

The Role Of Islamic Religious Education Teachers In Installing Students' Discipline Character Values At MIN 4 Way Jepara Lampung Timur.

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ARTICLE INFO

Article history

Received July 8, 2025

Revised July 14, 2025

Accepted July 14, 2025

Keywords: Role, Islamic Religious Education Teacher, Discipline Teacher

ABSTRACT

This study aims to analyze the role of Islamic Religious Education teachers in instilling discipline character values in students at MIN 4 Way Jepara, Lampung Timur. The method used is descriptive qualitative with data collection techniques through interviews, observations, and documentation. The subjects of the study included Islamic Religious Education teachers and students at the school. The results of the study indicate that teachers act as demonstrator, class manager, mediator, facilitator, and evaluator in the process of instilling disciplined character. The methods applied include role models, advice, discussion, and a love approach. The main challenge faced is the low personal awareness of students who are still in the development stage. Instilling disciplined character values has been proven to significantly increase discipline and shape students' moral and spiritual character. This study confirms that the role of Islamic Religious Education teachers is crucial in instilling disciplined character values, which contribute to the formation of student character at MIN 4 Way Jepara, Lampung Timur.

1. INTRODUCTION

Education is the main foundation in human self-development, which not only aims to develop academic aspects, but also forms the character and morals of individuals. (Akmal et al., 2024, p. 251). In Islam, education has a very deep meaning as reflected in the first verse revealed in the Qur'an, namely QS. Al-Alaq [96]: 1-5, which emphasizes the importance of reading and learning. The verse contains the meaning that education does not only develop intellectual and skills, but also moral and spiritual values, such as honesty, responsibility, and discipline, which are the foundation for character formation. The National Education System Law No. 20 of 2003 explains that education is a conscious and planned effort to create a learning atmosphere that enables students to develop their potential comprehensively (Bunda, 2021). The potential includes spiritual aspects, self-control, personality, intelligence, noble morals, and skills needed for individual life, society, nation, and state. In this context, character education, especially the value of discipline, becomes a very important part to be built early on in the school environment, so that students are able to form a responsible and ethical personality.

However, the challenges in forming discipline values in students in Indonesia are increasingly complex. The moral decline and low discipline currently being faced by this nation are caused by various factors, including the influence of a free social environment, exposure to negative social media content, and the suboptimal strengthening of character values in the formal education system (Rahayu et al., 2022). Various studies show that the lack of role models and character development of discipline in schools has the potential to weaken students' ability to control themselves and comply with applicable norms (Rahmelia & Wijayanti, 2025). Schools as educational institutions have a strategic role in instilling the value of discipline as part of character education (Sitorus & Achadi, 2025). Islamic Religious Education teachers hold a central position as role models and mentors, who not only deliver theoretical material but also implement discipline values in daily behavior. An inspiring and consistent approach from Islamic Religious Education teachers is needed so that students understand and appreciate the importance of discipline in their lives.

MIN 4 Way Jepara Lampung Timur is a real example of the implementation of character education with a focus on discipline. Through habituation programs such as flag ceremonies every Monday (Sofyan, 2024b), religious habits of reading the Qur'an and praying Duha prayers in congregation on Tuesdays, Wednesdays, Thursdays and Saturdays, as well as social activities of Clean Fridays (Sofyan, 2024a), this school has succeeded in improving the discipline and politeness of students. This success shows that the active role of Islamic Religious Education teachers is very important in instilling the values of disciplined character in students. Based on the description, this study aims to examine in depth the role of Islamic Religious Education teachers in instilling discipline values in students at MIN 4 Way Jepara Lampung Timur. This study is expected to contribute to the development of character education based on Islamic values, especially discipline, so that it becomes a guideline for the implementation of effective character education in schools.

2. METHODS

2.1 Research Approach

The research approach is Qualitative Descriptive research. Descriptive research attempts to describe accurately and in detail the nature, behavior, and habits of the subject or object being studied (Ramdhan, n.d., p. 7). While qualitative research focuses on data collection and data analysis to produce findings that cannot be achieved using statistical procedures or quantification methods (A. A. Setiawan Johan, 2018, p. 7). This type of research is qualitative field research which is conducted directly at the research location (Semiawan, n.d., p. 9). The purpose of this study is to collect accurate and objective data for scientific reports, especially regarding the role of Islamic

Religious Education teachers in instilling the values of disciplined character of students at MIN 4 Way Jepara Lampung Timur.

