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Islamic Guidance: Synergy and Collaboration of Islamic Teacher and Guidance and Counseling Teacher Shaping Students' Religious Character at SDN 09 Kota Bengkulu

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ABSTRACT

In reality, what happens in the world of education is moral decline. The existing education seems more oriented toward the transfer of knowledge and neglects the cultivation of moral and ethical values. The purpose of this study was to determine the synergy and collaboration of Islamic teachers and guidance and counseling teachers in shaping students' religious character at SDN 09 Kota Bengkulu. This research is field research, this research method is not directed to explain the relationship nor does it predict or implicate what will happen when a variable is manipulated. This research was conducted at SDN 09 Kota Bengkulu in 2023. Data collection used observation, interviews, and documentation. Data analysis used the interactive analysis model of Miles & Huberman. The conclusion of the research shows the strategy and collaborative islamic teacher and guidance and counseling teacher in instilling religious character in students by acting as educators, learning resources, facilitators, models, advisors, and motivators. The implications of this research can be used as consideration and reference material for Islamic teachers and guidance and counseling teachers, and further researchers both theoretically and practically.

KATA KUNCI

Bimbingan Islam;
Guru Agama
Islam;
Guru Bimbingan
dan Konseling;
Karakter religius;
Siswa

ABSTRAK

Pada realitanya yang terjadi pada dunia pendidikan adalah adanya kemerosotan moral. Pendidikan yang ada terkesan lebih berorientasi pada transfer pengetahuan dan melalaikan penanaman nilai-nilai moral dan etika. Tujuan penelitian ini untuk mengetahui sinergitas dan kolaboratif islamic teacher and guidance and counseling teacher dalam membentuk karakter religius siswa di SDN 09 Kota Bengkulu. Penelitian ini merupakan field research, metode penelitian ini tidak diarahkan untuk menjelaskan hubungan dan juga tidak memprediksi atau implikasi apa yang akan terjadi manakala suatu variabel dimanipulasi. Penelitian ini dilaksanakan di SDN 09 Kota Bengkulu pada tahun 2023. Pengumpulan data menggunakan observasi, wawancara dan dokumentasi. Analisis data menggunakan interactive analysis model Miles & Huberman. Kesimpulan hasil penelitian menunjukkan strategi dan kolaboratif islamic teacher and guidance and counseling teacher dalam menanamkan karakter religius kepada siswa dengan berperan sebagai pendidik, sumber belajar, fasilitator, model, penasehat dan motivator. Implikasi penelitian ini dapat dijadikan sebagai bahan pertimbangan dan referensi bagi islamic teacher and guidance and counseling teacher, dan peneliti selanjutnya baik secara teoritis maupun praktis.

1. INTRODUCTION

Islamic Religious Education is a compulsory subject or course that must be taken by students or students who are Muslim at every level of education in Indonesia, with the intention that all students can carry out the teachings of their religion in their daily lives. Schools are social institutions that focus primarily on intellectual and moral development for their students (Walad, 2021). Education cannot neglect these two distinctive tasks. These two directions of development are expected to be an idealism for students so that they are increasingly able to develop

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intellectual acuity and self-integrity as individuals who have strong character. Character education is becoming increasingly urgent to be implemented in educational institutions (Alimni et al., 2021).

Currently, education seems to be more oriented towards knowledge transfer and neglects the cultivation of moral and ethical values. Many alarming events occur in the educational environment that make the world of education increasingly paralyzed (Kurniawan & Hermawan, 2016). There are school students who are victims of bullying, and violence that occurs in elementary school students. This can occur because, during the implementation of class hours, the student pays less attention to the lesson and plays with friends his age (Amin & Alimni, 2021). Students' respect for teachers is reduced, as well as the loss of manners from students. Character is the values of human behavior related to God Almighty, self, fellow human beings, the environment, and nationality manifested in thoughts, attitudes, feelings, words, and actions based on religious norms, laws, manners, culture, and customs.

Character education is a system of instilling character values in school residents which includes components of knowledge, awareness or willingness, and action to implement these values, both towards God Almighty, self, fellow environment, and nationality so that they become insan kamil humans (Novan, 2012, p. 3). Indeed, efforts to increase faith and piety are not only the responsibility of Islamic teachers and guidance and counseling teachers, but are the shared responsibility of all educational components in schools including educational stakeholders (Amin & Alimni, 2021).

