

Dynamics of the Role of PAI Teachers in Forming Religious Culture and Religious Discipline in Students

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ABSTRACT. This research explores the role of Islamic Religious Education teachers in forming religious culture in the school environment. This research collects data through interviews, observation, and documentation using qualitative methods and a case study approach. The research results show that Islamic Religious Education teachers are crucial as students' mentors, models, and advisors. They help internalize and encourage the practice of religious values in students' daily lives. Schools also create this religious culture by establishing regulations, work programs, facilities, and regular religious activities. A solid religious culture in schools can shape positive character in students and create a conducive learning environment, potentially improving education quality. However, research also identifies several challenges, such as lack of support, limited resources, and negative influences from the surrounding environment that can affect the effectiveness of these efforts. Therefore, increasing support and problem-solving for these obstacles is needed to strengthen the role of Islamic Religious Education teachers in forming religious culture in schools.

Keywords: *Role of Teacher, Religious Culture, Islamic Religious Education Teacher*

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INTRODUCTION

In the era of globalization and rapid technological development, the world of education faces big challenges in instilling religious values in the younger generation (Gussevi & Muhfi, 2021). Technological advances and openness of information have had a major influence on students' thinking patterns and behavior, which often conflict with religious and cultural values (Abidah, 2023). This phenomenon threatens to erode students' character and morals, so creating a religious atmosphere in the school environment is important to form students' strong personalities and noble morals (Yunanto & Kasanova, 2023).

Several previous studies have highlighted the importance of the religious atmosphere in schools. Research by (Sari, Hasbi, & Firman, 2023) found that a conducive religious atmosphere can improve students' moral quality and strengthen their religious identity. This finding aligns with research (Oktafia & Adiyono, 2023), which observed teachers' efforts to instill Islamic values in schools, where the religious atmosphere was proven to play a role in shaping students' character. However, most of this research only focuses on theoretical aspects or observes from a

limited perspective, so it does not provide a comprehensive picture of the role of teachers in creating a religious atmosphere in schools.

This research attempts to fill this gap by exploring in depth the role of Islamic Religious Education teachers in creating a religious atmosphere at SMK Negeri 1 Bangli, Bali. The novelty of this research lies in the holistic approach used, where researchers will directly observe the activities of teachers and students in the school environment and extract information from various data sources. Thus, this research will provide a real picture of the strategies, efforts, and challenges faced by teachers in instilling religious values in students.

This research aims to identify and analyze the role of Islamic Religious Education teachers in creating a religious atmosphere at SMK Negeri 1 Bangli, Bali. More specifically, this research aims to: Describe the strategies and methods used by Islamic Religious Education teachers in instilling religious values in students, both in the learning process in class and in extracurricular activities. Explores the challenges and obstacles faced by teachers in efforts to create a religious atmosphere in schools, as well as how teachers overcome these challenges. Analyze the impact of the religious atmosphere created. This research departs from the argument that Islamic Religious Education teachers play a very important role in creating a religious atmosphere in schools (Nurhidin, 2022). This role is not only limited to the learning process in the classroom but also includes providing examples, guidance, and direction to students in their daily life in the school environment (Aryani, 2022). As figures who are respected and used as role models by students, religion teachers have a big influence in shaping students' religious behavior and character (Efendy & Irmwaddah, 2022).

By using appropriate strategies and methods, such as example, habituation, and persuasive approaches, teachers can help students to internalize religious values within themselves. This will create an atmosphere conducive to the growth of students' character and academic achievements, as well as strengthening their religious identity amidst increasingly strong currents of globalization. It is hoped that the findings from this research can provide input for schools, teachers and other stakeholders in efforts to improve the quality of religious education and build students' religious character in the era of globalization.

METHOD

This research uses a qualitative approach with the type of field research. The qualitative approach was chosen because it is able to describe and understand the meaning underlying participant behavior, describe complex settings and interactions, and explore and describe phenomena in depth (Sugiyono, 2017). Field research was carried out because this research was carried out at SMK Negeri 1 Bangli. The research was conducted at SMK Negeri 1 Bangli with the consideration that this school has the most students in Bangli Regency and is the only school that has Islamic religious education teachers.

