

THE ROLE OF AKIDAH AKHLAK TEACHERS IN FOSTERING STUDENTS' GOOD CHARACTER IN MTs NEGERI 1 TANJUNGPURONG

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Abstract

The background of the problem in this research was the importance of teacher's role in fostering the good character of students. Based on the results of preliminary research, there were still many students who showed bad attitudes such as fighting, not wanting to help friends who were having difficulties, being ignorant, and so on. This study used a qualitative method and the data sources in this study included teachers of Akidah Akhlak subject, school principal, and students. Data collection techniques were carried out through observation, interviews, and documentation. The data analysis technique was inductive and described narratively. The results of this study indicated that the teachers of Akidah Akhlak at MTs Negeri 1 Tanjungpurong generally have carried out their roles quite well, especially in fostering the good character of the students.

Keywords: Role of Akidah Akhlak Teacher, Fostering Students' Good Character

Abstrak

Latar belakang permasalahan dalam penelitian ini adalah perlunya peranan seorang guru dalam membina akhlakul karimah siswa. Berdasarkan hasil penelitian awal masih banyak siswa yang menunjukkan akhlak yang kurang baik seperti suka bertengkar, tidak mau membantu teman yang mengalami kesulitan, bersikap acuh, dan lain sebagainya. Penelitian ini menggunakan metode kualitatif, sumber data dalam penelitian ini meliputi guru akidah akhlak, kepala madrasah, dan siswa. Teknik pengumpulan data dilakukan melalui observasi, wawancara, dan dokumentasi. Adapun teknik analisis data dengan cara induktif dan dijabarkan secara naratif. Hasil penelitian ini menunjukkan bahwa secara umum guru akidah akhlak di MTs Negeri 1 Tanjungpurong telah melaksanakan peranannya dengan cukup baik khususnya dalam membina akhlakul karimah siswa.

Kata kunci: Peranan Guru Akidah Akhlak, Pembinaan Akhlakul Karimah Siswa

INTRODUCTION

A teacher ideally do not only transfers knowledge and skills to the students but also responsible for educating and fostering good characters of the students. For this reason, in Islamic education, the main goal is to build good characters. As Athiyah al-Abrasyi stated that the main and foremost purpose of Islamic education is "to educate ethics and mentality, all subjects must contain character education and every teacher must pay attention to character" (Al-Abrasyi 1970).

Morality is an act, behavior, nature or temperament of human being that is embedded and inherent in the soul, all of which arise without the need for a thought process that is spontaneous without requiring consideration, and actions or attitudes that are born sometimes

in the form of good deeds and sometimes bad deeds. Human morality will be inherent in their soul into a personality and become the characteristic of the person. If they have good moral character, then they will be seen as special not only to human beings but also to Allah.

In every human being, there is already the potential of having good and bad character. As Allah says in ash-Shams verses 7-10 which means: "The soul and its refinement (its creation), Then God inspires the soul (the way) of his wickedness and piety. Surely it is fortunate that the one who sanctifies the soul, and indeed it is the one who defiles it." (Ash-Shams: 7-10) (RI 2007).

Based on the verse, it can be understood that God has given the potential for good and bad character but that potential needs to be developed and directed properly so that human can avoid bad character. Thus, fostering all the potential that exists in humans including moral potential in order to develop properly is a must. To build the potential of human morality is carried out through educational activities. By providing good education, guidance, and direction, it will be formed and built human good character.

The obligation to shape the morality one of which is the obligation of the teachers in schools. Teachers are substitutes for parents in schools who are assigned the task to provide a good education for their students. Moral character education is one of the duties and responsibilities of all teachers, not only the teachers of Islamic education. Athiyah al-Abrasyi stated that "all teachers should pay attention to the morality of their students because religious is the highest morals, while good morality is the pillar of Islamic education (Al-Abrasyi 1970).

For this reason, every teacher, especially the Akidah Akhlaq teacher must make various efforts in fostering the morality of the students. The teacher's efforts in fostering students' morality can be done by doing various methods, such as: giving examples, getting used to good habit, providing motivation or encouragement, giving gifts especially psychologically, giving punishment (maybe in the framework of discipline), creating an atmosphere that affects positive growth, and establishing harmonious cooperation with the principal, other teachers, and parents (Tafsir 2003). By making these various efforts, it is expected that Akidah Akhlaq teacher will be able to improve the morality of the students.

