teaches children to speak politely, dress well, and face problems wisely..This matter has been explained in Al-Qur'an chapter Al-Ahzab verse 21. Indeed, in the Messenger of God, you have a good example for those who hope in God and the Last Day, and remember God often. ﷺ

Meaning: Verily, the Messenger of God had a role model good for you (namely) for those who hope for (the mercy of) Allah and (the coming of) the Day of Judgment and he mentions Allah a lot *Al Qur'an Surat Al Ahzab 21, t.t.*

According to Al-Ghazali, example is important in developing students' morals because it contains human values. Teachers in schools play a role in instilling the virtues of Islam and should be role models for students.

Things that teachers need to pay attention to in setting an example for students. namely (Nenda et al., 2024):

- 1) Educators need to maintain an honest attitude so that children do not imitate lying behavior.
- 2) Even if you are angry, teachers should not say harsh or insulting words so that students do not follow this behavior.
- 3) Teachers should also be tolerant towards mistakes made by students and advise them with gentle and polite words, so that children get used to being forgiving and polite.

In conclusion, moral formation through examples of good behavior is considered quite effective. This method is considered quite successful. Children tend to imitate what they see around them (Ghanim, 1993).

##### 2.Advice

The method of advice is an important element that cannot be ignored in the formation of students' morals. In Islamic education, advice functions as a means of building faith, as well as preparing children's moral, spiritual and social aspects. Advice has the ability to make children understand the essence of things and push them towards a higher state, enriching them with good morals and Islamic principles (Munandar, 2022).

From the description above, it can be concluded that giving advice to students should be done directly, not indirectly. Advice must be delivered face to face so that students can understand and understand better (Sutrisna et al., 2021). For example, teachers can give advice after finishing lessons.

### 3. Spontaneous activities

According to Abuddin Nata, spontaneous activities are actions taken directly by teachers when they see students' bad behavior, such as being lazy about studying and throwing rubbish carelessly. In this situation, teachers should immediately provide explanations and direct students to behave better as a means of instilling good character (Sholihati, 2021)

### 4. Giving Reprimands

Teachers must reprimand students for negative behavior and remind them to apply positive values, so that teachers play a role in helping correct students' deviant behavior (Alkatiri, 2022).

### 5. Habituation

According to Muhaimin, it is very important to apply the habituation method consistently to form good student character. This habit involves routine activities such as praying before and after activities, saying greetings, carrying out midday prayers in congregation, and holding Al-Qur'an recital at school which can integrate moral values on an ongoing basis (Faisol et al., 2021). By getting students used to doing good things every day, they will get used to maintaining morals and interacting positively with other people. Habits carried out regularly not only educate moral and spiritual values, not only help students develop attitudes of discipline, responsibility and care for others, which will be useful in their lives in the future..

According to Al-Ghozali, a figure in Islamic religious education thought, habituation is a process of personality formation carried out repeatedly every day. This process continues until finally a habit is formed. By training students through good actions, their personalities can be formed. Children usually do not fully understand the concept of good and bad. In developmental psychology, there is a convergence theory which states that a person's personality is influenced by the surrounding environment, by developing the basic potential that exists within them. This potential can be developed through good habits (Arifin, 2014).

### Forms of Moral Construction

Apart from that, there is a view which states that moral development carried out by teachers includes several important aspects, namely:

- 1) Providing motivation is Motivational support from teachers can increase students' enthusiasm for learning and encourage behavioral changes in a more positive direction. With high enthusiasm, students will more easily develop themselves and apply good morals.
- 2) Providing guidance: Teacher guidance is very important to help students discover their abilities and responsibilities. With good guidance, students will learn how to act in accordance with correct moral values (Rahayu et al., 2023).

- 3) Habituation training: Early habituation, especially during adolescence, helps shape students' personalities and morals in the future. Good habits implemented from the start will strengthen their character.
- 4) Morals towards the environment: Morals also include how students interact with the surrounding environment, including plants, animals and nature. The Qur'an teaches humans to protect and care for the environment as part of their responsibility as caliphs on earth.

### **Student Ethics**

#### **1. Morality to Allah SWT**

To instill morals towards Allah SWT, teachers at MTs Ma'arif 06 Seputih Raman make it a habit for students to pray before and after the learning process. Apart from that, they also regularly read the Al-Qur'an, Asmaul Husna, istighozah together, memorize short letters from juz 30, Yasin, tahlil, prayer readings, and daily prayers. Every Friday, students are encouraged to perform the midday prayer in congregation, while when dhuhur time arrives, they are required to perform the midday prayer in congregation at the school prayer room.

