

The Role of Islamic Education Teacher (Pai) In Instilling Anti-Violence Behavior at Smp Negeri 23 Banjarmasin Indonesia

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Abstract

This study reveals the role of Islamic Education (PAI) teachers in instilling anti-violence behavior at SMP Negeri 23 Banjarmasin. Incidents of violence and fights among students are common at this school. Moreover, bullying among students also frequently occurs. The aim of this research is to determine the role of PAI teachers and the supporting and inhibiting factors in instilling anti-violence behavior at SMP Negeri 23 Banjarmasin. This study employed a field research method. All data were collected through observations, interviews, and documentation, and analyzed using a descriptive qualitative approach.

The findings of this study indicate that the role of PAI teachers in instilling anti-violence behavior is carried out through their role as mentors, role models, advisors, and motivators. Several supporting and inhibiting factors for PAI teachers in instilling anti-violence behavior include the teachers' educational background, teaching experience, personal traits, the content of Islamic Education taught, students, students' families, and social media. The research findings suggest that the role of PAI teachers can significantly minimize incidents of violence in the school environment.

Keywords: Role of PAI Teacher, Instilling Anti-Violence Behavior.

1. Introduction

The current condition of the moral values of the younger generation seems to be increasingly deteriorating and concerning¹. This can be observed through deviations such as promiscuous behavior, the circulation of illegal drugs, student fights, the distribution of pornographic videos and photos, criminal activities, and various other forms of social pathologies that indicate a serious problem in the character of the nation's children². The decay

¹ Narjun Bahmid, "PERANAN PENDIDIKAN AGAMA ISLAM DALAM PEMBINAAN MORAL GENERASI MUDA," *Musawa: Journal for Gender Studies* 11, no. 1 (November 4, 2019): 66–80, <https://doi.org/10.24239/msw.v11i1.444>.

² Ni Putu Suwardani, "QUO VADIS" PENDIDIKAN KARAKTER: dalam Merajut Harapan Bangsa yang Bermartabat, Denpasar -Bali, UNHI Press, hlm. 4

of moral values among the nation's children necessitates the integrated handling of character and moral education from an early age within the family, school, and society.³

Education should not solely prioritize intellectual intelligence but should also be accompanied by ethics, morals, and virtuous character.⁴ Education is essentially a process of transmitting knowledge through various student learning experiences, aiming to develop character as an integral part of noble moral values. As stated in the Indonesian Education System National Law No. 20 of 2003, education aims to develop and shape the nation's character and civilization. Chapter II, Article 3 states that national education aims to enhance the potential of students to become individuals who have faith and devotion to the Almighty God, possess noble character, are healthy, intelligent, creative, independent, democratic, and responsible citizens.⁵ Since education is of utmost importance in human life, the role of teachers is highly crucial in constantly striving to provide education, guidance, advice, physical or non-physical training, and evaluation to all students in order to achieve the educational objectives mandated by the law.⁶ The role of teachers, particularly in Islamic education, is essential in cultivating noble character in students. Therefore, moral education is prioritized by teachers in the teaching process, as it is crucial for instilling spiritual values in daily life.⁷ The formation of character is always integrated with the process of education, training, guidance, and dedicated efforts. Character development is an effort towards achieving an inner attitude that spontaneously drives individuals to perform virtuous actions.⁸ In shaping students' character, a teacher plays the role of an educator who can serve as a role model for students.⁹ In addition to being an educator, a teacher also acts as an instructor, transferring knowledge to students, providing advice, and motivating students to uphold noble morals.¹⁰

A teacher is an educational professional whose main task is teaching, which involves developing students' cognitive, affective, and psychomotor domains as an implementation of the ideal concept of education. In Islamic educational literature, the term "guru" (teacher) refers to "*al-Murabbi*" (the Educator) and "*al-Mu'allim*"¹¹ (the Teacher), each having different functions. "*Murabbi*" comes from the root word "*rabba yurabbi*," which means guiding, nurturing, caring for, and educating. On the other hand, "*mu'allim*" is derived from the verb "*allama-yu'allimu*," which means teaching. An ideal teacher, as an educator and instructor, should be able to maintain the value system, which serves as a source of maturity norms. Teachers, as educators, should be capable of developing the value system of knowledge in students. As transformers of this value system, teachers can embody it in their personalities.¹²

³ Zida Haniyyah and Nurul Indana, "PERAN GURU PAI DALAM PEMBENTUKAN KARAKTER ISLAMIS SISWA DI SMPN 03 JOMBANG" 1, no. 1 (2021).

⁴ Dwi Harmita, Deka Nurbika, and Asiyah Asiyah, "Keteladanan Guru Pendidikan Agama Islam dalam Internalisasi Nilai-Nilai Akhlakul Karimah pada Siswa," *Journal of Education and Instruction (JOEAI)* 5, no. 1 (June 30, 2022): 114–22, <https://doi.org/10.31539/joeai.v5i1.3231>.

⁵ Haniyyah and Indana, "PERAN GURU PAI DALAM PEMBENTUKAN KARAKTER ISLAMIS SISWA DI SMPN 03 JOMBANG."

⁶ Jentoro Jentoro et al., "Peran Guru PAI dalam Menanamkan Nilai-nilai Islam Wasatiyah Siswa," *Journal of Education and Instruction (JOEAI)* 3, no. 1 (June 29, 2020): 46–58, <https://doi.org/10.31539/joeai.v3i1.1288>.

