



An Analysis of The Role of Teachers in Improving the Quality of Islamic Education: A Case Study at SD Negeri 1 Keromongan

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Abstract

This study aims to analyze the role of teachers in improving the quality of Islamic education at SD Negeri 1 Keromongan. The study employed a qualitative method using a case study approach. Data collection techniques included observation, interviews, and documentation, with the research subjects comprising the school principal, Islamic Religious Education teachers, classroom teachers, and students. The results of the study indicate that teachers play a crucial role as facilitators, motivators, mentors, and evaluators in the Islamic education process. As facilitators, teachers provide engaging teaching methods and materials while fostering an active and religiously oriented learning environment. As motivators, teachers provide encouragement, recognition, and Islamic character development to foster students' high motivation to learn. As mentors, teachers cultivate students' religious understanding and behavior through the practice of worship and setting a good example. Meanwhile, as evaluators, teachers continuously assess students' religious knowledge, attitudes, and skills. These roles of the teacher have a positive impact on improving students' religious understanding, discipline, and religious character. However, this study also identified several challenges, such as a lack of support from some parents and variations in students' abilities. Therefore, collaboration between teachers, schools, and parents is necessary to optimally improve the quality of Islamic education in elementary schools.

INTRODUCTION

Education is one of the most important aspects of national development because it plays a strategic role in shaping high-quality human resources who possess strong character and noble moral values. Education aims not only to enhance students' intellectual abilities but also to cultivate their moral values, attitudes, and social skills for life in society. Dewantara (2013) explains that education is the process of guiding all the natural strengths possessed by children so that they are able to achieve the highest, possible level of safety and happiness as human beings and as members of society. Thus, education must be able to strike a balance between intellectual intelligence and the character development of students (Al Zari et al., 2025).

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National education also aims to shape individuals who are faithful, devout, creative, independent, and responsible. This is outlined in Law of the Republic of Indonesia No. 20 of 2003 on the National Education System (2003), which states that education serves to develop abilities and shape the character and civilization of a dignified nation. Therefore, education is not solely focused on academic achievement but also on the character and moral development of students so they can wisely navigate the challenges of the modern era.

In the context of Islamic education, the educational process emphasizes not only the acquisition of knowledge but also the development of students' moral character and spirituality. Islamic education aims to shape individuals who possess a balance between intellectual, emotional, and spiritual intelligence so that they are capable of living their lives in accordance with Islamic teachings (Tafsir 2021). Furthermore, Islamic education also serves to instill values of etiquette and noble character in students so that they become knowledgeable individuals with good character (Al-Attas 2019).

The current developments in globalization and advancements in information technology have a significant impact on the world of education, including Islamic education. Easy access to the internet and social media offers benefits in obtaining information and supports the learning process. However, technological advancements also have negative effects on students' behavior if not balanced with sound character education. Declining discipline, low religious devotion, a lack of manners, and students' increasing dependence on gadgets have become serious challenges in today's educational landscape. These conditions indicate that character education and Islamic education must be strengthened so that students can navigate the changing times without abandoning religious values (Yusuf 2022).

Moral issues among students are currently a major concern in the field of education, particularly at the elementary school level (Annur, 2023). Many students are beginning to exhibit undisciplined behavior, a lack of respect for teachers, and low awareness regarding the practice of daily religious rituals. Additionally, the influence of the environment and social media has led some students to be more interested in entertainment than in learning or religious activities. Safiqo & Ghofur (2025) state that this situation poses a dilemma for schools in shaping students' religious character; therefore, teachers must play a more optimal role in guiding and directing students to maintain behavior consistent with Islamic teachings.

Teachers play a crucial role in enhancing the quality of Islamic education, as they are the primary figures in the learning process and the formation of students' character. Teachers are not only tasked with delivering instructional content but also with modeling appropriate attitudes and behaviors for students. In the educational process, teachers serve as facilitators, motivators, mentors, and evaluators who determine the success of student learning (Uno 2020). Therefore, teachers bear a significant responsibility in shaping students' religious character through instruction and the instillation of Islamic values in schools.

