



## Inhibiting Factors and the Role of Islamic Education Teachers in Develop A morality Student Behavior at MTs Sunan Kalijaga Bojong

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### Abstract

The research was conducted to examine the inhibiting factors and the role of teachers in developing students' moral behavior at MTs Sunan Kalijaga Bojong. This study employed a qualitative research design with a case study approach, utilizing interviews and documentation techniques with Islamic Education (PAI) teachers as the primary research subjects. The findings reveal several factors that hinder the development of students' moral behavior. These factors include family background, social environmental influences, and the pervasive impact of social media, all of which contribute to the challenges faced by PAI teachers in promoting ethical conduct among students. In response to these challenges, teachers implement various strategies to foster moral development. These strategies include providing guidance and counseling regarding noble character, delivering warnings and sanctions for inappropriate behavior, consistently mentoring students, and modeling ethical behavior through daily interactions. Furthermore, the research highlights the importance of collaboration between teachers and parents to monitor and reinforce students' moral development beyond the school environment. By adopting a holistic approach that integrates classroom instruction, parental involvement, and practical guidance, teachers can effectively cultivate students who demonstrate ethical awareness, responsibility, and social consciousness. This study underscores the critical role of teachers in shaping morally upright individuals and offers insights for enhancing character education programs in Indonesian junior high schools.

**Keywords :** Inhibiting Factors, Role of PAI Teachers and Student Morals.

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## Introduction

Education is universally recognized as the cornerstone of national development, as it serves as the primary tool for shaping the intellectual, moral, and social capacities of individuals. The development of a nation depends not only on economic and technological advancements but fundamentally on the quality of education provided to its citizens. Education equips individuals with the knowledge, skills, and moral frameworks necessary to participate meaningfully in society and to contribute to sustainable development. With proper education, the potential of each individual can be maximized, leading to a society that is ethically conscious, socially responsible, and spiritually grounded (Masruhen & Alizzana, 2023; Taabudillah, 2024). In Indonesia, as in many other countries, education is considered the basic capital for national development. It is expected that the country's human resources, nurtured through education, will be competent not only academically but also morally, socially, and spiritually. The cultivation of moral character is critical for building a dignified, conscientious, and responsible society (Prayoga & Hasanuddin, 2025).

The concept of education extends beyond the mere transmission of knowledge. It encompasses the holistic development of learners, including their character, ethics, and social responsibility. An education system that neglects moral development risks producing individuals who may excel intellectually but lack ethical integrity and social awareness (Rani Maha, 2023). In this sense, education must balance cognitive learning with the cultivation of values, attitudes, and behaviors that foster social harmony and personal responsibility. Educating students morally ensures that they grow into adults capable of

contributing positively to society and upholding the principles of justice, fairness, and empathy (Zhomix & Tamami, 2024).

In recent years, the Indonesian education system has faced numerous challenges in promoting moral development among students. Despite national education policies emphasizing character education, reports of declining student morals—such as truancy, tardiness, disrespect toward teachers, and other forms of misconduct—remain prevalent (Hanafi, Zuhdi, & Fuadi, 2024). These behavioral issues reflect the complexity of moral education, which is influenced by multiple factors, including family environment, peer relationships, social media exposure, and the broader cultural context. Understanding the dynamics of these factors is essential for implementing effective strategies that support moral and ethical growth among students (Mulyadi, 2023; Nurjanah, Hoyrun Nisa, & Farida, 2024).

Teachers play a pivotal role in shaping students' moral behavior. They are not only conveyors of academic knowledge but also role models, mentors, and moral guides (Nuraisyah & Chusniatun, 2024). The ethical conduct, communication, and attitudes of teachers directly influence students' understanding of right and wrong and their ability to internalize moral principles. According to Safitri and Fahmy (2025), teachers in Islamic education are instrumental in addressing moral decay by fostering ethical awareness, instilling religious values, and guiding students through reflective practices and habituation. Similarly, Solehudin, Basyari, and Hidayat (2024) emphasize that consistent reinforcement of ethical behavior by teachers can cultivate virtues such as honesty, responsibility, and empathy, which are crucial for personal and social well-being.

