



Efforts Teachers Islamic Religious Education in Developing Communication Ethics of Junior High School Students

Abdul Rahim^{1*}, Nurul Khatimah¹, Arman¹

¹Fakultas Agama Islam, Universitas Muhammadiyah Buton, Indonesia

*Korespondensi: rahimmawan@gmail.com

Article Info

Received 12
December 2023

Approved 22
January 2024

Published: 08
February 2024

Keywords:
Teacher Islamic
Education, Ethics,
Student
Communication

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Abstrak

The purpose of this study was to determine the efforts of Teacher Islamic Religious Education developing students' communication ethics. Descriptive qualitative was used in this study in an object, a particular set of conditions, a particular information collection system, or a particular group of people at a particular time. The sample of the study that all seventh grade students amounted to 24 people from 22 students and 2 Teacher Islamic Religious Education. The data collection techniques are 1) Observations, namely making direct observations; 2) This interview was conducted to support the results of observations, 3) Documentation related to the problem under study. The techniques of data analysis used are as follows: Inductive method, deductive method, and comparative method. The results showed that 1) Students' communication ethics, students' communication ethics are still very lacking, where students still use impolite language to their teachers when speaking; 2) Efforts that can be taken for a teacher are 1) giving motivation, 2) providing guidance. 3) Habituation of students to follow good things; 3) Supporting factors from obstacles in the development of communication ethics are supporting factors, namely: Family environment, and institutional environment. This is to further add insight to the understanding of communication ethics.

1. Introduction

Teaching is a profession or position that has special skills, a job that cannot be carried out by just anyone without having expertise as a teacher. "In an educational institution, the teacher is a leader who provides learning and is also an educator so that children are smart and also have noble character. "In teaching and learning activities, the quality of learning lies with the teacher because he plays a very

important role, although other elements such as: curriculum, administration and infrastructure can also support the quality of learning."

Teachers as pedagogical workers must be role models in terms of ethics in communication. In order to be successful in communicating well, apart from that, Islamic Religious Education teachers must provide guidance to students regarding communication ethics in accordance with Islamic teachings, communication ethics between teachers and students, and students and students.

Education is not just about sending children to school, but also to gain knowledge, but it is also hoped that children will also grow and develop well and become educated human beings with noble morals so that they can be useful for society, the nation, the state and as a teacher of Islamic Religious Education. are required to be able to develop students' religious morals. Teachers have a heavy duty to build a new generation that has morals, behaves honestly and with dignity. "The period of schooling at junior high school level, the period when students are in their early teens, between 11 and 14 years. Old age is the peak. "Where the child's reaction has shown its true attitude, or in other words, the child's character has begun to form negative emotions and a changing temperament."

One of the lessons at school is Islamic Religious Education. Where this education is very necessary in the fields of knowledge, skills, values, religious attitudes, whether through formal education or non-formal education. so that they can understand, understand and carry out according to the guidance of Islam in their daily lives." "With the presence of an Islamic Religious Education teacher, it can help students to understand and increase students' faith, comprehension, appreciation and experience regarding the teachings of the Islamic religion, thereby making students believe and be devoted to Allah SWT."

Teachers are a good example for their students, especially in terms of interacting in communication ethics, this is done to achieve something in good communication, "teachers play an important role in shaping each individual, namely a bad Islamic Religious Education teacher into a good one." You should provide guidance to students regarding communication ethics in accordance with Islamic teachings and communication ethics in the school environment is the hardest task for a teacher to create students with noble morals.

Human life will not be separated from other people. "Where humans want to know the environment around them, even want to know what is happening within themselves, in this case what is important in human social life is communication." This also happens in the world of education, especially between teachers and students. Students must have ethics in communicating both with fellow students and with teachers. Ethics in communicating between teachers and students is very important. This is because those who adhere to applicable ethics can take other people's feelings into account. So that we can be more respected in public and the message or information conveyed can be received clearly. Apart from that, ethics in communicating will show a person's attitude and character.

