

# The Role of Islamic Religious Education Teachers in the Globalization Era: Fostering the Morals of Modern Bani Adam Boyolali Madrasah Ibtidaiyah Students

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## Abstract

The aim of this research is to find out in depth the role of PAI teachers in the era of globalization in developing student morals. This research uses a qualitative approach. This research was conducted at MI Modern Bani Adam Boyolali in December 2023 with the informants in this research being the school principal, PAI teachers, student affairs officers and students. The data in this research was obtained through observation, structured interviews and documentation as well as relevant literature results. Data analysis uses the Miles and Huberman analysis model called interactive analysis. This analysis is divided into several stages: data collection, data reduction, data presentation, and drawing conclusions. The results show that at MIN Bani Adam Boyolali PAI teachers act as educators, motivators and facilitators in developing students' morals in the era of globalization. Then the strategy used by PAI teachers is habituation and an example.

**Keywords;** PAI teachers, modern era, student morals

## Introduction

Globalization is a process that allows world communities to reach one another or be connected to each other in all aspects of life, both in the economic, political, cultural, technological and environmental fields. According to Selo Soemardjan, globalization is the formation of communication and the organization between different societies throughout the world which have the aim of following the same new rules. This relationship is caused by new discoveries such as electronic devices and the internet (Soemardjan et al, 1974). Globalization is the interconnectedness and dependency between nations and between people throughout the world through trade, investment, travel, popular culture, and other forms of interaction so that the boundaries of a country become increasingly narrow (Nurhaidah, 2012). Social relations have finally become intense between people in this world. Then one event is connected to another event which produces a reciprocal impact between regions so that it develops widely into aspects of life between the two (Giddens, A. 1990). The era of globalization can lead to changes in people's lifestyles that are more modern (Nahak, 2019), and this development will even have an impact on Islamic education, especially for students in the 21st century (Ridlo, 2022).

Facing such conditions, Islamic teachers play an important role in developing students' morals and directing and controlling their behavior so that they do not deviate from religious provisions. A teacher is required to develop a mental attitude, behavior and personality that can develop, guide and provide an example for his students, how to act, act and behave in everyday life (Tison, 2019). According to Imam Al-Ghazali, morals are "qualities embedded in the soul which easily and unintentionally give rise to various actions" (Mustofa, 1999). Islamic religious education is not only a subject at school, but more than that, Islamic religious education has a very important function in shaping the morals of students. The function of Islamic education in

relation to life and human life, can be traced from the nature of humans from birth who has a fitrah, namely the innate potential that causes them to be involved in the world of education (Judrah, 2020).

Islamic education also trains students' sensitivity in such a way that their attitudes and behavior are dominated by a deep feeling of Islamic ethical and spiritual values (Syahid et al, 2018). Islamic education has unique qualities that other education does not have, it can foster intellectual, spiritual, emotional and social intelligence. The function of Islamic education is: fostering emotional intelligence (Yahdi, 2010). Islamic Religious Education Teachers also have responsibility for the success or failure of learning and as a determinant of the success of educational goals. Islamic religious education teachers not only teach knowledge but also must shape the morals of their students. In building students' morals, it takes a relatively long time to make it a habit in everyday life (Ultra et al, 2023).

Religious education is essentially value education. Therefore, religious education is more focused on how to form habits that are in line with religious guidance (Syahid et al, 2018). Providing religious education to children means passing on Islamic teachings which contain the order of life revealed by Allah to mankind, in the form of life guidelines that lead to action or morality and offer positive values for children's development. This can be of relevance to the purpose of the Messenger of Allah being sent by Allah SWT in the hadith which means "That I was sent to perfect morals." The aim of moral education in Islam is to form people who have good morals, are strong-willed, polite in speech and deeds, noble in behavior, wise, perfect, polite, civilized, sincere, honest and holy. The aim of education is to make students have noble character, namely changing students' behavior in a better direction (Salsabila, 2018).

