

The Role of Islamic Religious Education Teachers and Parents in Shaping the Character of Students at Mika Bakti Ciparay Junior High School

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ABSTRACT

Students today include Generation Z, who are considered a generation that needs special attention from teachers and parents compared to the previous generation because this generation is considered less independent, weak in fighting power and tends to be unstable and less focused on learning at school and at home and often has a bad attitude or is far from the order of Islamic religious values. This means that maximum guidance from Islamic Religious Education (PAI) teachers is needed in learning at school in synergy with attitude coaching by parents at home as the main environment in shaping students' character. The role of parents and religious teachers is very influential in the formation of students' character. This study aims to explore the role of Islamic Religious Education teachers and parents in shaping the character of Mika Bakti Ciparay Junior High School students. This study uses a qualitative method with a descriptive approach supported by primary and secondary data obtained through interviews and school documentation. The results of the research show that Islamic Religious Education teachers play an important role as an inspiration who provides examples, as informants who are in charge of conveying religious knowledge clearly and accurately; as a supervisor, providing direction and guidance in

students' daily lives; also as a motivator who always encourages students to continue learning and developing themselves. On the other hand, parents play an important role as the main educator at home, instilling character education from an early age that always motivates, supports education and as a guide in the direction of life, also directs their children in good and responsible decision-making. PAI teachers and parents need close cooperation and synergy to foster and form students with strong and resilient characters who are in accordance with Islamic values (Islamic character).

Keywords: Role of PAI Teachers, Role of Parents, Character

INTRODUCTION

Education is a deliberate and planned effort to create a learning environment and learning process that allows students to actively develop their potential. This potential includes spiritual, religious, self-control, personality, intelligence, noble morals, and skills that are important for the development of individuals, communities, nations, and countries (Hamdi, 2022).

The purpose of education is in principle to develop students' potential and morals in a better direction. However, in reality, there are still many problems, including the attitude of students who behave

inconsistently with Islamic religious values such as quarrels, violating teachers' orders, and harassing friends, bullying, skipping school hours, not being disciplined in entering school, neglecting to do assignments, and many other behaviors that do not reflect a good moral attitude. The era of increasingly rapid globalization greatly affects society and students or students both in positive and negative terms. To avoid the negative impact and take advantage of the opportunities that exist will help us achieve success in the future (Sofyan, 2021). Today, however, many individuals, including children, adolescents, and adults, are affected by negative things that damage their morals and morals. For example, the delinquent behavior of children and teenagers, as well as other inappropriate behavior, which is on the rise due to the misuse of technology such as excessive gaming and accessing uneducational content on YouTube.

In facing this challenge, the role of educators and parents is very important. We need to be more careful in guiding and protecting children, especially in terms of morals. The formation of good morals from an early age is very important, and this is greatly influenced by the values taught by parents at home and teachers at school. Good moral education will form a strong character of children, so that they can face the challenges of globalization wisely and not be influenced by negative things. To prevent this, educators need to hold religious values development, especially in shaping morals, so that students can be orderly and obedient in carrying out their responsibilities as the nation's next generation (Wahyuni, 2021).

The role of PAI teachers includes supporting all aspects of the driving school program, which aims to prepare the next generation to continue to be educated in the midst of technological developments and digitalization. PAI teachers act as a learning committee and form six profiles of Pancasila students. These Pancasila students

are students who undergo lifelong learning, have competence for global development, and behave in accordance with Pancasila values (Shobri, & Alfurqan, 2023). The formation of moral character in students is a shared responsibility of religious teachers, school principals, classroom teachers, parents, and the community. However, Islamic Religious Education teachers are often the main focus in this coaching. They have a great responsibility in guiding students to internalize moral and spiritual values through Islamic religious education in daily life (Sa'dijah, 2021).

