

THE ROLE OF ISLAMIC EDUCATION TEACHERS IN SHAPING STUDENT CHARACTER IN THE ERA OF SOCIETY 5.0

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Abstract

Character development in children is a crucial aspect that underscores the significant role of teachers. In addition to being educators, teachers must also guide and serve as role models for their students. This study highlights the important role of teachers in shaping students' morals in the Society 5.0 era. The primary objective of this research is to understand how students' morals change in the context of Society 5.0 and the role of teachers in fostering better and more character-driven students. The study employs a qualitative method with a descriptive approach. Data were collected through in-depth interviews and observations to achieve accurate and comprehensive results. The findings indicate that the moral condition of students at Madrasah Tsanawiyah Negeri 1 Bengkalis is generally good. The role of teachers in shaping students' morals in the Society 5.0 era can be divided into three stages: 1). Before the Learning Process: Teachers function as instructional designers, role models, and parental figures. 2). During the Learning Process: Teachers act as organizers, motivators, facilitators, innovators, and mentors. 3). After the Learning Process: Teachers serve as supervisors and evaluators. This research provides insights into how teachers can adapt and innovate in the digital era to enhance students' morals and character, offering practical recommendations for future educational development.

Keywords : Islamic Education Teachers, Student Character, Society 5.0

INTRODUCTION

Society 5.0 is an advanced phase of the Industrial Revolution that focuses on integrating advanced technology with human life to achieve a balance between technological progress and human needs (Gobinath, 2024). In this era, technologies such as Artificial Intelligence (AI), Big Data, and the Internet of Things (IoT) play a crucial role in various aspects of life, offering new opportunities but also presenting significant challenges to the field of education (Physician, 2024). Islamic Religious Education must adapt to these changes to ensure that students not only possess technical knowledge but also develop strong character and good morals (Munawir et al., 2024)

The rapid advancement of technology often brings negative impacts such as social media misuse, consumerism, and individualism, which can affect the moral values of students (Suwahyu, 2023). In the midst of digitalization, instilling spiritual, moral, and ethical values becomes increasingly important to help students navigate these challenges wisely. Islamic education plays a strategic role in instilling strong, virtuous character, providing a solid foundation for students to behave well in this fast-paced, information-rich era (Munawarsyah, 2023).

In this context, the role of Islamic education teachers becomes crucial. They are not only responsible for delivering educational content but also serve as role models and moral guides (Asnidar et al., 2023). In the 1945 Constitution of the Republic of Indonesia, Article 28C Paragraph (1) states that everyone has the right to develop themselves through fulfilling their basic needs, to receive education, and to benefit from knowledge, technology, arts, and culture to improve their quality of life and the welfare of their community. Article 28D Paragraph (3) stipulates that every citizen has the right to equal opportunities in government. From these provisions, it is clear that all sectors are responsible for addressing educational issues (Mintarsih et al., 2022).

Therefore, Islamic education teachers must be able to integrate Islamic values with technology in the learning process, develop relevant and contextual methods, and create a holistic educational environment. Through innovative approaches, Islamic education teachers can help students use technology positively while maintaining good morals and ethics (Hidayat et al., 2020) This is because educators serve as role models for their students, as mentioned in the Qur'an, Surah Al-Ahzab (33:21): "Indeed, in the Messenger

of Allah you have a good example for whoever has hope in Allah and the Last Day and remembers Allah much"(Huda & Afrina, 2020).

Additionally, the challenges in Islamic education during the Society 5.0 era include limitations in resources, a lack of technology training for teachers, and resistance to change (Zamroni & Haq, 2023) This research aims to explore and analyze how Islamic education teachers are addressing these challenges, as well as to identify strategies and best practices that can be implemented. By understanding how Islamic education teachers adapt to technological advancements, the goal is to discover innovative ways to integrate religious values into education.

This research aims to make a significant contribution to the development of Islamic education curricula and teaching methods by providing recommendations for policies that support Islamic education teachers in adapting to the Society 5.0 era. By analyzing the strengths and weaknesses of current approaches, the study seeks to offer practical guidelines that can enhance the quality of Islamic education and nurture students who are not only intellectually capable but also morally virtuous (Musyafak & Subhi, 2023).

Ultimately, the findings of this research are expected to contribute to the creation of a more adaptive and high-quality educational environment, preparing students to face global challenges with strong character and spiritual values. The study aims to provide relevant insights and solutions for educators, policymakers, and other stakeholders in a collaborative effort to shape a generation that is well-prepared for the future with faith and noble ethics.

METHODS

This research employs a qualitative approach and is descriptive in nature, aiming to depict a situation as it is (Doyle et al., 2020). This research was conducted in April 2024. In the implementation of this research, the population consisted of 85 students from MTsN 01 Bengkalis. Qualitative research involves capturing social phenomena present in society and then describing them in words. This study is categorized as field research (Mezmir, 2020). Therefore, the research techniques employed in this study include interviews, observations, and documentation. The data analysis technique used is qualitative data analysis. In the data analysis phase, the researcher employs the interactive model, which consists of elements such as data reduction, data display, and conclusion drawing/verifying.