2.2 Data Sources

The data sources in this study consist of two main categories, namely primary data sources and secondary data sources. Primary data sources are data collected directly by researchers from the subjects or objects of research without intermediaries, in this case in the form of Islamic Religious Education teachers and students at MIN 4 Way Jepara, Lampung Timur. This primary data is obtained through methods such as interviews, observations, or questionnaires that are carried out directly in the field so that their accuracy is more guaranteed. While secondary data sources are data obtained indirectly, usually in the form of documents or archives that already exist. In this study, secondary data sources include documents related to the history of the establishment of MIN 4 Way Jepara, Lampung Timur, the conditions of teachers and students, and the condition of facilities and infrastructure that support teaching and learning activities at the madrasah. This secondary data functions as supporting data that complements primary data and is usually obtained from archives, reports, or documentation that has been compiled. This research was conducted at MIN 4 Way Jepara, Lampung Timur in the even semester, namely May to June 2025. The location was chosen based on the availability of data relevant to the main research problem. The informants in this study were the Principal of Madrasah, Deputy Head of Curriculum, Islamic Religious Education Teacher, and students at MIN 4 Way Jepara Lampung Timur. They act as sources of information that influence the success of the study.

2.3 Data Collection Techniques

Data collection in qualitative research generally involves several methods, namely observation, interviews, and documentation. In this study, the observation method used was non-participant, where the researcher acted as an independent observer to obtain actual data on the conditions of the implementation of activities. Observations were carried out by observing the research object to understand the role of Islamic Religious Education teachers, the methods used, the challenges faced, and the impact of instilling character values in students. In addition, interviews were conducted through verbal question and answer interactions between researchers and respondents (Kuncono, 2024, p. 138), including the Principal, Deputy Curriculum, Islamic Religious Education Teachers, and students at MIN 4 Way Jepara, Lampung Timur. The documentation method was also applied by searching for information that had been recorded in various documents, such as notes, transcripts, books, newspapers, and meeting minutes, to collect information on the history of the establishment of MIN 4 Way Jepara, the condition of teachers and students, and the facilities and infrastructure available.

2.4 Data Analysis Techniques

Data analysis is a systematic process of compiling information from observations, interviews, and documentation, with the aim of producing easily understood conclusions. According to Miles and Huberman, there are three steps in data analysis: first, reducing data by summarizing and selecting key information according to the focus of the research; second, presenting data in the form of a summary, diagram, or narrative; and third, drawing conclusions from the research results (Annisa & Mailani, 2023, p. 1). In this study, conclusions were drawn inductively, starting from specific facts that were analyzed to find solutions to general problems.

2.5 Data Validity Checking Techniques

The technique used to test the validity of the data is data triangulation, which aims to ensure the credibility of the data collected. Researchers compare data from primary sources with data from secondary sources, and compare interview results with data from documentation and observations to determine the suitability between the data obtained and the facts in the field.

3. RESULTS AND DISCUSSION

3.1 The Role of Islamic Religious Education Teachers in Instilling Disciplinary Character Values in Students at MIN 4 Way Jepara, Lampung Timur

The role of the teacher includes all behaviors that must be done in carrying out their duties. In schools, teachers act as designers or planners, teaching managers, teachers, educators, and employees. Based on their position, teachers must demonstrate proper behavior and can be used as role models (D. Setiawan & Putra, 2021). A role model who can be imitated in morals and character is the Prophet Muhammad SAW. The Word of Allah SWT. in QS. Al-Qalam verse 4 states:

وَإِنَّكَ لَعَلَىٰ خُلُقٍ عَظِيمٍ (القلم/ ٦٨ : ٤)

Meaning: *Indeed, you (Muhammad) are on a great moral character. (QS. Al-Qalam [68]: 4) (Qur'an Kemenag, n.d.).*

This verse shows that the Prophet Muhammad SAW is the main role model in morals and manners. In the context of education, Islamic Religious Education teachers are expected to emulate the morals of the Prophet Muhammad in their interactions with students. By modeling good behavior, teachers can instill positive moral values and character in students, so that they can grow into individuals with noble morals. The Prophet emphasized the importance of having good morals, namely noble attitudes and behavior, as explained in the hadith:

حَدَّثَنَا أَحْمَدُ بْنُ حَنْبَلٍ حَدَّثَنَا يَحْيَى بْنُ سَعِيدٍ عَنْ مُحَمَّدِ بْنِ عَمْرٍو عَنْ أَبِي سَلَمَةَ عَنْ أَبِي هُرَيْرَةَ قَالَ: قَالَ رَسُولُ اللَّهِ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ أَكْمَلُ الْمُؤْمِنِينَ إِيمَانًا أَحْسَنُهُمْ خُلُقًا (سنن أبي داود ٤٠٦٢)