In connection with the above explanation, based on the results of the preliminary research at MTs Negeri 1 Tanjungkarang, Akidah Akhlaq teachers had done their role in fostering the morality of the students, such as providing various materials about noble characters, providing advice if students had bad attitudes, giving punishment, giving stories about one's life, trying to make themselves a good role model for students. The teachers also directly warned the students who did bad attitude, invited students' parents to cooperate in fostering students' morality and interacting with the students.

Based on the results of the preliminary research, most of the students stated that the role of Akidah Akhlaq teachers in fostering the good character of the students in MTs Negeri 1 Tanjungkarang was good. The Akidah Akhlaq teacher at MTs Negeri 1 Tanjungkarang carried out various strategies in fostering students' good character at school. However, based on the results of the researchers' preliminary research on Akidah Akhlaq class in grade VII in 2012/2013 academic year, there were still many students who had bad attitude, such as: fought, did not want to help friends who have difficulty, did not want to fulfill obligation to clean the class, disturbed their friends, mocked or insulted the lacks of their friends, cheated, lied, did not perform prayers, skipped the lesson, fought against the teacher, stole, took other people's belonging by force, and violated school rules such as: came late to school, wore inappropriate uniform against school regulations, and did do the homework or task given by the teachers.

Based on the results of the preliminary research, problem still happened although Akidah Akhlaq teachers at MTs Negeri 1 Tanjungkarang has made various efforts in fostering

students' morality. There were still many students of grade VII MTs Negeri 1 Tanjungkarang in 2012/2013 academic year who showed bad attitude. For this reason, the author wanted to conduct further research to find out the role of Akidah Akhlaq teachers to foster students' good character, or *akhlakul karimah*, at MTs Negeri 1 Tanjungkarang.

METHOD

This research used a qualitative approach. Qualitative approach aims to assess something without making comparisons so as to try to answer an event or situation that is then described in narrative form (Sugiono 2006). In this study, the data source was selected by using purposive sampling techniques. Data sources in this study included Akidah Akhlaq teachers, school principal, and the students. Data collection was carried out by using observation techniques, interviews and documentation. As for data analysis techniques were done inductively and described narratively.

RESULT

The word morality comes from Arabic which is the singular form of the word Al-Khuluq (الخلق) which means temperament (Jonah 1989). In the Great Indonesian Dictionary, morality is interpreted by ethics and behavior. So etymologically, morality means all actions or customs and habits of humans in their daily lives. While according to the term, morality is commonly called character, which is a complete system consisting of characteristics of reason or behavior that makes a person special (Ali Abdul Halim Mahmud, Penerj. Abdul Hayyi Al-Kattani 2004).

Morality is the term for a nature that is deeply ingrained in the self, from which deeds are born easily and lightly without the need to think and ponder. If something comes with beautiful deeds, then it is called good moral. Whereas if it comes from bad deeds, then it is called bad moral. Ibrahim Anis formulated the notion of morality as a state embedded in the soul, from which various kinds of deeds, good or bad, were born without the need for thought and consideration (Hadi 2005). While Abu Bakr Jabar al-Jazairi also expressed the opinion that what is meant by moral is the inherent habit of the soul that is propped on him good deeds in the form of desires and choices from good and bad and from the beautiful and ugly being (Al-Jazairi 1999).

From some opinions of the experts above, it can be concluded that morality is an act, behavior, nature or temperament of human being that is embedded and inherent in their soul, all of which arise without the need for a thought process that is spontaneous without requiring consideration and actions or attitudes that can be in a form of good deeds or bad deeds. The moral values in Islam include four aspects of life, namely moral to oneself, moral to Allah, moral to fellow human beings and moral to other creatures (Shihab 2004).

Based on the understanding of morality, it can be understood that the duties and responsibilities of Akidah Akhlaq teachers are not easy. Therefore, in Islamic education a teacher must have several conditions, namely: 1) confident, 2) knowledgeable, 3) physically and spiritually healthy, 4) has noble character, and 5) understand the realm of education (Derajat 1994). By having these conditions, it is expected that the teachers can be role model for the students, so that the teachers do not only commands the students to believe, obey, and behave nicely, but also set an example to the students' everyday life.

For teachers, teaching good character to the students becomes the main focus in carrying out the task of teaching the knowledge for fostering the good character to the students (Makin 2020). Thus, the role of Akidah Akhlaq teacher referred to in this study will be in the various efforts in order to foster the morality of the students.