In reality, what happens in the world of education is moral decline. Existing education seems to be more oriented towards knowledge transfer and neglects the cultivation of moral and ethical values (Shodiqoh & Sutoyo, 2022). Many alarming events occur in the educational environment that make the world of education increasingly paralyzed. There are school students who are victims of student violence who are victims of bullying. Students' respect for teachers is reduced, as well as the loss of manners from students.

Students have not fully instilled character education, therefore the role of Islamic teachers and guidance and counseling teachers is to further emphasize the cultivation of character education for students (Utomo & Alawiyah, 2022). Many positive characters can be developed by teachers according to the core competencies of the curriculum at school such as having religious traits, honesty, discipline, responsibility, care, tolerance, cooperation, courtesy, self-confidence, and others. Teachers can develop control sheets to be given to students and parents (Utomo et al., 2022). The control sheet is assessed by the teachers, after which the teachers provide feedback, then strengthen the good characters and change the characters that are still inappropriate.

Learning in schools has indeed been attempted to foster and produce a highly moral generation, but it cannot be denied that there are still many students who have very crisis morals such as peer influence (Utomo, & Pahlevi, 2022). Examples of cases that often occur are bullying, brawls between students, pornography, and some even commit violence with friends, teachers, and parents. This should be prioritized by teachers and parents. They also play a role in the formation of student character (Fikroh & Fauziah, 2023). However, some parents have not realized that character building is also their responsibility, so parents only put their hopes and trust in the school.

Character education can be provided to students by providing character control sheets (Utomo, 2022). Positive characters that can be developed by teachers according to the core competencies of the curriculum at school such as having religious traits, honesty, discipline, responsibility, care, tolerance, cooperation, courtesy, and confidence. Teachers can develop control sheets to be given to students and parents (Khasanah & Lestari, 2023). The control sheet is assessed by the teacher, after which students are given feedback. The teacher then strengthens the characters that are good and changes the characters that are still inappropriate.

Religious character is an important character value owned by students (Zubaidah, & Dari, 2023). Religious character is the most important character that must be developed in children as early as possible because religious teachings underlie every individual and community life. A religious character is a human character who always realizes all aspects of his life to religion. Making religion a role model and role model in every word, attitude, and action, obeying God's commands, and staying away from his prohibitions.

It is very important to instill religious character in students. Religious character is an attitude and behavior that is obedient in carrying out the teachings of the religion it adheres to, tolerant of the implementation of other religious worship, and living in harmony with followers of other religions (Drmianto & Daryanto, 2013). Religious values are the values that underlie character education because Indonesia is a religious country. The concept of religious people is characterized by the awareness of believing and carrying out religious rituals consistently in everyday life. Religious character has a different sign from the character of someone who does not practice the teachings of his religion.

Based on the results of observations made by the author on May 16, 2023, information was obtained that the situation of fifth-grade students at SDN 09 Kota Bengkulu still had students who could not show ethical behavior,

behavior that reflected the religious values of students had not appeared to be applied in everyday life. Based on the preliminary results that have been presented and the results of observations at school, the purpose of this study is to determine the synergy and collaboration of Islamic teachers and guidance and counseling teachers in shaping students' religious character at SDN 09 Kota Bengkulu.

2. METHOD

2.1. Type of Research

This research was conducted at SDN 09 Kota Bengkulu in 2023. This location was taken based on preliminary observations or observations about the role of Islamic religious education teachers in instilling the religious character of fifth-grade students at SDN 09 Kota Bengkulu. The research implementation time was on May 15-29, 2023.

The subjects in this study consisted of 10 informants who were, Islamic teacher and guidance and counseling teacher totaling 2 people, 1 homeroom teacher, and 7 students. Informants in this study are those who have represented and adjusted to the role of Islamic Religious Education Teachers in instilling the religious character of fifth-grade students at SDN 09 Kota Bengkulu.

2.2. Research Subject

This research was conducted at SDN 09 Kota Bengkulu in 2023. This location was taken based on preliminary observations or observations about the role of Islamic religious education teachers in instilling the religious character of fifth grade students at SDN 09 Kota Bengkulu. The research implementation time was on May 15-29, 2023.