Schools as a student environment have an important role in shaping religious character in students. The school environment is the main place in the implementation of character education because most of the time students spend studying at school. Thus, schools have a significant influence on the internalization of students' character (Putri & Husmidar, 2021). In a broader context, educating and nurturing the younger generation is the responsibility of all levels of society, including family, social environment, school, nation, and religion. The purpose of this joint effort is to form a generation that has good intellectual qualities (Budiarto, 2020). This form of responsibility must be carried out by various parties. Teachers have an obligation to guide and educate students in the school environment, ensuring that character values are instilled through example and formal education. For example, providing encouragement in the form of advice and motivation, must also be able to encourage students to overcome the challenges they face (Sarwadi & Nashihin, 2023). On the other hand, the family also has an important role in the home environment. Parents are responsible for providing moral and ethical grounds, as well as guiding their children in their daily lives. Social society also plays a role in providing a supportive and positive environment for children's development. With the cooperation of all parties, it is hoped that children can grow up with noble morals (Ajmain & Marzuki, 2019).

The role of Islamic religious education teachers is very important in the context of education, because they not only serve as teachers, but also as role models who provide exemplary examples for students. As professional educators, PAI teachers have a wide range of responsibilities, not only limited to transferring religious knowledge to students, but also to guide them in understanding and applying religious values in daily life. In addition, PAI teachers also have a role to develop students' potential in various aspects, such as affective, cognitive, and psychomotor. They must be able to create a learning environment that supports and inspires students to develop a deeper understanding of religion, reinforce moral values, and improve practical skills related to religious practice. Thus, the role of PAI teachers is not only limited to the classroom, but also affects the formation of students' character and religious identity outside the school environment (Zakarya, et al., 2023).

Character education in schools covers a wide range of aspects, including the teaching of religious, ethical, and moral values. Teachers must be good role models and integrate these values into the curriculum and extracurricular activities. Special programs, such as character development through Pancasila Education lessons and religious activities, are also important to support the development of students' character. At home, parents should reinforce what is taught in school by setting a real example in daily life. They must teach manners, responsibility, and integrity through their own actions (Putri, & Husmidar, 2021). In addition to the role of school and family, the community also has a significant role in shaping children's character through various positive community activities. Youth programs, religious activities, and various other social initiatives can provide practical experiences for children to apply the values they learn in their daily lives (Naser, 2019).

With effective collaboration between schools, families, and the community, the younger generation will be better prepared to face future challenges with strong and quality characters. Character, as part of a person's personality, is formed through the internalization of virtue values that are the basis of the individual's way of viewing, thinking, behaving, and acting. Religious character, in particular, refers to the attitudes and behaviors of individuals who are obedient to the teachings of their own religion, tolerant of the religious practices of others, and living in harmony with followers of other religions. In Indonesia, where religious plurality is a hallmark, every citizen is expected to practice his religious teachings earnestly, in line with the spirit of Pancasila which encourages unity in diversity. Religious character education is very important for students in Indonesia considering the challenges of the times that often lead to moral degradation and confusion of values. Therefore, the joint efforts of schools, families, and communities to instill religious values and morality are essential in preparing the younger generation to face the complexities of the modern world (Putri, & Husmidar, 2021).

Teachers, as the spearhead of learning, must realize that their responsibility is not only at the cognitive level, but also in instilling awareness of the importance of religious education. Teachers need to be creative in teaching religious education, both inside and outside the classroom, through religious activities and creating a religious school environment. Character involves the values of human behavior related to God, oneself, fellow humans, the environment, and nationality, which are reflected in thoughts, attitudes, feelings, words, and deeds based on religious norms, laws, manners, culture, and customs. Character education aims to develop students' basic abilities to think intelligently, be moral, moral, and do good deeds that are beneficial to themselves, their families, and society (Putri, & Husmidar, 2021). In the learning process, the role of

teachers is not only limited to imparting knowledge to students, but also involves the ability to understand their individual needs with all their uniqueness, so that teachers can help them overcome various difficulties in the learning process (Mulyasa, 2012). This is in line with research that shows that learning Islamic Religious Education has an important role in the development of religious character (Krismoniansyah & Abdu, 2020).