In other words, moral development aims to produce humans who have virtues. This moral development is carried out step by step in accordance with the rhythm of growth and development by following a natural process (Ramayulis, 2002). However, with the development of technology and the effects of Covid-19 when children go to school online, school institutions have experienced many changes starting from student morals, habits that have been running in schools so far, student discipline and literacy culture have all changed. Students do not yet fully understand the importance of moral education. Apart from that, there is minimal awareness among students about the importance of morals in life because schools do not yet provide a reference curriculum for moral education. In fact, the benefits of science can only be achieved if the process of learning science both with teachers and with each other is accompanied by the application of morals (Ya'cub, 2022). According to Syamsul Bahri, having a positive attitude, ethics and morals when seeking knowledge is the best way to achieve educational goals (Bahri, 2023). Lack of teacher resources resulting in a lack of teacher supervision and attention to moral development. In addition, the negative impact of the globalization era on students is affecting students' morals. Therefore, the role of PAI teachers is very important, because PAI teachers are implementers of religious education in schools. However, during the Covid-19 pandemic, parents were the central ones in supervising and educating children, especially in cultivating character in the family (Enok et al, 2022). The teacher's role in guiding and becoming a role model for students in daily life practices will have an impact on the formation of the character of students who are in the developmental period. Teachers also have a role as advisors, apart from that PAI teachers also provide role models for their students.

Teachers as top figures, whether directly or indirectly, will influence their students. During their development, children will try to imitate their life idols. Therefore, teachers must have good appearance, behavior and words. In this way, students will imitate their teachers to have good morals. The PAI teacher's role as a figure can be seen in discipline, dress, the teacher saying hello and saying hello every time he meets another teacher and speaking politely with

his students, both inside and outside the classroom (Erlinung, 2022). A student should always behave noble towards the teacher by always respecting and obeying his orders, participating in learning activities well (Sapitri, 2020). Teachers in the learning process always provide outreach and emphasize the benefits and bad impacts of technology for students. In this way, it is hoped that students will become wiser in using technology. Considering the use of information technology in education, especially for minors who still need to be supervised when learning using information technology (Nursam: 2020).

The aim of this research is to find out the extent of the role of PAI teachers in developing their students at school so that they are not affected by technological advances in the current modern era. Teachers act as substitutes for parents when at school, with this role teachers can be closer to students so they can help with the difficulties faced by their students (Kuswanto, 2014). Here PAI teachers also play an important role in developing students into students with noble and virtuous character by instilling honesty, disciplined behavior, self-confidence, caring attitudes, independence, persistence and responsibility (Ulfah et al, 2021).

## Methods

Based on this research, it is a type of qualitative research. Sutarna states that qualitative research is research aimed at describing and analyzing natural phenomena, events and social activities (Sutarna, 2012). The subjects of this research were teachers at the Bani Adam Boyolali Modern Ibtidaiyah Madrasah. Madrasah Ibtidaiyah Modern Bani Adam is a formal educational institution equivalent to elementary school. Where the school not only teaches general science, but also teaches and focuses on Islamic Religious Science. In this qualitative research, the key instrument is the researcher himself (Creswell, 2016).

Through this approach, we will describe the conditions that occurred when the research was conducted and then examine the causes of the conditions studied. Then it will be explained how the role of PAI teachers at this school is in developing students' morals in the era of globalization. This research was conducted at MI Modern Bani Adam Boyolali in December 2023 with the informants in this research being the school principal, PAI teachers, student affairs officers and students. The data in this research was obtained through observation, structured interviews and documentation as well as relevant literature results. Data analysis uses the Miles and Huberman analysis model called interactive analysis. This analysis is divided into several stages: data collection, data reduction, data presentation, and drawing conclusions. With this interactive analysis technique, the analysis process starts from data collection and continues until all the data is collected (Miles et al, 1984).

