



The Role of Islamic Religious Education Teachers in Developing Educators with Integrity and Noble Character

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Abstract

Being an Islamic religious education teacher is a job that carries a great deal of responsibility, especially in shaping the personality and character of students, not to mention its influence on colleagues, namely other educators. This study aims to examine the role of Islamic religious education teachers in shaping educators with integrity and noble character through a literature review approach. The literature review method was chosen to analyze various sources of literature, journals, and previous studies relevant to the topic of the role of Islamic religious education teachers in character building. By analyzing previous theories and research results, this study found that Islamic education teachers play a strategic role in the internalization of Islamic values, such as honesty, responsibility, and patience, which directly influence the strengthening of educators' character. Islamic education teachers are not only teachers but also role models in everyday life who are able to motivate educators to develop high ethical and moral attitudes. This study highlights the importance of the Islamic values approach in shaping the character of educators, thereby supporting the creation of a meaningful and high-quality educational environment. The results of this study are expected to serve as a reference for educators and policy makers in maximizing the role of Islamic education teachers as agents of character building.

Article Information:

Received February 15, 2025

Revised March 10, 2025

Accepted April 18, 2025

Keywords: *Character education, educator integrity, Islamic values, moral exemplars*

INTRODUCTION

Character education is one of the main issues in education, especially in this era of globalization, which brings new challenges to the world of education. The influx of various cultural influences and new values that sometimes conflict with local norms has led to a decline in character and integrity among educators and students. Islamic religious education is seen as having great potential in shaping educators with integrity and noble character (Judrah et al., 2024; Yusri et al., 2023). However, the reality on the ground shows that the influence of Islamic religious education on the character of educators has not been fully optimized.

How to cite:

Andriani, S., Mutathahirin, M., Nurhaliza, P., Hilmi, H. (2025). The Role of Islamic Religious Education Teachers in Developing Educators with Integrity and Noble Character. *Suluh Pasaman*, 3(1), 25-32

E-ISSN:

XXXX-XXXX

Published by:

The Institute for Research and Community Service

This phenomenon raises questions about the real role that Islamic religious education teachers can play in strengthening the integrity of educators in the school environment. Islamic education teachers should not only play a role in providing religious material to students, but also in providing real examples of religious values that can be emulated by their colleagues. This shows that Islamic education teachers have a moral responsibility to be role models, not only for students but also for colleagues in the school environment (Hazizah Isnaini, 2024; Parnawi & Ahmed Ar Ridho, 2023). The exemplary behavior of Islamic religious education teachers can create a positive culture in schools. However, this research is limited to the aspect of the influence of Islamic religious education teachers' exemplary behavior on students, without explaining the impact of this exemplary behavior on colleagues or fellow teachers.

This study attempts to address the shortcomings of previous studies by offering an analysis of the influence of Islamic education teachers on the character of their peers. The focus of this study is on how Islamic education teachers, through their moral example and demonstration of Islamic values, can inspire and influence the character of their colleagues in the educational environment (Engkizar et al., 2025). Thus, this study presents a new perspective in the field of character education, particularly in relation to the character formation of educators. Theoretically, this study is based on the concept of character education, which emphasizes that character building is not only done through direct teaching but also through exemplary behavior. Empirically, this study argues that the presence of Islamic religious education teachers with integrity can strengthen the moral culture in the school environment, which has a positive impact on the character of other educators. Philosophically, this study underlies the importance of unity between moral knowledge and practice, which shows that an educator is not only required to understand religious values but also to live them in daily interactions.

This paper aims to explain and analyze the role of Islamic religious education teachers in shaping educators with integrity and noble character in the school environment. It is hoped that the results of this study can provide a clearer picture of the contribution of Islamic education teachers to the character of their colleagues and create an educational environment based on Islamic values. The scientific benefits of this paper are to enrich the literature on character education and strengthen the understanding of the importance of the role of Islamic education teachers as agents of character building in schools, both for students and colleagues.

METHODS

The method used to create this article is a literature study or bibliographic research. Bibliographic research is research conducted using previous writings, both written works and research results. The bibliographic method is carried out by first searching for and reading relevant sources related to the role of Islamic education teachers in developing integrated and noble educational characteristics (Engkizar et al., 2024). The results of this exploration are then collected and compiled using a descriptive method, which is a method that provides descriptions in the form of statements made by the author from references that have been searched for previously.