The exemplary method has an important role in moral education, because through exemplary behavior can be formed that reflects religious values. The formation of student morals with the exemplary method is a learning technique that is carried out by providing examples or good behavior consistently (Ahmad Riza Nabil Asiqin, 2021). Religious character development is formed through Islamic religious education learning, and is supported by teaching and learning activities that are carried out optimally so that they are able to get good results according to the goals of the learning achieved (Kardi, Basri, Suhartini, & Meliani, 2023). Given the importance of Islamic religious education in forming individuals with Muslim personalities and noble character, the role of Islamic Religious Education teachers in schools is very crucial. Their duties are not only limited to teaching religious science, but also include coaching and educating students' character so that they can have good morals. Through Islamic Religious Education, teachers are expected to be able to educate students to understand and internalize the moral and ethical values taught, as well as apply them in their daily lives (Kosim, 2020).

The role of teachers, especially religious teachers, is very important because they hold a great responsibility to educate the nation's children. The duties of a religious teacher are not only limited to teaching, but also include educating and directing students to a better path both physically and spiritually. They must be able to provide

comprehensive guidance so that students can develop optimally in all aspects of their lives. The role of teachers greatly influences student changes, both in terms of understanding and behavior (Arisca & Alif, 2020).

Religious teachers are responsible for ensuring that students not only gain academic knowledge, but also moral and ethical values that will guide them in their lives. Therefore, religious teachers must have a good attitude and personality so that their behavior can be an example for students at school. This example is very important because through concrete examples given by teachers, students can learn and imitate these positive behaviors. In addition, through education, especially religious education, teachers are able to instill social and religious values that can be applied and maintained in people's lives (Darim, 2020).

Religious education provided by teachers not only aims to increase students' knowledge about religion, but also to shape their character and morals. Religious teachers must also be able to adapt to the development of the times and technology. They need to continue to develop themselves and learn new methods that are effective in teaching and educating students. This is important so that they can convey the subject matter in a way that is interesting and relevant to today's young generation. In addition, religious teachers must be able to create a conducive and inclusive learning environment, where all students feel valued and supported in the learning process. Overall, the role of religious teachers is very essential in shaping the young generation who are not only intellectually intelligent, but also have noble morals. The role of Islamic religious education teachers in instilling the values of religious moderation in students in schools includes several important aspects that must be considered. First, as conservators, Islamic religious teachers have a great responsibility in showing attitudes and behaviors that can be

used as role models for students. They must instill the values of moderation by teaching tolerance towards their fellow friends. This is important to create a harmonious school environment and respect differences. In addition, Islamic religious teachers also play an innovator role in instilling the values of religious moderation. This task is not only limited to Muslim students, but also involves non-Muslim students (Syarnubi, Fauzi, Anggara, Fahiroh, Mulya, Ramelia, Oktarima, & Ulvia, 2023). Islamic Religious Education teachers have an important role in fostering students' morals. Efforts include providing an understanding of morals, setting an example, and getting used to reading short letters in the Qur'an before learning to students (Nurhalim, Muhammad, & Arifin, 2023).

Parents play a central role in ensuring that the character teaching approach is applied effectively to their children. However, in today's modern technology era, many parents may feel less confident or skilled in operating the technology. Therefore, they often have to adjust to these new developments, such as taking online classes or facing challenges in understanding various aspects of technology used in the context of character education (Tarkar, 2020).

For an educator, having a high level of creativity and optimal productivity is very important. Additionally, a deep understanding of their role in shaping an individual's character is also a key factor. The duties of a teacher are not only limited to delivering subject matter, but also include the responsibility to guide students in internalizing character values that are in accordance with religious teachings and principles. It is hoped that teachers will be able to develop learning methods that are not only conventional, but also fresh and innovative in the classroom. Thus, this will not only increase students' interest in learning, but will also simultaneously increase their productivity in honing

knowledge in the field of parenting and education of students (Hubbi, 2020).

