

DISCIPLINARY CULTURE OF ISLAMIC RELIGIOUS EDUCATION TEACHERS IN IMPROVING STUDENTS' WORSHIP EXPERIENCE

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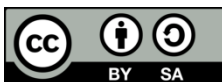
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Abstract.

Discipline is a very important attitude because its application can develop a person who can control himself effectively. When someone is bound by rules then tries to follow them, it keeps them from doing what they want and out of control. A good teacher is a teacher who has a disciplined attitude on duty. The research objective is to find out how discipline is enforced by Islamic religious education teachers in improving students' worship practices at SMP Negeri 1 Luwuk. The method in this study is a qualitative approach, in the form of data collection and interviews. The results showed that the Discipline of Islamic Religious Education Teachers in improving the Practice of Student Worship at SMP Negeri 1 Luwuk was carried out well by holding religious activities such as cults twice a month on Fridays. However, the discipline of Dzuhur Prayer in congregation at school has never been implemented due to limited space or the absence of a prayer room at the school. Based on the results of research on the Discipline of Islamic Religious Education Teachers in Improving Students' Worship Practice at SMP Negeri 1 Luwuk, it can be concluded that Islamic Religious Education Teachers focus on building morals and developing students' character, for religious activities such as cults being held twice a month, namely on Fridays 'at. However, the Dzuhur Prayer discipline in congregation at school has never been implemented due to limited space or the absence of a prayer room at SMP Negeri 1 Luwuk. Discipline of Islamic Religious Education Teachers can improve Student Worship Practice



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A. INTRODUCTION

Part of the learning carried out by teachers at school is to provide discipline learning to students. Discipline character education during face-to-face learning is limited in elementary schools and as a self-evaluation material in an effort to shape discipline character in students (Ernawanto et

al., 2022). There are eight important themes about character education taught in schools including the theme of school rules in which there is discipline (Murniyetti et al., 2016). Discipline is a feeling of obedience and submission to values that can be believed as an obligation. Efforts to develop values and insist that subjects have competence in

obeying a rule. In the learning process, it is called the discipline of various rules and regulations at school in participating in learning activities at school (Ma'ruf, 2018).

Discipline is an awareness of the will of the community in agency rules that must be obeyed and existing social values. (Hasibuan & Hasibuan, 2016). Furthermore (Suryabrata, 2015) from the psychological part, discipline is the competence in controlling behavior contained in a person, right on something that has been set up both from existing values.

(Unaradjan, 2018) reveals that discipline is the ability to prevent violations that occur in a provision that has been authorized to carry out activities so that the law of group and individual development can be avoided. So, discipline is behavior, attitudes or norms of obedience to existing rules, by applying an attitude of discipline can show how a person's quality is.

Discipline is so important in developing students, especially towards worship so that when they grow up they are not lazy, apathetic and will be active in carrying out worship. Schools can influence students' discipline in carrying out worship (Mahrum et al., 2023). Worship here is not about prayer alone, but all good activities such as words, actions based on intentions and hoping to get the pleasure of Allah SWT. Regarding this matter, religion teachers are so important in increasing student discipline to worship well by running religious subjects or a religious activity carried out by the school, and aims to give students the awareness to

obey in carrying out their obligations as servants, as well as the enthusiasm to worship with circumstances that are not forced.

(Maharani & Mustika, 2016) explains that discipline aims to: (1) Provide encouragement not to act against the rules, (2) Train students to carry out good (3). Provide assistance to learners to adjust to the surrounding environment, (4) Provide training in learning in forming a useful habit.

Basically, worship covers the perspective of human life that Islam has prescribed. It has been practiced in everyday life as long as it does not contradict the Qur'an and As-Sunnah, Everything that is desired is also done so that life can be worth worship, the way of clothing, taking care of the household, socialization, conversation, so that everything becomes worship. In addition, aspects in the form of lessons and education.

Worship is submission or obedience to the Essence that has majesty, namely Allah SWT. All worship will form a word or action carried out by every Muslim who aims to get the pleasure of Allah SWT. In addition to the above understanding, IbadahIbadah has other meanings as follows: (1) Worship is obedience to Allah SWT in carrying out His commands. (2) Worship is humility to Allah SWT which becomes a very high level of obedience with high love (3) Worship is a term covering everything that Allah SWT loves, deeds or words, both physically and mentally.

Therefore, it can be concluded that the practice of worship is a process of behavior in

actions that are in accordance with Islamic law to prove obedience to Allah SWT., by implementing and staying away from His prohibitions.