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2.3. Research Instruments

The presence of the researcher is the main instrument of research. As for collecting data and information on the problems studied, researchers can do so using the following data collection techniques:

- 1) Observation, this data collection method is through direct or indirect observation, where the researcher records the information that the author sees directly in the field. This technique is used to find out directly the role of Islamic teachers and guidance and counseling teachers in instilling religious character at SDN 09 Kota Bengkulu.
- 2) Interview, the use of this technique is to obtain information by directly interviewing respondents on the role of Islamic teachers and guidance and counseling teachers in instilling religious character at SDN 09 Kota Bengkulu. This technique is a structured technique through interview guidelines that have been prepared by researchers.
- 3) 3Documentation, documentation is used to record, the state of the method and other evidence that can add to the objectivity of the data according to research needs, data collection taken from research is used to archive data as evidence of research on the role of Islamic teachers and guidance and counseling teachers in instilling religious character at SDN 09 Kota Bengkulu.

2.4. Data Validity Checking Technique

In this study, to test the validity of the data using the following techniques:

- 1) Observation persistence, this technique is carried out by observing and reading carefully the research data source so that the necessary data can be identified. Furthermore, accurate descriptions can be obtained in the process of detailing and inference.
- 2) Triangulation, this technique is done by comparing sources, theories, and research methods or techniques. Triangulation with the method has two strategies, namely: (1) checking the degree of trust in the findings of research results of several data collecti

2.5. Data Analysis

After collecting the data, it is classified according to the problem discussed and analyzed its After collecting the data, it is classified according to the problem discussed and analyzed its contents, data analysis is carried out by comparing one data with other data, then interpreting and finally giving a conclusion. The data obtained in this

study are the results of interviews with related parties, as well as data from related documents. Data analysis in this study uses the Miles & Huberman interactive analysis model described in the following figure:

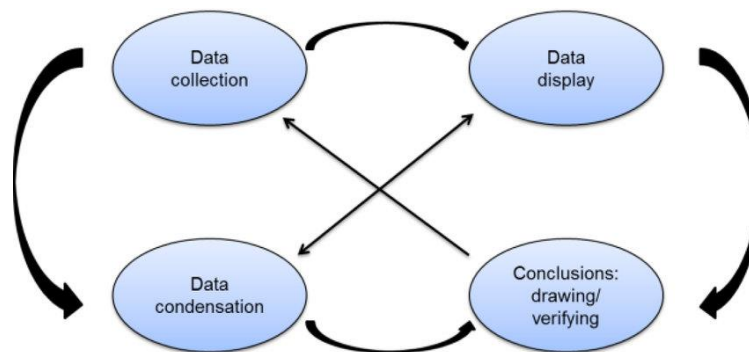


Figure 1. Interactive Analysis Model Miles & Huberman

The steps of the Miles & Huberman Interactive Analysis Model are explained as follows:

1) Data collection

The analysis process in this research model is carried out in four stages, namely: a. Data collection Data obtained from interviews, observations, and documentation are recorded in field notes which consist of two parts, namely descriptive and reflective. Descriptive notes are natural notes, (notes on what is seen, heard, witnessed, and experienced by the researcher without the researcher's opinion and interpretation of the phenomena experienced.

2) Data Reduction

After the data is collected, data reduction is then made, to select relevant and meaningful data, focus data that leads to solving problems, discoveries, meaning, or to answer research questions. Then simplify and arrange systematically and describe important things about the findings and their meaning. In the data reduction process, only data findings or findings related to research problems are reduced. Meanwhile, data that is not related to the research problem is discarded.

3) Data Presentation

Presentation of data can be in the form of writing or words, pictures, graphs and tables. The purpose of presenting data is to combine information so that it can describe the situation that occurs. In this case, so that researchers have no difficulty in mastering information either as a whole or certain parts of the research results, the researcher must make narratives, matrices, or graphs to facilitate mastery of the information or data.

4) Concluding

Conclusions are drawn during the research process as well as the data reduction process, after sufficient data has been collected, interim conclusions are drawn, and after the data is completely complete, conclusions are drawn.