Islamic religious education teachers and parents in achieving the success of character education are by carrying out 3 stages: 1) developing professionalism, 2) improving the success of classroom management, 3) creating a religious atmosphere in the school environment. Meanwhile, the role of parents in creating the success of character education through Islamic religious education is 1) Parents as Mentors, 2) Parents as Motivators, 3) Parents as Facilitators (Ambariyah, Mutmainah, & Sulami, 2023).

The role of an ustadz or teacher of Islam is not only to be a source of religious information for his students; He is also responsible for the process of educating and guiding his students. Teachers must be able to hone their ability to empathize with students' psychological conditions, by understanding changes in their thoughts, beliefs, and feelings (Sumarjoko, Braham Maya Baratullah et al., 2023). To achieve this, a teacher must have extensive knowledge of religion, as well as practical skills relevant to everyday life. In addition, it is important for teachers to understand the various problems and situations that students may face in order to provide appropriate guidance. In the context of learning, an Islamic teacher is also expected to create a conducive learning environment, which motivates students to be actively involved in Islamic religious learning, both in the classroom and outside the classroom (Ulfa, Kurniandini, & Ihsan, 2023). As part of a good learning environment, teachers should ensure that the atmosphere in the classroom is calm and comfortable, so that students feel comfortable discussing and asking questions about Islam. In addition, teachers must be able to motivate students to learn in a creative and interesting way, so that the learning process becomes more effective and students can gain a better understanding of Islam and the values contained in it.

The purpose of this study is to explore more deeply about the role of Islamic Religious Education teachers, the factors that affect character formation, and the efforts of Islamic Religious Education teachers and parents in shaping the character of students at Mika Bakti Ciparay Junior High School. The results of this research are expected to contribute to overcoming various phenomena of student morality/character that are in the sharp spotlight in the world of education.

MATERIALS & METHODS

This study uses a qualitative method with a descriptive approach that supported by primary and secondary data obtained through interviews and school documentation. Primary data was obtained from the results of interviews with school principals, PAI teachers, staff (staff), parents and students. As resource persons in the interview were Mikha Oktapiani, S.Pd., who serves as the Principal of Mika Bakti Junior High School, Ilham S.Pd. as a PAI teacher of Mika Bakti Junior High School, Linda Noviani, S.Pd as a student of Mika Bakti Junior High School, and 3 resource persons from the guardians of students with the initials Mrs. I, Mrs. A, and Mrs. S. The data processing techniques used include credibility and data triangulation. Credibility aims to ensure the correctness of accountable data, while triangulation is used to test the correctness of data through a variety of different sources and data collection techniques. Triangulation of data sources and data collection techniques allows researchers to organize information from various sources and verify the accuracy of the data obtained.

This research is a type of field research that aims to deepen the study of an entity. This research aims to obtain a structured, detailed, and comprehensive picture of the entity (Setiawan, 2020). This research uses a qualitative method, where data is presented in the form of a narrative. The results of this qualitative research come from interview

transcripts obtained from research informants, namely the principal of SMP Mika Bakti Ciparay and the parents of SMP Mika Bakti Ciparay students, through observation and interview techniques.

According to Huda (2021), the results of the evaluation of the research will be the basis for schools to improve and improve the program to strengthen character education in schools and have a positive impact simultaneously on students. This research is expected to provide comprehensive evaluation results regarding the implementation of the character education strengthening program at Mika Bakti Ciparay Junior High School. The results of this evaluation will be the basis for schools to improve and improve existing character education programs. With proper evaluation, schools can identify areas that need more attention and develop strategies to address the various challenges faced. It also allows schools to maximize the potential of character education strengthening programs so that students can develop well, not only in terms of academics, but also in their character and morality. An in-depth evaluation will provide a clear picture of the effectiveness of the program and its impact on students, and assist schools in taking the necessary steps to create a better and more inclusive learning environment

The evaluation carried out is expected to identify the weaknesses and strengths of the implemented program. Thus, the results of this study will provide concrete recommendations for future improvements. This comprehensive evaluation not only helps in improving the quality of character education, but also ensures that every aspect of the program can be adjusted and improved to achieve the desired educational goals.