In building good character, the teacher cannot be rigid, but must be flexible. In teaching good character, students are not required to show instant success by using one

method only, but can use various methods that are in accordance with the conditions and situations of students. As for this study, there are several methods that the teachers can use in fostering students' moral character in school, including transparency method, lecture method, demonstration method, practice and deed method, punishment and reward method, compassion method, and story method.

A. The Role of Akidah Akhlak Teacher in Fostering Students' Good Character in MTs Negeri 1 Tanjungkarang

Based on the results of collecting and analyzing data on the role of teachers in fostering students' good character in MTs Negeri 1 Tanjungkarang, it was found as follows: 1) giving a good example, 2) providing material about morality, 3) creating habit for students to have good behavior, 4) giving punishment for students who show bad behavior and rewards for students who show good behavior, 5) showing affection, 6) telling stories about moral values, and 7) giving advice.

1. Giving Good Example

Based on the results of the researchers' observation of the example of Akidah Akhlaq teachers in MTs Negeri 1 Tanjungkarang, it was found that all Akidah Akhlaq teachers of 4 (four) people never came late to school, and they immediately entered the classroom when the bell rang. However, there was one Akidah Akhlaq teacher who rarely follows congregational prayers with the students and often said inappropriate word whenever this person was angry. This is also in line with Oemar Malik's concept that teachers should be able to provide optimal direction to students so that students are able to adjust and imitate the attitudes that teachers show (Malik 2009).

Based on the observations of researchers, the morals of teachers in MTs Negeri 1 Tanjungkarang were quite good. When the prayer times, they performed prayers well. In addition, they showed good attitude such as having good relationship among the teachers, greeting and shaking hands when seeing one another, polite in speaking, and able to provide examples of dressing that was suitable to Islamic teaching. The relationship of male and female teachers was also restricted because they were not *mahram*, and so that both male and female students.

Based on the results of these observations, it is understandable that most of Akidah Akhlaq teachers in MTs Negeri 1 Tanjungkarang were able to be role models for their students even though there were still some Akidah Akhlaq teachers who still should behave better.

According to Winda, one of the students at MTs Negeri 1 Tanjungkarang, Akidah Akhlaq teachers could be good role models for them. She never saw Akidah Akhlaq teachers who showed bad attitude. The principal of MTs Negeri 1 Tanjungkarang also stated that the Akidah Akhlaq teacher in this school could be a good example for the students, in terms of words, deeds, dressing, getting along, and the relationship with God. Because according to the principal, Akidah Akhlaq teachers in this school had good character so that it can be used as an example for the students. In addition, there have never been any reports from students or parents for the behavior of teachers, such as hit the students. Likewise, in dealing with both male and female students, the teachers of Akidah Akhlaq were able to hold or control themselves quite well.

Based on the results of an interview with one of the students of MTs Negeri 1 Tanjungkarang, the student said that most teachers of Akidah Akhlaq treated students well and nicely, as well as never insulted or cursed the students. However, there were some Akidah Akhlaq teachers who liked to say words that hurt them, such as "You are all indeed a stupid class!". However, it was done by some Akidah Akhlaq teachers only and usually the teacher did not repeat the acts after having consultations with counseling teachers.

After the researcher held an interview with one of the Counseling teachers, he confirmed that the revelation from one of the students revealed was true that there were Akidah Akhlaq teachers who liked to treat students bad such as saying words that were insulting and hurtful. However, after dialogue with the Akidah Akhlaq teacher, it turned out that this was because the teacher was experiencing personal problems coincidence with the students on that day that were very difficult to manage. He further explained that such a situation was rare and would be avoided in the future.

Based on the results of data collection through observation and interviews, it can be understood that the Akidah Akhlaq teachers at MTs Negeri 1 Tanjungkarang could be a good example for the students both in terms of words and deeds.

2. Providing Materials about Morality

Based on the results of observations on the learning process and lesson plan which was reference in teaching, the range of materials about morality given by teachers to students were quite complete, ranging from attitude towards the students themselves, attitude towards God, attitude towards others, attitude towards parents, and attitude towards the environment. According to the researchers' observations, the materials about morality were always associated with the environment around students that they often encountered, such as fights between teenagers, smoking, promiscuity, and so on.

According to one of the Akidah Akhlaq teachers at MTs Negeri 1 Tanjungkarang, in delivering learning materials, the teachers always provided real examples in everyday life so that students were able to understand the material easily. For example, in the material of faith to Allah, the teachers gave various examples of behavior that good deeds to Allah SWT.