3. RESULTS AND DISCUSSION

3.1 Results

Based on the results of interviews, observation of documentation that has been collected by researchers regarding the strategies and collaborative Islamic teachers and guidance and counseling teachers in instilling religious character in students have been carried out by the Learning Implementation Plan that has been prepared and based on containing character-based learning. The strategy and collaborative islamic teacher and guidance and counseling teacher in their implementation have roles and functions, among others:

First, as an educator. The role of Islamic teacher and guidance and counseling teacher as an educator is shown when a teacher has extensive knowledge about the purpose of education whereas a teacher shows it when carrying out teaching and learning activities. As educators, they can carry out their roles and functions, among others, knowing their students about their needs, learning methods and learning styles carried out in the learning process. By knowing their students, they can determine the methods that are suitable for planting religious character values and how to use these methods. This makes students when they see them as educators have religious character values.

Second, as a learning resource. The role of the Islamic teacher and guidance and counseling teacher as a learning resource can be seen when carrying out the learning process when students ask the teacher can answer confidently using subtle language so that students can easily understand. Islamic teachers and guidance and counseling teachers also read the material or read new things before carrying out teaching and learning activities. When there are students who have above-average learning speed, the teachers provide enrichment learning materials/resources by showing learning resources that are by the material.

Third, as a facilitator. The role of Islamic teachers and guidance and counseling teachers as facilitators carried out by these teachers is like during the learning process they listen and do not dominate because students are the main actors in learning. When the learning process carried out by students is not smooth, teachers should not take over entirely because it will deprive students of the opportunity to experience learning directly.

Fourth, as a counselor. The role of Islamic teachers and guidance and counseling teachers as mentors carried out by these teachers is to understand their students, from learning styles, how to learn to see the talents and interests, and backgrounds of students who will determine the methods that are suitable for use in learning. When there are students who have a unique learning style or way of learning, the teachers always guide them according to the right method so that the learning objectives are still achieved.

Fourth, as a model. The role of the Islamic teacher and guidance and counseling teacher as a model is shown during the learning time, such as in delivering learning materials using polite polite speech so that students do not feel pressured when learning, as well as the way the teachers who model polite dress. In addition, teachers in the learning process direct students to sit neatly, not only directing but teachers also modeling to sit neatly so that students can receive the material presented and the learning objectives are achieved.

Fifth, as an advisor. The role of the Islamic teacher and guidance and counseling teacher as an advisor is where the teacher when the learning process takes place and some students argue until fighting, then a teacher must advise that fighting with friends is not allowed by linking moral and religious education. It is hoped that students will have religious character traits, tolerance and love of peace to others.

Sixth, as a motivator. The role of Islamic teacher and guidance and counseling teacher perform the role of a motivator in its implementation as an educator such as giving praise, in learning the teacher asks a question and students answer correctly they are also given a compliment by mentioning that people who study seriously will be successful in the future.

The findings show that the role of the teacher in this case greatly influences the development of religious character at each meeting. So at each meeting always hold an evaluation to see the extent to which students can understand the religious character that has been given by the teacher and how students can apply these religious characters

3.2. Discussion

3.2.1. The role of Islamic Teachers and Guidance and Counseling Teachers in instilling Religious Character Values in Students.

Shaping religious character in students is one of the efforts made today, this requires good planning as well as readiness and improvement from all parties involved in instilling religious character in students (Jannati & Hamandia, 2023). The cultivation of religious character in students is expected students have good character even though they have learning from home. The cultivation of religious character in students is carried out by emphasizing the role of Islamic teachers and guidance and counseling teachers as the main element, as well as building a religious environment and learning facilities that are attractive and support the development of knowledge and religious character of students (Capriyanti, et al., 2023).

The role of the Islamic teacher and guidance and counseling teacher must ensure that teaching and learning activities continue even when students are at home, except those in the green zone. It must also follow strict and continuous health protocols. Likewise, Islamic teachers and guidance and counseling teachers must be creative and willing to innovate learning which is a solution that needs to be designed and implemented by maximizing existing media such as online media (Linda et al., 2023). It would be nice if Islamic teachers and guidance and counseling teachers in general already have ideas in responding to the current situation, to maintain the continuity of the learning process so as not to be left behind in any condition. Moreover, the role of Islamic teachers and guidance and counseling teachers as educators as well as student mentors in Islamic learning cannot be abandoned. Islamic teachers and guidance and counseling teachers must do everything possible so that students can be well served.

In addition, Islamic teachers and guidance and counseling teachers can conduct learning using the e-learning method, namely learning utilizing information and communication technology, for example by using groups on social media such as WhatsApp (WA), telegram, Instagram, zoom application or other media as learning media.