As preliminary findings, the culture of discipline carried out by Islamic religious education teachers in improving the practice of students' worship focuses on moral formation, character building of students and religious activities such as cultums. The purpose of this research is to find out how the culture of discipline of Islamic religious education teachers in improving the practice of students' worship at SMP Negeri 1 Luwuk..

B. RESEARCH METHOD

The approach used in this research is a qualitative approach. Qualitative approaches are steps or methods that emphasize descriptive. In a qualitative research method, something that has a prominent perspective and a theoretical basis that is useful for researchers as a guide, so that this research method is in accordance with the context obtained in the field during the research. Qualitative research aims to explain an event in depth and collect data in more detail. Bogdan and Taylor said that qualitative research is a strategy in research that produces a description of data in the form of oral or written and observed behavior, (Moleong, 2013). The research time was carried out in November 2022, the location of the object of research was at SMP Negeri 1 Luwuk. In this study, researchers observed

activities at school and interviewed Islamic religious education teachers at SMP Negeri 1 Luwuk.

C. RESULTS AND DISCUSSION

Islam is a guide that guides every Muslim fully to realize the traits of faith, piety, honesty, justice, steadfastness, ingenuity, obedience and obedience to rules, wisdom, and responsibility. Efforts to internalize the norms of Islamic law so that the results can improve the character of every Muslim who has these traits are obtained by studying Islamic education. Today, life patterns are more colored by news, globalization, democratic rights, human rights accompanied by a significant increase in population and fewer economic production factors, increasingly complex life circumstances trigger humans to compete with each other, these challenges also play a challenge in the field of education, specifically Islamic religious education in order to answer challenges in the future.

(Muhaimin, 2005) explains that Islamic religious education is an effort in the rules to help individuals or groups of students at the time of making ideas about Islamic life (how to practice and be useful for life according to Islamic law and norms), Islamic life attitudes, which are seen in everyday life. Furthermore (Laelasari, 2010), the drill learning method in the practice of worship can foster a sense of student discipline towards worship.

The duties of the Islamic Religious Education teacher include: 1) Explaining about Islamic religious knowledge. The task is like the task of educators in general, which is equally trying to provide the knowledge they have to students, so that they understand and know knowledge widely. 2) Instilling an attitude of faith in the hearts of children the role of Islamic religion teachers in addition to providing knowledge, educators must be able to instill Islamic norms in students so that they can link between science and religion. Through the development of disciplinary character can overcome the problems faced by students (Muid, 2018).

Character creation in an education system is the relationship between character components that contain norms of behavior, which can be implemented gradually and related between knowledge of behavioral norms and or a strong essence to carry it out to Allah SWT, self and others, the community environment, and the nation and state. Likewise at SMP Negeri 1 Luwuk.

An educator plays a role inside and outside the school as a facilitator. Islam so glorifies people who have knowledge, so that they get a higher position or degree. As said in Allah's word surat Al Mujadalah verse 11:

يَا أَيُّهَا الَّذِينَ آمَنُوا إِذَا قِيلَ لَكُمْ تَفَسَّحُوا فِي الْمَجَالِسِ فَافْسَحُوا يَفْسَحِ اللَّهُ لَكُمْ وَإِذَا قِيلَ انشُرُوا فَانشُرُوا يَرْفَعِ اللَّهُ الَّذِينَ آمَنُوا

مِنْكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ وَاللَّهُ بِمَا تَعْمَلُونَ خَبِيرٌ ﴿١١﴾

Terjemahan Kemenag 2019

11. Wahai orang-orang yang beriman, apabila dikatakan kepadamu “Berilah kelapangan di dalam majelis-majelis,” lapangkanlah, niscaya Allah akan memberi kelapangan untukmu. Apabila dikatakan, “Berdirilah,” (kamu) berdirilah. Allah niscaya akan mengangkat orang-orang yang beriman di antaramu dan orang-orang yang diberi ilmu beberapa derajat. Allah Maha Teliti terhadap apa yang kamu kerjakan.

Islamic religious education teachers are so important to develop the character of students in schools, especially at SMP Negeri 1 Luwuk. In order to achieve the goals of character education, Islamic religious education teachers are at the forefront of the success of students' character building. The character of the learners is due to the Islamic religious education teacher being a figure who is admired and exemplified plays a role in character building at school.

(Al-Ghazālī & Muḥammad, 1995) "To be a teacher you must practice what you know and then what you say is true. For knowledge can be seen with the inner eye, though the action can be seen with the head."

The explanation above is clear that a teacher should do what is ordered, stay away from what is prohibited and practice the knowledge that has been taught, because all teacher activities become role models for students, supervise the attitudes and behavior

of students in daily activities and the association of students in schools according to the guidance of *akhlakul karimah*.