The importance of the teacher's role is also outlined in Law of the Republic of Indonesia No. 14 of 2005 on Teachers and Lecturers (2005), which states that teachers are professional educators tasked with educating, teaching, guiding, directing, training, assessing, and evaluating students. Professional teachers must be able to create effective learning experiences while also serving as good role models for students in their daily lives (Mulyasa 2021). Thus, the success of improving the quality of Islamic education is greatly influenced by teachers' competence and exemplary conduct in nurturing students.

Islamic character education is an essential component in enhancing educational quality at the elementary school level. Character education aims to foster noble character through the cultivation of good behavior and exemplary conduct in daily life (Fauzi 2022). Islamic values-based character education can be implemented through the cultivation of worship, discipline, responsibility, and polite behavior among students (Prasetyo 2021). Therefore,

character education needs to be implemented from an early age so that students have a strong moral and spiritual foundation.

The school environment also has a significant influence on the development of students' religious character. A religious school environment can foster Islamic behavior through school culture, the practice of worship, and positive social interactions (Zainuddin 2023). Activities such as reciting prayers before class, praying in congregation, reading the Qur'an, and observing major Islamic holidays are integral to enhancing the quality of Islamic education in schools. Through a religious school environment, students are expected to develop the habit of applying religious values in their daily lives.

SD Negeri 1 Keromongan is one of the elementary schools striving to improve the quality of Islamic education through various religious habit-forming programs. These programs include reciting prayers before lessons, congregational prayer, Quranic reading and writing instruction, as well as other religious activities involving the entire school community. However, in practice, several obstacles remain, such as a lack of discipline among students in participating in religious activities and low awareness among some students regarding the application of Islamic behavior. These conditions indicate that the role of teachers is essential in guiding and shaping the religious character of students at school.

Various previous studies have shown that teachers play a crucial role in improving the quality of Islamic education. A study conducted by Suyitno (2020) indicates that teachers' exemplary behavior can enhance students' religious character in elementary schools. Rahmawati (2021) explains that teachers' consistent practice of religious rituals has a positive impact on student discipline. Furthermore, Hasanah & Fauzi (2022) state that Islamic Religious Education teachers play a vital role in shaping students' moral character through a humanistic approach and by setting a good example.

Other research indicates that collaboration between teachers and parents influences the development of students' Islamic character (Nurhayati 2023). Furthermore, active learning methods grounded in Islamic values can also enhance students' learning motivation (Kurniawan 2022). Nevertheless, research on the development of Islamic education quality in public elementary schools in rural settings remains relatively limited. Therefore, this study is essential to understand the role of teachers in enhancing the quality of Islamic education at SD Negeri 1 Keromongan. Based on the above, this study focuses on analyzing the role of teachers in the development of the quality of Islamic education at SD Negeri 1 Keromongan. This study aims to identify the role of teachers, the challenges they face, and the efforts made to improve the quality of Islamic education in elementary schools (Tsana 2025).

METHODS

The research method used in the study "Analysis of the Role of Teachers in Improving the Quality of Islamic Education: A Case Study at SD Negeri 1 Keromongan" is a qualitative research method employing a case study approach. This approach was chosen because the study aims to gain an in-depth understanding of the role of teachers in improving the quality of Islamic education in a Muslim elementary school setting (2024). Qualitative research allows researchers to obtain descriptive data through direct observation of teachers' activities and school conditions. The case study method is used to uncover phenomena in detail at a specific location, namely SD Negeri 1 Keromongan. With this method, researchers can describe the reality of the situation systematically and factually. The research focuses on teachers' strategies, responsibilities, and contributions to the Islamic education process. Additionally, this approach helps identify supporting and hindering factors in the development of educational quality. The research findings are expected to provide a realistic picture of Islamic education practices at the school (Nurjadid, 2025).

The research subjects consisted of the principal, Islamic Religious Education teachers, classroom teachers, and several students at SD Negeri 1 Keromongan. Informants were selected using purposive sampling, which involves choosing respondents who are considered to understand and be directly involved in the process of improving the quality of Islamic education (Romlah, 2024). This technique was used to ensure that the data obtained was more relevant to the research objectives. The principal was selected because of their role in educational policy and school quality oversight. Teachers were selected because they are the primary implementers of instruction and the cultivation of students' Islamic character. Meanwhile, students were used as data sources to determine the impact of teachers' roles on their religious behavior and understanding. The research was conducted in a natural setting without any manipulation of field conditions. Thus, the data obtained reflect the actual conditions occurring at the school.

