

THE ROLE AND CHARACTERISTICS OF EDUCATORS IN ISLAMIC EDUCATION

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ABSTRACT

Abstrak: Pendidik dalam PAI memiliki peran yang sangat krusial. Pendidik harus menjadi teladan yang baik bagi siswa dengan menunjukkan perilaku yang mencerminkan ajaran Islam seperti kejujuran, kesabaran, dan kepedulian. Tujuan penelitian ini adalah untuk mengeksplorasi peran dan karakteristik pendidik dalam pendidikan Islam. Penelitian ini menggunakan pendekatan kualitatif deskriptif untuk mengkaji peran dan karakteristik pendidik dalam PAI. Data dikumpulkan dan dianalisis dari berbagai sumber seperti buku dan jurnal, dengan fokus pada kepustakaan dan analisis deskriptif. Hasil penelitian menunjukkan bahwa pendidik PAI yang efektif memiliki kecintaan yang mendalam terhadap Islam, sikap empati, dan pemahaman yang mendalam terhadap perkembangan siswa. Mereka mampu menciptakan lingkungan belajar yang kondusif, menginspirasi siswa untuk mendalami ajaran Islam lebih dalam, serta mengembangkan kemampuan berpikir kritis, berkomunikasi, dan kerjasama yang esensial bagi masa depan siswa. Dengan memahami faktor-faktor ini, diharapkan dapat ditemukan solusi efektif untuk meningkatkan kualitas pendidikan agama Islam di sekolah.

Kata Kunci: *Pendidik; Pendidikan Islam; Peranan; Karakteristik*

Abstract: *Educators in PAI have a very crucial role. Educators must be good role models for students by showing behaviors that reflect Islamic teachings such as honesty, patience, and caring. The purpose of this study is to explore the roles and characteristics of educators in Islamic education. This study used a descriptive qualitative approach to examine the role and characteristics of educators in PAI. Data were collected and analyzed from various sources such as books and journals, focusing on literature and descriptive analysis. The results showed that effective PAI educators have a deep love for Islam, an empathetic attitude, and a deep understanding of student development. They are able to create a conducive learning environment, inspire students to delve deeper into Islamic teachings, and develop critical thinking, communication, and cooperation skills that are essential for students' future. By understanding these factors, it is hoped that effective solutions can be found to improve the quality of Islamic religious education in schools.*

Keywords: *Educator; Islamic Education; Role; Characteristics*



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A. INTRODUCTION

Islamic Religious Education (PAI) plays an important role in shaping the character and morals of the younger generation in Muslim-majority countries. The main objectives of PAI are to instill noble Islamic values, shape noble morals, and provide students with comprehensive religious knowledge. The success of PAI is greatly influenced by the quality of its educators, who must be competent and of good character to create a conducive and effective learning environment.

Educators in PAI have a very crucial role. Educators must be good role models for students by showing behaviors that reflect Islamic teachings such as honesty, patience, and caring. This role model affects students' behavior in school and their daily lives. (Siregar & Siregar, 2020) emphasized the importance of pedagogical skills in delivering teaching materials in an interesting and easy-to-understand way. Educators must develop innovative learning strategies that meet students' needs, including the use of technology such as learning videos and Islamic education applications. In addition to being a teacher, educators also act as spiritual mentors for students. (Arifin, 2018) stated that PAI educators must be able to provide guidance on various religious issues and students' daily lives, helping them overcome challenges and maintain the balance of the worldly and ukhrawi.

The characteristics of effective educators in PAI are very important. It shows that educators must have a deep love for Islam which is reflected in their dedication in teaching and practicing Islamic teachings. Educators who love religion are more motivated to give their best in learning. Zainal Arifin emphasizes the importance of empathy in understanding students' conditions and needs (Arifin, 2018). Empathetic educators are able to create a comfortable and supportive learning environment, so that students feel valued and motivated. Empathy also helps educators provide guidance that is appropriate to students' individual conditions. In addition, educators must understand the various stages of student development physically, emotionally, socially, and cognitively (Pongpalilu et al., 2023). This understanding helps educators design appropriate learning strategies and provide appropriate guidance and support.

The quality of educators greatly influences the effectiveness of PAI. (Kurniawati & Amalia, 2022) stated that quality educators are able to create a conducive and enjoyable learning environment. A conducive learning environment supports an effective learning process. Qualified educators are also able to inspire students to dig deeper into Islamic teachings and apply them in their daily lives, as well as develop students' competencies in critical thinking, communication, and cooperation, which are important for their future.

