



## The Role of Islamic Religious Education Teachers in Instilling Students Religious Character at Darul Ulum Sekampung Middle School

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### ABSTRACT

Islamic religious education teachers are required not only to teach Islamic religious education knowledge in the learning process, but also to carry out other efforts that can help achieve the goals of Islamic religious education. So that religious character can always be ingrained in students. So that Islamic religious education teachers can more easily instill religious character in students. This research method uses descriptive field research methods. This article explore the role of islamic religious education teachers in instilling students religious character at darul ulum sekampung middle school. The research samples were the school principal, Islamic religious education teacher and 5 students. In this research, researchers used several data collection tools, namely through observation, interviews and documentation. This research uses triangulation of sources and methodology to ensure the authenticity of the data. The results show that Islamic religious education teachers have carried out their role well in instilling religious character in students. Students become more orderly in carrying out religious activities at school, such as midday prayers and noon prayers in congregation at the mosque

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## INTRODUCTION

Education is an orderly system and carries a fairly broad mission, namely everything related to physical development, health, skills, thoughts, feelings, will, social and even issues of belief or faith. According to Sudirman, education is defined as an effort undertaken by a person or other group to become an adult to reach a higher level of life or livelihood in a mental sense (Abdusshomad, 2018). It can be interpreted that the meaning of education is an activity to talk to each other about known insights in order to increase the foundation in life. The foundations applied in life are useful for improving the life system so that it is more orderly and in accordance with religious foundations.

Teachers are an important component in the learning process at school. The main key to a school's success in achieving learning goals is in the hands of a teacher. For this reason, teachers have a role and function in education (Maya & Yasyakur, 2020). Islamic religious education teachers do not just teach, but also develop moral values and character in their students. Forming religious character means creating an atmosphere of religious life. In this case, the atmosphere or climate of Islamic religious life, the impact of which is the development of a view of

life that is inspired by or imbued with the teachings and values of the Islamic religion, which is manifested in the attitudes and life skills of school members (Alvin Masruri, 2017). Teachers are used as role models and sources of knowledge by students. Thus, the role of a teacher is very important in the success of students so that the desires, hopes and aspirations of students can be achieved.

As a professional job, teachers must also be able to educate their students to have a good attitude, have noble character, and have skills in the field they are interested in (Araniri, 2020). Syaiful Bahri Djamarah explained that the role of teachers is very complex. Apart from being teachers who deliver lesson material, teachers also act as educators who shape students' character and as mentors who help students overcome problems (Syaiful Bahri Djamarah & Zain Aswan, 2020). According to the Indonesian Ministry of Religion as quoted by Novan Ardy Wijayani, the duties and responsibilities of Islamic religious education teachers are Islamic religious education teachers as teachers, as mentors, as preachers, as consultants, leaders and as informal leaders (SHELEMO, 2023). In this research, researchers will discuss the role of PAI teachers as teachers, mentors, preachers, consultants, leaders and as informal leaders in instilling religious character in students.

Kurniawan defines religious character as a person's attitudes and behavior related to spirituality which are influenced by a person's will and efforts to get closer to God by obediently carrying out religious commands. Internalizing this character from an early age, according to Hambali, will strengthen students' morale in the future, so that they are not easily influenced by bad things (Badry & Rahman, 2021). Religious character is expected in students, because many students today do not care about religious teachings due to various reasons (Kurniawan et al., 2021). The success or failure of instilling these values is influenced, in part, by how much effort the teacher makes. This is because teachers have a big role in realizing the implementation of character values in students, especially Islamic religious education teachers.

Previous researchers have studied the role of Islamic religious education teachers in instilling religious character in students. In research conducted by Jodi Anggara and Abdul Majid, it was found that Islamic religious education teachers play an important role in education by being role models who help students understand and practice religious values in everyday life. Religious habits such as congregational prayers, recitation of the Koran, and collective dhikr become routine activities that help students form religious activities. (Anggara & Madjid, 2024). Similar research conducted by Muasromatul Azizah found that the role played by teachers in instilling character values in students is very necessary. Instilling character values by PAI teachers is carried out through group activities in the hope of implementing the character of discipline and responsibility. Apart from that, the application of the 7s (smile, greeting, greeting, courtesy, politeness, patience and gratitude) also needs to be applied in order to instill religious character in students (Azizah, 2024). Based on this research, Islamic religious education teachers are one of the important actors who play a very important role in schools in instilling religious character in students in the school environment.