⁷ Hestu Nugroho Warasto, "Pembentukan Akhlak Siswa," *Jurnal Mandiri: Ilmu Pengetahuan, Seni, Dan Teknologi* 2, no. 1 (2018): 65., <file:///C:/Users/User/Downloads/32-Article%20Text-69-1-10-20180727.pdf>, diakses pukul 14.00 Wita, 12 Juni 2022.

⁸ Abuddin Nata, *Akhlaq Tasawuf Dan Karakter Edisi Revisi* (Jakarta: Rajawali Pers, 2013), 134.

⁹ Ibnu Miskawaih, *Menuju Kesempurnaan Akhlak* (Bandung: Penerbit Mizan, 1994), 14.

¹⁰ Reni Fahdini et al., "IDENTIFIKASI KOMPETENSI GURU SEBAGAI CERMINAN PROFESIONALISME TENAGA PENDIDIK DI KABUPATEN SUMEDANG," *Mimbar Sekolah Dasar* 1, no. 1 (April 1, 2014), <https://doi.org/10.17509/mimbar-sd.v1i1.1362>.

¹¹ Abd.Basir - *Model Pendidikan Keluarga Qurani ((Studi Sûrah Āli 'Imrân Dan Luqmân)* (1).Pdf," n.d.

¹² Edi Kuswanto, "Peranan Guru PAI dalam Pendidikan Akhlak di Sekolah" 6 (n.d.).

The role of the Islamic Education (PAI) teacher as a good role model for students also includes being a mentor, advisor, and monitor of the educational process in schools. This is done to shape the noble character of students and prevent the occurrence of violence among students in schools. According to Article 54 of Law No. 35 of 2014 concerning amendments to Law No. 23 of 2002 concerning child protection, paragraph (1) states: "Children within and around educational units must be protected from physical violence, psychological violence, sexual crimes, and other crimes committed by educators, educational personnel, fellow students, and/or other parties."¹³

One phenomenon that often occurs in school environments is violence. School violence is usually dominated by the students themselves. Acts of violence among students are often motivated by group conflicts between classes, which can create divisions. It is not uncommon for cases of violence in schools to be evidence that spiritual and humane values are beginning to fade. For example, at SMP Negeri 23 Banjarmasin, there are students from families where their parents are unemployed, and these children are frequently subjected to physical violence at home. Such experiences can potentially influence these children to engage in similar negative behaviors within the school environment. Additionally, instances of physical and verbal violence between students have occurred at SMP Negeri 23 Banjarmasin, necessitating the involvement of PAI teachers in providing guidance and advice to the students under their care.

2. Research Methodology

This study aims to examine the role of PAI teachers in instilling anti-violence behavior at SMP Negeri 23 Banjarmasin, as well as the supporting and inhibiting factors. The research design employed in this study is field research.¹⁴ All data were collected through observations, interviews, and documentation. The data analysis activities conducted in this research include data reduction, data display, and conclusion drawing/verification. The credibility of the research findings was ensured through triangulation (multiple sources and techniques), member checks, and a descriptive qualitative approach.¹⁵

The data obtained through observations allowed the researchers to directly observe the behavior and interactions of PAI teachers in the school environment. Interviews were conducted to gain insights into the perspectives, experiences, and strategies employed by the teachers in instilling anti-violence behavior. Documentation, such as school policies and records, provided additional information to support the analysis.

The process of data analysis involved reducing the data into manageable units, organizing and displaying the data in a meaningful manner, and drawing conclusions based on the analyzed data. To ensure the credibility of the research findings, triangulation was employed by using multiple sources of data and multiple techniques of data collection. This approach helped in cross-verifying the information obtained and enhancing the reliability of the findings.

Member checks were also conducted, where the researchers shared the preliminary findings with the participants to validate the accuracy and relevance of the data. This step ensured that the perspectives and experiences of the participants were accurately represented in the research. The research approach used in this study was descriptive qualitative, focusing on providing a comprehensive description and understanding of the role of PAI

¹³ Indonesia, *Undang-Undang Perlindungan Anak*, UU No. 35 Tahun 2014, LN No. 297 Tahun 2014, TLN No. 5606, Ps. 54.

¹⁴ Nina Nurdiani, "Teknik Sampling Snowball dalam Penelitian Lapangan," *ComTech: Computer, Mathematics and Engineering Applications* 5, no. 2 (December 1, 2014): 1110, <https://doi.org/10.21512/comtech.v5i2.2427>.

¹⁵ Abd. Basir et al., "Support for Islamic Understanding from Families Information of Piety for The Millennial Generation," *Nazhruna: Jurnal Pendidikan Islam* 4, no. 2 (August 16, 2021): 434–46, <https://doi.org/10.31538/nzh.v4i2.1603>.

teachers in instilling anti-violence behavior. The findings were presented in a descriptive manner, highlighting the key themes, perspectives, and factors influencing the role of PAI teachers in addressing violence among students.

Overall, the research methodology employed in this study aimed to capture a holistic understanding of the role of PAI teachers in promoting anti-violence behavior, considering the context of SMP Negeri 23 Banjarmasin and the factors influencing their efforts.