#### **2. Ahklak to Rasulullah SAW**

In an effort to build morals towards the Messenger of God, MTs Ma'arif 06 Seputih Raman accustoms his students to pray, practice sunnah such as fasting, and emulate the Prophet's morals in everyday life. In addition, the school also routinely holds a commemoration of the Prophet Muhammad's birthday, which is held in the mosque with teachers and students.

#### **3. Ahklak to Personal**

Personal morals are a reflection of a person's inherent character. At MTs Ma'arif 06 Seputih Raman, one form of personal morality that is applied is dressing and appearing neat and clean. Students are accustomed to wearing clothing that covers their private parts in accordance with madrasa regulations. Apart from that, they are also required to arrive on time, be polite, speak honestly, be responsible and have a humble nature.

#### **4. Good manners to the elderly**

In the family, students must always obey and respect their parents, be polite, speak well, and are not allowed to shout. Meanwhile, in the madrasa environment, family morals are also applied to teachers and friends at MTs Ma'arif 06 Seputih Raman. Madrasas make it a habit for students to say hello when they meet teachers, friends or anyone else in the school environment, as well as to act and speak politely to teachers, employees and fellow students.

#### **5. Ethics to the Community**

Community morals include attitudes in social interactions, such as helping others, visiting and receiving guests, maintaining good relations with neighbors and the community, building healthy relationships among youth, and strengthening Islamic brotherhood. At MTs Ma'arif 06 Seputih Raman, the Aqidah Akhlak teacher plays a role in guiding as well as being an example for students to behave well in social life.

This effort is realized through various activities, such as distributing takjil during the month of Ramadan, distributing zakat, and holding market days that are open to the community around the madrasah. This activity aims to train students to be able to mingle, socialize and strengthen relationships with the surrounding environment.

## DISCUSSION

This research began on Monday, February 10 2025, with observation and interview methods involving the Principal of MTs Ma'arif 06 Seputih Raman, the Aqidah Akhlak teacher, and students at the school. To obtain research data, researchers used several techniques, namely observation, direct interviews, and documentation. The data obtained was then used to analyze the role of the Aqidah Akhlak teacher in developing student morals at MTs Ma'arif 06 Seputih Raman.

The role of an Ahklak Aqidah teacher in developing students' morals is very important at MTs Ma'arif 06. The Ahklak Aqidah teacher provides guidance, provides advice and is a role model (a good example). This is in line with Miftahul Naim (NPM 1501010197), IAIM Metro student, in his thesis entitled "*Efforts of Students' Aqidah and Morals Teachers at MTs Muhammadiyah Metro*," explained that the role of moral belief teachers in moral development in schools is very diverse. Some of the main efforts that stand out include providing motivation, guidance, and habituation training. Teachers also shape students' morals through instilling general character values, such as religious values, independence, friendship or communication, love of peace, and responsibility (Naim, 2020).

Obtained from the results of a direct interview with the head of MTs Ma'arif 06 Seputih Raman, teachers of morals and morals are very important in developing the morals of MTs Ma'arif 06 students. However, in the end, the morals of each student depend on themselves. The Aqidah Akhlak teacher has made every effort to develop students' morals, while the role of parents at home also influences their moral development. This is in line with her research. Juwita Putri, with NPM 1211010282, a student at IAIN Raden Intan Lampung, wrote research entitled *The Role of Moral Belief Teachers in Building the Morality of Students at MIN 2 Teluk Betung Bandar Lampung*. The results of this research reveal that the Aqidah Akhlak teacher carries out his duties in accordance with the applicable curriculum. However, there are several challenges in developing students' morals, which are influenced by external factors, such as the surrounding environment and lack of attention from the family. Therefore, this research recommends that the Aqidah Akhlak teacher together with the school should increase coaching efforts and hold various activities that can support the development of students' morals. Parents are advised to pay more attention and supervise their children so that they are not influenced by a negative environment (Putri, 2017).

Then, the results of direct interviews with 3 students, namely students in grades VII, VIII, This is in accordance with the statement from the interview with the akhkalak faith teacher, namely the teacher as an educator, as a mediator, role model and motivator.

