

# Efforts of Islamic Religious Education Teachers in Forming Students' Character in The Era of The Industrial Revolution 5.0 at SDN 161 Pakkodi Enrekang

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This research aims to discover the efforts of Islamic religious education teachers in forming the character of students in the era of the industrial revolution at SDN 161 Pakkodi Enrekang, which are described in specific problems, namely: 1) What is the character of students in the era of the industrial revolution 5.0 at SDN 161 Pakkodi Enrekang? 2) What are the teacher's methods for forming the character of students in the era of the industrial revolution 5.0 at SDN 161 Pakkodi Enrekang? This research method is qualitative with a case study approach. The research paradigms are theological, pedagogical and psychological. at SDN 161 Pakkodi Enrekang. Data sources are primary and secondary. Data collection techniques, namely participatory observation, in-depth interviews, and document study. Data analysis techniques for presenting data, data reduction, and drawing conclusions (verification) as well as in-depth analysis of case studies. Test the validity of the data, namely: : (1) internal validity, (2) external validity, (3) reliability, and (4) objectivity. The results of this research are: 1) Characteristics of students in the era of the industrial revolution 5.0 at SDN 161 Pakkodi Enrekang, namely The character is disciplined, honest, diligent, and speaks politely. Disciplinary character includes discipline when studying, discipline in appearance, and discipline in complying with school rules and regulations. The character of greetings that are polite, polite and gentle at school. . 2) The teacher's method in forming the character of students, namely the exemplary method is carried out by showing examples, explaining the material and objectives, not forcing, and always being patient and sincere and consistent.

**Keywords:** Teacher, PAI, Era, Revolution, Industry 5.0.

## 1). INTRODUCTION

Learning activities are a process of changing student behavior, leading to a positive direction. These behavioral changes go through a diverse and continuous process so that the expected behavior can be internalized well and last a long time. Behavioral changes are evolutionary (slowly), not revolutionary and dramatic. Changes in behavior in the learning context are changes that can be

measured, corrected and improved (H. Zainal Arifin 2017). This makes it important for every teacher to have high competence and effort in carrying out their duties professionally and with a sense of responsibility.

Islam in its doctrine recommends that each of its followers teach or preach to others (Andi Abd. Muis, 2018) It is the obligation of every Muslim to convey the mission of Islam with the concept of rahmatan lil 'alamin, so that humanity can feel peace, experience comfort, and achieve salvation, both in this world and in the afterlife. Islamic education is oriented towards improving the generation (students) so that they have the noble morals and competencies expected in carrying out their mission as caliphs on earth (Nursaid, Nur Khozin, 2019). This statement is confirmed in the words of Allah SWT, QS. Al-Baqarah: 30, which reads as follows:

وَإِذْ قَالَ رَبُّكَ لِلْمَلٰئِكَةِ اِنِّيْ جَاعِلٌ فِى الْاَرْضِ خَلِيْفَةً قَالُوْا اَتَجْعَلُ فِيْهَا مَنْ يُفْسِدُ فِيْهَا وَيَسْفِكُ الدِّمَآءَ وَنَحْنُ نُسَبِّحُ بِحَمْدِكَ وَنُقَدِّسُ لَكَ  
قَالَ اِنِّيْ اَعْلَمُ مَا لَا تَعْلَمُوْنَ

Translation:

Remember when your Lord said to the Angels: "Indeed, I will make a caliph on earth." They said: "Why do you want to make (caliph) on earth someone who will cause damage to it and shed blood, even though we always glorify you by praising you and purifying you?" God says: "Indeed, I know what you do not know" (Department of Religion of the Republic of Indonesia, 2014).

The verse above describes the duties carried out by humans as caliphs (Peter Salim, 1991). on earth. This task is considered very difficult so that humans are given the potential to carry out this mandate. Human potential can develop well through education effectively and efficiently. Education has a strategic role in developing the potential that humans have to carry out their mandate as caliphs, namely managing the earth and being responsible by using the mind that Allah has given to them (M. Dawam Raharjo, 1996).

