



Teacher's Role in Developing Students' Characteristics in TPQ Nurul Yaqin Purwakarta, Indonesia

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ABSTRACT

Education is very important in building a good civilization, one of the things that must be considered is the role of teachers in improving students' morals so that in every behavior they have good religious values. Becoming a believer, pious and having noble character, education is not just transferring knowledge, more than that, students are expected to have behaviors that are practiced in their lives. In addition, the role of parents is also very supportive because the family is the main part in shaping the behavior and manners of children. In this study, the problem found was that there were children who made mistakes but did not want to admit such as hitting their friends and learning to apologize when they made mistakes that were difficult for children to do. The role of the TPQ 1st grade teacher, Nurul Yaqin, always relates each lesson to giving advice and providing good examples to students with the aim of improving and fostering their manners and morals. The purpose of this study was to describe the teacher's role in improving the etiquette and morals of grade 1 TPQ students in order to create children with noble character for the creation of an Islamic generation, and what factors support or hinder the development of students' manners and morals. The method used in the research uses descriptive qualitative methods to describe or clearly describe the research conducted.

INTRODUCTION

Human life must beautify itself with morals, manners and manners (Greenberg & Baron, 1997). Humans will lose or decrease in rank if they do not have good manners (Goody et al., 1986). The religion of Islam encourages humans to be civilized like a role model for all humans, namely the Prophet Muhammad SAW to be an example (Tabroni, 2019). In everyday life there are various kinds of human nature, some are commendable and despicable (Tabroni & Purnamasari, 2022). This must be considered by various parties such as parents, teachers or all parties who have an important role to pay attention to the manners and morals of children (Ryckman, 2012).

Manners are very necessary because as human beings, of course we will get involved and mingle with the community (Tabroni & Suarni, 2022). In relation to education, one of the functions of learning is for children to gain knowledge (Monette et al., 2013). By learning children will know what is good and bad and have the potential to do what they want to do (Newstrom, 2006). In Islamic education, there are educators or teachers and students as people who are educated in the process of guiding, teaching, educating must be done well and wholeheartedly (Imam Tabroni, Alvioni Nadea Fikriah, et al., 2022).

The relationship between teacher and student can be used as a measure of success in learning, and can influence student behavior (Schunk, 2015). The relationship that exists must be harmonious and have good cooperation with parents of students (Tabroni et al., 2022). That way, students are obliged to have good manners to the teacher, respect the teacher both in words and deeds (Imam Tabroni, Putra, et al., 2022). It is also very important to pay attention to adab to friends because friends are people who accompany you in difficult times and happy times and study together at the school. Adab is having good morals and good manners with words and deeds. Good manners must be realized in everyday life both at home and at school. In this study the problem found was that there were children who made mistakes but did not want to admit it, such as hitting their friends and learning to apologize when they made mistakes.

LITERATURE REVIEW

Teachers have the following responsibilities:

1. Moral responsibility, teachers have a moral reflection of Pancasila which can be seen from the appreciation of their behavior and ethics.
2. Responsibilities in the field of education in schools, namely a teacher masters and has the ability in every effective way of learning, including making unit lessons and then understanding the curriculum well, as well as the ability to teach in class, able to give advice, master techniques providing guidance and services, and being able to make and carry out evaluations.
3. Responsibility in relation to the community, namely being able to participate in the success of community development and being able to serve the community well.
4. Responsibility in the scientific field, namely the teacher is responsible for and participates in advancing knowledge.

Apart from that, the teacher has a role in transferring values that provide an understanding for children about moral and immoral acts, as well as moral and immoral actions (Imam Tabroni et al., 2021). Teachers also have to place themselves as second parents at school because they are given the trust of parents of students or guardians of students in caring for and educating their children in the school environment (Berthelon et al., 2020). Responsible teachers have at least several characteristics, namely as follows:

1. Can accept and obey norms, human values.
2. Carrying out his duties as an educator with pleasure, joy, freedom and courage.
3. Aware of the values related to actions and the consequences that arise (conscience).
4. Respect other people including their students or students.
5. Be wise and careful.
6. Piety to God Almighty.

The teacher is the lamp of the nation who teaches useful knowledge to his students, not only teaching but educating students to have good character (Lickona, 2012). The role of the teacher in utilizing teaching materials for students as a medium for motivating and exemplary in each learning process uses several methods, such as:

1. Exemplary method
The method uses giving a good example by the teacher to students in delivering lessons.
2. Story method
The method of delivering advice or messages that will be conveyed to students through various stories or stories that have positive values in them.
3. Advice method
Advice is a way of educating that is based on language, this advice is the impetus or factor for creating interactions between educators/teachers and students.