Thus, Islamic teachers and guidance and counseling teachers can ensure that students follow the learning at the same time even in different places, and can also provide measurable assignments to the objectives of the material presented to students (Lubis et al., 2013). This is where the Islamic teacher and guidance and counseling teacher play an important role in shaping students' character and akhlaq. It takes the right strategy so that this role can be realized properly, namely by always providing exemplary examples and including moral messages in between providing learning materials, including by always reminding and motivating students to be steadfast in doing something good, such as in worship, especially the 5 daily prayers. Reminding students that worship is the main thing that is the purpose and task of human creation.

3.2.2. Religious Character Values Instilled in Students

The cultivation of religious character values of fifth-grade students at SDN 09 Kota Bengkulu refers to the values that must be developed to strengthen students' religious character, namely religion, honesty, tolerance, discipline, hard work, creativity, independence, democracy, curiosity, national spirit, love for the country, respect for achievement, friendship, peace love, love to read, environmental care, social care, and responsibility (Nissa & Ridhani, 2023). The implementation is integrated into each subject. Islamic Education is a subject that plays an important role in instilling religious character values in students.

Efforts to instill religious character values in fifth-grade students can be made by providing knowledge about kindness, cooperation, punishment, and reprimand if wrong (Novan, 2012). To train students to think creatively, foster a sense of responsibility, discipline hard work, communication, and cooperation, instill religious character values, broadly speaking, instilling religious character values aims to instill student character values.

The character education strategy itself is carried out to apply character values to students, according to Licktonia, there are three stages of the strategy that must be passed, namely:

1) Moral Knowing

The first step taken by teachers in implementing character education is where at this stage students are expected to have the ability to understand values. With the understanding that students have, they are expected to be able to distinguish values in praiseworthy morals and despicable morals logically and rationally so that students can look for figures who can be used as role models in praiseworthy morals (Majid & Andayanti, 2012, p. 13).b.Moral

2) Feeling or Moral Loving

The second stage is the emotional stage, a teacher must be able to touch the emotional realm, heart, and soul of students. At this stage, students are expected to have a sense of love and awareness that they need to have a praiseworthy character so that students can assess themselves or introspect themselves.

3) Moral Doing or Moral Action

This stage is the peak stage of success in the character education strategy when students are independently able to practice in everyday life consciously. Such as students are more diligent in worshipping, polite, friendly, respectful, loving, honest, disciplined, loving, fair, and others.

3.2.3. Inhibiting and Supporting Factors in Instilling Religious Character in Students.

From the research that has been conducted and supported by interviews with the islamic teacher and guidance and counseling teacher of SDN 09 Kota Bengkulu, it can be concluded that the role of the islamic teacher and guidance and counseling teacher in learning religious characters carried out by the islamic teacher and guidance and counseling teacher at SDN 09 Kota Bengkulu is by the three main functions of the role of the islamic teacher and guidance and counseling teacher in learning, namely as a planner, organizer, and evaluator. According to researchers, the planning of learning religious characters offline has gone well even though previously learning from home. Through the role of islamic teachers and guidance and counseling teachers who carry out religious character-based learning planning to be adjusted to the conditions of students and conditions that require learning at school again (Pradinavika, et al., 2023). However, in lesson planning, it is more difficult to determine and find ways so that learning can be carried out as much as possible with the familiarity of learning from home beforehand. Therefore, Islamic teachers and guidance and counseling teachers at SDN 09 Kota Bengkulu in planning religious character education lessons must have intellectual and creative knowledge to create and develop syllabuses, basic skills mapping, and character-based lesson plans (Rahmanita, et al., 2023). From the results of research that has been conducted, it can be concluded that the role of the School and Islamic teachers and guidance and counseling teachers in planning the learning of students' religious character formation is very important so that learning can be carried out properly by existing provisions (Rahmawati et al., 2023). According to researchers, the implementation of offline religious character learning is going well. The role of the Islamic teacher and guidance and counseling teacher in implementing learning is what the Islamic teacher and guidance and counseling teacher

have previously prepared by the syllabus, lesson plans, and developing teaching materials tailored to religious characters. Based on the provisions of the Islamic teacher and guidance and counseling teacher at SDN 09 Kota Bengkulu, they have carried out their duties regarding the implementation of religious character learning where there are several roles, among others:

- 1) The role of the Islamic teacher and guidance and counseling teacher as a learning motivator who motivates students so that they are motivated to carry out activities that can instill religious character.
- 2) The role of Islamic teacher and guidance and counseling teacher as a model/role model in learning religious character to students. Teachers are parents when at school, especially now that learning is carried out offline so that the teacher will be a figure that students will imitate. The role of teachers as role models can shape student behavior by becoming role models for students, instilling religious values, and motivating students to be more disciplined.