The dynamics of life involve transformations and shifts that tend to be uncontrollable and uncontrollable. The very rapid development of science and technology has resulted in the emergence of various disruptions in social life, from the old atmosphere which is all conventional and towards the new atmosphere which is all digital (Afifah Mufidah Muninggar et al, 2021). Teachers are required to upgrade their competencies because students experience increasingly complex life transformations. Students are in the vortex of the industrial revolution which has a significant impact on various

dimensions of life. Students are faced with the digitalization of life, where everyone has access to information, everything is instant, from offline to online, and so on, which can influence the mindset and mentality of students. (Andi Abd. Muis, 2021).

The use of Android cellphones (HP) is a trend for students today as a result of the industrial revolution 5.0. Android cellphones or smartphones provide various features that can be accessed by users, which can be used for learning but also have many negative things, such as pornography, gambling, playing games, and so on. Students tend to waste their time studying because of the excess use of Android cellphones, such as playing online games, watching YouTube, using social media, and the various features available. This can affect the mindset and character formation of students and their dependence or 'addiction' to cellphones. Students at SDN 161 Pakkodi Enrekang cannot be separated from various external influences as a result of the industrial revolution 5.0.

The opening of internet access in the Bolli Enrekang area has a big impact on the order of social life, because access to information is wide open and hardware ownership by the community is sufficient. Students experience a gradual transformation, namely experiencing 'addiction' to using Android cellphones, by playing games and watching YouTube. This condition has implications for the formation of characters who predominantly color themselves based on the 'rhythm' of ICT itself (Andi Abd. Muis, 2018). Students become lazy about studying, cannot focus on studying, often fall asleep in class, act instantaneously and pragmatically, often come to school late, and various other characteristics.

## **2) METHODS**

### **1. Types and Research Approaches.**

This type of research is qualitative, or research that occurs naturally in the field and captures data in a narrative format. Investigating social phenomena and human problems through inquiry methods is the basis of qualitative research. In this research, researchers create a comprehensive picture, analyze words, record respondents' in-depth opinions, and conduct research in the real world (Iskandar, 2009). This research examines how PAI teachers at SDN 161 Pakkodi teach in order to develop student character.

The case study research approach because it refers to a research object whose focus is PAI teachers. PAI teachers have their own activities and activities to encourage and motivate students to

have student character. Bungin stated that an interesting case study is the researcher's freedom to research the object of his research and the freedom to determine the domain he wants to develop (Djam'an Satori and Aan Komariah, 2014). This confirms that this research was determined as the main informant to obtain primary data and other supporting informants.

## **2. Research Paradigm.**

This research discusses the methods of teacher efforts in PAI learning which are related to the character formation of students at SDN 161 Pakkodi. The approaches as scientific paradigms in this research are:

- a. Theological approach, namely this research study which uses the theological aspects of Islam as the basis and foothold in studying the research subject.
- b. Pedagogical approach, namely this research study by making education a scientific paradigm in the study and analysis of research subjects.
- c. The psychological approach, namely the design and implementation of PAI teacher methods in schools, always pays attention to the psychological aspects of students.

## **3. Time and Place of Research**

### **1. Research time**

This research was carried out based on research procedures and stages, such as concept preparation, preliminary study, proposal writing, (Andi Abd. Muis, 2023) data collection in the field, data analysis, and conclusions. The time planned for this research is 7 months, starting from January to July 2023.

### **2. Research location.**

This research was carried out at SDN 161 Pakkodi

## **4. Data source**

### **1. Primary data source**

The primary data in this research are the methods applied by PAI teachers in the classroom and the condition of the students' character at SDN 161 Pakkodi. The subjects of this research can be taken in the field through primary sources, namely PAI teachers and students.