Role is an action performed by someone in an event. It can also be said that the role is a person or group of people who can carry out their rights and obligations according to their position (Baden & Wilkie, 2004). The role includes 3 things namely:

1. Roles that include norms that can be related to one's position or place in society. In this case it means regulations that can guide people in their lives.
2. Role is a concept that can be carried out in society by individuals as a community.
3. The role is also interpreted as the behavior carried out by individuals as important figures for the social structure of society.

In the school environment, teachers are educators, mentors, teachers, and trainers as well as servants for children, meaning that teachers must always be consistent in meeting the needs of their students in their growth and development (Thut et al., 1964). A teacher must know everything related to the development process of his students to build a good personality so that they will become children who are useful for the nation and the nation (Jen & Reeves, 2009).

Research like this has been carried out by previous researchers, there are previous studies that underlie this research, including:

Miftahul Jannah. Lecturer at the Higher Faculty of Al-Qur'an Science (STIQ) Amuntai, South Kalimantan. The title of this research is the Role of the Teacher in the Noble Moral Development of Students (Case Study at MIS Darul Ulum, Madin Sulamul Ulum and TPA Az-zahra Papuyuan Village). The purpose of this research is to describe and analyze the teacher's role in fostering the noble character of students, what factors support and inhibit the teacher's efforts to foster the noble character of students at MIS Darul Ulum and TPA Az-zahra Papuyuan Village, student coaching media for fostering the noble character of students at MIS Darul Ulum and Az-zahra TPA Papuyuan Village.

The results of this study show that the role of the Darul Ulum private Islamic elementary school teachers and the Az-zahra Al Quran Education Park plays an active role in fostering student morals both in religious and non-religious activities. Moral activities that are carried out such as how to respect teachers, good disciplined living procedures, friendly to the environment, obligatory and sunnah prayers in congregation, tahfiz, habsyi, and so on. Then the supporting factors such as family, community environment, living environment, and also school rules, and obstacles to limited time, limited supervision, student behavior, association, technology, self-awareness, and inadequate infrastructure in fostering the noble character of students in MIS Darul Ulum and TPQ Az-Zahra Papuyuan Village. And the student coaching media to foster the noble character of students at MIS Darul Ulum and TPQ Az-Zahra Papuyuan Village are teachers as educators, parents, and the school environment.

METHODOLOGY

The research was conducted using qualitative methods originating from interviews and observations conducted at the 1st grade school of TPQ Nurul Yaqin. This qualitative method produces data in the form of written or oral as well as a person's behavior. The source of this research information is the TPQ class 1 teacher Bu Risma. Data analysis by examining in depth the interview data about student morals. These results are combined with the results of interviews and documentation so that the validity and reliability of the data is tested. Data

interpretation uses the meaning of data through literature and the author's ideas about student morals during the learning process.

RESEARCH RESULT AND DISCUSSION

• Character Management of Education Students

Student morale and instilling character values are very important in learning, both formal education and non-formal education (Lickona & Ryan, 1979). With that we need a system or command that can manage every step and stage used to achieve the goal (The John Adair, n.d.). The right way to achieve a dream goal is called management, in this case management is carried out in the student learning education process (Robbins et al., 1997). Therefore, management is a step, stage, and method designed systematically to instill, grow, and familiarize the character values of students (Sari & Tabroni, 2022). Within the scope of the school, if all the resources that flow within the school complete a common mission, then the management of values can be achieved. Likewise outside the classroom in order to create an effective and efficient education. Then, implementing the steps in the management of student behavior, including;

1. Planning Stage

This is the initial stage before all school departments carry out their respective duties and responsibilities. The planning process is carried out through a review process with the school principal, teacher committee, faculty and school committee. In accordance with the ability or position, discuss system design, value formulation, and procedures for its implementation. The formulation of values in activities includes what the purpose is, the nature of the activity, who is the executor and person in charge, the implementation mechanism, location, time, facilities, etc., for example Mu'tallim: familiarizes students with the 5S of civil behavior (smiles, greetings, greetings, courtesy, courtesy). In the implementation mechanism, the school puts up 5S propaganda posters in the school environment, and residents at school are required to remind each other and understand manners (Bush, 2020).

2. Organizational Stage

The next management function is to create an organized arrangement in a system. Assigning duties and responsibilities to all members of the school communication, cooperation, accountability for each task is very important for the success of this phase. Efficient operations bear sweet fruit. An activity can be successful if there is good support from the whole community in the organization (Winchell & of Manufacturing Engineers, 1992). Of course, at the organizational stage, teachers are given more work than any other school resource. Because the teacher plays a role in educating students in the classroom.