Several models have been proposed for moral education, particularly in Islamic education contexts. Sanusi (2011) highlights that effective moral development can be achieved through role modeling, habituation, guided practice, participation in structured activities, and the use of rewards and sanctions. Role modeling allows students to observe and emulate behaviors demonstrated by teachers and significant adults, reinforcing ethical conduct and character formation (Fitriani, Agil, & Hermansyah, 2024). Habituation and repetitive practice embed moral principles into daily routines, making them an integral part of students' behavior and decision-making processes. Participation in school and community activities enables students to apply ethical reasoning in real-life contexts, promoting moral reflection, empathy, and social responsibility (Wulandari, Aziz, & Hayati, 2024; Tohirin & Nurfuadi, 2024).

Rewards and punishments also play a crucial role in moral education by reinforcing positive behaviors and correcting unethical actions. According to Nazaruddin (2024), a well-structured reward system encourages students to engage in ethical practices, while fair and proportionate sanctions promote self-reflection and accountability. This approach aligns with the broader objectives of Islamic moral education, which seeks to cultivate individuals who are both spiritually conscious and socially responsible (Shanti & Shohib, 2026).

In addition to pedagogical strategies, understanding the indicators of a morally upright Muslim society provides a framework for assessing the effectiveness of moral education. Dacholfany (2018) emphasizes that a pious society prioritizes faith, righteous deeds, and sincerity, while using worldly life as a means to achieve spiritual fulfillment. Members of such a society avoid sinful behavior, engage in mutual assistance, and remind each other of ethical conduct. They develop a life that is meaningful, productive, and aligned with divine principles. Hanifa and Zubaidi (2024) further note that Islamic education encourages students to internalize these values, enabling them to live ethically and contribute positively to society.

The decline in student morals, however, indicates that external influences often overpower educational efforts. Family environment significantly impacts moral formation.

Supportive families with clear ethical expectations foster moral resilience, whereas neglect or inconsistent guidance can contribute to ethical lapses (Haerudin, 2024). Peer influence is equally critical, as adolescents often model behaviors observed in their social circles. Positive peer environments reinforce ethical standards, whereas negative influences may encourage misconduct (Safitri, Ajahari, & Syahmudi, 2025). Social media also shapes behavior, exposing students to both constructive and destructive content. Excessive exposure to unethical online behaviors, cyberbullying, and materialistic ideals can undermine moral education efforts (Muis, Hosaini, Eriyanto, & Readi, 2024).

To address these challenges, it is imperative to enhance the role of Islamic education teachers in moral formation. Teachers must not only possess academic and pedagogical competence but also demonstrate ethical integrity, empathy, and leadership in fostering students' character (Mahfud & Zahriyah, 2024). Programs that integrate moral education across the curriculum, promote reflective practices, and encourage community engagement can strengthen ethical development (Nusrial, Siti Noor Mawar, & Abdulmumini, 2025; Haluti, Mufarrihah, & Nimim, 2024). Kurniawan et al. (2025) argue that comprehensive character education should be embedded in all subjects, emphasizing ethical reasoning, empathy, and civic responsibility. Muzaini and Salamah (2024) further assert that collaboration between teachers, parents, and community members is essential to provide consistent moral guidance and reinforce ethical values both at school and in the home environment.

Empirical studies confirm the significance of teacher influence in moral education. Masruhen and Alizzana (2023) report that students exhibit improved behavior and ethical reasoning when guided by teachers who actively model virtues and provide structured moral instruction. Taabudillah (2024) similarly finds that Islamic education teachers contribute to the development of noble character by integrating moral values into learning activities, offering mentorship, and fostering reflective practices. Prayoga and Hasanuddin (2025) highlight the importance of habituation and reinforcement in shaping students' character, emphasizing that character development requires sustained and deliberate educational strategies. Other studies reinforce the idea that moral education is most effective when it incorporates a combination of role modeling, habituation, activity participation, and reward-punishment mechanisms (Rani Maha, 2023; Zhomicx & Tamami, 2024; Hanafi, Zuhdi, & Fuadi, 2024).