3. Results and Discussion

3.1 The Role of Islamic Education Teachers in Instilling Anti-Violence Behavior.

State Junior High School 23 Banjarmasin was established in 1993 with a decree from the official of the Indonesian Ministry of Education and Culture. SMP Negeri 23 Banjarmasin is built on fenced land measuring 277.60 square meters and unfenced land measuring 140 square meters. The total land area is 9,532 square meters, with the building covering 2,086.3 square meters, the garden area measuring 4,210.96 square meters, the sports field area measuring 324 square meters, the garden area measuring 283 square meters, and other areas measuring 2,627.74 square meters.¹⁶

The instillation of anti-violence behavior by Islamic Education teachers at State Junior High School 23 Banjarmasin aims to shape the character of the students.¹⁷ The desired character traits for students include values education, good manners, morality, and the development of decision-making abilities to discern between good and bad, uphold what is good, and wholeheartedly promote kindness while avoiding negative behaviors in their daily lives.¹⁸

One of the Islamic Education teachers with the initial's MDA mentioned that he always reminds students to be gentle and avoid behaving and speaking rudely. This is intended to make students understand the meaning of anti-violence. He explains to students that rude behavior can lead to violent actions. Such behavior is certainly not desired and is detrimental to oneself and others. Another example of instilling anti-violence behavior is practicing politeness. Islamic Education teachers also teach values of tolerance to students. Furthermore, an example of instilling anti-violence behavior mentioned by the Islamic Education teacher is emphasizing the existence of school rules to prevent students from engaging in violence towards each other. This aligns with the values of anti-violence education advocated by Utami Budiyanti, one of which is cultivating an attitude of tolerance and obeying school rules.¹⁹

Mr. MT, as the Islamic Education teacher at SMP Negeri 23 Banjarmasin, adds to the importance of instilling anti-violence behavior. He mentions that there are students who engage in bullying and harassing their peers at school. As mentioned by Safri Mardison & Yuli Permatasari, bullying can take various forms, including physical violence (such as slapping, hitting, assaulting), verbal abuse (such as mocking, teasing, insulting), and mental/psychological abuse (such as extortion, threatening, intimidating, isolating), or a combination of these.²⁰ According to him, instilling anti-violence behavior involves educating students about the potential acts of

¹⁶ Sumber Data: Dokumentasi SMP Negeri 23 Banjarmasin Tahun 2021/2022.

¹⁷ Wawancara dengan Bapak MDA, Guru PAI SMP Negeri 23 Banjarmasin, 17 Januari 2023.

¹⁸ Harmita, Nurbika, and Asiyah, "Keteladanan Guru Pendidikan Agama Islam dalam Internalisasi Nilai-Nilai Akhlakul Karimah pada Siswa."

¹⁹ Utami Budiyanti, Tesis: "Pendidikan Anti Kekerasan dalam Buku Ajar Pendidikan Agama Islam" (Yogyakarta: UIN Sunan Kalijaga, 2014), 18

²⁰ Safri Mardison & Yuli Permatasari "Motif Rasa Aman Peserta Didik Melakukan Perilaku Bullying Di SMP N 1 Painan.Pdf," n.d.

violence that may occur in school and emphasizing the importance of following school rules. This serves as a solution to promote anti-violence behavior within the school environment.

Mr. MT also states that incidents of violence at SMP Negeri 23 usually occur outside of class hours, such as after school or during breaks. He adds that acts of violence are certainly undesirable. Therefore, the Islamic Education teacher always plays a role in addressing such issues when violence occurs within the school environment.²¹

Based on the data presented, the role of the Islamic Education teacher at SMP Negeri 23 Banjarmasin is to guide and assist students in implementing anti-violence behavior within themselves. Some students at SMP Negeri 23 come from challenging backgrounds. As a teacher, especially an Islamic Education teacher, there is a great responsibility when students violate school rules or religious teachings of Islam. From the description, it is evident that the Islamic Education teacher at the school possesses a competency in personality. Personality competency refers to the educator having a firm, stable, mature, knowledgeable, and authoritative personality, serving as an example for students and possessing noble character.²²

In addition, the role of the teacher as a mentor, as mentioned by the Islamic Education teacher at SMP Negeri 23 Banjarmasin, includes providing advice to students and giving guidance when they have made mistakes. Furthermore, the role of the Islamic Education teacher as a mentor is to assist students in resolving the problems they are facing. According to MDA, the role of the Islamic Education teacher as a mentor is to guide the formation of attitudes and cultivate the character of the students. The Islamic Education teacher is at the forefront of guiding and nurturing students' character. The Islamic Education teacher is educated to humanize humans, meaning they have a duty to guide someone's character to always respect the dignity of other human beings.²³ This means being humane and compassionate (having good manners, noble character, and so on).²⁴ Another example is when there is a student brawl at school, the teacher actively intervenes by stepping onto the field to break up the fight. Then, the teacher also accompanies the involved students to the guidance counselor's office. MDA also mentioned that they are one of the Islamic Education teachers who actively participate in providing counseling to students and offering advice to the participants.²⁵

According to MT, the role of the teacher as a mentor is to provide guidance and direction to students and teach them that violence is a highly condemnable act. They explain that being a mentor also means guiding students to become better individuals and helping them solve problems they may encounter.²⁶ MT believes that in order to mentor students, it is important to integrate anti-violence values into the lessons. This can be done by making PAI (Islamic Education) materials relevant to their daily lives and encouraging students to apply them in their everyday experiences. It is evident from the student's statement that they have admitted to engaging in bullying their classmates and using an electronic cigarette (e-cigarette) within the school premises. However, thanks to the guidance and advice provided by the PAI teacher, the student has become aware of the importance of their actions and their impact on themselves and others. The teacher's mentorship has had a positive influence on the student, leading to a realization of the need to refrain from repeating such harmful behaviors in the future. This underscores the crucial role of the PAI teacher in guiding and counseling students to foster positive behavior and character development.

²¹ Wawancara dengan Bapak M T, Guru PAI SMP Negeri 23 Banjarmasin, 25 Januari.