RESULT

Based on the results of the study, student character education at Mika Bakti Junior High School has involvement between

teachers and parents because parents cannot give full responsibility to teachers, so parents and teachers can collaborate for the same goal in shaping student character.

This research was conducted using an interview method on June 3, 2024, in the living room of Mika Bakti Junior High School. The resource persons in this study are Mikha Oktapiani, S.Pd., who serves as the Principal of Mika Bakti Junior High School, Ilham S.Pd. as a PAI teacher of Mika Bakti Junior High School, Linda Noviani, S.Pd as a student of Mika Bakti Junior High School, and 3 resource persons from the parents of students with the initials Mrs. I, Mrs. A, and Mrs. S. This interview aims to gain a deeper understanding of the methods used in character education in the school and how it is applied in the daily lives of students.

The method used in providing character education to students at Mika Bakti Junior High School involves two main approaches. *First*, teachers play the role of good role models for students. This means that teachers not only teach moral and ethical values, but also apply them in their daily lives. Teachers show behavior that reflects integrity, honesty, responsibility, discipline, and respect. By seeing real examples from teachers, students can more easily understand and internalize these values. *Second*, character education at Mika Bakti Junior High School is integrated into teaching and learning activities, especially through Pancasila Education subjects. In this subject, students are not only taught the theory of Pancasila, but also how to apply these values in daily life. For example, values such as mutual cooperation, tolerance, and love for the homeland are revived through various activities in the classroom and outside the classroom. Students are invited to work together on group projects, participate in social activities, and learn about the importance of mutual respect and appreciation for differences. The resource person, Mikha Oktapiani, S.Pd., Principal of Mika Bakti

Junior High School, conveyed orally about the importance of these two methods in shaping the character of students. He emphasized that the role of teachers as role models is very crucial, because students tend to imitate the behaviors they see every day. Thus, teachers must always be vigilant and consistent in showing attitudes and actions that are in accordance with the values taught. In addition, he also highlighted the importance of Pancasila Education as a means to instill character in students. Every week, the school holds a special session for character development which is carried out through learning Pancasila and Ethics Education. In this session, students were invited to reflect on the moral and ethical values contained in Pancasila, as well as how to apply them in everyday situations.

"..... We must be good role models who will be emulated by our students, provide lessons, moral messages, teach manners, give awards and do not forget to provide coaching for the character of students where once a week there will be character coaching through learning Pancasila Education and ethics"

The behavior applied by parents in character values is included in all work, habits applied (Subianto, 2013). The formation of character is greatly influenced by various factors, where this factor greatly influences it such as environmental factors, with this factor students will be more imitating words and behaviors will be faster, then there is the family factor where this factor can be the main factor if students have supportive family factors directing students to be able to quickly respond to good habits and vice versa. The next factor is the social media factor that is undeniable that in the current era, students certainly have sophisticated *cellphones* or *smartphones* that can access everything and cannot be detected by teachers and even parents, this factor plays a big role, because many students participate. External environmental factors are what greatly affect the character of students, this

is also explained by the resource person through the teaching experience and observation that he has witnessed so far.

"... environmental, family, peer and social media factors."

The role of PAI teachers is considered very important because the formation of students' character or morals can be observed by anyone, because generally character education is an integral part of the teachings of each religion. Islamic Religious Education Teacher emphasizes the importance of the role PAI teachers in instilling student character through religious activities. This was stated in an interview with Mr. Ilham S.Pd.

"The role of PAI teachers is very important because the growth of character or morals can be seen by anyone, because usually the cultivation of character and attitude is definitely taught by each religion. My role is usually to get students used to reciting before learning congregational prayers, memorizing Hadith or postulate, and providing good direction for students every Friday when they finish the dhuha prayer. And they have additional lessons in the reciting teacher program held by the Bandung Regency government."