In conclusion, education plays a pivotal role in shaping not only intellectual competence but also moral and social development. In Indonesia, the challenges facing moral education demand strategic interventions that integrate pedagogical best practices, family involvement, community support, and technological awareness. Islamic education teachers are central to this effort, serving as role models, guides, and facilitators of ethical growth. By reinforcing positive behaviors, guiding reflective practices, and fostering ethical reasoning, teachers can help students develop into morally upright, socially responsible, and spiritually conscious individuals. As such, strengthening moral education is crucial for national development, as it ensures that future generations contribute not only intellectually but also ethically to society. The integration of research-based strategies, effective teaching practices, and community collaboration will enable the Indonesian education system to cultivate students who excel academically while embodying strong moral character (Masruhen & Alizzana, 2023; Taabudillah, 2024; Prayoga & Hasanuddin, 2025; Rani Maha, 2023; Zhomicx & Tamami, 2024; Hanafi, Zuhdi, & Fuadi, 2024; Mulyadi, 2023; Nurjanah, Hoyrun Nisa, & Farida, 2024; Nuraisyah & Chusniatun, 2024; Safitri & Fahmy, 2025; Solehudin, Basyari, & Hidayat, 2024; Fitriani, Agil, & Hermansyah, 2024; Wulandari, Aziz, & Hayati, 2024; Tohirin & Nurfuadi, 2024; Nazaruddin, 2024; Shanti & Shohib, 2026; Yusuf, 2023; Hanifa & Zubaidi, 2024; Haerudin, 2024; Safitri, Ajahari, &

Syahmidi, 2025; Muis, Hosaini, Eriyanto, & Readi, 2024; Mahfud & Zahriyah, 2024; Nusrial, Siti Noor Mawar, & Abdulmumini, 2025; Haluti, Mufarrihah, & Nimim, 2024; Kurniawan et al., 2025; Muzaini & Salamah, 2024).

## Research methods

Study This use study qualitative with approach studies case study . Qualitative research is a research method used to examine natural objective conditions (as opposed to experiments) where the researcher is the key instrument, the data collection technique is carried out by triangulation, data analysis is inductive/qualitative, the research results emphasize meaning rather than generalization based on the philosophy of postpositivism (Slamet Untung, 2019) . Research was held at MTs Sunan Kalijaga Bojong which was held on December 15 , 2023. The research technique we used that is observation, interview and documentation techniques to collect data.

This research used a qualitative approach with a case study design. Qualitative research is a method used to examine natural objective conditions (as opposed to experiments), where the researcher is the key instrument. Data collection is carried out using triangulation techniques, and data analysis is inductive/qualitative. The results of qualitative research emphasize meaning rather than generalization, based on the philosophy of postpositivism. (Wulandari, E., Aziz, I. Q., & Hayati, R. M. 2023).

## Results and Discussion Study

The results of the research we have conducted at MTs Sunan Kalijaga Bojong to the relevant PAI teachers problems experienced by Islamic Education teachers in develop morals students in behaving there is several factors The things that hinder the role of teachers include :

### 1. Family Factors

From the results interviews that we got in the field , according to source person lack of attention both parents can influence morals Students . The family is an educational institution that does not have an official program like formal educational institutions. The family has a very strong influence on the development of a child's personality, because most of a child's life is spent in the midst of his family (Slamet Untung, 2019). Family is place education beginning in formation morals in children . Children are deposit from Allah SWT to parents For guarded, given love , and educate so that you can achieve the meaning of life and get closer self always to God.

Role family very much important in development morals child . However there are also families who still not enough care to development morals children and even Already tired educate so that child left alone free in impactful behavior negative for children. So as parents and teachers should is with always guide and monitor morals child in every his social life , giving advice , and good examples of behavior ( Zanchi, L. 2020).