²² Fahdini et al., "IDENTIFIKASI KOMPETENSI GURU SEBAGAI CERMINAN PROFESIONALISME TENAGA PENDIDIK DI KABUPATEN SUMEDANG."

²³ Wawancara dengan Bapak M. Dede Ansyar, Guru PAI SMP Negeri 23 Banjarmasin, 17 Januari 2023.

²⁴ Ahmad Abdullah and Nurhaeni DS Nurhaeni DS, "PENDIDIKAN HUMANIS DALAM PERSPEKTIF PENDIDIKAN ISLAM," *Jurnal Ilmiah Islamic Resources* 17, no. 2 (February 5, 2021): 76, <https://doi.org/10.33096/jiir.v17i2.84>.

²⁵ Wawancara dengan Bapak MDA, Guru PAI SMP Negeri 23 Banjarmasin, 17 Januari 2023.

²⁶ Wawancara dengan Bapak M T, Guru PAI SMP Negeri 23 Banjarmasin, 25 Januari, 2023.

Based on the interview conducted by the researcher with the two students mentioned above, they admitted to having received advice and spiritual guidance from the Islamic Education teacher (PAI) both in the classroom and in the guidance and counseling room (BK).²⁷ This aligns with the statement made by E. Mulyasa that the role of the teacher as a mentor is crucial for students. A mentor provides continuous assistance to students who face difficulties and problems. .²⁸

E. Mulyasa emphasizes that students need guidance from teachers to support their development and prevent them from engaging in behaviors that go against school rules. The case mentioned, involving a fight between a ninth-grade student and a junior student in the school, highlights the significance of the role of the PAI teacher as a mentor in guiding and advising students. In such situations, the PAI teacher can offer continuous support and guidance to students facing challenges.²⁹

By providing advice and spiritual guidance, the PAI teacher contributes to shaping positive behavior and fostering good character among students. Through the guidance of the PAI teacher, it is hoped that students will gain a deeper understanding of values such as kindness, tolerance, and the avoidance of violence. This will help create a harmonious school environment free from violence and promote mutual respect and appreciation among students. The role of the teacher as a mentor, as mentioned by the PAI teacher at SMP Negeri 23 Banjarmasin, is also in line with Sofyan S. Willis' article, which states that the role of the teacher as a mentor is to assist students in finding solutions to their difficulties beyond academic matters.³⁰

The PAI teacher's role as an exemplar at SMP Negeri 23 Banjarmasin is closely related to the teacher's personality. A teacher with a good personality sets a positive example and serves as a role model for students to emulate and follow. Additionally, a teacher's authority can influence the formation of students' attitudes. By being a mentor and setting a positive example, the PAI teacher not only helps students in their academic journey but also plays a significant role in their overall personal development. The teacher's guidance and positive influence can help shape students' characters, instill moral values, and foster a respectful and caring school environment. In conclusion, the role of the PAI teacher as a mentor and exemplar at SMP Negeri 23 Banjarmasin is essential in guiding students through challenges and promoting their personal growth. Through their positive influence, teachers can help students become responsible, compassionate, and respectful individuals both within the school community and in their daily lives.

According to MT, the role of a teacher as a mentor is to provide guidance and directions to students and impart the lesson that violence is a highly reprehensible act. He explains that being a mentor also means leading students to become better individuals and assisting them in resolving their problems when they face challenges. In guiding the students, MT incorporates anti-violence values during classroom teachings by relating PAI (Islamic Education) materials to their everyday lives.

Based on the testimonies of the students who were asked for their statements, one student mentioned that they have been sent to the counseling room (BK) several times due to bullying their classmates. Furthermore, the student admits to using an electronic cigarette within the school premises. The student deeply realizes the importance of the PAI teacher's role in guiding and providing advice. The given advice has created an awareness within the student, leading them to refrain from repeating actions that may harm themselves and others.

There is another case, where a 9th-grade student admitted to being involved in a fight that led to a visit to the counseling room (BK). The student fought with a junior schoolmate, and the incident was triggered by a verbal

²⁷ Wawancara dengan peserta didik kelas 8, Siswi SMP Negeri 23 Banjarmasin, 27 Januari 2023.

²⁸ E. Mulyasa, *Menjadi Guru Profesional* (Bandung: PT Remaja Rosdakarya, 2015), 42.

²⁹ Wawancara dengan peserta didik kelas 9, Siswi SMP Negeri 23 Banjarmasin, 27 Januari 2023.

³⁰ E. Mulyasa, *Menjadi Guru Profesional* (Bandung: PT Remaja Rosdakarya, 2015), 42.

altercation between them. Out of frustration from their friend being insulted, the 9th-grade student grabbed their bag and struck the junior schoolmate's face. The situation escalated further, causing one of the students involved to experience pain.

During interviews conducted by the researchers with the two students mentioned above, both admitted to receiving guidance and spiritual advice from the PAI teacher during classroom sessions and while in the counseling room (BK). This aligns with E. Mulyasa's statement that the role of a teacher as a mentor is crucial for students. As mentors, teachers continuously provide assistance to students facing difficulties and problems. E. Mulyasa emphasizes that students require guidance from their teachers to help them develop positively and refrain from engaging in actions that violate school rules.