In Indonesia, many formal educational institutions are under the auspices of Islamic boarding schools, such as Darul Ulum Middle School in Sekampung, East Lampung. All students studying at Darul Ulum Middle School are students at the Darul Ulum Islamic boarding school. As we know, Islamic boarding schools are a

place to study and deepen religious knowledge which can later be applied in everyday life. Students who receive formal education and at the same time receive education at an Islamic boarding school certainly have higher religious values than students who only receive formal education. However, in everyday life, especially in the school environment, the religious character of students is not yet visible. In fact, students still like to lie when asked by teachers, ignore midday prayer times, chat while praying both before and after studying, don't say hello when entering class, etc. Apart from observations, this was also stated by the teacher council of Darul Ulum Middle School, Sekampung, East Lampung.

In research conducted by researchers, it was found that Islamic religious education teachers play an active role in instilling religious character in students. Islamic religious teachers have carried out their roles well as teachers, guides, preachers, consultants, leaders and informal leaders. Various efforts have been made by Islamic religious education teachers to overcome student behavior that does not reflect religious character, such as advising, reprimanding and even punishing these students.

### **Method**

The approach in this research uses a qualitative approach. This type of research uses field research with a case study design. Data collection techniques in this research used observation, interview and documentation techniques (Syaroh & Mizani, 2020). The term qualitative itself refers to a broad understanding, namely research that produces descriptive things, including the words and behavior of people that can be observed, both verbally and in factual writing as well as analyzing the data contained in the research. (Haryono & Sa'diyah, 2021). By making direct observations at the research location, researchers can obtain the data needed according to the specified research focus.

The data sources required in this research are primary data sources and secondary data sources. Primary data is a source of research data obtained directly from original sources (not through intermediary media)(Rizky D, 2020). Secondary data is data obtained from other parties, not directly obtained by researchers from their research subjects. This data takes the form of documentation data or report data that is already available (Al Fiyah, 2019). The primary data in this research are the principal of Darul Ulum Middle School, Islamic religious education teachers and Darul Ulum Middle School students. The secondary data that will be used in this research includes documentation, observation results, documents related to research and journals and writings published via the internet and compiled through other parties that are relevant to the problem being studied by the researcher.

Research instruments are tools specifically designed to measure and collect data relevant to a research (Ardiansyah et al., 2023). Selection of the right instrument is very important to ensure that the data obtained is valid and reliable. This tool can be in the form of an interview guide, observation sheet or document analysis format (Alhamid, 2019). In this research, the main tool or instrument for collecting data was the researcher himself by observing teaching and learning activities at Darul Ulum Sekampung Middle School. Apart from that, researchers also interviewed school principals, Islamic religious education teachers and students to obtain information related to the problems being studied by researchers.

Data reduction is carried out by summarizing and simplifying information obtained from journals. The main focus of this research is the role of Islamic

religious education teachers in instilling religious character in students at Darul Ulum Sekampung Middle School. Data collected through observation, interviews and documentation shows that the role of PAI teachers covers various aspects, namely as teacher, guide, preacher, consultant, leader and informal leader. The data presentation is presented in descriptive form based on the results of research at Darul Ulum Middle School from October 2024 to February 2025. Based on data verification that has been carried out, it can be concluded that PAI teachers at Darul Ulum Middle School have played an active role in instilling religious character in students. The efforts made cover various aspects, including teaching, guidance, da'wah and consultation. However, even though all students are Islamic boarding school students, behavior is still found that does not reflect optimal religious character, such as lying, ignoring prayer times, and a lack of ethics in praying.