RESULTS

Based on the research conducted at Madrasah Tsanawiyah Negeri 1 Bengkalis, the researcher identified several roles of teachers in shaping the moral character of students. These roles were obtained through interviews and direct observations, both inside and outside the classroom. The roles of teachers in developing students' moral character include:

1. Role of Teachers in Shaping Moral Character Before Learning

According to Mr. Sablis Salam, S.Pd.I, a teacher must be a good role model for their students, as all actions of the teacher will be emulated by the students. Therefore, teachers at Madrasah Tsanawiyah Negeri 1 Bengkalis are expected to always be disciplined and punctual. Before starting the lesson, the teacher must prepare the teaching materials, methods, and practical applications related to character education. In addition to preparing the materials, the teacher should also consider the students' conditions and enthusiasm for learning on that day, so that the lesson can be more effective and have a positive impact on the students. This aligns with the teacher's role as a planner. Each morning before the students arrive at school, the on-duty teacher is already present to greet the students at the school gate with practices such as saying hello and shaking hands. Subsequently, students enter the classroom to pray together, led by their respective class teacher. This activity is part of the effort to instill discipline and punctuality in students, which also reflects the teacher's role as an implementer or organizer. Students begin their classroom activities with the teacher asking questions about the previous material. The purpose of these questions is to review, enhance students' understanding, and assess their readiness to proceed with the next lesson. Such activities stimulate students to remain enthusiastic about learning and prepare for the next session, aligning with the teacher's role as an evaluator or assessor.

2. Teacher's Role in Shaping Character During Learning

According to Tria Gusvianti, S.Pd, a teacher must be active in the classroom by integrating moral messages into every lesson, as well as providing appreciation, inspiration, and motivation to help students become individuals with good character and noble morals. Meanwhile, Nurhaniza, S.Pd adds that teachers should consistently set a good example for their students and promptly correct any inappropriate behavior. From the various opinions above, it can be concluded that in the learning process, teachers provide both general and religious material. The conduciveness of the learning environment heavily depends on the

methods used by the teacher. Creative teachers offer diverse learning experiences to students. At Madrasah Tsanawiyah Negeri 1 Bengkalis, moral education is implemented through a combination of theory and daily practices, such as socializing, speaking and behaving politely, showing humility, helping others, and fostering honesty and other positive attitudes. In the learning process, the role of the teacher as a guide is crucial. The teacher's diligence in paying significant attention to students is essential. Additionally, teachers are expected to identify students who may be struggling, perform diagnosis and prognosis, and address issues faced by students, as long as these issues fall within the teacher's authority.

In the era of Society 5.0, the role of teachers remains crucial but now demands greater creativity and innovation in both the learning process and character development of students. Research conducted at Madrasah Tsanawiyah Negeri 1 Bengkalis shows that teachers strive to keep up with current developments by continually innovating in education and character formation. Teachers also make efforts to recognize each student individually in the classroom to ensure that the learning process is more effective and tailored to the needs of each student. The approach taken by teachers is comprehensive, aimed at understanding the challenges faced by students. The teaching staff also collaborates with educators both within the school and in other schools, providing a broad perspective on the educational process. Technology is utilized wisely and appropriately. The process of educating students' character is carried out meticulously, including thorough guidance and supervision.

DISCUSSION

According to Susanto, a teacher is an individual who holds authority and responsibility for the education of students, both individually and in groups, within and outside the school environment (Dirsa et al., n.d.) From this definition, it can be concluded that teachers who train, develop, and educate students play a crucial role in both formal and informal contexts. Both aspects are essential in the teaching and learning process to achieve ideal educational goals. Teaching tends to make students knowledgeable, but without nurturing their spirit and character, education's role in shaping the soul and character of students becomes vital. Education involves imparting values that instill goodness in students (Faizah, 2017.)

Thus, a teacher is also seen as a role model and exemplar; a teacher is someone who can provide a positive response throughout the teaching and learning process. It is crucial today to have teachers with fundamental competencies to ensure that the teaching and learning process meets expectations. Meanwhile, Islamic education is a deliberate effort to prepare students to believe in, understand, appreciate, and practice Islamic teachings through guidance, direction, or training, while respecting other religions and maintaining interfaith harmony to achieve national unity (Kholis, 2021).

As part of the national education system, Islamic education faces serious and complex challenges. A primary issue frequently encountered in Islamic educational institutions is the low quality of human resources, particularly teachers. Processes such as recruitment, professional development, management, and training are often inadequate and insufficiently supportive for teachers, leading to various difficulties they must face (Haidar et al., 2023).

Several issues related to this include: (a) the low dedication of Islamic education teachers in performing their duties, with many teaching religion without full commitment, resulting in less optimal outcomes; (b) the tendency of Islamic education teachers to focus more on cognitive aspects when teaching religious material, whereas Islamic education should emphasize affective-psychomotor aspects (good deeds) rather than just religious knowledge; (c) the limited ability of Islamic education teachers to master material and teaching strategies, causing students to struggle in achieving maximal learning outcomes; (d) the lack of Islamic education teachers who can serve as exemplary models (*uswah hasanah*) for students, as educators are expected to guide not only the moral but also the spiritual aspects of their students (Fathuddin, 2023).