## Results

### ***The Role of Islamic Religious Education Teachers in the Era of Globalization in Fostering the Morals of Modern Madrasah Ibtidaiyah Students Bani Adam Boyolali***

Based on research findings that have been carried out by researchers, namely observations at MI Modern Bani Adam. Researchers discuss the role of PAI teachers in the era of globalization in developing the morals of Modern MI students from Bani Adam Boyolali. This interview is of course used for learning and increasing insight into the role of PAI teachers in the era of globalization in developing students' morals at MI Modern Bani Adam Boyolali. A PAI teacher is someone who has responsibility for achieving educational goals as stated in the school's vision, namely "Creating a pious Islamic generation that is pious, intelligent, creative, independent". To create graduates who have noble morals and improve Islamic culture in schools, various efforts are needed. As is done by the MI Modern PAI teacher Bani Adam

Boyolali, namely providing guidance to students through religious activities, disciplinary motivation, and direction which begins with the role of PAI teachers in developing these morals within themselves or in carrying out activities for students at the school.

Based on the results of an interview with Mr. Nur Sodik as the school principal, an Islamic religious education teacher who teaches at this school must have standards that have been set by the school, for example, such as having a harmonious attitude towards all students, having a high social spirit, and mastering knowledge. Islam. Apart from that, PAI teachers are also fully required to instill the values contained in the Islamic teachings, so that students can absorb and practice the values taught well and optimally. In this way, it is hoped that students will not be carried away by the negative currents of globalization.

Based on the results of the researcher's interview with Mr. Magfur, who stated: We as PAI teachers have a very vital role in developing students' morals, especially in this day and age. We always advise students, provide good examples, starting from ourselves who try to be consistent in behaving well in everyday life. So we try not to convey words that offend or discriminate against students in this school environment, who of course have different religious beliefs. Then next, we as PAI teachers always guide them and continue to monitor their development, we know that technological advances in the current era have positive and of course negative impacts. With this, we as PAI teachers continue to guide and remind them to always use technological advances in the current era of globalization that they have such as cell phones, laptops and the internet to use for positive purposes.

The results of interviews with Islamic Religious Education teachers regarding the role of teachers as motivators, actually there are many roles of teachers, one of which is the role of motivator. Here, I provide motivation for students at the end of the lesson, sometimes also outside of my teaching hours. The purpose of providing motivation for students is to form good morals and also encourage students to become students who are more enthusiastic about learning. Providing motivation to students has become an obligation because always providing positive motivation will produce students who meet expectations.

Based on the results of interviews with PAI teachers, the author concludes that the role of PAI teachers in the era of globalization is very vital and very difficult. Because everything that happens to students and the actions students take at school or outside of school always raises the question "who is your religious teacher?" Because students spend a lot of time from 06:30 to 15:30 in the afternoon in the school environment. This is the challenge for PAI teachers. Apart from having good religious education at school, PAI teachers must be educators, motivators and facilitators in this era of globalization. The role of PAI teachers in the era of globalization in developing student morals can be seen in the table below.

Table 1. The role of PAI teachers in developing students' morals

No	The role of Islamic Religious Education teachers	Information
1	Educator	PAI teachers are people who educate, who provide new knowledge and knowledge to students consistently and continuously. So the role of PAI teachers in the era of globalization in developing students' morals requires time, thought and patience so that students can be easily directed.
2	Motivator	PAI teachers must provide good motivation or encouragement to students so that they do not fall into individuals, organizations or companies with the aim of increasing enthusiasm and quality of life.

3 Facilitator	PAI teachers help students to be able to utilize various learning resources, including the use of technology as a learning medium. But teachers also shouldn't just let it go without proper direction if there are students who use technology. This means that the use of technology must be monitored.
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### ***Strategy of Islamic Religious Education Teachers in the Era of Globalization in Fostering the Morals of Modern Madrasah Ibtidaiyah Students Bani Adam Boyolali***

The strategy used by PAI teachers is the Expository Approach learning strategy which is a form of teacher-oriented learning approach (teacher centered approach). As stated by Mr. Nur Sodik, S.Pd.I as the head of the school, he found that with this strategy the teacher has the main role in conveying lesson material to students. So that students only listen, but by using this strategy students become aware of images that previously did not know what would be conveyed and this inquiry strategy strategy is a series that emphasizes students to think critically to search for and find answers. Themselves from a problem in the material they are studying.