Aqidah Akhlak teachers play an important role in educating Students develop into individuals who are faithful, devout and have noble morals. Teachers teach the values of Islamic faith and good morals, such as honesty, discipline, and mutual respect, as well as guiding students to apply religious values in daily activities (Uzer, 2005).

Based on information obtained from the Principal of MTs Ma'arif 06 Seputih Raman, he said that the role of the Aqidah Akhlak teacher is very vital in developing student morals in the school environment. Aqidah Akhlak teachers are not only educators in the classroom, but also role models in their daily attitudes and behavior. The Principal emphasized that moral development at MTs Ma'arif 06 Seputih Raman is

a major concern, considering the increasingly complex challenges of the times and the negative influence of social media.

According to him, Akidah Akhlak teachers routinely take a persuasive approach to students, both individually and in groups. Apart from that, the school supports religious programs such as Istiqqazah activities, the habit of reading prayers before and after studying, as well as congregational Dhuha and Midday prayers. The result of an interview with a moral belief teacher

MTs Ma'arif 06 Seputih Raman's Moral Aqidah teacher explained that in the process of developing students' morals, several methods are applied, including

1) Exemplary Method

The Aqidah Akhlak teacher is aware that example is the most effective method in forming students' character. Therefore, teachers try to be an example in speaking honestly, being disciplined, and being polite in speaking. This method of negligence includes steps to instill discipline and responsibility in students (Samsudin et al., 2024).

2) Lecture and Advice Method

Teachers provide moral material through lectures that are linked to actual events so that it is easier for students to understand. In addition, teachers regularly provide advice both inside and outside the classroom.

3) Habituation Method

Teachers familiarize students with practicing noble morals such as shaking hands with teachers, giving greetings, getting used to reading daily prayers, and participating in religious activities at school.

Interview Results with Grade 7, 8, and 9 Students

Based on interviews conducted with students at various grade levels, the majority of students admitted that the Aqidah Akhlak teacher played an important role in guiding them. Students feel close and do not hesitate to consult about moral issues or personal problems.

Most students said that habitual activities such as congregational prayers and reading prayers every day were effective in helping them to be more disciplined and understand the importance of noble morals. However, there are also students who admit that they still have difficulty implementing good morals outside the school environment, especially due to the influence of relationships and social media.

Based on the results of interviews that have been conducted, it appears that the Aqidah Akhlak teacher has a strategic role in developing student morals at MTs Ma'arif 06 Seputih Raman. The teacher's role is not only as a presenter of material but also as a guide, motivator and role model for students.

The methods applied by the Aqidah Akhlak teacher are in accordance with the theory of moral development, namely prioritizing example, habituation and advice, such as the Aqidah Akhlak teacher advising a student that if he wants his knowledge to be blessed and beneficial then the student must ta'dhiman wa ikroman which means the student must respect and honor the teacher because students who do not have good morals towards the teacher (suul adab) then the door to the blessings and benefits of their knowledge is closed. This is in line with the concept of moral education according to experts who emphasize the importance of teacher example as a reflection of student behavior.

Religious activities that are routinely carried out at school are also a supporting factor in developing student morals. With habituation and control from the school, students are more focused in their behavior. However, challenges remain, especially in

terms of the influence of the environment and social media which must be a joint concern between schools and parents.

Photos of research activities at MTs Ma'arif 06 Seputih Raman



## CONCLUSION

Based on research entitled "The Role of the Aqidah Akhlak Teacher in Fostering Student Morals at MTs Ma'arif 06 Seputih Raman" as well as data collected through interviews and documentation, it can be concluded that: The role of the Aqidah Akhlak Teacher is very important, namely as a guide or implementing the process of the teacher's role in educating and teaching student morals, a model and role model for students to recognize changes in behavior shown by students and motivating students, namely by delivering material and giving direction to students or giving encouragement to students while at school. Teachers at MTs Ma'arif 06 apply various methods in developing students' morals, including through role models that teachers must have, providing advice, as well as familiarizing themselves with customs and habits that aim to shape students' characters for the better. Apart from that, teachers also apply supervision methods before starting lessons. In carrying out this role, there are supporting and inhibiting factors. Supporting factors include cooperation between the Aqidah Moral Teacher and all subject teachers as well as a conducive environment, which plays a major role in developing student morals. Apart from that, students' good personalities also help smooth the moral development process. Meanwhile, factors that become obstacles in moral development are limited time and a lack of available facilities and infrastructure.

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