An educator has the duty and responsibility to shape the ethics of his students. Apart from that, this also applies to Islamic religious teachers, where teachers follow the religion of their students. So that students' ethics can be formed by themselves. "Ethics in communicating politely are accepted and appreciated by the social environment because it prioritizes respect, care and concern for other people,

students will develop well depending on their environment." Ethics aims to enable us to distinguish between good and bad things according to their nature. When interacting or communicating, the choice of words must be maintained so that it matches the purpose of the conversation and is in harmony or alignment.

"The criteria for interaction are: 1) you must pay attention to your friend when talking; 2) sound dynamics are not vague; 3) use of polite language; 4) use a low voice; 5) speech can be understood well". Regarding research at the 39 Buton Junior High School, especially class VII, there were still many students who, when talking to teachers or other students, still used words that were impolite or not good to hear. In fact, there are still many students who violate school discipline. Apart from that, during the lesson, the students were still busy in their respective places without paying attention to the explanation sitting in front of them.

A student wajib not to raise his voice above his teacher's voice, even when the student speaks politely to his teacher. In this regard, there are two factors that influence student communication ethics, namely, supporting factors to foster communication ethics with students, such as: family and the school environment and factors inhibiting student communication ethics, such as environmental factors and mass media.

2. Methods

Type of qualitative descriptive research. According to Nazir (Andi Prastowo, 2013), the use of descriptive methods is to assess the status of the human population as a whole, an object, a certain set of conditions, a certain information collection system, or a certain group of people at a certain time. The sample from the research is that all students from class VII to PAI teachers at Junior High School 39 Buton are 24 people from 22 class VII students and 2 PAI teachers, so the sample in this study is research from the population itself, where the research is called the research population or research census.

Collecting data by conducting research directly at the location used as the research target. This is intended to obtain data that is needed, which is related to the research problem. This method can make it easier for a writer to collect the data he needs, so the writer uses several methods, namely as follows: 1) Observation, the first step before the researcher carries out further research, the researcher will first make observations, namely making direct observations of implementation of PAI Teachers' efforts in developing communication ethics for class VII students at SMP Negeri 39 Buton; 2) The researcher will conduct this interview to support the observation results. The interview was conducted by asking the teacher directly about the implementation of the Islamic Education Teacher's Efforts in Developing Communication Ethics for Grade VII Students of Junior High School 39 Buton, 3) Documentation which the researcher means is documents or information that will be obtained from the relationship in the problem being researched, various proof that the researcher actually conducted research at the school.

The data analysis technique is the searcher's process of systematically compiling data obtained from interviews, notes in the field, and documentation, so that what is studied makes a conclusion that is easily understood by oneself or others. The data analysis techniques used are as follows: 1) Inductive method, namely the method used to process specific data to obtain general conclusions, 2) Deductive method, namely the method used to process general data to obtain a

conclusion. of a special nature, 3) The comparative method is comparing the opinions put forward by educational experts relating to children's education with the results of the author's findings in research and then drawing a conclusion as a new opinion.

3. Findings and Discussions

3.1. Student Communication Ethics

Regarding research at the 39 Buton Junior High School, the class VII students of the 39 Buton Junior High School do not really understand good and correct communication ethics, both towards teachers and other students. This can be seen when the learning process takes place. As Mrs. Saliani Djalili said:

"The communication ethics of students at this school are still relatively poor, especially the students in class VII are very stubborn and difficult to manage. Apart from that, the majority of students still use their local language both with students and with teachers. This may happen because students think that the teachers at this school are still too young so it is easy for them to communicate casually without thinking about whether it is a good thing to do or not."

Apart from that, a student statement was added on behalf of Fatrin

"The students here are very stubborn, the teachers are difficult to regulate and when told not to do something that is not good they still do it, and not all but there are some friends who are not polite to the teachers, especially when it comes to speaking, they seem to do it on purpose." do that."