## RESULTS AND DISCUSSION



Figure 1. Interview with the principal of Darul Ulum Sekampung Middle School



Figure 2. Interview with Darul Ulum Sekampung Middle School students



Figure 3. Dhuha prayer activities in congregation before entering class led by the PAI teacher



Figure 4. Memorizing short letters during the learning process with PAI teachers

## The Role of Islamic Religious Education Teachers in Instilling Religious Character in Students at Darul Ulum Sekampung Middle School

Gross, Mason and Mc Eachern quoted by Khoiriyah, role is a set of expectations imposed on individuals who occupy a certain social position, whether related to work or obligations (Sahesti & Sari, 2023). Moh. Fadhil al-Djamili stated that a teacher is a person who directs humans to a good life so that their level of humanity is raised in accordance with the basic abilities possessed by humans (Al Fiyah, 2019). In contrast to other jobs, when finished teaching, teachers still have to be role models both in class and outside of class.

A role is an activity that is carried out because of a necessity or demand in the profession or related to circumstances and reality (Alvin Masruri, 2017). The teacher's role is actually not only to teach in class, but more than that, teachers have a responsibility towards their students in terms of behavior, ethics and morals of students. Moreover, PAI teachers, apart from providing material about religious knowledge, PAI teachers also have the responsibility to instill religious character in students.

Religious character can be interpreted as attitudes and behavior that are obedient in implementing religious teachings which are the basic principles of realizing a peaceful life. Thus, the process of religious character education or moral education must of course be seen as a conscious and planned effort, not an effort that occurs by chance (Mushfi et al., 2019). Students' religious character is formed through processes, including through education directed by educators or teachers. Islamic religious education (PAI) teachers play a strategic role in shaping students' religious character (Solihin, 2020). Glock and Stark in Ghufroon and Risnawati argue that there are five dimensions of religiosity that can be used to view a person's religious behavior, including (NAJAH, 2024):

First *Religious Practice* If interpreted linguistically, it means religious practice. Practice is the direct implementation of a theory or teaching, therefore religious practice is the direct implementation of the teachings of the religion one adheres to. Religious practice is the level of how far a person carries out obligations in his religion, such as prayer, fasting, zakat and so on. Second *Religious belief* linguistically it means religious belief. Religion is something that is believed by its followers. *Religious belief* is how far a person accepts the things taught in the religious teachings he adheres to. For example, within the scope of the Islamic religion, such as belief in the existence of God, Prophets and Apostles, Books, Angels, the Last Day, Heaven and also Hell. Third *Religious Knowledge* Linguistically *religious knowledge* means religious knowledge or how far a person knows the teachings of the religion he adheres to. Relating to a person's activities to find out the teachings of his religion. Fourth *Religious Feeling* This is a dimension consisting of religious experiences and feelings that have been experienced and felt. It's like someone feels close and feels like their prayer has been answered by God. For example, in Islam, a Muslim must obediently worship Allah SWT and believe that Allah will answer his prayers. Fifth *Religious effect* if interpreted linguistically, it can be interpreted as a religious effect, an effect is the impact of something. Religious effect is a dimension that measures the extent to which a person's behavior feels motivated by the teachings of the religion he or she adheres to or the impact seen on a person by the teachings of the religion he or she adheres to.

As for the role of Islamic religious education teachers in instilling religious character in students, according to the Indonesian Ministry of Religion, as quoted by

Novan Ardy Wijayani, the duties and responsibilities of Islamic religious education teachers are as teachers, mentors, preachers, consultants, leaders and informal leaders (SHELEMO, 2023).

### **1. Islamic Religious Education Teacher as Instructor**

At Darul Ulum Middle School, the PAI teacher's role as a teacher is quite good. PAI teachers explain learning material clearly and easily understood. So that students' knowledge regarding religious knowledge can expand and become embedded in the students' souls. It's just that according to the principal of Darul Ulum Middle School, the teaching tools used by PAI teachers are sometimes still not neat and not optimal. The teaching methods used by PAI teachers are varied, but those that are more often used are lectures and questions and answers. Meanwhile, the media commonly used are books. The use of this method and media is adapted to the material that will be presented, so that students can easily understand and apply religious characters according to the material presented. Evaluation of student learning is carried out through daily assessments, daily tests and semester assessments.