RESULT AND DISCUSSION

Teachers are professional educators whose purpose is to educate, teach, guide, train, and evaluate students in early childhood education, formal education, basic education, and secondary education (Munawir et al., 2022; Sutarsih & Misbah, 2021). Teachers are a position or profession for someone who devotes themselves to the field of education through structured, formal, and systematic educational

interactions. There are many words that refer to the meaning of teacher, such as *murabbi*, *mu'allim*, and *muaddib*. These three words have different functions. According to linguists, the word *murabbi* comes from the word *rabba yurabbi*, which means to guide, care for, nurture, and educate. Meanwhile, the word *mu'allim* is the isim fa'il form of *'allama yu'allimu*, which is commonly translated as teaching or instructing. Thus, a teacher is a profession that has the role of guiding, educating, and teaching students (Arsini et al., 2023; Illahi, 2020).

Being a teacher requires competence in carrying out their duties as educators. There are four competencies: pedagogical, personal, professional, and social. In addition, teacher certification is also necessary to prove that teachers are experts in their field (Anggraneji, 2020; Simanjuntak et al., 2025). Teachers must also instill in themselves five principles known as professionalism, integrity, responsibility, innovation, and exemplary behavior. In today's modern era, with various challenges posed by globalization and the changing times, one of the impacts is a decline in morality and character building. Therefore, there is a need for educators who can shape and provide character education to students. Islam is a teaching that nurtures Muslims to fully embody the characteristics of faith, piety, honesty, fairness, patience, intelligence, discipline, wisdom, and responsibility. Through Islamic religious education, efforts are made to internalize Islamic values so that the output can develop Muslim personalities with the above characteristics. Islamic education is very important in shaping individuals with high moral standards, with the main objective of teaching people to obey the teachings of Allah and His Messenger (Abidin & Nasirudin, 2021; Fitrianto, 2023). The goal is to create people who behave in accordance with human values.

Islamic religious education is an effort to guide and nurture students so that after completing their education, they can understand and practice Islamic teachings and make them a guide for life (Azizah, 2020; Jafri, 2021). For this reason, an educator who is able to integrate Islamic values is needed, namely an Islamic religious education teacher. Islamic religious education teachers are professional educators whose main duties are to educate, teach, guide, direct, train, set an example, assess, and evaluate students. Within the school environment, teachers have duties that must be carried out professionally. As educators, teachers can be understood as people whose job is to teach, educate, nurture, and train students with the aim of equipping them with knowledge, morals, and intelligence in thinking. Islamic education teachers are individuals who have mastered Islamic knowledge, internalization, and practice (implementation), and are able to convey this knowledge to students so that they can grow and develop their intelligence and creativity for their own benefit and that of society. They are able to serve as role models or centers of self-identification and consultants for students, and possess intellectual and spiritual sensitivity intellectual and spiritual moral sensitivity, and are able to develop the talents, interests, and abilities of students and prepare them to be responsible in building a civilization that is pleasing to Allah (Alam F et al., 2022; Ali, 2022).

As Islamic education teachers, they not only teach noble moral values, but also serve as good role models for students. Through character education insights, Islamic education teachers demonstrate behavior that reflects the moral values they teach (Andika Hagia Ginting et al., 2025; Muin & Abnisa, 2024). For example, they can set an example in interacting with students, maintaining integrity, showing empathy, and practicing fairness in the classroom. Good role models from Islamic religious education teachers can be powerful examples for students to adopt and develop noble character (Hidayati, 2023; Rozak, 2023).

From the previous explanation, we can conclude that Islamic education teachers are educators who are able to educate, guide, and teach students based on Islamic law and values. Islamic education teachers serve as role models for students,

setting an example in all moral and spiritual aspects. Not only for students, but also for other educators, colleagues, and even the community. Islamic education teachers are considered role models, whose attitudes and behaviors are used as examples for those around them (Astuti et al., 2023; Syauqi, 2022). They are considered role models who can have a positive influence. Islamic education teachers who play an active role in moral and spiritual activities at school are able to form strong spiritual bonds among other educators.

The role of Islamic religious education teachers in developing other educational characteristics that are integrity-based and morally upright. The environment is one of the factors in shaping a person's character (Hikmawati et al., 2022; Utami et al., 2020). Experts classify these factors into two categories, namely internal and external factors. Internal factors include; i) instinct or intuition, ii) customs or habits, iii) will or desire (*iradah*), iv) inner voice or conscience, and v) heredity, while external factors include education and environment. In a work environment, there will certainly be interactions between individuals and between individuals and groups. Teachers or educators are formed in an organization, namely an educational organization, in which a work team or team of educators is formed that certainly has the same goals, vision, and mission. A work team is a group of people who share the same vision and mission and work together to carry out the work. Interactions that occur in an environment will have an impact on a person's characteristics, including interactions between Islamic education teachers and other educators (Putri Wulansari & Anniez Rachmawati Musslifah, 2024).