Habituation is a method used by schools to familiarize students with religious activities or teachings so that they can learn about the Islamic religion and foster students' religious spirit in the future. For example, students get used to greeting teachers and shaking hands both at school and at home. The habituation strategy is a very important concept in the moral development of students. Through this habituation approach, students can practice. Interview with Mrs. Mutmainah, speed, Islamic religious education teacher at MI Modern Bani Adam, said: "With the teacher, before starting learning, you must first pray." a and I did this habit with all the teachers, reading rotib every morning and commemorating historic Islamic days such as the Prophet's birthday and other major Islamic. And I always teach students to behave honestly because honesty is the key to happiness in the future, whether in small or big things".

PAI teacher strategies in forming students' morals through habituation. This habitual activity is carried out as a means of transformation to instill coaching. The habituation strategy involves carrying out religious activities, for example:

1. Greet and shake hands when meeting the teacher
2. Read a prayer before starting learning
3. Read Rotib Every Morning
4. Commemorating the Prophet's Birthday and Islamic Holidays.
5. Instilling good moral values is like starting everything by reciting Bismillah and performing dhuha prayers in congregation.

This habituation method aims to create a school culture that supports the sustainable development of students' leadership character. In this way, students not only learn about leadership, but also have the opportunity to practice it in their daily lives. Exemplary behavior certainly has a big influence on students' personalities and a teacher's behavior is immediately noticed by students and people around them who assess or consider them as teachers. Based on the results of interviews with Islamic Religious Education teachers that: "As a teacher or educator we must have an exemplary attitude because teachers are respected and imitated, so we must have good qualities in attitude and behavior so that our characteristics are imitated by students, for example shaking hands and speak well in speech so that they get used to doing good deeds in everyday life, both at school and in society."

Based on an interview with Choirul Umam as a religious fiqh teacher, the teacher's example and personality towards students plays an important role in the character formation process, one of which is forming students' disciplinary attitudes. This situation is caused by

learning activities not only obtaining changes in knowledge but also bringing changes in attitudes and behavior such as discipline. A person's behavioral tendencies that influence students are attitudes that are often seen. Likewise, the example that educators at MI Modern Bani Adam give to their students will greatly influence the students' psychological development, for example, when educators come according to their time, they will come according to their time and when educators wear neat uniforms, their students will also be dressed neatly.

The exemplary method in cultivating student leadership character requires commitment and consistency from educators and school leaders in providing positive role models and leadership development opportunities to students. This can help create a generation of quality leaders who will have a positive impact on society. The pattern of coaching carried out by teachers to improve morals is an example, habituation, advice. This means that the teacher provides exemplary examples of good behavior, polite speech, not harsh language, with real actions that students can emulate. With exemplary patterns, students will model what the teacher has exemplified. Habituation pattern where the teacher familiarizes students with religious activities such as shaking hands with the teacher before entering class, reading the Al-Qur'an which is held before lessons begin, studying the interpretation of the Al-Qur'an once a week, students are required to pray midday prayers congregation. Students are applied to a longveiled dress, and students are used to act, talk politely, eat and drink by not standing. Then the teacher gives advice to students there are activities carried out aimed at improving morals.

## Discussion

### ***The Role of Islamic Religious Education Teachers in the Era of Globalization in Fostering the Morals of Modern Madrasah Ibtidaiyah Students Bani Adam Boyolali***

The role of PAI teachers in developing morals and the teacher's strategy in developing morals at MI Modern Bani Adam is by carrying out habits and modeling, carrying out discipline development related to student behavior, for example in order to always make a habit of lining up before entering class and reading short letters before learning takes place. The role of Islamic religious education teachers in developing students' morals acts as transmitters and transmitters of knowledge, while in the concept of educational technology, Islamic religious education teachers are ability trainers (Tison, 2019). The interactional concept of Islamic religious education teachers at MI Modern Bani Adam acts as a learning partner, while in the concept of personal education, teachers play more of a role as educators, motivators and facilitators.