The contribution of teachers with parents as a character formation and a driver for students to have scientific discipline in having a good character was conveyed by Mrs. Mikha Oktapiani, S.Pd., through the following stages: 1) establishing communication about student development with parents. 2) Developments that occur at school are also always monitored, 3) conduct home visits to find out the situation at home. 4) Collaboration between schools and parents for student development.

"My contribution is to always communicate and talk about student development with parents how at home. And the development at school, and we always hold home visits to find out the situation at home. So that schools and parents collaborate for student development. If students do not enter school

for no reason, then all students are obliged to pick up the student because the education that we are currently pursuing is not only Knowledge Education but we really want the character that is reflected in the students"

The strategy that is usually carried out to anticipate students who have excess character is to be a good listener so that students are not cornered and can solve well. This is what Mrs. Linda Noviani, S.Pd revealed in an interview:

"Usually I do strategies such as being a good listener so that students are not cornered and can complete well. And usually I change the way I reprimand or advise and I always give trust. To students so that students have a sense to be honest with the teacher. If a student violates with a serious violation, we usually give severe sanctions, for example, we can call parents."

This is also the same as what Pak Ilham S.Pd. According to him, continuous reprimands and communication with student teachers are used to facilitate cooperation between teachers in the educational process, while efforts to understand the reasons behind students' behavior are made to ensure their comfort. In this context, collaboration between teachers is emphasized as a means to create a conducive learning environment and support student development. In addition, the search for information related to the reasons for students' behavior aims to provide a deeper understanding of the student's individual situation, so that a more targeted and effective approach can be taken in providing guidance and support to them. The cooperation and understanding gained from this process plays an important role in creating an inclusive learning environment and supporting holistic student growth.

"... reprimanding and always communicating with the student's mother so that cooperation between teachers can be established to educate and we will usually

find out why and the reason so that the students remain comfortable...."

The discussion method allows the students to actively participate in the learning by sharing their opinions and ideas, while the lecture method is used to convey information directly to students. Meanwhile, the practice or experiment method provides an opportunity for students to directly engage in practical activities that can improve their understanding. Thus, the use of these various learning methods aims to provide students with a diverse and comprehensive learning experience so that they can gain a deep understanding of morality.

Character education is the most difficult aspect of education because it is a soul education that cannot be seen by the eye as with education that has physical evidence, but character formation is the main education that we cannot ignore. Therefore, teachers at school and parents must communicate and collaborate with each other to educate students as well as their sons and daughters so that they can become students who have a civilized character. In character education, Mrs. Mikha Oktapiani also encountered obstacles, especially in students who had excess character, as for the method she conveyed, namely being wise as a teacher and listener.

"The way I handle students is to listen first to the reasons why and why not to judge immediately because educators still have to be fair and patient. When schools can become a home for students, schools will be able to contribute to the character of their students."

The role of parents is very important because the first place for students to get education and the first place to provide the foundation is parents, so that children will get a lesson on how character can be obtained. Education in the family is the main pillar in the formation of children's character, where starting from the parents can form moral and quality character in

order to achieve expectations and get the desired results. For this reason, the author conducted interviews with parents with the initials Mrs. S, a housewife and career woman. In providing character education to children, he finds it difficult because he is busy working so that his children experience the impact of lack of assistance while studying at home, but there are relatives who voluntarily help provide religious education to the child.

"Because there is no support from parents, the child cannot read well. The impact of a broken home so that children are disturbed in their learning. Even the teachers asked the parents of the child to give encouragement or support so that they could study well. But unfortunately, the child's parents are busy with the work they are undertaking, so the teacher feels anxious about the child's development. However, the child is diligent in prayer and his recitation does not always have to be reminded by his grandmother, he has the stance to be diligent in reciting or praying without having to be told."

When the family does not contribute consistently and simultaneously to the child's character education at home, the child tends to violate existing norms. Without proper guidance and support, children often seek a place that understands and accepts their mistakes without giving the right direction. This condition can lead to the formation of negative behaviors, in which the child feels that behavior that violates the norm is something that is acceptable. This was conveyed by Mrs. S in the following interview:

"Maybe because there is no encouragement or support from parents, so the child feels that anything is good for him. But the teachers around him always reprimanded or punished the child if they violated the rules at school. That way, the child is more reluctant at school than at home."