The role of a teacher as a mentor mentioned by the PAI teacher at SMP Negeri 23 Banjarmasin is also in line with Sofyan S. Willis's statement in one of his articles, where he mentions that the role of a teacher as a mentor is to assist and provide solutions to students when they encounter difficulties in any aspect beyond academic matters. The role of the PAI teacher as an exemplary figure at SMP Negeri 23 Banjarmasin is closely related to the teacher's personality. A teacher with a good personality will set a positive example and be an exemplary role model for the students to emulate and follow. Moreover, the teacher's authority can influence the formation of the students' attitudes.³¹

According to MDA, the role of the PAI teacher as an exemplar is reflected in their character as an educator. As an exemplar, the teacher should be someone who can be respected and emulated. Being respected means that what the teacher conveys can be trusted, and their actions at school can be taken as examples to be followed by the students. As an exemplar, the teacher is one of the figures that students and other elements can look up to. Therefore, as a teacher, one must exhibit good behavior, attitudes, and personality to provide positive examples for the students to follow. MDA stated that the role of a teacher as an exemplar can be seen from the teacher's speaking style and demeanor when delivering a lesson in the classroom. Additionally, the teacher speaks and explains in a very polite manner without using a loud tone. MDA also mentioned that the PAI teacher, in instilling anti-violence values in the students, often quotes the words of Imam Syafi'i, who stated that a person in anger is like a dark, smoky cave, meaning that someone who is angry should calm themselves before taking action.³²

The good example set by the PAI teacher at SMP Negeri 23 Banjarmasin is reflected in their positive attitude, behavior, and speech towards the students. By teaching and speaking to the students without using a loud tone, the PAI teacher aims to encourage the students to imitate the behavior being taught. Based on observations and interviews conducted by the researcher, the PAI teacher at SMP Negeri 23 Banjarmasin has provided good examples for the students. This is evident in their respectful and considerate behavior towards others. The statements made by the students from both 8th and 9th grades, who were interviewed as supporting sources, corroborate the PAI teacher's statements at SMP Negeri 23 Banjarmasin. Additionally, the PAI teacher encourages the students to greet the teacher after the lesson is over. From the statements above, the researcher understands that leading by example cannot be realized without tangible evidence and concrete examples of that exemplary behavior, such as a teacher's good deeds and noble character, which are meant to be emulated by the students.³³

³¹ Sofyan S Willis, "Peran Guru Sebagai Pembimbing," *Mimbar Pendidikan: Jurnal Pendidikan* 1, no. 1 (2003): 28.,

[http://file.upi.edu/Direktori/JURNAL/JURNAL_MIMBAR_PENDIDIKAN/MIMBAR_NO_1_2003/Peran_Guru_Sebagai_Pembimbing_\(Suatu_Studi_Kualitatif\).pdf](http://file.upi.edu/Direktori/JURNAL/JURNAL_MIMBAR_PENDIDIKAN/MIMBAR_NO_1_2003/Peran_Guru_Sebagai_Pembimbing_(Suatu_Studi_Kualitatif).pdf), diakses pukul 10.20 Wita, 7 Februari 2023

³² Wawancara dengan Bapak MDA, Guru PAI SMP Negeri 23 Banjarmasin, 17 Januari 2023.

³³ wawancara dengan Bapak MDA, Guru PAI SMP Negeri 23 Banjarmasin, 17 Januari 2023.

The description aligns with what Kandiri Arfandi stated, that everything within a teacher will always be observed by their students. Actions, behaviors, speaking style, attitudes, and others will be subject to judgment in the eyes of the students. Therefore, a teacher must possess good character so that they can be imitated and respected by their students.³⁴ This also relates to what Mohammad Shohibul Anwar explained, that exemplification is related to the fundamental attitudes of a teacher, which will be evident during their teaching, dressing, human relationships, and speaking style, all of which will influence the students.³⁵

When a teacher behaves and embodies good examples, students feel comfortable and find it easy to absorb what is being conveyed. Just as Mr. MDA does when entering the classroom, he greets and jokes with the students he meets. Indirectly, Mr. MDA teaches the students to be polite and courteous when meeting others.³⁶

Mr. MT defines a PAI (Islamic Education) teacher as an exemplar, meaning that as a PAI teacher, he plays a maximum role in instilling noble character in the students by providing examples and reflecting good behavior towards them. According to Mr. MT, as a PAI teacher, he has a responsibility to set a good example and serve as a role model for his students. One of the things he does after class is to always shake hands with the students before they leave the classroom. Moreover, when prayer time arrives, he takes the initiative to invite the students to perform congregational prayers.³⁷

Testimonies from some students explain that the PAI teacher at SMP Negeri 23 Banjarmasin consistently sets a good example for the students. For instance, he invites them to the mosque when prayer time comes and during various other activities.³⁸ The role of the PAI teacher as an exemplar in the school is deeply felt by the students because he sets many good examples for them. The role of the PAI teacher at SMP Negeri 23 Banjarmasin as an advisor can be considered effective, as he always actively advises students when incidents of violence occur in the school, such as bullying, extortion, or fights. The PAI teacher never tires of advising the students to always associate with the right circle of friends.³⁹

According to MDA, a teacher as an advisor means that the teacher has a role in providing advice to students who are facing problems in school. It is evident that teachers not only give advice to students but also serve as role models to be emulated by their students. Mr. MDA often gives advice related to anti-violence behavior and reminds his students not to act impulsively when making decisions and not to be provoked when someone angers them. Similarly, Mr. MT also emphasizes that he frequently gives advice to students to always do good and stay on the right path. The role of a teacher as an advisor is endless, as the diverse personalities and behaviors of students require continuous guidance and counseling.⁴⁰ Mr. MT explains that some students at SMP Negeri 23 Banjarmasin come from families where their parents are unemployed and addicted to alcohol. He also adds that some children often experience verbal and non-verbal violence from their parents. Therefore, as a PAI teacher, he plays a crucial role in providing advice when students imitate and exhibit the violence, they

³⁴ Kandiri and Arfandi, "Guru Sebagai Model Dan Teladan Dalam Meningkatkan Moralitas Siswa," *Edupepedia: Jurnal Studi Pendidikan Dan Pedagogi Islam* 6, no. 1 (2021): 4, [file:///C:/Users/User/Downloads/1258-Article%20Text-5194-2-10-20210820%20\(2\).pdf](file:///C:/Users/User/Downloads/1258-Article%20Text-5194-2-10-20210820%20(2).pdf), diakses pukul 10.10 Wita, 7 Februari 2023.