### 2. Social Environment Factors

From results interview , according to source person social environment student become one of the factors that influence students' morals in behaving. Friends can influence the development of students' behavior because of the influence of conformity emphasized by peers on the behavior in a bond. When compared to being at home, teenagers interact and socialize more with their peers. In socializing with peers, it is advisable to choose friends because if we socialize with good people it will lead to goodness and if we socialize with bad friends it will lead to bad things. ( Von Trier ' s Melancholia2011 )

In education, especially moral development must be carried out by a teacher so that students can implement it in their daily lives about what has been instilled in the educational process that has been taken. However, in reality there is still moral demoralization which

along with the development of individual character which is influenced by environmental factors when interacting with peers can affect moral development, resulting in various problems arising (Euis Nur Istiqamah, 2023).

In this case, the impact positive from environment there are also many social interactions that is can socialize with friends and make friends familiarity and a sense of togetherness , encouraging become more personal good , have skills in communicate and work The same .

### 3. The Influence of Social Media

From the results of the interview delivered by the source , in this millennial era, social media can be source inhibitor morals Students . Social media is essentially a source of socialization and interaction, attracting others to view and visit links containing information. With its advancement, social media has become a necessity that always makes things easier. Besides having other effects, social media impacts users, especially students' morals. The study by Wulandari, Aziz, and Hayati (2023) examines the role of Islamic Education (PAI) teachers in improving the morals of junior high school students. Moral development is a central goal in Islamic education, as one of the missions of Prophet Muhammad was the perfection of human character. ( Kuss, D. J., & Griffiths, M. D. 2017).

Social media is spreading among teenagers, especially millennials today, students who initially spent time accessing the internet were for the purpose of finding information as a means of learning and communicating with people they know and don't know. However, social media can also be a tool that can give rise to dangerous things if not used properly. Several studies have also found that excessive use of social media and low levels of internet knowledge (internet skills) are variables that determine the level of student morals in behaving. Moreover, in Indonesia the literacy rate is still low compared to other countries (Dede Setiyawan, 2019).

Impact positive from social media other for a teacher is to make it easier for the teacher learning . Media social can accessed by whom just even child age school base Already clever in using social media owned by second his parents . Se is under supervision That No too influential If second her parents supervise will However , there are also children who are lacking supervised by both her parents moment currently using social media so that cause impact the negative for a child is such as making you lazy to do task Because too absorbed playing social media , often quarreling and cursing Friend peers (Hasanah Lubis, 2019). So we as teachers and parents must provide understanding and advise children to be wise in using media.

Teachers in their role as motivators are able to encourage their students to always have high motivation to learn through advice and attention. Motivation grows and develops from oneself and the environment. So that students are awakened by the existence of this motivation, through learning activities, namely before and after learning activities. For example, motivating about serious study, performing prayers on time and providing solutions and advice on daily life problems both related to worship and other problems. M.H.S. (2020).

### 4. Teacher as evaluator

Teachers, as evaluators, are capable of evaluating their students. Evaluation is the most complex aspect of learning, therefore teachers must possess adequate knowledge, skills, and attitudes. However, evaluation is not an end in itself, but rather a means to an end. Another skill a teacher must master is an understanding of evaluation techniques, both test and non- test, including the types of each technique, characteristics, development procedures, and question difficulty levels (Fitria Irawani Mbagho, 2021).

## Conclusion

Based on results study regarding the factors inhibiting PAI teachers and the role of teachers in develop morals students in behaving at MTs Sunan Kalijaga Bojong , the first factor family lack of attention both parents can influence morals students , the second factor Social environment : hanging out with good people will lead to good things, while hanging out with bad friends will lead to bad things. The third factor is social media, which, if used unwisely, can negatively impact a child's moral development.

The role of teachers in develop morals students in behavior that can be used , namely with give advice and understanding related noble morals , then give reprimand and sanctions to children with good morals not enough good , always guide always and provide a good example , Teachers too need Work with parents of students to always monitor development morals children outside school . The roles of teachers include: Teacher as Educator, Teacher as Guide, Teacher as Motivator, Teacher as Evaluator.

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