Meaning: *Has told us Ahmad bin Hanbal said: has told us Yahya bin Sa'id from Muhammad bin Amru from Abu Salamah from Abu Hurairah he said: Rasulullah shallallahu 'alaihi wa sallam said: "The believers who have the best faith are the ones who have the best morals." (Sunan Abu Daud 4062).*

This hadith emphasizes the importance of morality in one's faith. In the context of education, Islamic Religious Education teachers have the responsibility to not only teach knowledge, but also shape the character of students. By instilling good moral values, teachers can help students develop strong faith and behavior that is in accordance with Islamic teachings. Teachers have an important role in instilling good character values to students. Therefore, as educators, Islamic Religious Education teachers must be role models whose morals and nature can be imitated by teaching and practicing noble character to students.

Through understanding and applying the values contained in the Qur'an and hadith, Islamic Religious Education teachers at MIN 4 Way Jepara play an active role in shaping the character of students, so that they are not only academically intelligent, but also have good morals and are able to contribute positively to society. In fact, a teacher must be able to carry out his duties in several different roles (Suhaeni, 2020). During the teaching and learning process, teachers must be able to play various roles, including: (1) The Role of the Teacher as a Demonstrator: Conveying knowledge by mastering appropriate learning materials and methodology (Sutikno, 2021). Teachers not only provide theory, but also show real examples of how to apply the value of discipline in everyday life according to Islamic teachings. Teachers explain the importance of praying on time as a form of discipline in worship and consistently practicing congregational Duha prayers at school on time. Thus, students can see firsthand the example of discipline given by the teacher and are motivated to follow it. (2) The Role of Teachers as Class Managers: Creating a comfortable and interesting learning environment and motivating students (Salsabiella et al., 2024). Teachers clearly regulate class rules, such as class entry and exit schedules, and establish rules that support discipline. In addition, teachers give awards or praise to students who demonstrate disciplined behavior, such as arriving on time and obeying class rules. This well-managed classroom atmosphere helps students to internalize the values of discipline more effectively. (3) The Role of Teachers as Evaluators: Conduct evaluations to determine the success of learning and assess student learning outcomes (Fauzi & Inayati, 2023). As an evaluator, the teacher monitors and assesses the extent to which students apply discipline in daily behavior, such as punctuality, obedience to rules, and responsibility in completing tasks.

3.2 Methods in Instilling Disciplinary Character Values in students at MIN 4 Way Jepara, Lampung Timur

Character formation in students is a complex process, so an effective method is needed so that teachers can form students' characters more easily in their lives. A method is a systematic and planned approach to achieving certain goals. Some ways that can be done include: : First, xemplary Method: Education through role models means providing examples in behavior, character, and way of thinking. This method is based on the letter Al-Ahzab verse 21, which means: *"Indeed in the Messenger of Allah you have a good example to follow (for him who hopes for (the mercy of) Allah and (the coming of) the Last Day, and remembers Allah much."*(Suyati et al., 2023). This verse emphasizes that the Prophet Muhammad is a role model that we should follow. In the context of education, a teacher can teach his students by giving an example first. An example of the application of the exemplary method at MIN 4 is that teachers arrive on time, greet students who come to school with a morning greeting and then perform the Duha prayer in congregation.

Second, advice Method: Advice is an explanation of truth and goodness which aims to protect the person being advised from danger and show the way to happiness and benefit (Masykur & Yazid, 2025). In other words, advice serves as a guide to achieve goodness and avoid evil in moral cultivation. Through the teaching and learning process, teachers can instill character values by giving advice. This method aims to remind students of the actions that need to be taken and those that should be avoided, because every action has consequences that impact their character development.

Third, discussion Method: This method encourages students to get used to expressing their opinions and creates a more relaxed atmosphere, but remains focused. The discussion method is also interpreted as a way of delivering learning in which a teacher together with students seeks a solution to the problem being faced (Fifadhilni, 2022). For example, when students break the rules in class, the teacher invites a discussion about what punishment will be given to them. Thus, this method not only develops students' critical thinking skills, but also strengthens character values through collaboration and communication.