3. Implementation Stage

At this stage, it is the implementation of all the pre-designed preparations. Schools are facilities or institutions that process, educate and teach education to students based on values. This institution with all existing resources moves to control the pattern of behavior, mindset, pattern of human education in it. With the aim of giving birth to a generation capable of achieving self-maturity,

intellectual maturity and etiquette perfection. The process of a person's adab education can be said to be influenced by the learning process that he gets, namely whatever he sees *communautaire*, *sensation*, *en fait est une habitude*, environmental conditions and who is another role model (Crosby, 1995).

4. Evaluation Stage

The last stage which is also called the stage of assessing the results. In this management function, all school resources will evaluate the results of their respective work. Have you been able to realize all existing plans, have you achieved the expected goals, have you encountered obstacles and so on?. The evaluation process is a reflection for all educational movers to assess and appreciate work results as well as for development material in subsequent educational processes. Controlling and maintaining appropriate student behavior (behavior) means that it can be said to be a form of prevention against the occurrence of inappropriate student behavior. A teacher can carry out an oversight as a form of prevention. This precaution is one indicator of success in classroom management. For this reason, the teacher must be swift in determining the steps to be taken effectively and efficiently (Terry, 1977). Finally, the management of children or students requires the contribution of all school and extracurricular resources. In addition to the teacher being the prime mover in school, parents are the main and first to shape children's rituals. Parents who teach their children to learn the right behavior will make it easier for their teachers to develop the personality and intelligence of their students.

• The Role of the Teacher in Shaping Student Behavior

A hero who is called a teacher is someone who has expertise in compiling learning programs, on the other hand can also manage classes so that students have learning conditions which then reach maturity, becoming the final stage of the learning process. The teacher as a whole has an inseparable daily perspective of his students. This means that students indirectly judge the ethics of a teacher based on how the teacher develops their students in the learning process. From a student's point of view, students will understand how a teacher can be a role model by teaching character and moral values (noble personality), such as honesty, trust, fairness, respect and responsibility. When trying to create high-quality trainers for students, you should always refer to the principles that the Prophet Muhammad used to practice and teach, when instilling a sense of faith in students and personalities. These principles include:

1. The motivation that can be seen in every word and temperament of the Prophet Muhammad. All of these things have strong motivation and encouragement to do good and leave bad.
2. Giving lessons should focus on a given problem, so that students can understand what is conveyed. Routinely convey repetition of material that is considered important to convey so that students can remember it better. Convey analogies directly so that students can increase the potential of their mindset, so that awareness appears and concentrates as well as carrying out self-introspection. Observing various kinds of students, which means the teacher must try to observe the various

conditions of students, therefore the teacher is able to prepare and facilitate the needs of students as a basic reference. Observing the three moral goals (cognitive, emotional and kinetic).

Observing the growth and development of students. Increase student creativity by submitting a number of questions in order to understand students' understanding and responses to what has been explained (Hill, 1990). Associate with students and the community and not be alone in various activities such as mutual cooperation, deliberations, and others. It is hoped that each student will start the lesson by praying, then ending by praying to Allah Swt, hoping that they will always get useful knowledge and blessings. Being a role model between words and deeds means that the teacher must be able to apply what is conveyed to students as an example for students with sincere and sincere intentions only to hope for grace and guidance from Allah Swt.

CONCLUSIONS AND RECOMMENDATIONS

The teacher uses his full authority as an educator, namely fostering and guiding students. Efforts made by the teacher so far by setting a good example and reminding and giving direction to students who still have bad morals. This process is quite well implemented by the teacher because the moral development program as a teacher's effort in improving student morals is carefully planned, implemented consistently, evaluated periodically, and shows quite good moral improvement results. Many obstacles faced by teachers such as differences in children's characters make it difficult to give the same direction.

In addition, teachers still do not fully understand the models and methods of fostering good morals. Often teachers carry out moral development that leads to physical and psychological violence. Therefore, the weakness of the teacher is that they are still unable to understand and accept the differences in student characteristics which have a negative impact on mentoring and developing student morals. For the next researcher to examine in detail the differences in student characteristics and teacher training and coaching so that they can know student psychology.

ADVANCED RESEARCH

Thus the author of this paper, the author realizes that this research is not free from errors and deficiencies. Therefore, the authors expect constructive criticism and suggestions from readers so that the writing of this research will be even better in the future. The author also advises the reader not only to read this material enough, but also to try to find other related references for even better results for the reader, and the writer is no exception.

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