PAI teachers are educators. According to Republic of Indonesia Law no. 20 of 2003, concerning the National Education System article 1 paragraph 6, it is stated that educators are educating staff. From several interview results in this research, it can be said that a teacher can be defined as a figure who has full authority and responsibility in the classroom or at school to develop all the potential of students so that they are able to be independent and develop personality values according to Islamic teachings, thus, the final goal is maturity and awareness to carry out his duties as caliph and servant of Allah SWT. Therefore, every teacher should have a personality that will be emulated and imitated by students, whether intentionally or not. Of course, work as a teacher is not the same as any other job, apart from the knowledge and skills that will be taught. In the era of globalization, the role of a teacher as an educator in developing students' morals is becoming increasingly important. In facing the challenges and dynamics of the ever-evolving times, teachers must become agents of change who not only teach subject matter, but also help shape students' character and morals.

PAI Teachers as Motivators, teachers should be able to encourage students to be enthusiastic and active in learning. In an effort to provide motivation, teachers can analyze the motives behind students being lazy about studying and decreasing their achievement at school. The role of the teacher as a motivator is very important in educational interactions, because it concerns the essence of the educator's work which requires the social skills, involving performance in personalization and self-socialization (Ramli, 2015). Islamic religious education teachers are always motivators, teachers should encourage students to be enthusiastic and active in learning. In an effort to provide motivation, teachers can analyze the motives behind students being lazy about studying and decreasing their performance at school. At all times the teacher must act as a motivator, because in educational interactions it is not impossible that there are students who are lazy about learning. Motivation can be effective if it is done by paying attention to the needs of students. Diversifying learning methods provides reinforcement and can also provide motivation for students to be more enthusiastic about learning. The role of the teacher as a motivator is very important in educational interactions, because it concerns the essence of the educational work which requires the social skills, involving morals in personalization and self-socialization. Then, in the era of globalization, the role of Islamic Religious Education (PAI) teachers as motivators has great significance in shaping students' character and morals. In their role as effective motivators, PAI teachers can make a valuable contribution in forming a young generation who is spiritually strong, has a noble character, and is able to live a religious life with full confidence in the midst of this complex era of globalization.

Teachers as Facilitators, that is, teachers play a role in providing services to facilitate students in the learning process activities (Mustika et al, 2022). This theory explains that as a facilitator, teachers are obliged to provide services and provide learning facilities and infrastructure to students so that the learning process can run smoothly. This is a challenge for PAI teachers who, apart from having to have good religious education at school, need to be facilitators, namely protecting and monitoring students' development at school and outside school and there is cooperation between teachers and parents.

### ***Strategy of Islamic Religious Education Teachers in the Era of Globalization in Fostering the Morals of Modern Madrasah Ibtidaiyah Students Bani Adam Boyolali***

Islamic religious education teachers use strategies in developing students' morals, so that children quickly understand, understand and are responsive in capturing the message they want to convey. In developing the morals of students, Islamic religious education teachers use several strategies, namely: The Expository Approach is an approach that emphasizes the delivery of information by teachers to learning participants. This approach provides opportunities for teachers to convey the material completely (Pahrudin, 2017). Expository strategies can be grouped with preparatory steps that teachers take, including greetings, prayers, small talk with students to attract students' attention and focus. Then the teacher asks trigger questions to attract students' curiosity about the material. The second step is presented, with the teacher telling a story or stories related to the material. Then the teacher asks students to read books and analyze their reading. Students are asked to demonstrate their reading to the front of the class and then the teacher perfects or straightens out the students' analysis.

In explaining, the teacher intersperses questions to determine the level of students' understanding (Afrinaldi, 2023). Expository learning strategies in Islamic Religious Education (PAI) have several special characteristics that differentiate them from other learning approaches. The following are some of its distinctive characteristics: first, Verbal Delivery of Material, namely PAI's expository learning strategy is carried out by verbally expressing lesson material with Islamic elements. This means that oral communication becomes the main tool in implementing this strategy, and is often referred to as the lecture method. Second, structured learning

material, namely the material presented in the expository strategy, has usually been prepared beforehand and is well structured. This material can be in the form of data, facts, or certain concepts that are well organized and do not require students to rethink the material. Third, the main goal of mastering the material is that the main goal of expository learning is for students to understand and master the subject matter itself. After the learning process is complete, it is hoped that students will have a correct understanding of the material and be able to express it well (Safriadi, 2017).