As explained earlier, Islamic education teachers serve as role models for students, educators, colleagues, and the community. Islamic education teachers who reflect moral attitudes, integrity, and noble character have a positive impact on those around them, especially colleagues or other educators in a school environment. Other educators will look up to Islamic education teachers as role models in instilling Islamic values in students and in themselves. A positive environment can influence a person's characteristics (Ubaidah et al., 2023).

The role of Islamic education teachers in developing educators with integrity and noble character

First, as an example of integrity and noble character. Religious education is a very important part of education that deals with aspects of attitude and values, including character, religion, and society. Religion provides motivation in life (Somad, 2021). Therefore, religion needs to be known, understood, believed, and practiced by Indonesians so that it can become the basis of their personality and enable them to become whole human beings. Religion regulates the relationship between humans and God, humans and other humans, humans and nature, and humans and themselves, which can ensure harmony, balance, and harmony in human life, both as individuals and as members of society in achieving physical and spiritual happiness. For this reason, Islamic education teachers have a responsibility to be moral and ethical role models for the entire school community, including their fellow teachers. The characteristics of Islamic education teachers who are integrated and reflect noble character are good role models that can motivate other educators to integrate spiritual and moral values based on Islamic law for both students and educators themselves.

Second, encouraging the strengthening of ethical values in the teaching profession (Engkizar et al., 2023). Islamic religious education teachers often provide insights into the ethical values that should be upheld in the teaching profession. Values such as responsibility, honesty, commitment, and trustworthiness are taught and applied in everyday life by Islamic religious education teachers. Islamic education teachers are very important in helping students learn religious values. Islamic education teachers help students understand the moral and ethical principles

embraced in Islam by educating them from the Qur'an, hadith, and other Islamic texts (Hayatunnisa et al., 2024; Romlah & Rusdi, 2023). They support students in understanding and practicing moral principles, including compassion, patience, honesty, and mutual assistance. The values applied by Islamic religious education teachers can motivate other educators to develop ethical values that can be applied by educators in carrying out their profession as teachers. This can also strengthen the professional competence and personality of an educator.

Third, becoming a consultant in matters of professional ethics and morals. As has been explained, Islamic religious education teachers are educators who serve as role models for students, other educators, and the community and people around them. In a school environment, Islamic religious education teachers often serve as consultants for their fellow teachers (Suherman et al., 2021). In carrying out their profession, educators experience many challenges, both personal and professional. When fellow teachers experience problems such as moral dilemmas or even issues related to their professionalism, they often seek advice and opinions from Islamic education teachers. They believe that Islamic education teachers have a deep understanding of religious values and morality. This is what makes Islamic education teachers act as counselors who can help other educators maintain their integrity and ensure that the decisions they make are good and in line with religious principles (Kholil, 2021).

Fourth, teaching and fostering empathy. In the classroom learning process, the role of Islamic education teachers is not only to convey knowledge (lesson material) without educating and instilling moral values, faith, and piety in their students. Thus, Islamic education teachers as educators must also be able to improve students' emotional intelligence, namely how to enable students to recognize their emotions, manage their emotions, motivate themselves, empathize with others, and be able to foster good relationships with others around them (Mirnawati et al., 2023). This attitude of empathy is applied by Islamic education teachers in their daily lives as a form of improving emotional intelligence so that they can be good examples for their students. This attitude also motivates other educators. So that other educators can emulate the empathy shown by Islamic education teachers and apply it.

Finally, strengthening character education among teachers. Islamic religious education teachers also play a role in strengthening character education as a whole in the school environment, not only for students but also among teachers (Engkizar et al., 2025). Islamic religious education teachers often encourage their colleagues to incorporate character values into the learning process. This approach not only creates a positive school culture but also strengthens the character of each teacher, enabling them to work with integrity and dedication. Islamic education teachers have a useful role in helping students develop their character. In addition to imparting knowledge, teachers also act as mentors who help students develop the morals, ethics, and religious values necessary to become the ideal human beings (Abdi Ridhotullah et al., 2024). Teachers have an important role not only in the classroom but also in the school community and society at large. The duty of educators is to set a positive example for their students.

CONCLUSION

Islamic education teachers play a role in developing educators with integrity and noble character. Through several applications in attitudes and behaviors reflected by Islamic education teachers, this has a significant impact on the entire school community and society. As educators, they are role models for their students and thus indirectly exert a positive influence on the work environment, especially on their colleagues (other educators) in the school environment. There are several ways in which Islamic education teachers can develop the characteristics of educators with

integrity and noble character, namely; i) being a role model of integrity and noble character, ii) encouraging the strengthening of ethical values in the teaching profession, iii) being a consultant on professional ethics and morals, iv) teaching and cultivating empathy, and v) providing reinforcement for character education among teachers.

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