The data collection methods used in this study included observation, interviews, and documentation (Jailani, 2023). Observations were conducted to directly observe teachers' activities during the Islamic Religious Education learning process and religious activities at the school (Kartika & Arifudin, 2023). The researcher observed teachers' interactions with students, the teaching methods used, and the application of Islamic values within the school environment (Mustafida, 2020). In-depth interviews were conducted with the school principal and teachers to gather information regarding efforts to improve the quality of Islamic education (Yumnah, 2023). Additionally, interviews with students were conducted to understand their perceptions of the teachers' roles (Anggianita et al., 2020). Documentation techniques were used to supplement data, including school records, schedules of religious activities, photos of activities, and learning documents (Hakkurahmy, 2023). The use of multiple data collection techniques aims to ensure that the information obtained is more comprehensive and accurate (Pujiharti & Isnaini, 2025). In this way, researchers can perform data triangulation to enhance the validity of the research findings (Rahardjo, 2010).

Qomaruddin & Sa'diyah (2024) Data analysis in this study was conducted in three stages: data reduction, data presentation, and drawing conclusions. Data reduction involved selecting and simplifying information relevant to the research focus. Subsequently, the data were presented in narrative form to facilitate understanding and analysis (Riyanti, 2025). The data presentation stage helps researchers identify patterns of relationships between teachers' roles and the development of the quality of Islamic education (Gusli, 2025). Subsequently, researchers draw conclusions based on data that has been thoroughly analyzed (Ahmad & Nasution, 2018). Analysis is conducted continuously from the beginning of the study until its completion (Ruslan, 2023). To ensure data validity, the researcher employs source triangulation and methodological triangulation (Mekarisce, 2020). Consequently, the research findings possess a high level of reliability and are scientifically accountable (Syahran, 2020).

The research was conducted at SD Negeri 1 Keromongan because the school has an Islamic education program that is quite active in shaping students' character. The research was carried out over several months to allow the researcher to gain an in-depth understanding of the school's conditions. During the research process, the researcher served as the primary instrument, directly involved in data collection and analysis. The researcher also adhered to research ethics by obtaining permission from the school administration before conducting the study. All information obtained was used solely for academic purposes and kept confidential. This research method is expected to provide a clear picture of the role of teachers in improving the quality of Islamic education in elementary schools. Additionally, this study can serve as evaluation material and input for

the school in developing better educational quality. With a systematic and in-depth approach, the research results are expected to have both theoretical and practical benefits for the field of Islamic education.

RESULT AND DISCUSSION

1. The Role of Teachers as Facilitators in Improving the Quality of Islamic Education at Keromongan 1 Public Elementary School

Teachers, as facilitators, play a crucial role in fostering an effective and meaningful Islamic education learning process at Keromongan 1 Public Elementary School. In the learning process, teachers are not only responsible for delivering the material but also for providing students with various learning resources, such as educational media, engaging teaching methods, and a comfortable and conducive classroom environment. With adequate learning facilities, students find it easier to understand the Islamic Education material being taught.

Based on interviews with Islamic Education teachers at SD Negeri 1 Keromongan, it is evident that teachers play a vital role as facilitators in the Islamic Education learning process. Teachers not only deliver instructional content but also provide various learning materials, methods, and an environment that supports students' understanding of Islamic values.

“As teachers, we not only deliver Islamic Religious Education content but also strive to be facilitators who help students understand and apply Islamic values in their daily lives. We provide students with opportunities to ask questions, engage in discussions, and directly practice religious activities such as congregational prayer, reciting the Qur'an, and memorizing daily prayers” (Femmy 2026).

Based on the discussion, teachers at SD Negeri 1 Keromongan strive to use varied teaching methods to encourage students to be more active in learning activities. Teachers utilize media such as Islamic storybooks, educational videos, and hands-on practice in religious activities. Additionally, teachers provide students with opportunities to ask questions and share their opinions, ensuring that learning takes place in an interactive manner. This makes students more enthusiastic about participating in Islamic Education lessons in the classroom.

The results of an interview with the school principal also indicate that teachers are encouraged to actively create religious and interactive learning experiences.