3.2.4. Islamic Teacher and Guidance and Counseling Teacher's Role as Evaluator.

Islamic teacher and guidance and counseling teacher assesses students' religious character through direct observation, through the habituation of activities recorded in the book and through photos of student activities. This is by the duties of the Islamic teacher and guidance and counseling teacher in the formation of students' religious character with the implementation of learning is an activity of the teaching-learning process as a core element of learning activities which in its implementation is adjusted to the signs that have been compiled in previous planning (Safitri & Ridhani, 2023). The following are the results of the evaluation of religious character learning based on the opinions of Islamic teachers and guidance and counseling teachers regarding the evaluation of character learning, among others: to see the extent to which students can apply existing religious characters, evaluate whether the design that has been made can be accepted and used by students, and find solutions when there is a problem in the process of planning, implementing and evaluating religious character learning.

Supporting factors for the implementation of religious character values, the involvement of Islamic teachers and guidance and counseling teachers at SDN 09 Kota Bengkulu can be seen in students who intensively receive assistance from Islamic teachers and guidance and counseling teachers both through online and home visit programs conducted by Islamic teachers and guidance and counseling teachers on a scheduled basis (Tamam, 2023). With fairly intense monitoring from the Islamic teacher and guidance and counseling teacher, the implementation of religious characters can be more optimally internalized to students. The presence of Islamic teachers and guidance and counseling teachers as role models for their students is an important figure in providing examples of how to behave properly (Hafizallah, 2023). When the Islamic teacher and guidance and counseling teacher can be present among their students, the Islamic teacher and guidance and counseling teacher will find it easier to monitor directly how their students behave. This will make it easier for the Islamic teacher and guidance and counseling teacher to reprimand students when they find bad behavior. So that this reprimand is also important so that students understand that their actions are detrimental to themselves and others so that they will not repeat these actions.

Through the evaluation of religious character by the provisions of the process of collecting information on the results of the cooperation of Islamic teachers and guidance and counseling teachers and students in the learning process can know weaknesses and strengths to then make improvements, make decisions, or prepare the next program.

4. RESEARCH IMPLICATIONS

The implications of this research can be used as consideration and reference for Islamic teachers guidance and counseling teachers, and further researchers both theoretically and practically:

Theoretical Benefits (1) This research is expected to provide scientific insights related to the synergy and collaboration of Islamic teachers and guidance and counseling teachers in shaping students' religious character; (2) This research is expected to be one of the literature for academics who want to research the religious character of students; (3) This research is expected to support the development of Islamic education and guidance and counseling science.

Practical Benefits (1) This research is expected to be one of the references for fresh graduate scholars and researchers regarding religious character; (2) This research is expected to be one of the references and considerations for further research related to the synergy and collaboration of Islamic teachers and guidance and counseling teachers in shaping students' religious character; (3) This research is expected to increase awareness for readers, especially teachers in schools regarding the importance of religious character for students; (4) This

research is expected to motivate readers to provide moral support, enthusiasm, appreciation, assistance, attention, and affection to students to foster religious character.

5. CONCLUSIONS

The role of schools as well as the synergy and collaboration of Islamic teachers and guidance and counseling teachers in planning learning for the formation of students' religious character is very important so that learning can be carried out properly by the applicable provisions at school. Strategies that can be carried out by Islamic teachers and guidance and counseling teachers in instilling religious character in students by acting as educators, learning resources, facilitators, models, advisors, and motivators. It is very important to instill religious character in students. Religious character is an attitude and behavior that is obedient in carrying out the teachings of the religion it adheres to, tolerant of the implementation of other religious worship, and living in harmony with followers of other religions.

Research suggestion. For teachers, to instill religious character in students, a collaborative strategy with other teachers is the right step to take with their respective tasks and roles. For future researchers, the results of this study can be used as a reference and novelty related to the synergy and collaboration of Islamic teachers and guidance and counseling teachers in shaping students' religious character.

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