The teacher's role as an instructor is in charge of planning the teaching program, implementing the teaching program and ending with an assessment after the program is carried out (Puspayana & Sunaryo, 2023). In the learning process, it is very important for teachers to understand the character of each student, as well as the extent of their knowledge. This understanding will influence the choice of media and methods that will be used in delivering learning material. Apart from that, creating a comfortable learning atmosphere is also a key factor in supporting the effectiveness of teaching and learning activities. Based on the results and discussion, it shows that PAI teachers at Darul Ulum Middle School are in line with the theory presented, it's just that there are a few shortcomings in teaching tools such as teaching modules or lesson plans which are still not neat or optimal.

### **2. Islamic Religious Education Teacher as a Guide**

PAI teachers at Darul Ulum Middle School have played an active role as mentors. The general guidance provided by PAI teachers to students includes PAI teachers guiding students to carry out worship both in the school environment and outside the school environment quite firmly. In the school environment, PAI teachers often guide students in performing midday prayers in congregation at the mosque. The PAI teacher even gave a warning in the form of locking the dormitory from the outside so that no students would hide in the dormitory during noon prayer time. PAI teachers even give punishment in the form of cleaning the school environment to students who ignore midday prayer times. Thus, the religious practices that students learn from PAI teachers are not just theory, but are directly practiced and applied in daily worship activities. However, according to the principal, there has been no specific guidance provided by PAI teachers to students.

Islamic religious education teachers not only have the task of conveying or transferring knowledge to their students, but what is more important is guiding and forming the souls and minds of students so that they can have noble character (SHELEMO, 2023). Islamic religious education teachers in providing guidance include learning guidance and guidance on the development of attitudes or behavior. In this way, guidance is intended so

that each student is made aware of his true abilities and potential in learning capacity and behavior. Don't let students think that their own abilities are low in terms of their potential to learn and behave or behave in accordance with Islamic teachings (Sahesti & Sari, 2023). Based on the results and discussion presented above, it can be concluded that the role of PAI teachers as mentors at Darul Ulum Middle School is in line with the theory above. PAI teachers have tried to guide and shape the minds of students so that students have noble morals by guiding students to carry out worship both in the school environment and outside the school environment.

### **3. Islamic Religious Education Teacher as Da'i**

Based on information that researchers obtained from the school principal, the PAI teacher at Darul Ulum Middle School is the mudir or head of the Darul Ulum Islamic boarding school. Thus, PAI teachers act as preachers or advisors not only in class but also outside the school environment, said the principal of Darul Ulum Middle School. The principal also said that all the students at Darul Ulum Middle School were all students at the Darul Ulum Islamic boarding school, for 24 hours they lived at the Darul Ulum foundation. In this way, their daily activities are always under the supervision of PAI teachers as Islamic boarding school homecoming teachers. So when students make mistakes that violate religious rules, PAI teachers always advise them. Information obtained from students regarding PAI teachers as preachers or advisors is that PAI teachers often convey about the virtues of worship, one of which is that PAI teachers give practice to students to read Surah Al-Waqi'ah every day after Asar prayers. The priority is to be given ample sustenance by Allah SWT. When conveying religious advice or knowledge regarding religious beliefs, PAI teachers usually quote from the Yellow Book to make it easier to understand and increase insight. PAI teachers often motivate students to be more loving and better in carrying out daily worship.

The role of Islamic religious education teachers as preachers can also be interpreted as teachers as advisors, teachers as advisors will provide good advice to students. Teachers must understand personality psychology and mental health science (Izzah & Purwaningsih, 2017). A teacher being a preacher or advisor for students is an obligation that must always be carried out both within the school environment and outside the school environment. Moreover, PAI teachers, whose PAI subjects discuss Islamic religious knowledge which is very closely related to morals, morals, worship and religious rituals. Based on the results found by the author, it can be concluded that the role of PAI teachers as preachers at Darul Ulum Middle School is in line with the discussion explained above. PAI teachers always provide advice and motivation to students to be even better at carrying out the rituals and practicing the knowledge they have acquired both at school and at the Islamic boarding school.