Data collection was carried out through three methods, namely observation, interviews and documentation (Moeloeng, 2017). Observations are used to collect data about programs, strategies and obstacles to strengthening education in creating a religious culture and religious discipline. Structured interviews are conducted with parties who can provide the required information, such as school principals, teachers, student guardians and students (Arikunto, 2019). Documentation is used to collect documents or archives related to research.

Data analysis is carried out systematically by organizing data into categories, describing data into units, synthesizing data, arranging data into patterns, selecting data related to research, and drawing conclusions (Emzir, 2014). To maintain the validity of the data, researchers used three methods, namely triangulation (using something other than the data to check or compare the validity of the data), discussion with friends, and increasing persistence.

RESULT AND DISCUSSION

Result

Based on the results of interviews conducted with Islamic Religious Education teachers, information was obtained that PAI teachers have an important role in creating a religious culture in schools. This role includes being a mentor, model and advisor for students. In their role as mentors, PAI teachers try to internalize religious values in students through various methods, such as habituation, dogma approaches, and other religious activities. Habituation carried out includes getting students used to praying in congregation, reading the Koran, and participating in other religious activities. Through this habituation, it is hoped that religious values can be firmly ingrained in students and become a habit that is embedded in their daily lives.

Apart from habituation, PAI teachers also apply a dogma approach in guiding students. This approach is carried out by providing students with an understanding of the obligations and prohibitions in religion. This is important so that students have a strong foundation in religion and understand well what they should do and what they should avoid in accordance with religious teachings. With a strong understanding, it is hoped that students will find it easier to internalize religious values in everyday life.

In their role as models, PAI teachers try to be role models for students, both in speaking, behaving, and in making decisions. This is based on the idea that students will tend to imitate and follow what their teacher does. Therefore, PAI teachers must be careful in what they say and behave, and always try to set a good example for students. As a teacher, especially an Islamic Religious Education teacher, PAI teachers must be able to be role models for students in religious matters. If PAI teachers cannot be good role models, it will be difficult for them to teach religious values to students.

Furthermore, in their role as advisors, PAI teachers provide encouragement, motivation and advice to students to understand and practice religious values in everyday life. PAI teachers always try to provide motivation and advice to students about the importance of practicing religious values. PAI teachers want students to understand that religion is not just a ritual, but also a way of life that must be practiced every day. Advice and motivation can be delivered directly to students, either individually or in groups, or through opportunities in classroom learning.

The results of interviews with the school principal also show that the school has a strong commitment to creating a religious culture in the school environment. The school has a vision to become an educational institution that not only excels in academics but also in forming students' character and religious culture. To realise this vision, the school involves all school components, including Islamic Religious Education teachers who have a very important role in creating a religious culture in the school. The school always provides support for religious programs proposed by Islamic Religious Education teachers, both in terms of infrastructure and budget. The school also emphasises the importance of exemplary Islamic Religious Education teachers in

religious matters. PAI teachers must be able to be good examples for students, both in behaviour and in decision-making.

From the results of interviews with students, information was obtained that Islamic Religious Education teachers have an important role in forming religious character and culture in schools. Students said that PAI teachers always invited them to participate in school religious activities, such as congregational prayers, recitation of the Al-Qur'an, and recitation of the Koran. PAI teachers also often advise about the importance of practising religious values in everyday life. Apart from that, students also admit that Islamic Religious Education teachers are role models for them. PAI teachers always behave well and politely, both in class and outside the classroom, thus making students respect them more and want to imitate their behaviour.

The results of the observations show that at SMK Negeri 1 Bangli, various religious activities were carried out in order to create a religious culture. These activities are divided into daily, weekly, monthly and annual activities. Daily activities carried out include reading prayers before and after lessons, Dhuha prayers, and midday prayers in congregation. Weekly activities include reciting the Koran and Islamic studies. The monthly activities carried out are religious recitations and compensation for orphans. Meanwhile, for annual activities, the school commemorates major Islamic holidays, such as the Prophet's Birthday, Isra' Mi'raj, and Nuzulul Qur'an, and holds a flash Islamic boarding school ahead of the month of Ramadan.

These religious activities are regulated in school regulations and the school's annual work program. In school regulations, there are articles that regulate students' obligations to participate in religious activities, such as praying in congregation at the school prayer room during the midday prayer and participating in other religious activities organised by the school. In the school's annual work program, religious activities are listed as being carried out throughout the school year, including daily, weekly, monthly, and annual activities.