Based on the results of observations and interviews, it can be understood that materials about morality given to students in MTs Negeri 1 Tanjungkarang ranging from attitude towards God, parents, others, themselves, and the environment, and the learning materials were also associated with students' daily life.

3. Creating Habit for the Students to Have Good Behavior

Based on the results of the observation, the Akidah Akhlaq teacher at MTs Negeri 1 Tanjungkarang tried to familiarize students by doing good behavior, such as greetings, having Zuhur congregational prayer, reading the Quran every morning before the lessons started, throwing garbage in its place, coming to school on time, and wearing clothes neatly in accordance with madrasah regulations. Through creating habit, transparency and advice, it is expected that students can show good behaviors and can get used to it in everyday life (Sa'idah 2017).

According to Syifa, one of the students at MTs Negeri 1 Tanjungkarang, Akidah Akhlaq teachers always created habits to their students to behave appropriately,

such as did not come late to school, did not leave the classroom before the teacher enters the classroom, greeted when meeting the teacher and shook hands. Other students also stated that the habit created by their teachers also included practiced zuhur congregational prayer, prayed Dhuha during breaks, ate and drunk while sitting, did not shout, did not show *aurat*, did not laugh excessively, and so on.

Based on the results of observations and interviews, it can be understood that the Akidah Akhlaq teacher at MTs Negeri 1 Tanjungkarang accustoms students to do good morality, such as: saying greetings and shaking hands, wearing neat and polite clothes, praying Zhuhur congregationally, and obeying school discipline.

4. Giving Punishment for Students Who Show Bad Behavior and Rewards for Students Who Show Good Behavior

Based on the results of research observations, Akidah Akhlaq teachers were strict to students who show bad behaviors. According to Akidah Akhlaq teachers at MTs Negeri 1 Tanjungkarang, they always tried to embed discipline to students. Students who did wrong, such as: stealing, not doing the homework, lying, forcing other students to give money, cheating, and so on, would be immediately given strict punishment from teachers and school. However, the punishment given was not directly a severe punishment. If it was the first time the student has committed bad behavior, the student was given advice and informed the parents. If the student still repeated the bad behavior, then there were severe punishments such as calling the parents to school, do not allowed to follow the learning activities or expelled from school.

For students who show good behavior, the student would be given an award from the teachers with praise, attention, and a good response. This teachers' response was given with the expectation that the student would maintain their good behavior t even better. The teachers tried not to be indifferent to the students' efforts to improve themselves. Students who have tried to improve themselves were given support by not reminding students of their past mistakes.

Based on the results of the observations and interviews, it can be understood that Akidah Akhlaq teachers at MTs Negeri 1 Tanjungkarang directly punished the students who showed bad behavior and gave rewards to students who showed good behavior. Punishment was carried out gradually starting from giving advice and guidance. If the student still repeated their bad behavior, the students were given a stricter punishment until expelled from the school. Students who showed good behavior were also responded positively and given appreciation for the attitude they did, so that they were more motivated to always do good things and were expected to be an example for other students.

5. Showing Affection

From the results of research observations, the teachers of Akidah Akhlaq gave guidance to students with affection. For example, when students did bad, students were not immediately scolded and punished harshly, but were called and given advice. If the student still repeated their actions, then their parents were called or they were given a slightly harsh sanction. The researchers often saw Akidah Akhlaq teachers in school who invited the students who usually did bad behavior, whether they were called during recess or outside school hours.

According to one of the students at MTs Negeri 1 Tanjungkarang, their Akidah Akhlaq teachers were quite patient in dealing with the students. Sometimes their friends behave disrespectfully to the teachers, but the teachers were not immediately angry with the student, the teachers would give advice well. In addition, other students also stated that their Akidah Akhlaq teachers were not immediately angry if students behaved badly to them. However, the teachers advised the students with good words that did not hurt the hearts of students.

Based on the results of the observation and interview, it can be understood that Akidah Akhlaq teachers at MTs Negeri 1 Tanjungkarang fostered students' good character with the affection shown from their patience to students' bad behavior and not saying inappropriate words that hurt students' hearts.

6. Telling Story about Moral Values

According to one of the students at MTs Negeri 1 Tanjungkarang, only a few Akidah Akhlaq teachers who liked to tell stories that educate their morals. Other students also provided information that stories of moral values that teachers liked to give were about the stories of the prophets and prophet's closest companion, stories about the teacher's experiences, stories about real life and the experiences of others. This story telling method was used by Akidah Akhlaq teachers in order to be able to attract the students' attention and enthusiasm in participating in learning in the classroom.