### **2. Secondary data sources**

Secondary data is supporting data in this research that can strengthen and perfect the data taken

through primary data sources. Secondary data sources can be taken through supporting informants such as teachers and parents of students. Other supporting data can be obtained through document studies, both documents from schools and from journals, research manuscripts, or official reports from related institutions. This secondary data is related to the methods applied by PAI teachers and the character of students at SDN 161 Pakkodi.

## **5. Research Instruments and Data Collection Techniques**

This research used qualitative research with a case study approach. The research instruments used as techniques in data collection are as follows:

### **1. Participatory observation**

Observation is very important to use in collecting qualitative data. Observation is defined as the systematic recording of the phenomena being investigated (Suwardi Lubis, 1987). The object of observation is the character of students at school in everyday life, by looking carefully at how disciplined students are, how to communicate and interact with each other and with teachers, motivation and dedication to school learning, and honesty in behavior.

### **1. In-depth interviews**

In-depth interviews were also used in collecting field data for this research. A conversation that has a specific purpose is called an interview. The interviewer, who asks questions, and the interviewee, who offers answers, engage in dialogue (Risnayanti, 2004). In-depth interviews were conducted with key informants, namely PAI teachers and students at SDN 161 Pakkodi.

### **2. Document study.**

This research used data collection using document study techniques. The documents referred to are: 1) written sources for historical information as opposed to oral testimony, artifacts, paintings, etc.; 2) intended for official letters and state letters such as agreements, laws, grants, concessions and others (Djam'an Satori and Aan Komariah, 2009).

The document study carried out as an instrument in this research was documents in schools that were related to the research subject. Student records are kept well at school by homeroom teachers, guidance and counseling teachers, and PAI teachers.

## **6. Data Analysis Techniques**

This research was carried out using qualitative data analysis using a case study approach. The case study was specifically for PAI teachers which was carried out in an effort to carry out their duties

professionally at school. Data analysis used the pattern used by Miles and Huberman (Matthew B. Miles and A. Michael Huberman, 1992). that is:

1. Data reduction, namely abstracting all data obtained from all field notes resulting from interview observations and document review.
2. Presentation of data, namely a collection of structured information that provides the possibility of drawing conclusions in taking action;
3. Conclusion and verification, namely data that has been arranged in such a way (patterned, focused, arranged systematically) then concluded so that the meaning of the data can be found

### **7. Data Validity Test.**

This research data is qualitative in nature, the validity of the data is tested using established procedures. Moleong states that to determine the validity of the data, examination techniques are needed which are based on a number of certain criteria (Lexy J. Moleong, 2000), namely:

- 1) Credibility, namely maintaining trustworthiness by: (a) Extending the observation period, namely participation in the research process; (b) continuous persistence of observation; (c) evaluation (methods, data sources and data collection tools); (d) peer examination through discussion; (e) analysis of negative cases; and (f) adequacy of references;
- 2) Transferability, namely carrying out detailed descriptions of theoretical data, from case to case so that every reader of this research report gets a clear picture and can apply it to other similar contexts;
- 3) Dependability, ensuring that the research process remains consistent by reviewing all research activities on the data that has been obtained by paying attention to the consistency and reliability of the data;
- 4) Confirmability, namely ensuring that the reliability of the data can be guaranteed so that the quality of the data can be relied upon and accounted for.

### **3). RESULTS AND DISCUSSION**

The formation of positive character of students in the era of the industrial revolution 5.0 at SDN 161 Pakkodi Enrekang, is discipline in following the schedule of learning activities at school, discipline

in appearing clean, neat and attractive, and discipline in the context of awareness of compliance and obedience to rules and regulations. school order (H.S. Iriansyah, S.R, 2022).

Forming the character of greetings that are polite, polite and gentle, not harsh and harsh for students requires relevant processes and methods so that they can produce maximum results (A.B. Santosa, M. Zuhaery, 2021).