### **4. Islamic Religious Education Teacher as Consultant**

The PAI teacher at Darul Ulum Middle School said that he was always open to students for general consultations in class and personally outside of class. In fact, it's not just about religious lessons, but also other material. There

are several students who meet him outside of class hours for consultations regarding religious lessons, usually students who have just entered Islamic boarding school, meaning those students from home don't really understand worship. The principal of Darul Ulum Middle School also said that he had seen students come to PAI teachers for consultations regarding Islamic law. Sometimes the child does not really understand the PAI teacher's explanation in class. However, these students are embarrassed to ask questions in class regarding the material that has been explained because it is personal. For example, procedures for performing ablution for people who have wounds. So there are several students who come to PAI teachers in the office for consultations about Islamic law.

Apart from being teachers and educators, Islamic religious education teachers also function as consultants for students or other teachers in overcoming personal problems or learning problems (SHELEMO, 2023). In Islamic religious education subjects, the role of teachers as consultants is very much needed. Students who have problems related to understanding religious knowledge but are reluctant to ask questions in class are freer to ask questions during individual consultations. Based on the results of the interviews and observations above, the role of Islamic religious education teachers as consultants at Darul Ulum Middle School is in line with the discussion that has been presented. The PAI teacher at Darul Ulum Middle School is always open to students who want to consult with him regarding religious material or other issues.

## **5. Islamic Religious Education Teachers as Leaders**

PAI teachers as leaders are good enough at leading activities inside and outside the classroom. In the classroom, before starting learning, the PAI teacher leads a prayer together first and then the PAI teacher leads the teaching and learning process so that it can run well as expected. Outside the classroom, PAI teachers are active in leading religious activities which are already part of the school's religious activity program, such as Duha prayer before entering class, reading the Koran, short letters and group prayers. Spiritual activities outside school hours led by PAI teachers include Islamic boarding school recitation after evening prayers, ro'an or social service, studying lectures in the dormitory and so on.

Islamic religious education teachers as leaders or class managers are also administrators, namely class managers or managers of teaching and learning interactions. There are two aspects of management problems that PAI teachers need to pay attention to, namely helping the development of students as individuals and groups and maintaining the best possible learning conditions inside and outside the classroom (Nangimah, 2018). As a leader, the teacher has the responsibility to create a pleasant, comfortable and safe learning atmosphere. In this way, students will feel motivated and enthusiastic in the teaching and learning process. Apart from that, PAI teachers are also required to guide students in applying religious values. Based on the results of interviews and observations conducted by researchers at Darul Ulum Sekampung Middle School, the role of PAI teachers as leaders is quite good, in line with the discussion described above.

## 6. Islamic Religious Education Teachers as Informal Leaders

The PAI teacher at Darul Ulum Middle School does not yet have a role as an informal leader in the school environment, in the sense that religious activities led by the PAI teacher are indeed the duties and responsibilities of the PAI teacher. However, in spiritual activities outside the school environment, PAI teachers play an active role as informal leaders. Because the PAI teacher is the *mudir* or head of the Islamic boarding school, he often represents or replaces religious activities held by the Islamic boarding school when the imam or *kyai* cannot be present, said the principal of Darul Ulum Middle School. Such as the activity of reading *Nariyah* prayers every Tuesday night as many as 4,444 times in the mosque with the community and students, reading *Surah Al-Waqiah* every day after the *Asr* prayer with students, leading congregational prayers 5 times a day and other activities in Islamic boarding schools.

An informal leader is a leader who has a great influence on an organization or group, even though he does not have the authority to control or manage the group, but his opinion is very influential (Rifa'i, 2018). A religious teacher takes the role of an informal leader in the sense of not being a school principal but being able to provide a dominant color in school life, both in the office with fellow educators and in the school environment and class together with students (Accounting, 2022). Based on the results of interviews and observations, PAI teachers at Darul Ulum Middle School have not played an active role as informal leaders in the school environment, but outside the school environment PAI teachers play an active role as informal leaders in religious activities at the Islamic boarding school.