Based on the findings of researchers, by explaining the various existing methods, the expository learning strategy in Islamic Religious Education (PAI) is a learning method that emphasizes the process of educators conveying information verbally to a group of students with the aim that students can understand PAI subject matter well. In expository learning, the teacher delivers PAI material carefully, systematically and completely according to the format that has been prepared. This allows students to simply listen and process the information in an orderly and structured way. Apart from that, it is hoped that students really understand and master the material that has been presented. The PAI expository learning strategy involves several stages, namely preparation, presentation, correlation, inference and application. Implementing the expository strategy in PAI learning at MI Modern Bani Adam, the teacher has implemented five expository strategy steps, namely preparation, such as greetings, prayers, absences, small talk as an opening.

Habits have a very big role in human life, because with habits, a person is able to do important and useful things without using a lot of energy and time (Al Qothani, 2014). The results of the research show that the Islamic religious education teacher's strategy in developing the morals of MI Modern Bani Adam students is carried out through a habituation program and implementing 5S 1C (Smile, Greet, Salam, Polite, Satun, and Cheerful). The obligation to say hello when you meet the teacher in the morning by kissing his hand, straightening your clothes, picking up visible rubbish and putting it in a plastic bag. Then proceed to perform the Duha prayer. When starting the lesson, pray and then memorize the verses of the Koran which must be memorized by students according to class level. When it is time to go home, students must read the closing prayer and then greet the teacher. The role of PAI teachers and also their strategies in developing morals is very important for developing students' morals at MI Modern Bani Adam. The efforts that have been made by PAI teachers at MI Modern Bani Adam include providing an understanding of morals, providing role models and getting used to reading short letters in the Koran before learning takes place (Arifin et al, 2023).

Then in the Big Indonesian Dictionary it is stated that "exemplary" is the basic word for exemplary, namely "exemplary" which means actions or goods and so on that are worthy of imitation or imitation. Example has a big influence and determines the success of Islamic religious education. A good example from a teacher to his students, whether they realize it or not, will add to their students' abilities. So, if a teacher's daily actions do not reflect his religious speech, it will weaken his teaching power (Patoni, 2014). Even in the Qur'an, Surah As-Shaf: 3, it is explained that Allah really hates people who talk about goodness but do not do the goodness themselves. This explanation can be used as an analogy, people who preach about goodness should be obliged to apply it, because this will be uswah for those who listen to his preaching. The exemplary method is the oldest and most difficult method. Based on the results of an interview with the head of the Madras, he said that even so, a teacher has an obligation to implement it in his daily life.

For Islamic religious education teachers, when teaching is actually preaching to their students, there is an obligation in the process of delivering religious lessons not only theoretically, but also in direct practice by providing a good example for their students.



Exemplary modeling is one of the learning strategies to improve learning outcomes in Islamic religious education. In general, the exemplary method is not the best strategy, it's just that this strategy has more advantages than weaknesses. The effectiveness of the exemplary strategy is supported by a psychological basis, which generally means that a person has the desire to copy and imitate. And it is considered effective in conveying Islamic religious education both cognitively and affectively. If its use is based on the principles of use as in the teaching and learning process, then the exemplary method can encourage teachers to be interacting with students (Hamid, 2020). The example of teachers as parents at school is very influential in educating students so that they can become a generation of faith, morals and education. The things that students set an example for teachers are good manners, discipline, achievement and the values of devotion to Allah.

## Conclusion

The results of the study and discussion of the role of Islamic Religious Education teachers in the era of globalization in developing student morals, it can be concluded that at the Bani Adam Boyolali Modern Madrasah Ibtidaiyah Islamic Religious Education teachers act as educators, motivators and facilitators in the era of globalization in developing student morals. Then the strategy used by Islamic Religious Education teachers is habituation and an example.

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