It is very important to develop the diligent character of students so that it becomes part of their personality. Students who are diligent will not be burdened with the learning tasks given by the teacher (Fahmi, 2018).

An honest attitude is a very important quality for students at school. An honest attitude includes behavior related to honesty, integrity, and sincerity in speaking and acting. An honest attitude is the basis of integrity and morals that are important for every student (Chomsatun, 2017).

The application of the exemplary method at SDN 161 Pakkodi Enrekang in shaping students' character, such as being honest, disciplined, diligent and clean, is carried out using various strategies. Teachers instill a patient and sincere attitude in positioning themselves as role models (Muhammad Syauqi, 2022).

Applying the habituation method in forming students' positive character, PAI teachers carry out several strategies, which include: the teacher masters the basics and goals of the behavior that is being used, the PAI teacher always supervises closely and if someone is negligent, immediately provides advice and motivation (Kumoro, M. Kanzunnudin, 2021).

The application of the method of praise and threats by teachers in shaping students' positive character is carried out using several strategies, namely: teachers are consistent in enforcing the rules and regulations at school. Apart from giving sanctions, teachers also give appreciation and appreciation to students who have positive character (Silvia Anggraini, Joko Siswanto, Sukamto, 2019).

#### **4). CONCLUSIONS**

Based on the results of the research and discussion described in the previous chapter, the following conclusions can be drawn from this thesis research:

1. Characteristics of students in the era of the industrial revolution 5.0 at SDN 161 Pakkodi Enrekang. The disciplined character of students continues to be developed at SDN 161 Pakkodi Enrekang, namely discipline, honesty, diligence and polite greetings. The character of discipline

includes taking time to study, discipline in having a clean, neat and attractive appearance, and discipline in obeying and adhering to school rules and regulations. The character of greetings that are polite, polite and gentle at school. The diligent character includes working on learning assignments, diligently attending school according to the existing schedule, diligently participating in flag ceremonies, diligently maintaining cleanliness, throwing rubbish in the right place, inviting friends to do community service, and diligently cleaning the classroom when it is their turn to work. Honest character includes speaking and acting, being honest if you are late for your homework, honestly stating the reason if you are late coming to school, and being honest if you don't pay attention to the rules or violate school rules.

2. Teacher methods in forming the character of students in the era of the industrial revolution 5.0 at SDN 161 Pakkodi Enrekang. The application of the exemplary method at SDN 161 Pakkodi Enrekang in shaping the character of students is carried out by showing examples, explaining the material and objectives, not forcing, and always being patient, sincere and consistent. The application of the habituation method involves mastering the basics and goals of behavior, always closely monitoring, providing advice and motivation and reinforcement, opening discussions and being wise about students' arguments, getting used to small, simple, affordable things, then moving on to more serious and complex behavior, attitudes. be persistent and patient in controlling habituation. The application of the praise and threat method is carried out by consistently enforcing rules and regulations, giving sanctions and appreciation according to behavior, explaining behavioral standards, learning activity standards, the basis for giving praise and threats, giving educational sanctions, and predominantly giving warnings in the form of threats and sanctions from on awards.

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2. Educators and Education Personnel at SDN 161 Pakkodi Enrekang build a joint commitment at school in creating a school culture with character, a conducive academic atmosphere, and participating in shaping the positive character of students.
3. Teachers at SDN 161 Pakkodi Enrekang must have commitment and synergy with PAI teachers in carrying out positive character formation programs for students through the application of exemplary learning methods, habituation, praise and threats.
4. PAI teachers at SDN 161 Pakkodi Enrekang must continue to improve their competence in developing varied learning methods in order to shape the positive character of students.
5. The community in general and especially the parents of students should always support the PAI teacher program at SDN 161 Pakkodi Enrekang in developing the positive character of students, following up on recommendations from the school, and parents being present in supporting the implementation of exemplary learning methods, habits, praise and threats .

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