Rehan Saputra also said that: "These things often happen, especially when studying, other friends will definitely speak impolitely to the teacher, especially to female teachers."

Related to the conclusion above, it turns out that there will be students who, when talking to teachers or their peers, still use language that is impolite or not good to listen to, sometimes this is caused by a lack of guidance or understanding towards the students.

3.2. Efforts of Islamic Religious Education Teachers in Developing Student Communication Ethics

A form of PAI teacher's efforts in fostering student communication ethics

1. Providing Motivation

Islamic Religious Education Teachers provide encouragement or motivation to influence students, both inside and outside the classroom. If an educator does not provide good motivation, it will produce poor results, and vice versa. So that this motivation is carried out well and can help foster communication ethics, this is the spirit within students to direct them in the right and good direction in accordance with Islamic teachings.

Regarding the conduct of interview research with Mrs. Saliani Djalili as an Islamic Religious Education Teacher at 39 Buton Middle School as follows:

"One of the efforts that a teacher must apply to students to foster good attitudes in communication ethics is by providing motivation, this motivation is in the form of an invitation by telling the example of the Prophet Muhammad who always set a

good role model for all his people. For example, greeting each other when we meet, by saying hello to parents, teachers or peers."

This is also supported by the student's statement on behalf of Fatrin as follows:

"This is very good, because the Islamic Religious Education teacher will tell the story of the example of the Prophet Muhammad, to be a good example and worthy of being imitated by all his followers."

Followed by Rehan Saputra's statement which said that:

"By providing motivation it will increase students' enthusiasm for learning."

Regarding the results of the interview above, the students' responses were very good in providing motivation through stories about the example of the Prophet Muhammad from this Islamic Religious Education teacher. This effort aims to ensure that students can apply the teachings well to improve students' communication ethics.

2. Providing Guidance

The purpose of providing guidance is so that students can understand and apply well that all a person's actions, deeds and attitudes reflect their personality. Providing this guidance really makes it easy for students to be polite when talking to teachers or other students.

In an interview with students on behalf of Rehan Saputra he said that:

"Regarding communication ethics, the guidance provided by Islamic Religious Education teachers is to provide good examples for their students to emulate in order to be polite towards parents, teachers and friends."

Apart from that, it was continued with Fatrin's statement that:

"By providing this guidance, it will be easy for students to do good things related to communication ethics."

Teacher Saliani Djalili also said that:

"This guidance is provided to provide opportunities and convenience for students to know how to communicate properly with teachers or other students, so that students can communicate correctly without having to offend other people."

The conclusion from the interview above, with the efforts of Islamic Religious Education Teachers who educate students in good ethics in communicating with students which forms good guidance for teachers and other students.

3. Student Habituation

This habituation is intended so that students can be trained so that they are accustomed to behaving and behaving well because this habit is etiquette in speaking. However, not all students get used to communicating well with teachers or other students.

The form of habituation that is carried out is to avoid unnecessary debates, avoid harsh words, and always be calm when speaking. This habit is carried out so that communication ethics can be carried out appropriately and can run smoothly in accordance with the established communication ethics.

As explained by Mrs. Saliani Djalili, Teacher of Islamic Religious Education, who stated that:

"In developing student communication ethics, this is done through habituation efforts, this is done so that students get used to doing good things, for example getting used to praying at the beginning and end of lessons, talking to each other politely, greeting each other with people we know, and get along with a good environment."

Apart from that, the student's statement on behalf of Fatrin stated that:

"Get used to greeting politely and when you meet teachers or parents and others you must greet them."

Also supported by Rehan Saputra that:

"With this habit, students will quickly follow what the teacher says about good things, especially in communicating with the teacher."

Based on the results of the interview above, Islamic Religious Education Teachers make it a habit for their students to always do good things, such as getting into the habit of praying at the beginning and end of learning, speaking politely with other people by getting along in a good environment.