“The principal continues to encourage teachers to serve as mentors and facilitators for students in deepening their understanding of Islam. Teachers do not merely teach in the classroom but also set an example of good Islamic behavior so that students can emulate their teachers' attitudes and moral conduct in their daily lives” (Vetty 2026).

Based on the observations, teachers were seen using a variety of teaching methods such as discussions, question-and-answer sessions, religious practice, and simple teaching aids such as pictures, educational videos, and Islamic stories. Teachers also actively guided students who were having difficulty understanding the material. In addition, the learning atmosphere appeared quite active and conducive due to the good interaction between teachers and students. Teachers encouraged students to pray before and after class and to participate in religious activities together.

The teacher's role as a facilitator is also evident in efforts to guide students in applying Islamic values in their daily lives. Teachers set examples of good behavior, encourage students to pray before and after class, and invite students to participate in religious activities together. Through these practices, students not only understand the theory of Islamic education but are also able to apply it in their daily attitudes and behavior, both at school and at home.

Based on the results of interviews, observations, and documentation, it can be concluded that teachers at SD Negeri 1 Keromongan have effectively fulfilled their role as facilitators in the development of the quality of Islamic education. Teachers are able to

create active, interactive, and religious learning through the use of varied teaching methods and the regular practice of religious activities.

This role has a positive impact on students' religious understanding, discipline, and active participation in Islamic education classes. Thus, the teacher's role as a facilitator is crucial in improving the quality of Islamic education in elementary schools.

2. The Teacher's Role as a Motivator in Enhancing Students' Motivation to Learn and Character in Islamic Education

Based on interviews with Islamic Religious Education teachers, teachers play a vital role as motivators in boosting students' learning enthusiasm. Teachers encourage learning through guidance, attention, and recognition for students who are active in class.

"As teachers, we always strive to motivate students so that they have a high enthusiasm for learning, particularly in Islamic Religious Education lessons. We offer praise and recognition to active students and continually encourage them to be confident in their studies and to feel free to ask questions when they encounter difficulties" (Femmy 2026).

In addition, the principal explained that teachers are encouraged not only to improve students' academic abilities but also to foster their Islamic character.

"We continue to encourage teachers to become motivators capable of fostering students' enthusiasm for learning while simultaneously shaping their Islamic character. Teachers are expected to focus not only on academic performance but also on the moral and behavioral development of students within the school environment" (Vetty 2026).

Based on observations, teachers were seen actively encouraging students throughout the learning process. Teachers praised students who were able to answer questions and guided those who lacked confidence. Additionally, teachers instilled in students the importance of discipline, good manners, and active participation in religious activities such as group prayer, reciting the Quran, and praying in congregation. This indicates that the motivation provided by teachers is not limited to academic learning but also encompasses the development of students' religious character.

Learning activities, religious practices, and student participation in Islamic education activities demonstrate the teachers' active involvement in motivating students. The documentation shows that students participate in lessons with enthusiasm and discipline.

Based on the results of interviews, observations, and documentation, it can be concluded that teachers at SD Negeri 1 Keromongan have effectively fulfilled their role as motivators. Teachers have been able to boost students' enthusiasm for learning by providing encouragement, recognition, guidance, and fostering Islamic values in daily life.

The motivation provided by teachers has a positive impact on students' self-confidence, enthusiasm for learning, and religious behavior. Thus, the role of teachers as motivators is crucial in improving the quality of Islamic education at the school.

3. The Role of Teachers as Mentors in Fostering Students' Religious Understanding and Behavior at SD Negeri 1 Keromongan

Based on interviews with Islamic Education teachers, teachers play a vital role as mentors in fostering students' religious understanding and behavior. Teachers not only teach religious theory but also guide students in religious practices and Islamic behavior.

"As Islamic Religious Education teachers, we not only deliver lesson content but also guide students in understanding and practicing Islamic teachings in their daily lives. We teach proper worship practices, how to read the Qur'an, and help students develop habits that align with Islamic values" (Femmy 2026).

The principal also explained that teachers are guided to serve as role models and mentors for students.

"We continually encourage teachers to fulfill their role as mentors for students, particularly in moral and religious guidance. Teachers are expected to set a good example and guide students toward a better understanding of religion and Islamic behavior" (Vetty 2026).