Various other previous studies have also examined the nature and concept of educators in Islamic Religious Education. These studies highlight the importance of the role of educators in implementing effective PAI. The

first study by (Maisyaroh, 2019) discusses the nature of educators from the perspective of the philosophy of Islamic education. Maisyaroh emphasized that the concept of education in Islam comes from the Qur'an, hadith, and *ijtihad* of scholars. The ideal educators in Islam are Allah, the Prophet, the Messenger, and the scholars, and Muslim educators must emulate their traits. The second study by (Imamah et al., 2021) explored the role of Islamic religious education teachers in student character building. Islamic religion teachers play an important role in shaping students' behavior in accordance with Islamic law and Indonesian culture. Through literature-based qualitative research, it was found that Islamic religion teachers are pioneers in the success of student character building, with important roles in empowerment, exemplary, intervention, integration, and sequencing.

Both studies highlight the importance of the role of educators in Islamic education from a philosophical and practical perspective, providing insights into how Islamic education can be carried out effectively. Therefore, based on the observations in the background explanation as well as the previous literature review above, in this study the researcher will further examine the role and characteristics of educators in PAI. By understanding these factors, it is hoped that an effective solution can be found to improve the quality of Islamic education in schools.

B. METHODS

This research uses descriptive qualitative methods to collect and analyze data from books, journals, and other relevant sources (Sugiyono, 2018). The process includes collecting, reading, recording, and processing research materials (Zed, 2008). Data were collected through the internet, scientific journals, and books, then analyzed in depth (Nazir, 2003). This research uses a literature approach to review relevant literature, with descriptive analysis techniques. This research also examines the role and characteristics of educators in Islamic Religious Education (PAI).

C. RESULTS AND DISCUSSION

1. Definition of Educators in Islamic Perspective

The definition of educators in an Islamic perspective highlights the importance of their role in the educational process. Etymologically, "educator" comes from the word "educate," which refers to the process of nurturing and providing training related to morals and intelligence of the mind. With the prefix "pe," it becomes "educator," which indicates one's responsibility in providing direction and training regarding values and knowledge to others. According to Islam, the concept of educator is not limited to biological parents, but includes anyone who is responsible for the development of students in society. In Arabic, there are various terms that refer to the notion of educators, such as "al-alim" (plural ulama) or "al-mu'allim", which denotes someone who has knowledge and is often used by scholars or education

experts to refer to an educator. There is also the term "al-mudarris" which is used to refer to people who teach or give lessons, as well as "ustadz" which specifically refers to educators in the field of Islamic religious knowledge (Nata, 2009).

Allah SWT, in the Qur'an is referred to as "murabbi," which means Caretaker or Sustainer, indicating his role in maintaining and educating the universe. The term is derived from the word "Rabb," which has the derivation "tarbiyah," encompassing aspects of nurturing, education, and maintenance, with the culprit being called "murabbi." In the Qur'an, Allah teaches ('allama) Adam, using the word "allama," which is related to "ta'lim" (teaching), with the culprit called "mu'allim," emphasizing His role as the Teacher to Adam. The Prophet Muhammad also taught the concept of "ta'dib," which implies the cultivation of manners, with the practitioner being called "mu'addib." This term is used in hadith that emphasize the importance of good education for children. Examples of ideal educators in Islam, besides God and the Prophet, include scholars as successors to the values of the Prophet and the Messenger, and parents as educators of their children.

Educators in Islam are individuals who are responsible for fostering the development of students. In particular, the main responsibility lies with parents (father and mother) for two reasons. First, as a matter of nature, parents are naturally responsible for their children as part of their destiny. Second, because parents have a great interest in the progress of their children (Syarifuddin, 2021). Educators in the Islamic context refer to individuals who teach and provide education. In Indonesian, the word "educator" means teacher, while in English, the word "teacher" has a similar meaning (Irawan, 2018).

In general, an educator must have at least three basic qualifications: mastery of the material taught, enthusiasm in the teaching process, and a compassionate attitude in educating (Mas'ud, 2020). In addition, Muslim educators are expected to emulate the personalities of these ideal educators, exhibiting traits such as siddiq (honest), amanah (trustworthy), tabligh (inviting), and fathanah (intelligent). They are also expected to emulate the attributes of Allah, the Prophet and Messenger, and the scholars in carrying out their educational duties. Thus, they can be role models in Islamic education, guide students towards spiritual and physical maturity, and fulfill their roles as servants of Allah, members of society, and individuals with noble character (Maisyaroh, 2019).

2. Characteristics of Educators in the Perspective of Islamic Education

As explained earlier, the nature of educators in Islam includes Allah SWT, the Prophets and Messengers, and scholars. They act as murabbi, mu'allim, and mu'addib. As educators, Allah SWT and the Prophets and Messengers have personalities that Muslim educators should emulate. (Maisyaroh, 2019) highlights that the role of Islamic educators includes three main things: conveying the teachings of Allah and His wisdom, guiding

students to achieve life goals according to Islam, and being an example in solving problems wisely and explaining religion. Muslim educators have a great responsibility in continuing the educational legacy of Allah, the Prophets, and scholars in Islamic history.