In children who continue to break the rules but are still given consistent advice at home,

they show a tendency to change their attitudes over time. While it may require repeated effort and patience on the part of parents, this compassionate and thoughtful approach can ultimately lead to positive results in the development of a child's character.

When children are confronted with their transgressions but given constructive advice rather than corporal or authoritarian punishment, they begin to understand the impact of their actions in a more reflective way. Parents who regularly sit down with their child, discuss why certain behaviors are unacceptable, and provide guidance on how they should act, help the child to internalize positive values. These children learn that there is room for improvement and that mistakes can be turned into valuable lessons.

This approach also helps in strengthening the relationship between children and parents. When children feel that their parents support them and make an effort to understand the problems they are facing, they are more likely to respond with a positive attitude. Children begin to see advice not as criticism but as a guide that comes from a place of care and love.

Over time, with consistent advice and open communication, a child's character begins to grow and develop. They begin to show changes in their daily behavior, such as becoming more disciplined, more responsible, and more polite. Order begins

to appear in the way they live their lives, and they begin to develop good habits that are part of their character. This is in line with what was conveyed by Mrs. I.

"..... Any punishment has been carried out by the parents but the child is not deterred, after the school warns by once again repeating the mistake will be expelled from school, with this punishment making this child afraid of the punishment that will occur later. And after the warning, the child became diligent to go to school."

The author conducted an interview with Mrs. A who chose to give advice when the child violated.

"The punishment but I only gave the punishment in the form of advice, so if he violates again, then I will not be firm against him. I don't want to be an authoritarian parent in educating because that way I can believe that family is the place to go home."

Not only parents play an active role, but schools also play an important role in character formation to apply good morals, manners, even the Mika Bati Junior High School usually provides a role through coaching held by Student Affairs to achieve students with character. In cultivating character, it is very necessary to carry out observation, guidance, development and evaluation so that it can be followed up in order to improve or maintain the character that exists in students (Ramdhani et al., 2019).

Teacher	Student Guardian
Mikha Oktapiani, S.Pd – Headmaster SMP Mika Bakti	Mrs. I (casual daily worker, 29 years old)
The Role of Teachers in Shaping Student Character: - The role of teachers as role models who inspire students. - Provide lessons, moral messages, teach manners, and give awards - Character development through learning Pancasila Education and ethics.	- The role of parents is minimal because of work, but trying to get a good education for children. - Children's character is influenced by reciting activities and discipline in going to school.
Factors Affecting Student Character: - Environment, family, peers, and social media	- Communication with teachers through WA and school visits.
Contribution of Teachers and Parents: - Active communication with parents to discuss student development at school and at home. - Collaboration between schools and parents in fostering	Mrs. S (Housewife, 56 years old) - Lack of support from parents, children live with grandmothers.