3.3. Supporting and Inhibiting Factors for Student Communication Ethics

The factors that cause this are:

1. Family environment

The family environment is the first stage in a person's life to receive education or learning.

This is based on an interview with Mrs. Saliani Djalili who said that:

"In general, families are very supportive in the growth of students from an early age, because parents are the first madrasah for their students. And they play a very important role in helping the process of good student development, and I think this has been done by the parents of the students."

Based on the results of the interview above, the family environment greatly influences the student's development process, especially regarding their attitudes and behavior. Because students' attitudes and behavior depend on the upbringing of their parents or family. Here parents have played a role in developing students' communication ethics.

2. Institutional Environment (school)

School is a formal educational institution which also influences student development, where in this school students' morals will be formed properly and correctly. Regarding the interview with Mrs. Saliani Djalili as an Islamic Religious Education teacher, she said that:

"Education is not enough if it is only done in the family environment, education also needs to be carried out by official institutions, namely schools, this is done so that it can increase students' awareness to do good things and be able to interact well too."

In accordance with the results of the interview above, the researcher concluded that students' education must really be paid attention to in order to form good student attitudes and behavior by communicating correctly.

There are two factors inhibiting communication ethics development, among others:

1. Social environment

In society, we need other people in our environment. And also need to live side by side. Sometimes the community environment has a bigger influence than the family because a student really needs a family environment because a student also needs a social environment to develop and interact in the outside world. Sometimes this is what can hinder the development of student communication ethics.

As explained in an interview by Mrs. Saliani Djalili that:

"The external environment does not always have a good influence on students' development, this is what sometimes makes it difficult to provide guidance." From the interview above, the researcher saw that it is peers who sometimes always have a bad influence on students' development. In fact, parents must be more vigilant because students mix and interact more with the social environment than with the family environment, this is what can have a bad influence on student.

2. Influence of Mass Media (Gadgets, TV, etc.)

Mass media is very important for life, but it can also have a negative impact on a person's life, especially when they use it incorrectly. Its influence can have an impact on student development.

As explained in an interview with students on behalf of Rehan Saputra, he said that:

"Cellphones can help us in studying. Moreover, if there is a task that is difficult to complete, we can definitely use our cellphone to search."

This was followed by Mrs. Saliani Djalili's statement that:

"Nowadays, even underage students have started using gadgets, actually this is a good thing because it can help solve problems, but this is also very worrying, because students will actually depend on mass media. Apart from that, it is the broadcasts on gadgets or on TV that have a bad influence on students. And I see that many of my students are already using it."

Based on the interview above, the researcher sees that mass media can have a positive impact on us, but if someone misuses it, the consequences will be fatal, especially for students. So parents must always monitor students' activities in using mass media because mass media can also have an influence on students' communication ethics.

4. Conclusion

In accordance with the conclusions from the results of researchers conducted at SMP Negeri 39 Buton: 1) Student communication ethics, communication ethics for class VII students at SMP Negeri 39 Buton is still very lacking, where students still use language that is not polite to their teachers when speaking, and when learning takes place many students are busy with their friends; 2) To anticipate the

above problems, efforts that can be taken by a teacher are: First, providing motivation, namely providing encouragement or influencing individuals to do something that is considered valid. Second, providing guidance, namely guiding students to understand and understand all their actions and actions. Third, habituation, namely so that students are trained and so that they get used to following good things; 3) Supporting factors rather than obstacles in developing communication ethics are supporting factors, namely: first, the family environment (parents), here the family has a big influence on the development of students, especially regarding their attitudes and behavior, second, the institutional environment, namely the environment such as school institutions where To get attitude development, it is not only done within the family environment. This is to further broaden your understanding of communication ethics. While the inhibiting factors are: first, peers, sometimes the ones who have a bad influence on individuals are their own friends, this is because students interact more with the social environment than the family environment, second, the influence of mass media (gadgets, TV, etc.), Mass media is very important for life, but if someone misuses it it will have a negative impact on him.

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