However, over time, the management of human resources has shown significant improvement with ongoing enhancements. Efforts to improve teachers' competencies in professionalism as educators must continue. Given the importance of teachers' performance in this context, attention to this enhancement is crucial. The government has enacted Law No. 14 of 2005 on Teachers and Lecturers, which, among other things, regulates matters related to teachers' professionalism (Agung, 2018).

As both an instructor and educator, teachers are required to communicate effectively with their students. Effective communication makes the learning process more meaningful and efficient. According to Sudrajat's research, in the broad sense of education, an ideal

teacher should be able to serve as: (1). Conservator: Preserving the value system that serves as a source of maturity norms. (2). Innovator: Developing the system of knowledge values. (3). Transmitter: Conveying these value systems to the students. (4). Transformer: Translating these values through their own persona and behavior in interactions with students. (5). Organizer: Ensuring the creation of an educational process that is accountable both formally (to the authorities who appoint and assign them) and morally (to the students and to God who created them) (Mahadi, 2021).

Society 5.0 is a society capable of addressing various social challenges and issues by leveraging innovations from the Fourth Industrial Revolution, such as the Internet of Things (IoT), Artificial Intelligence (AI), Big Data, and robotics. These technologies aim to enhance human quality of life (Narvaez Rojas et al., 2021) With the technological advancements of the 4.0 era, society is expected to utilize them optimally to solve problems more effectively and efficiently. Therefore, continuous learning and skill development are crucial for using technology wisely. Innovation in education is vital to respond to these developments, ensuring that future generations can utilize technology effectively, not merely as users but as innovators. In this context, educators play a key role and must possess digital skills as well as creative and innovative thinking abilities (Legi et al., 2023)

An educator can be considered to have adapted to teaching in the Society 5.0 era if they exhibit the following characteristics (Rohmah & Musawir, 2024): (1) Ability to adapt and adjust to changing times. (2) Capability to take calculated and innovative risks. (3) Skillful in collaborating and communicating effectively. (4) Being an inspirational role model for students. (5) Possessing leadership in the learning process. (6) Having a clear vision and commitment. (7) Able to access and utilize online resources. (8) Demonstrating creative skills and publication abilities. (9) Showing interest in information management and digital literacy. (10) Thinking pedagogically. (11) Creating a conducive learning environment. (12) Building new paradigms in education. (13) Able to work effectively from home (work from home) (Setiawan, 2023).

CONCLUSION

The research findings at Madrasah Tsanawiyah Negeri 1 Bengkalis indicate that the overall character of the students at the school is generally categorized as good and aligns with the current era of Society 5.0. The evaluation of students' character is based on their

behavior both in and out of the classroom. This assessment has been compared with theories on virtuous character. Various rules have been established and effectively implemented by the school, significantly improving the students' character. The contribution of these school regulations is crucial, as they allow the school to take a firm stance on students' misbehavior.

Based on the reality of the current situation, the ideal state, and the goals of character education at the school as previously explained, the role of teachers in character education at the school can be analyzed as follows:

1. Before the Learning Process: The role of character education teachers in the school can be described as follows: (a) Teacher as Planner: Before the learning process begins, the teacher is responsible for planning the teaching and learning activities, including curriculum planning, selecting appropriate media, and designing the instruments for teaching. (b) Teacher as Evaluator: The teacher serves as a custodian of value systems, meaning they should act as a good role model for students, exemplifying the values and behavior expected of them. (c) Teacher as Substitute for Parents: In this role, the teacher acts as a surrogate parent at school, fostering a close relationship with students to help address any difficulties they may encounter.

During the Learning Process: The role of character education teachers in the school includes the following: (a) Teacher as Organizer: The teacher must create a conducive learning environment, stimulate, lead, motivate, and direct the teaching and learning activities according to the planned curriculum. (b) Teacher as Facilitator: The teacher should facilitate students in developing their potential, providing support and resources to help them grow. (c) Teacher as Learning Companion: The teacher acts as a supportive peer in the learning process, engaging with students and fostering a collaborative learning atmosphere. (d) Teacher as Guide: The teacher is expected to identify students who may be struggling, conduct diagnosis and prognosis, and, if within their authority, assist in resolving these issues. (e) Teacher as Translator of Values: The teacher translates and embodies the values they teach through their own behavior and interactions with students. (f) Teacher as Innovator: The teacher introduces innovations in the learning process and the development of value systems, particularly in the context of character education.

2. After the Learning Process: The role of character education teachers in the school includes being an evaluator, which involves collecting, analyzing, interpreting, and ultimately providing judgment on the success of the learning process. This assessment is based on established criteria, evaluating both the effectiveness of the process and the quality of the outcomes.

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