The Minister of Religious Affairs Regulation explains that the role or duties of Islamic religious education teachers as in the regulation of the Minister of Religious Affairs of the Republic of Indonesia number 16 of 2010 concerning "management of religious education in schools, in article 1 paragraph 7 states that religious education teachers are professional educators with the main task of educating, teaching, guiding, directing, training, setting examples, assessing and evaluating students."

Being an educator, especially for religious teachers as a role model to shape student character. In the background of character education, education is carried out in educating students as good human beings, with behavior based on piety to Allah SWT. Prevention of things that are contrary to religion can be through schools (Setiabudi et al., 2021).

The concept of education that can be emulated is so important for education and can influence, especially the character building of students, so Islamic religious education teachers must be able to provide self-recognition to students. So it can be achieved when the Islamic religious education teacher recognizes and observes the movements and understanding between students since the first teaching and learning process, and the Islamic religious education

teacher needs to understand the competencies, experiences and opinions of students, as well as knowledge and recognition of the actual origins of students to be used as a guide by religious teachers to form methods and learning media that are right on target.

(Kesuma et al., 2011) said that the purpose of character development is to foster the improvement and strengthening of certain norms to be reflected in behavior, whether during the school process or after graduation, correcting the behavior of students who violate school norms, building a correctional team to live in harmony in society, and jointly bearing the responsibility of character education. Based on expert opinion, it can be concluded that knowing student character is important in understanding student potential and that educators must lead as well as provide effective examples for students.

Based on the results of the research, the Islamic religion teacher becomes an educator to shape the character of students at SMP Negeri 1 Luwuk, namely functioning all parties in the school to become a moral group that can share its responsibilities in character and is principled in basic norms. The role that can be reflected by Islamic religion teachers in building student character is played by education personnel and educators who are competent and exemplary. For example, teachers at SMP Negeri 1 Luwuk try to practice exemplary behavior, all parties in the school can show attitudes that can be reflected to students. Both from things that

are considered small to the biggest, for example throwing garbage in its place, greeting each other, respecting each other and helping each other. At SMP Negeri 1 Luwuk, the intervention of the teacher's role in developing student character must intervene coherently so that it can be well directed in accordance with the agreed objectives. Structured the role of Islamic religion teachers as educators for character development can be realized through extracurricular and intracurricular programs. Screening the role of Islamic religion teachers to shape the character of students at SMP Negeri 1 Luwuk, prioritizes a personal screening approach in improving the close emotional relationship between teachers and students. In this way, teachers are expected to be able to accurately fix students' problems. Therefore, teachers must be able to provide solutions when there are problems experienced by students. What steps are taken in student character building at SMP Negeri 1 Luwuk.

(Donni, 2014) suggests that teachers are very important to play a strategic role because their existence is related to the quality and success of education. Teachers play a role in optimizing students' abilities by shaping the abilities and responsibilities of students, and teachers are able to assess students' abilities by understanding the nature, character and character of the remaining models in learning. Teachers provide awareness to students of religious

understanding as well as religious knowledge in students' daily lives (Ali, 2022).

(Darmadi, 2015) says that an educator is tasked with civilizing students so that they can be fluent in communication and can form good characters and can be instilled in students to become good citizens and teachers become a link for student learning in achieving goals. Furthermore (Nuryana et al., 2022) to be able to cultivate religious attitudes, the steps taken by the teacher are using the habituation approach method of worship values to students.

Based on the results of research on the role of Islamic religion teachers as educators to shape the character of students at SMP Negeri 1 Luwuk and the opinions of experts, it can be concluded that each student has a different character, teachers must be able to get to know their students more closely to know the character of students and be responsible for the development of the potential of students and teachers can also be an example for students.

D. CONCLUSION

Based on the results of research on the culture of discipline applied by Islamic Religious Education Teachers in Improving the Practice of Student Worship at SMP Negeri 1 Luwuk, we can conclude that Islamic Religious Education Teachers focus on moral formation and character development of students, for religious activities such as cultums carried out twice a month, namely on Friday. However, for the

discipline of congregational Dzhuhur prayers at school has never been implemented due to limited space or the absence of a Musholah at SMP Negeri 1 Luwuk. To further improve the practice of student worship at SMP Negeri 1 Luwuk, not only moral formation and character development, the author hopes that there will be efforts from the government to add facilities and infrastructure, especially prayer rooms so that the discipline of practicing worship can be further improved both from teachers and students at SMP Negeri 1 Luwuk.

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