To support the implementation of these religious activities, schools also have other supporting documents, such as religious activity schedules, religious activity attendance lists, religious activity reports, as well as photo and video documentation. The religious activity schedule is used to regulate the implementation of religious activities at school, such as congregational prayer schedules, recitation of the Koran, and Islamic studies. The attendance list for religious activities is used to monitor the attendance of students and teachers in these activities.

After carrying out religious activities, the school always makes an activity report, which includes a description of the activity, the number of participants, as well as evaluation and recommendations for further activities. This report is important as material for evaluation and improvement in the implementation of religious activities in the future. Apart from that, schools also document religious activities in the form of photos and videos as evidence of the implementation of activities and also as evaluation material.

From the results of interviews and observations carried out, it can be seen that Islamic Religious Education teachers have a very important role in creating a religious culture in schools. This role includes acting as a guide, model and advisor for students in internalising and practising religious values. PAI teachers guide students through habituation and a dogmatic approach, as well as being role models for students in behaving in accordance with religious values. Apart from that, PAI teachers also provide encouragement, motivation, and advice to students so that they can understand and practice religious values in everyday life.

Efforts to create a religious culture in schools are also supported by a strong commitment from the school, which is manifested in the form of regulations, work programs, facilities and religious activities that are carried out regularly. These religious activities include daily, weekly, monthly and annual activities, which aim to familiarise students with religious values and create a religious atmosphere in the school environment. Having a strong religious culture in schools is hoped to shape the positive character of students and create a conducive learning environment so that it can improve the quality of education in schools.

Discussion

The research results show that Islamic Religious Education teachers have a very important role in creating a religious culture in schools. This role includes acting as a guide, model and advisor for students in internalizing and practising religious values. This finding is in accordance with the theory put forward by Muhaimin (2009) which states that Islamic Religious Education teachers have a strategic role in creating a religious culture in schools (Nurhidin, 2017). PAI teachers act as guides, models and advisors for students in instilling and practising the values of Islamic teachings (Hasan, Azizah, & Solechan, 2022).

In their role as mentors, PAI teachers try to internalise religious values in students through habituation, dogma approaches, and other religious activities. This is in line with the theory put forward by (Muzammil, 2020), which states that fostering religious values in students can be done through habituation and example. Habituation is an effective method in instilling religious values in students, because with habituation, students will get used to doing something so that it becomes a habit that is inherent in them (Ahsanulhaq, 2019; Nadlifah, Siregar, Ismayiah, & Maulidah, 2023).

Apart from habituation, PAI teachers also use a dogma approach in guiding students. This approach is carried out by providing students with an understanding of the obligations and prohibitions of religion. This is in line with the theory put forward by (Hidayat, Sarbini, & Maulida, 2018) which states that knowledge and understanding of religion is an important factor in shaping students' personalities. By understanding the obligations and prohibitions of religion, students will have a strong foundation in religion and use religion as a guide in everyday life.

In their role as models, PAI teachers try to be role models for students, both in speaking, behaving, and in making decisions. This is in line with the theory put forward by (Munawwaroh, 2019) which states that example is the most effective method in education, especially religious education. Students tend to imitate and follow what their teachers do, so teachers must be good role models for students (Calora, Arif, & Rofiq, 2023).

Research findings also show that in their role as advisors, PAI teachers provide encouragement, motivation and advice to students to understand and practice religious values in everyday life. This is in accordance with the theory put forward by (Qadir, 2009) which states that Islamic Religious Education teachers function as warasatul anbiya (heirs of the prophets) whose task is to invite and motivate people to submit and obey the laws of Allah, to form a personality with a spirit of monotheism, creative, do good deeds, and have high morals (Hasan & Aziz, 2023; Kartiko, Rokhman, Priyono, & Susanto, 2024).

Apart from the role of Islamic Religious Education teachers, the research results also show that there is a strong commitment from the school in creating a religious culture in the school

environment. The school has a vision to become an educational institution that not only excels in academics, but also in forming the character and religious culture of students. To realize this vision, the school involves all school components, including Islamic Religious Education teachers, and provides support through regulations, work programs, facilities and religious activities that are carried out regularly. This finding is in line with the theory put forward by (Sari et al., 2023) which states that the creation of a religious culture in schools requires support from all school components, both in terms of policies, programs and implementation. Schools must have a strong vision and commitment to creating a religious culture, and involve all school components in this effort.