Fourth, love Method: The method of love is a major concern in the world of madrasah education, especially with the strategic plan of the Ministry of Religious Affairs of the Republic of Indonesia to launch the Love-Based Curriculum. In various official public forums, including the Kemenag website and the Fifth Love-Based Curriculum Public Test held on April 15, 2025 in Jakarta, Love-Based Curriculum was introduced as a value framework that aims to form madrasah students who are not only superior in intellectual aspects, but also develop emotionally, spiritually, and socially (Kemenag, 2025). Teachers are not just transmitters of knowledge, but also become a mirror of values for their students. Students do not only absorb what the teacher teaches verbally, but also capture how the teacher delivers the material, reacts, and treats them. These noble values are captured through

the attitude, sincerity, and warmth of interactions that occur every day. A loving teacher will greet students by name, with a sincere smile that is calming, reprimand in a way that maintains the child's self-esteem without embarrassing, and dare to admit mistakes in front of students and provide space for forgiveness. Thus, teachers are not only teachers, but also mentors and guides of the heart, which is very important in instilling the values of disciplined character in students.

3.3 The Impact of Instilling Disciplinary Character Values in Students at MIN 4 Way Jepara, Lampung Timur

The main challenge faced by Islamic Religious Education teachers at MIN 4 Way Jepara, Lampung Timur, in instilling the values of disciplined character is the low level of understanding of students about the importance of discipline. Because students are still children, they tend not to fully understand the consequences of discipline in everyday life. This condition makes the process of forming a disciplined character more complex and requires a patient, consistent, and loving approach from teachers. Teachers must be able to provide motivation and be role models through daily behavior so that students can imitate and internalize the values of disciplined character gradually. This low awareness is a challenge in itself, because discipline is not just about obeying the rules, but also involves the formation of strong self-awareness. Therefore, teachers are required to continue to strengthen students' understanding and awareness through interesting and interactive learning methods so that the values of discipline can grow and develop optimally.

The instillation of discipline character values at MIN 4 Way Jepara, Lampung Timur, has a real positive impact on students' behavior in everyday life. Through the habit of routine activities such as joint muroja'ah and congregational dhuha prayer, students begin to show better awareness and discipline. For example, they become more punctual in participating in school activities, wear uniforms according to the rules, and obey the madrasah's rules and regulations with full responsibility. These activities not only form formal discipline, but also instill religious and social values that support the formation of character as a whole. Thus, this habit creates a conducive learning environment and helps students grow into disciplined, responsible, and noble individuals.

4. CONCLUSION

Islamic Religious Education teachers at MIN 4 Way Jepara play an important role as role models who demonstrate good morals and behavior, as exemplified by the Prophet Muhammad SAW. Teachers not only teach knowledge, but also instill the values of disciplined character in students by creating a conducive learning environment and establishing rules that support discipline. Various effective methods are used, such as role models, advice, discussions, and love-based methods. The role model method is the main foundation, where teachers demonstrate disciplined behavior through real actions. Other methods such as advice and discussion help students understand the importance of discipline conceptually and provide opportunities to express opinions, while the

love-based approach strengthens the warm relationship between teachers and students as the key to character formation. However, the main challenge faced is the low understanding of students about the importance of discipline, which requires patience, consistency, and affection from teachers. The impact of instilling the values of disciplined character can be seen in students' daily behavior, such as being on time and obeying the rules, as well as implementing religious values. These findings indicate that instilling disciplined character can shape students who are responsible and have noble character. For further research, it is recommended to explore other methods that can improve students' understanding of discipline. In addition, it is important to develop character-based training programs for teachers to strengthen their ability to instill character values.

5. ACKNOWLEDGEMENTS

This expression of gratitude is conveyed as a token of appreciation for all the assistance and guidance received in the preparation of this journal, which is a requirement for the final project at the STAI Darussalam Lampung. The author would like to thank Dr. H. Jamiluddin Yacub, M.Si., the Chairman of STAI Darussalam Lampung, and Ibu Nur Indah Sari, M.Pd.I, the Head of the Islamic Education Study Program at STAI Darussalam Lampung. Special thanks are also extended to Bapak Damanhuri, M.Ag., and Ibu Septiani Selly Susanti, M.Pd.I, as Supervisors I and II, for their invaluable guidance and motivation. Additionally, the author expresses gratitude to the faculty and staff of STAI Darussalam Lampung, and the teachers and staff of MIN 4 Way Jepara Lampung Timur for their time and facilities during the data collection process. Lastly, the author would like to express heartfelt thanks to Mamak and Bapak for their unwavering love, sacrifice, and strength; may Allah SWT grant them healing, strength, and patience so that they may recover and return to good health as before.

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