³⁵ Mohammad Shohibul Anwar, "Peran Guru Pendidikan Agama Islam (Pai) Dalam Upaya Pembentukan Karakter Disiplin Dan Tanggung Jawab Anak Smp," *Journal Of Islamic Education Counseling* 1, no. 1 (2021): 30, <http://download.garuda.kemdikbud.go.id/article.php?article=3247885&val=28453&title=Peran%20Guru%20Pendidikan%20Agama%20Islam%20PAI%20dalam%20Upaya%20Pembentukan%20Karakter%20Disiplin%20dan%20Tanggung%20Jawab%20Anak%20SMP>, diakses pukul 09.50 Wita, 7 Februari 2023.

³⁶ Observasi peran guru PAI di SMP Negeri 23 Banjarmasin, 17 Januari 2023.

³⁷ Wawancara dengan Bapak M T, Guru PAI SMP Negeri 23 Banjarmasin, 25 Januari 2023.

³⁸ Observasi dengan guru PAI di SMP Negeri 23 Banjarmasin.

³⁹ Observasi dengan guru PAI di SMP Negeri 23 Banjarmasin.

⁴⁰ Observasi dengan guru PAI di SMP Negeri 23 Banjarmasin, 19 Januari 2023.

have experienced in their family environment.⁴¹ E. Mulyasa explains that a teacher as an advisor continuously provides guidance and advice to their students. Each individual on this earth is unique, and as a teacher, one must be able to recognize the character of each student, making it easier to provide advice to students who engage in violence at school.⁴²

Based on the data obtained, the role of a PAI teacher as a motivator at SMP Negeri 23 Banjarmasin is to provide encouragement and enthusiasm to students, urging them to be passionate about learning at school. Providing motivation to the students is aimed at making them aware and refrain from engaging in violence within the school environment.

The motivation given by the PAI teacher at SMP Negeri 23 Banjarmasin is intended to bring about a change in the attitudes and emotions of the students while at school. As previously mentioned by the PAI teacher, many students at SMP Negeri 23 Banjarmasin come from broken homes, and it is not uncommon for their parents to display violence in front of them. This poses a challenge for the PAI teacher in instilling anti-violence behavior by providing motivation to resist being influenced by their circumstances and environment. As the PAI teacher understands that the apple doesn't fall far from the tree, their role as a motivator becomes crucial in inspiring the students.

According to Mr. MDA, the role of a PAI teacher as a motivator involves consistently providing encouragement and motivation to students. MDA often provides motivation related to the struggles of the students' parents, explaining to parents that they should desire success for their children rather than resorting to violence at school. Additionally, when giving motivation to students in the classroom, as a PAI teacher, MDA provides vivid examples of potential consequences if the students continue engaging in violence at school. This is done to ensure that the students internalize and always remember the efforts made by their parents at home, in the hope that they will refrain from violent behavior within the school environment.⁴³

From the data gathered, it turns out that the majority of students at SMP Negeri 23 come from less privileged family backgrounds, which leads them to work part-time in the surrounding area. Mr. MDA Ansyari mentioned that one of his students works until late at night, causing him to be consistently late for school. He and other teachers provide motivation to this student, encouraging him to continue attending school even if he is late. Additionally, based on the observations made by the researcher in the classroom, Mr. MDA plays a role in providing motivation to his students. As a PAI teacher, he always instills enthusiasm and support among the students, encouraging them to be patient and never stop seeking knowledge.⁴⁴

Given the challenging circumstances and responsibilities some of the students face due to their family backgrounds, Mr. MDA's role as a motivator becomes crucial in helping them stay focused on their education and overcome obstacles. By providing continuous support and encouragement, he aims to keep their spirits high and motivated to pursue their studies, even amidst various challenges they may encounter outside of school.

According to Mr. MT, the role of a PAI teacher as a motivator is to be someone who provides and transfers enthusiasm to his students. During the interview conducted by the researcher with Mr. Muhammad Taufik, he mentioned that in the classroom, as a religious teacher, he often motivates his students to continuously seek knowledge and refrain from engaging in violence within the school environment. He emphasizes that the

⁴¹ Wawancara dengan Bapak M T, Guru PAI di SMP Negeri 23 Banjarmasin, 25 Januari 2023.

⁴² E. Mulyasa, *Menjadi Guru Profesional*, 43.

⁴³ Observasi dengan guru PAI di SMP Negeri 23 Banjarmasin, 27 Januari 2023.