Furthermore, the research results also show that schools hold various religious activities in order to create a religious culture, such as congregational prayers, recitation of the Koran, recitation of the Koran, commemoration of Islamic holidays, and Islamic boarding schools. These activities are regulated in school regulations and the school's annual work program, and are supported by supporting documents such as activity schedules, attendance lists, activity reports, and photo and video documentation (Rahmat, 2019).

This finding is in line with the theory put forward by (Sahlan, 2010) which states that the creation of a religious culture in schools can be done through several strategies, such as the application of religious norms in daily life, the provision of religious facilities, the organization of religious activities, and the habituation of values. -religious values in school life. Religious activities carried out regularly and continuously can familiarize students with religious values and create a religious atmosphere in the school environment (Kuliyatun, 2020).

From the results of research and analysis using relevant theories, it can be concluded that Islamic Religious Education teachers have a very important role in creating a religious culture in schools. This role includes acting as a guide, model and advisor for students in internalizing and practicing religious values (Arifin & Kartiko, 2022). However, efforts to create a religious culture in schools do not only depend on the role of Islamic Religious Education teachers, but also require support and commitment from all components of the school, both in terms of policies, programs, facilities, and the implementation of religious activities regularly and continuously (Ismail, 2018).

By having a strong religious culture in schools, it is hoped that it can shape the positive character of students and create a conducive learning environment, so that it can improve the quality of education in schools. Religious culture can be a solution in facing the challenges of globalization and increasing moral decadence among the younger generation (Iskarim, 2016). By familiarizing students with practicing religious values in their daily lives, it is hoped that this will provide them with the necessary provisions to face negative challenges and temptations in the era of globalization.

However, in efforts to create a religious culture in schools, of course there are several challenges and obstacles that need to be faced. One of the challenges that may be faced is the lack of support and participation from the school community, both from teaching staff, students, parents or the surrounding community. This can occur due to a lack of understanding about the importance of religious culture in schools or differences in perceptions and priorities between school members (Bidaya & Dari, 2020). Another challenge that may be faced is a lack of resources, both in terms of facilities and infrastructure, budget, and experts in the religious field.

Schools may experience limitations in providing adequate religious facilities or bringing in resource persons who are competent in the field of religion.

Apart from that, another challenge that may be faced is the negative influence of the surrounding environment or mass media which can influence students' thinking patterns and behavior. Students may be exposed to a culture that is contrary to religious values, such as a lifestyle of hedonism, materialism, or other deviant behavior (Mustofa, 2008). To face these challenges, strong cooperation and synergy is needed between all school components, including Islamic Religious Education teachers, other teaching staff, students, parents and the surrounding community. Schools need to involve and educate all school components about the importance of religious culture and how to create it (Azizah, Jariah, & Aprilianto, 2023).

Apart from that, schools also need to carry out regular evaluations and improvements to the religious programs implemented. This evaluation can be carried out by analyzing activity reports, collecting input from students and teaching staff, as well as identifying deficiencies and obstacles faced in implementing the program. Based on the results of this evaluation, schools can make improvements and refine programs to be more effective in creating a religious culture in the school environment (Kusainun, 2020). With solid cooperation, continuous evaluation and improvement, as well as support from all components of the school and society, it is hoped that efforts to create a religious culture in schools can run well and have a positive impact on the formation of students' character and improving the quality of education in schools

CONCLUSION

The role of Islamic Religious Education teachers is very significant in creating a religious culture in the school environment. Islamic Religious Education Teachers not only function as educators, but also as mentors, models and advisors for students. They have the responsibility to direct students to internalize and practice religious values in everyday life. Although the role of Islamic Religious Education teachers is very important, creating a religious culture in schools is not their sole responsibility. Support and commitment from all school components is required, including policy management, program planning, provision of facilities, and implementation of religious activities on a regular and sustainable basis. Synergy between teachers, principals, staff and school committees is the key to building a strong religious culture. By having a strong religious culture in schools, it is hoped that it can form positive characters in students. A conducive learning environment will create a positive atmosphere for students' spiritual and moral development, while also having the potential to improve the overall quality of education. However, research also highlights several challenges such as lack of support and limited resources, as well as negative influences from the surrounding environment that need to be overcome to maximize efforts to create a religious culture in schools.

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