Imam al-Ghazali emphasized eight important characteristics for educators, including compassion, teaching selflessly, honesty, justice, sympathy, respect for individual differences, and understanding the psychology of students to provide education according to their abilities. An educator in Islam is expected to have certain traits that allow him to carry out his roles and responsibilities well, as Allah has commanded the Messenger and his followers (Yani, 2021).

- 1) An educator must be rabbani, which means directing all educational activities to make students inspired by the majesty of Allah. This includes teaching knowledge with sincerity to achieve Allah's pleasure and realize the truth in everyday life.
- 2) Honesty is very important for an educator. In addition to conveying knowledge, he must also apply these values in his personal life.
- 3) Patience is needed in the process of teaching knowledge, while continuing to improve his insight and knowledge to create varied teaching methods and in accordance with the situation and subject matter.
- 4) An educator must have proportional firmness to control and direct students properly. Fifth, a deep understanding of child psychology and development is important to harmonize education with the intellectual level and psychological readiness of students. Finally, sensitivity to life phenomena and understanding of their impact on the creed and mindset of students is also an integral part of education centered on Islamic values.

Educators in Islam must emulate the personality of Allah SWT, the Prophets and Messengers, and scholars. They act as murabbi (student), mu'allim (teacher), and mu'addib (disciplinarian). Their main duties include conveying the teachings of Allah, guiding learners towards the goals of Islamic life, and being an example in solving problems wisely and explaining religion. Muslim educators are also expected to carry on the educational legacy of Allah and the Prophets, possessing traits such as compassion, honesty, justice, sympathy, and understanding student psychology.

3. The Role of Educators in Islamic Religious Education

Educators play a very important role in shaping individuals with good character, especially in the context of Islamic education. Although today information is easily accessible through the internet, the role of educators remains vital in developing the character of learners. Educators can realize this role by changing the approach from simply teaching to positively influencing, as well as developing the emotional and motor aspects of learners that cannot be obtained through online media. In addition, educators should be able to play the role of the primary mentor in terms of religion and ethics,

providing compassionate advice, good examples, and driven by sincere intentions.

An educator who wants to succeed in the task of educating children must adhere to eight manners or ethics that reflect noble Islamic values, as described by Al-Ghazali and cited by Al-Abrasyi (Isroani, 2023).

- 1) The educator must have affection for students as for his own children, with the aim of guiding them towards freedom from the punishment of hell. This task is considered more noble than the task of parents.
- 2) Educators must emulate the morals and exemplary Prophet Muhammad SAW. He teaches with the intention of worship and getting closer to Allah SWT, without expecting rewards or praise.
- 3) The educator is responsible for guiding students as a whole, from easy to difficult lessons.
- 4) He must give advice with affection, not in a mocking or demeaning manner.
- 5) The educator must avoid demeaning other sciences in front of the student.
- 6) He must adapt the subject matter to the level of understanding and maturity of the students.
- 7) The educator must be wise in choosing subjects that are suitable for less intelligent students, without hiding the knowledge that should be given to them.
- 8) The educator must practice knowledge and his words must be consistent with his actions, so that he can be respected and appreciated by his students.

In addition to the roles mentioned above, in this brief discussion, the author found a description of the role of educators in Islamic Education in accordance with the tarbawi hadith:

- 1) As facilitators, educators play an important role in improving the efficiency of student learning. They help students develop certain skills and become a source of information, advice, and knowledge.
- 2) As motivators, educators are responsible for motivating, encouraging, and guiding students during the learning process. All these efforts are planned and implemented with the aim of inspiring students to learn.
- 3) As an inspirer, educators need to be creative and fun, working effectively together to maintain students' interest in learning. Their capabilities include demonstrating professional competence, designing effective lesson plans, having in-depth knowledge in the subject, creating a positive learning environment, conducting thorough monitoring and evaluation of learning, using effective learning strategies, good discipline management, efficient time management, and providing homework relevant to the age of the students.
- 4) As mentors, educators serve as wise, compassionate, and dedicated figures to educate the next generation. They become a trusted figure, guide, teacher, trainer, and protector for the mentors.

Educators in their roles as facilitators, motivators, inspirers and mentors play a crucial role in student learning. They not only help students develop skills and knowledge, but also motivate them to reach their full potential. With creativity and dedication, educators create a positive learning environment, ensuring that every student is actively involved in the learning process. As wise and compassionate figures, educators are not only teachers but also trainers and nurturers for the next generation, guiding them with sincere intentions to produce good individuals and benefit society.

D. CONCLUSION

From this discussion, it can be concluded that in the perspective of Islamic education, educators are individuals who are responsible for the guidance and moral and spiritual education of students, not limited to biological parents. They should possess characteristics such as compassion, honesty, justice, and a deep understanding of student psychology. Muslim educators are also expected to emulate the attributes of Allah, the Prophet, and scholars in carrying out their duties. In addition, the educator's role includes being a facilitator, motivator, inspirer, and mentor, which helps shape the learners' overall character and morals.

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