<p>students' character. Obstacles in Educating Student Character: - Obstacles to achieving students' moral values. Handling of Students Who Have More Character: - Listen to the student's reasons first before giving treatment. - Be fair, patient, and provide guidance.</p>	<p>- Children are diligent in prayer and recite without being told. - Teachers who give reprimands and punishments at school. Mrs. Id (Housewife, 49 years old) - Supporting school programs and participating in child development.</p>
<p>Linda Noviani, S.Pd - Student Affairs of Mika Bakti Junior High School</p>	<p>- Hyperactive children but have good principles and the initiative to pray on time. - Resigned to punishment at school to improve the child's character.</p>
<p>The Role of Teachers in Shaping Student Character: - Providing directions on neatness, discipline, and manners to students. - The role of teachers is effective in educating students' character. Factors Affecting Student Character: - Family, friends, and environmental conditions. Contribution of Teachers with Parents: - Communication and parental involvement in children's learning at home. Obstacles in Educating Student Character: - Environmental and community factors. Handling of Students Who Have More Character: - Understand the characteristics of students. - Provide individualized support and guidance.</p>	<p>Mrs. H (Housewife, 27 years old) - Supporting school activities and educating children's character with teachers. - Children have the initiative to learn and pray without being reminded. - Punishment in the form of a ban on using cellphones and not giving pocket money. Mrs. A (Housewife, 32 years old) - Supporting things related to school, active and intelligent children. - Children are active at school and in the home environment, diligent in prayer. - Punishment in the form of advice, not authoritarian in educating children.</p>
<p>Ilham S.Pd, - Teacher of PAI SMP Mika Bakti</p>	
<p>The Role of Teachers in Shaping Student Character: - Accustom students to be active in religious activities. - Providing religious briefings and learning on a scheduled basis. Factors Affecting Student Character: - Environment and association. Contribution of Teachers with Parents: - Communication with parents about students' religious activities. Obstacles in Educating Student Character: - Environmental influences and unwanted associations. Handling Students Who Have Character More: - Interact well and provide support.</p>	<p>Mrs. M (Housewife, 35 years old) - Forming the character of children from the family, giving advice. - The influence of friends who do not want to recite, but are still forced to do the activity. - Punishment in the form of advice and deduction of pocket money. Mr. Ustadz Saef (Teacher, 46 years old) - Educating children's character by instilling good morals, respect, and obedience. - Negative influence of cellphone use. - Asking the reason why the child made a mistake, the mother who reprimanded first. - Good communication with teachers, often exchanging stories about children.</p>
<p>Wajna Nurul Qisthi S.Pd. - Curriculum SMP Mika Bakti</p>	
<p>The Role of Teachers in Shaping Student Character: - Become a facilitator and inspiration for students. - Opening up space for students to feel comfortable and inspired. Factors Affecting Student Character: - Environment, parental upbringing, and promiscuity. Contribution of Teachers with Parents: - Communication and parental involvement in children's learning. Obstacles in Educating Student Character: - Lack of student awareness of learning. Handling of Students Who Have More Character: - Understand the characteristics of students and provide individualized support.</p>	
<p>Ajeung Syifa Nuraeni S.Pd. Teacher, IPA SMP Mika Bakti Ciparay - The Role of Teachers in Shaping Student Character: - Teachers not only teach knowledge but also life values such as responsibility, manners, patience, and effort. - Teachers must be good role models so that students can emulate positive behavior.</p>	

<p>Factors Affecting Student Character</p> <ul style="list-style-type: none"> - Environment, family, peers, and social media such as TikTok that are frequently accessed by students without the control of teachers or parents. <p>Teachers' Contribution with Parents</p> <ul style="list-style-type: none"> - Teachers and parents must work together in supporting and guiding children's development both at school and at home. <p>Obstacles in Educating Students' Character</p> <ul style="list-style-type: none"> - Lack of student awareness of the importance of character. Students often follow impolite trends such as using inappropriate words. <p>Dealing with Students with Problematic Characters</p> <ul style="list-style-type: none"> - Teachers must interact well and patiently, understand the condition of students without directly judging so that students are more obedient. 	
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CONCLUSION

Concluding from the results of the interview, the researcher concluded that the success of character education at Mika Bakti Junior High School involves collaboration between teachers and parents. There needs to be cooperation between parents and teachers so that the student environment can grow with an equation of regularity that can be validated. Therefore, parental involvement is needed to achieve the goal of building students' character.

Teachers should use creative methods and be role models in teaching Pancasila and moral values, while parents play the role of learning companions, motivators, and facilitators at home. Environment, family, and social media factors greatly affect the formation of students' character. So teachers and parents must continue to communicate and work together to overcome obstacles in character education, including providing consistent support at home and at school. Regular evaluation and guidance from the school helps ensure that students develop into individuals with good character.

In character cultivation, it is necessary to carry out observation, guidance, development and evaluation so that it can be followed up in order to improve or maintain the character in students.

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