Based on the observation results, teachers were seen guiding students in group prayer, reciting the Qur'an, and performing congregational prayer. Teachers also reprimanded and advised students who exhibited behavior inconsistent with Islamic values. Additionally, teachers were actively modeling polite behavior, discipline, and responsibility so that students could emulate these behaviors in their daily lives.

Student religious activities, Quran reading lessons, and congregational prayer activities demonstrate that teachers actively guide students in religious activities at school.

Character development and religious understanding among students are fostered on an ongoing basis through various religious practice activities.

Based on the results of interviews, observations, and documentation, it can be concluded that teachers at SD Negeri 1 Keromongan have effectively fulfilled their role as mentors in fostering students' religious understanding and behavior.

The guidance provided by teachers through religious practices, counseling, and setting a good example has a positive impact on the development of students' religious character. Thus, the role of teachers as mentors is crucial in shaping students' Islamic behavior.

4. The Role of Teachers as Evaluators in Assessing and Improving the Quality of Islamic Education

Based on interviews with Islamic Religious Education teachers, teachers serve as evaluators in assessing students' learning progress in Islamic Religious Education. Teachers assess students' knowledge, skills, and religious attitudes.

"In Islamic Religious Education, we conduct a comprehensive evaluation, not only of students' knowledge but also of their skills and attitudes. Assessment is carried out through quizzes, assignments, religious practice, and observation of students' daily behavior at school" (Femmy, 2026).

The principal also explained that evaluation is conducted continuously to improve the quality of Islamic Education instruction.

"We encourage teachers to carry out continuous learning evaluations to enhance the quality of Islamic education at the school. Evaluation focuses not only on final outcomes but also on the learning process and the development of students' character" (Vetty 2026).

Based on the observation results, teachers were seen conducting evaluations through daily assignments, religious practices, prayer recitation, and observation of student behavior during learning activities. Teachers also provided direct feedback to students regarding their learning outcomes and behavior at school. This indicates that the evaluation process is comprehensive and ongoing.

Islamic Religious Education activities, group prayer practice, recitation of prayers, and teaching materials indicate that the teacher has effectively fulfilled the role of a facilitator.

students' active participation in learning activities and religious activities at school.

Based on the results of interviews, observations, and documentation, it can be concluded that teachers at SD Negeri 1 Keromongan have effectively fulfilled their role as evaluators in Islamic Education instruction. Teachers assess not only students' knowledge but also their worship skills and religious attitudes through assignments, quizzes, worship practices, prayer recitation, and daily behavioral observations.

Through continuous evaluation, teachers can comprehensively track the development of students' abilities and character. Furthermore, evaluation results are used to improve the learning process, making it more effective and aligned with students' needs. Thus, the teacher's role as an evaluator has a positive impact on enhancing the quality of Islamic Education and fostering the religious character of students at SD Negeri 1 Keromongan.

CONCLUSIONS

Based on theories regarding the role of teachers in Islamic education, teachers hold a crucial position as facilitators, motivators, mentors, and evaluators in the learning process. Theories proposed by Uno, Mulyasa, and Tafsir explain that teachers are not only tasked with delivering instructional content but also with shaping students' character, morals, and spirituality through setting a good example, fostering positive habits, and conducting ongoing evaluation. In Islamic education, learning success is measured not only by academic performance but also by the development of students' religious attitudes, discipline, and *akhlakul karimah* (noble character). Therefore, teachers bear a significant responsibility for creating a learning environment that is religious, active, and supportive of the formation of students' Islamic character from an early age.

Based on the results of discussions and research at SD Negeri 1 Keromongan, teachers have effectively fulfilled their role in improving the quality of Islamic education through various learning activities and religious practices. Teachers serve as facilitators by providing engaging and interactive learning methods, as motivators by encouraging students and fostering their enthusiasm for learning, as mentors in cultivating students' religious understanding and behavior, and as evaluators who assess students' academic progress and character development comprehensively. These roles have a positive impact on improving students' religious understanding, discipline, and Islamic behavior. Although there are still challenges, such as a lack of support from some parents and differences in students' abilities, cooperation between teachers, the school, and parents is a crucial effort in improving the quality of Islamic education at SD Negeri 1 Keromongan.

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