⁴⁴ Observasi dengan guru PAI di SMP Negeri 23 Banjarmasin, 27 Januari 2023.

consequences of fighting, bullying, and disturbing others are not only felt by the victims, but those who engage in violent behavior will also be negatively labeled by the teachers.⁴⁵

This role of a PAI teacher is highly relevant to what Sholeh Hidayat mentioned about the role of a teacher as a motivator, which is to provide support and encouragement to the students. E. Mulyasa also stated that the role of a teacher as a motivator is to bring about changes in the attitudes, energy, feelings, emotions, and other aspects of the students in order to achieve a positive goal. As a motivator, a PAI teacher plays a vital role in shaping the mindset and behavior of the students, guiding them towards positive outcomes and encouraging them to strive for excellence in both their studies and their interactions with others. By instilling enthusiasm and support, a PAI teacher can create a conducive learning environment where students are inspired to grow and become responsible individuals who uphold good values, including rejecting violence and promoting peace within the school community.⁴⁶

3.2 Supporting and Inhibiting Factors in Instilling Anti-Violence Behavior

The educational background of the teacher is a supporting factor for a PAI teacher in instilling anti-violence behavior in the school. The teacher's educational background can have an impact on their ability to provide instruction to their students, as it aligns with their area of expertise. As mentioned by the PAI teacher at SMP Negeri 23 Banjarmasin, if a PAI teacher has a formal and informal education background related to religious studies, it will be easier for them to deliver teaching materials to students regarding anti-violence behavior associated with virtuous conduct (akhlakul karimah).

This perspective is in line with La Ode Ismail Ahmad's opinion that a teacher's educational background influences their performance and makes it easier for them to deliver teaching materials to students.⁴⁷ Furthermore, based on interviews with the PAI teacher at SMP Negeri 23 Banjarmasin, it is evident that the teacher has extensive teaching experience since starting their career. This signifies that the PAI teacher possesses good teaching experience, making it easier for them to provide guidance to students on cultivating anti-violence behavior in the school.

Increased teaching experience allows a teacher to become more skilled and adept at delivering lessons effectively to their students. According to Eliyanto and Udik Budi Wibowo, a teacher's experience significantly influences the achievement of desired results. Teachers with extensive work experience and broad knowledge become more skilled and efficient in their approach.⁴⁸ On the other hand, several factors may hinder the cultivation of anti-violence behavior. One of them is the challenging background of some students, such as coming from broken homes or experiencing violence within their families. This may present difficulties for teachers in instilling anti-violence values as students may already be exposed to negative behavior patterns at home. Another hindering factor is peer pressure and negative influences from the community or social media. These external factors can undermine the efforts of teachers to promote anti-violence behavior as students may be influenced by their surroundings more than the teachings at school.

⁴⁵ wawancara dengan Bapak M T, Guru PAI SMP Negeri 23 Banjarmasin, 2 Februari 2023.

⁴⁶ E. Mulyasa, *Standar Kompetensi Dan Sertifikasi Guru* (Bandung: PT Remaja Rosdakarya, 2012), 58.

⁴⁷ Laode Ismail Ahmad, "Konsep Penilaian Kinerja Guru Dan Faktor Yang Mempengaruhinya," *Idaarah: Jurnal Manajemen Pendidikan* 1, no. 1 (2017)., <file:///C:/Users/User/Downloads/4133-Article%20Text-8987-1-10-20180117.pdf>, diakses pukul 17.49 Wita, 12 Februari 2023.

⁴⁸ Eliyanto Eliyanto and Udik Budi Wibowo, "Pengaruh Jenjang Pendidikan, Pelatihan, Dan Pengalaman Mengajar Terhadap Profesionalisme Guru Sma Muhammadiyah Di Kabupaten Kebumen," *Jurnal Akuntabilitas Manajemen Pendidikan* 1, no. 1 (2013): 34–47., <file:///C:/Users/User/Downloads/2321-6438-1-SM.pdf>, diakses pukul 17.46 Wita, 12 Februari 2023.

Overall, while the teacher's educational background and experience can be supportive factors in cultivating anti-violence behavior, the challenges posed by students' backgrounds and external influences must also be taken into account to create an effective and comprehensive approach to promoting a violence-free environment in schools.

Based on the presentation of the data obtained, it can be concluded that the teacher's personality is a supporting factor in instilling anti-violence behavior. When a teacher's personality is considered good, their treatment and example towards their students will also be good.

From the results of interviews and observations with two PAI teachers at SMP Negeri 23 Banjarmasin, it is evident that both teachers have good and pleasant personalities. This is evident from the way the PAI teachers communicate, dress, and conduct themselves when facing challenges and interacting with students.

Syaiful Bahri Djamarah explains that a teacher's personality can be known through their speech, appearance, and actions when dealing with problems.⁴⁹ Akmal Hawi mentions that a teacher's personality is consciously derived from within the teacher, reflecting noble attitudes and behavior in real actions.⁵⁰

From the interviews conducted by the researchers, the content of Islamic Religious Education materials in the students' textbooks is identified as one of the supporting factors for PAI teachers in instilling anti-violence behavior. The materials, which according to the PAI teachers focus on character formation, will facilitate the teachers in promoting anti-violence behavior. Haris Zubaidillah and Ahim Sulthan Nuruddaroini note that one aspect of studying PAI materials related to character, whether it discusses virtuous or reprehensible behavior, can be connected with discussions on anti-violence behavior education.⁵¹

In conclusion, a teacher's positive and pleasant personality, along with appropriate teaching materials that focus on character development, contribute significantly to the successful cultivation of anti-violence behavior in students. These factors work together to create an environment that encourages students to adopt non-violent attitudes and actions in their daily lives.