According to one of Akidah Akhlaq teachers at MTs Negeri 1 Tanjungkarang, he always took the time to give stories to his students. The story given was intended to foster student morality, so that it could be an example and applied in everyday life of the students. The stories given to students were Islamic stories, such as the stories of the prophets and prophet's closest companions, and the stories contained in the Qur'an and Hadith.

Based on the results of these observations and interviews, it is known that Akidah Akhlaq teachers at MTs Negeri 1 Tanjungkarang used the story telling method in delivering learning materials. The stories given were adapted to the material taught such as the stories of the prophets and stories from the Qur'an and Hadith.

7. Giving Advice

Giving advice to students who showed bad behavior based on the researchers' observations was quite good implementation. The teachers could approach the students educatively. During the session with students who showed bad behavior, it was rare for the researchers to see Akidah Akhlaq teachers directly scolded the student. However, the students were immediately called to counseling room to discuss the problems they faced. In line with that, as the results of research conducted by Ahmad Hanany Naseh and Nurul Khofifah, advice is needed by all circles, especially students. This is so that students will be more obedient, not neglectful and independent (Khofifah, 2021).

According to one of the students at MTs Negeri 1 Tanjungkarang, their Akidah Akhlaq teachers always gave advice with good words. They never heard the teachers said inappropriate words when scolding the students. Teachers and students talked to each other like parents to their children. The teacher also delivered the advice in good words and did not hurt to the feelings of students.

Based on the results of observations and interviews, it is known that Akidah Akhlaq teachers at MTs Negeri 1 Tanjungkarang always gave advice to his students with good words and could motivate students to listen and follow the advice of the teachers.

B. Good Character of the Students in MTs Negeri 1 Tanjungkarang

As outlined in the theoretical foundation that the scope of students' morality includes: 1). attitude towards Allah, 2). attitude towards ourself, 3). attitude towards fellow human beings, and 4). attitude towards animals and plants.

1. Attitude towards Allah

Based on the results of an interview with one of Akidah Akhlaq teachers at MTs Negeri 1 Tanjungkarang, information was obtained that most of the students had good attitude towards Allah. This could be seen in zuhur congregational prayer when all students were able to carry it out well, although there were still some students who must be forced to join the prayers, but the number of such students was very small. In addition, from the results of research observations, it was known that students were also accustomed to performing dhuha prayers during break.

The results of researchers' observations on student prayer activities at MTs Negeri 1 Tanjungkarang were also quite good. If female students could not perform prayers because of menstruation, they must report to the teacher on duty. In addition, in the afternoon before school hours ended, students also performed ashar prayers. However, the results of the observations also found that there were still students who were lazy to perform prayers.

Furthermore, from the results of the interview, researchers obtained information that most students at MTs Negeri 1 Tanjungkarang diligently performed sunnah fasting on Monday and Thursday. One of the students also stated that he and his friends usually did sunnah fasting on Mondays and Thursdays, especially when it came to semester exams or whenever the exam took place. According to them, fasting made them easier to concentrate, and lessons became easier to understand and to remember.

Before the learning activities began, students read the Quran and prayed together to have easiness in studying. This Quran reading activity was led by one of the students alternately every day which started from 07.15 to 07.20 am. Then they continued by praying together. During the reading of the Quran and prayer, it was rare to see students messing or joking around and the average students did it well and solemnly. After school, the students always did prayers well. Although some students did not do prayers really well, but the overall students could do it correctly and solemnly.

The researchers managed to interview one of the parents who picked up his son at school. From this interview, information was obtained that since his son went to this madrasah, his son who used to be lazy to do prayers especially Isya and Fajr prayers, now wanted to do prayers without being told again. Even his son now often reminded his parents and younger brother to do prayers on time.

Based on the results of the data collection, it can be understood that most of attitude of students of MTs Negeri 1 Tanjungkarang towards Allah were quite good. This was seen from the observance of students who performed prayers, diligently did

sunnah fasting, diligently read the Quran and always prayed before and after learning activities.

2. Attitude towards Ourselves

According to one of Akidah Akhlaq teachers at MTs Negeri 1 Tanjungkarang, in general, students' attitude towards themselves were quite good, such as: honest, not arrogant, and always maintain personal hygiene. Most of the students of MTs Negeri 1 Tanjungkarang were honest both in performing the tasks given by the teacher and in their daily interaction with friends and teachers. Likewise, in maintaining body cleanliness, students at MTs Negeri 1 Tanjungkarang always maintained their body and clothing cleanliness.