## DISCUSSION

This research highlights the strategic role of Islamic Religious Education (PAI) teachers in instilling religious character in students at Darul Ulum Sekampung Middle School. PAI teachers not only act as teachers who deliver religious material using lecture and question and answer methods, but also as guides in shaping students' morals, such as guiding congregational prayers and giving reprimands to those who are negligent. Apart from that, PAI teachers function as preachers who actively provide religious advice, consultants who are open to academic and spiritual consultations, and leaders in managing classes and religious activities at school. Although their role as informal leaders in the school environment is not optimal, outside of school, especially in Islamic boarding schools, PAI teachers play an active role in religious activities such as prayer and *tadarus* together. This research shows that the role of PAI teachers is very crucial in shaping students' religiosity, although there are still aspects that need to be improved, such as the neatness of teaching tools and more specific guidance.

The findings of this research are in line with the concept of teacher roles put forward by Gross, Mason, and McEachern, which states that a role is a set of social expectations attached to individuals according to their position (Khoiriyah in Sahesti & Sari, 2023). However, this research highlights the practical dimensions of this role in the context of religious character formation in Islamic boarding school-based schools. In contrast to Moh's research. Fadhil al-Djamili (Al Fiyah, 2019) who emphasized that teachers play a role in

improving the level of humanity through education, this research shows that PAI teachers have broader responsibilities, including direct supervision of worship and moral development in the Islamic boarding school environment.

This research also has similarities with the research of Mushfi et al. (2019) who emphasized that students' religious character is formed through teacher-directed education. However, this research adds to the finding that the approach used by PAI teachers at Darul Ulum Middle School includes stricter disciplinary methods, such as locking dormitories during prayer times to ensure student compliance. Furthermore, Solihin (2020) highlights five dimensions of religiosity that influence a person's religious behavior, while this research shows how these dimensions are implemented in school and Islamic boarding school environments through the role of PAI teachers. Other findings from this research are also in accordance with the views of Glock and Stark (NAJAH, 2024) who emphasize religious practice as the main factor in a person's religiosity. However, this research adds the perspective that direct guidance and disciplinary approaches applied by PAI teachers can be more effective in forming students' religious character. Thus, this research not only strengthens previous findings but also provides a new perspective regarding the strategies used by PAI teachers in forming the religious character of students in school and Islamic boarding school environments.

The contribution of the findings of this research shows that the role of PAI teachers at Darul Ulum Sekampung Middle School is very strategic in instilling students' religious character. PAI teachers not only act as teachers, but also as mentors, preachers, consultants and leaders, both inside and outside the school. This research strengthens Glock and Stark's theory of religiosity in the educational context and identifies challenges, such as teaching tools that are not optimal and guidance that needs to be improved. In addition, these findings confirm that religious character education does not only take place in the classroom, but also through daily life in Islamic boarding schools. As recommendations, this research suggests improving teaching methods, increasing more systematic religious guidance, and optimizing the role of teachers as informal leaders in the school community and society.

## CONCLUSION

Based on the results of research conducted regarding the role of Islamic religious education (PAI) teachers in instilling religious character in students at Darul Ulum Sekampung Middle School, it can be concluded that PAI teachers have a very important role in forming students' religious character. PAI teachers not only act as teachers, but also as mentors, preachers, consultants, leaders and informal leaders. This role includes various aspects that support the formation of students' religious character, such as providing guidance in carrying out worship, providing motivation and religious advice, and creating a learning environment that supports religious practices.

In its implementation, PAI teachers have made various efforts, including familiarizing themselves with religious activities such as congregational prayers, Al-Qur'an tadarus, and collective dhikr. PAI teachers also try to shape students' religious character through a personal approach, both in the form of academic guidance and consultation regarding religious problems faced by students. Research conducted at Darul Ulum Middle School, Sekampung, East

Lampung, shows that PAI teachers play an active role in guiding students, both within the school environment and in Islamic boarding schools. Even though there are still several obstacles, such as inadequate teaching tools and a lack of specific guidance for students, overall PAI teachers have carried out their roles well in the school environment and outside the school environment.

In this research, it was also found that there were still students who did not reflect their religious character well, such as a lack of honesty, ignoring prayer times, and a lack of awareness in implementing religious values. This shows that the role of PAI teachers must continue to be improved with more effective strategies, including a more personal approach and the use of more varied learning methods as well as utilizing technology to make it more attractive to students. Apart from that, a more systematic and collaborative approach is also needed between teachers, schools and Islamic boarding school environments to ensure the formation of better religious character in students.

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