The PAI teachers at SMP Negeri 23 Banjarmasin explain that sometimes students can become obstacles for teachers in instilling anti-violence behavior due to their diverse characters. Student behavior varies, such as disobedience to rules, fighting, being difficult to advise, and some being disrespectful to teachers. This is related to family and environmental factors in shaping their character. Nurfuadi explains that if a child receives harsh upbringing from their internal environment, it will have an impact on the students' attitudes at school. It can be concluded that the inhibiting factor for PAI teachers in providing education about anti-violence behavior is from within the students who experience violence within their families.⁵²

The environmental factor plays a role where some students of SMP Negeri 23 Banjarmasin reside in tough neighborhoods, surrounded by people engaged in alcohol and gambling. This cannot be denied that to some extent, it will have a negative impact on the students' personalities. Sulaiman Saat explains that the family is the

⁴⁹ Syaiful Djamarah, *Guru Dan Anak Didik Dalam Interaksi Edukatif* (Jakarta: PT Rineka Cipta, 2014), 32.

⁵⁰ Syaiful Djamarah, *Guru Dan Anak Didik Dalam Interaksi Edukatif* (Jakarta: PT Rineka Cipta, 2014), 32.

⁵¹ Muh Haris Zubaidillah and M Ahim Sulthan Nuruddaroini, "Analisis Karakteristik Materi Pelajaran Pendidikan Agama Islam Di Jenjang SD, SMP Dan SMA," *Addabana: Jurnal Pendidikan Agama Islam* 2, no. 1 (2019): 1–11, <file:///C:/Users/User/Downloads/95-242-1-PB.pdf>, diakses pukul 17.46 Wita, 12 Februari 2023.

⁵² Nurfuadi, *Profesionalisme Guru* (Purwokerto: STAIN Press Purwokerto, 2012).

main core in shaping the character of students. When a child engages in violence at school, it is possible that they have observed and imitated such behavior from their parents or family environment.⁵³

Family and the surrounding environment do not entirely hinder the cultivation of anti-violence behavior. On the contrary, they become supporting factors when parents and the environment foster a healthy atmosphere without violence, but filled with love, harmony, and tolerance.

Regarding social media, in SMPN 23 Banjarmasin, it can also cause instances of violence between students, not only physically but also verbally. For instance, verbal disputes on social media are common among female students. The PAI teachers state that it is challenging to monitor verbal violence on social media since they cannot constantly observe their students every hour. Anang Sugeng Cahyono mentions in his writing that social media can act as a catalyst for easy interactions with distant individuals, which may lead to the risk of verbal violence occurrences.⁵⁴

Based on the above description, it can be stated that social media becomes a hindering factor for Islamic Religious Education (PAI) teachers in instilling anti-violence behavior when students misuse it. On the other hand, social media can be a supporting factor for PAI teachers in instilling anti-violence behavior. For example, by creating WhatsApp groups with students as a platform to instill anti-violence behavior and educate noble character.

In this regard, PAI teachers can utilize social media positively by creating WhatsApp groups with students as a means to convey educational messages about anti-violence behavior and noble character. Through these groups, teachers can provide inspiration, advice, and motivation to students to always do good, maintain courtesy, and avoid engaging in violent actions.

With the right approach, social media can be an effective tool in supporting the learning process and educating positive values for students. PAI teachers can leverage technological advancements and social media as a means to provide appropriate guidance, strengthen the bond between teachers and students, and teach the importance of maintaining healthy relationships and mutual respect.

However, it should be noted that the use of social media in an educational context must be done wisely and in a measured manner. PAI teachers must ensure that interactions on social media remain within positive boundaries and comply with school rules. Additionally, it is important to educate students about social media ethics and the dangers of technology misuse, so they can become responsible users.

4. Conclusion

The conclusion of this research highlights the significant role of PAI teachers in fostering anti-violence behavior among students at SMP Negeri 23 Banjarmasin. PAI teachers serve as guides, role models, advisors, and motivators, all contributing to shaping students' character and conduct positively. Their guidance and positive

⁵³ Sulaiman Saat, "Faktor-Faktor Determinan Dalam Pendidikan (Studi Tentang Makna Dan Kedudukannya Dalam Pendidikan)," *Al-TA'DIB: Jurnal Kajian Ilmu Kependidikan* 8, no. 2 (2015): 1–17, <file:///C:/Users/User/Downloads/407-728-1-SM.pdf>, diakses pukul 14.38 Wita, 11 Februari 2023.

⁵⁴ Anang Sugeng Cahyono, "Pengaruh Media Sosial Terhadap Perubahan Sosial Masyarakat Di Indonesia," *Publiciana* 9, no. 1 (2016): 140–57, [file:///C:/Users/User/Downloads/79-Article%20Text-148-1-10-20170314%20\(1\).pdf](file:///C:/Users/User/Downloads/79-Article%20Text-148-1-10-20170314%20(1).pdf), diakses pukul 20.39 Wita, 9 Februari 2023.

examples help students understand the importance of non-violence while providing them with support and encouragement in their academic journey. By performing these multifaceted roles, PAI teachers contribute to creating a safe and harmonious school environment that promotes respect, empathy, and peaceful interactions among students.

However, some factors may hinder the process of instilling anti-violence behavior. The diverse backgrounds of students, particularly those from broken homes, and the misuse of social media can pose challenges in shaping students' attitudes and behavior towards violence. These external influences can impact their perspectives and actions.

Nonetheless, the research concludes that when PAI teachers effectively fulfill their roles as educators, they have the potential to reduce incidents of violence in schools. With their relevant educational backgrounds, substantial teaching experience, and noble characters, PAI teachers can successfully impart the values of non-violence and good moral conduct to their students. By persistently fulfilling their roles and employing appropriate teaching strategies, PAI teachers play a vital role in fostering a non-violent atmosphere within the school community, working towards minimizing acts of violence.

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