The results of the researchers' observations also obtained information that students of MTs Negeri 1 Tanjungkarang wore clean and neat clothes every time they went to school. Likewise with other cleanliness such as nail hygiene. In addition, every Friday, the teachers were required to pay attention to the cleanliness of the nails of their students.

The student council head at MTs Negeri 1 Tanjungkarang also gave a statement that the average student in this school were honest. This was seen from the honesty stall program held by the Student Council, which sold stationery. Students were given the trust to do their own transaction. The stall only gave the price of each item and the place where students put their money. For three years the honesty stall was done, there has never been an incident of losing goods or money. This means that students did honest transactions very well.

Based on the results of the interview and observation, it can be concluded that students at MTs Negeri 1 Tanjungkarang had good attitude towards themselves. This was shown from the honest nature, not arrogant and the behavior of students who always maintained the cleanliness of the body and clothes.

3. Attitude towards Others

Students' attitude towards others included their attitude to parents, teachers, peers, junior at school, and others around them. According to one of the students at MTs Negeri 1 Tanjungkarang, students' attitude towards parents was good. They were polite to parents, obeyed the advice and rarely refute parents' words. Based on the researchers' interviews with Counseling teacher, it was rarely found that the students had a problem with their attitude towards parents. Likewise, it was found complaints from parents about students' bad attitude to the parents.

As for the attitude of students to the teachers, according to one of the Akidah Akhlaq teachers in MTs Negeri 1 Tanjungkarang, was quite good. Every time they met, the students greeted and shook hands. However, there were still some students who show bad attitude, such as always refute the teacher's words, rude and disrespectful, and did not want to listen to the advice of the teacher.

The attitude of students in MTs Negeri 1 Tanjungkarang to peers and junior at school could also be categorized quite well. it was rarely found a fight, insult and hate each other, bad words, and bullying. Most students at MTs Negeri 1 Tanjungkarang got along with peers as well as their junior. They also showed good attitude to others in the school environment, such as school guards, school staff, canteen sellers, and merchants. They greeted and respected them, used polite words and friendly to others.

Based on the results of data collection through interviews and observations, it can be understood that the attitude of MTs Negeri 1 Tanjungkarang students towards others were quite good, especially to parents, teachers, peers, junior, and others around them.

4. Attitude to Animals and Plants

Based on the results of the researchers' observations, the attitude of MTs Negeri 1 Tanjungkarang students to animals and plants were quite good. This could be seen from the plants around the school environment and in front of the classroom which were well maintained by the students. As for the students' attitude to animals, according to one of the students, they always treated the animals well, although there were some of their friends who were afraid of animals but they were still kind. The students fed and took care of the animal.

The parent of students at MTs Negeri 1 Tanjungkarang also explained that his son loved pets and plants at home. Once the parent hit a cat that stole food in the kitchen, then his son immediately reminded that the Prophet said hitting animals was prohibited unless the animal threatened our lives. He felt very grateful that his son studied in this school so that he had better religious knowledge.

Based on the results of the data collection, it is known that the role of teachers in fostering good character of students in MTs Negeri 1 Tanjungkarang could change students' attitude better, which included: 1). attitude towards Allah, 2). attitude towards ourself, 3). attitude towards fellow human beings, and 4). attitude towards animals and plants.

CONCLUSION

The role of Akidah Akhlaq teachers in fostering the morality of MTs Negeri 1 Tanjungkarang students was carried out by several methods and habituation to students. Those were being able to show example of good character both for their words and deeds, as well as giving materials about attitude towards Allah, parents, others, themselves, and the environment. The learning materials were also associated with the daily life of students. Students were also exposed to good habit such as said greetings and shook hands, wore neat and polite clothes, joined congregation prayers, obeyed rules at school. Then, the teachers also gave advice and guidance, so that students' morality was getting better. However, the role of Akidah Akhlaq teachers in fostering students' good character in MTs Negeri 1 Tanjungkarang must be further improved. This was because there were still some teachers who could not hold emotions by saying inappropriate words, did not participate in congregation prayers with students, gave physical punishment to students, and not being fair to the students. However, in general, Akidah Akhlaq teachers at MTs Negeri 1 Tanjungkarang performed their role quite well in shaping students' morality. Therefore, the students' good character could be optimized. Also, every teacher should take a role to guide students' morality with a sense of responsibility.

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