

## **THE ROLE OF ISLAMIC RELIGIOUS EDUCATION TEACHERS IN SHAPING THE RELIGIOUS CHARACTER OF STUDENTS AT NAHDATUL ULAMA PRIVATE MADRASAH IBTIDAIYAH (MIS NU) RAO-RAO DOLOK VILLAGE**

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### **ABSTRACT**

The role of an Islamic religious education teacher is a set of duties and responsibilities that must be carried out in their position as an educator. And the aim of this research is to find out the role of Islamic religious education teachers in shaping the religious character of students, to find out the inhibiting and supporting factors for Islamic religious education teachers in shaping the religious character of students at Madrasah Ibtidaiyah Nahdatul Ulama (MIS NU) in Rao Village. Rao Dolok. The method used in this research is a qualitative descriptive analysis technique, namely comparing the results obtained with standards that have been used previously. Then in this research, the presentation of data or a collection of structured information that provides the possibility for interest and taking action is presented, among other things, in the form of narrative text. The aim is to make it easier to read, understand and draw conclusions. The results of this research show that the role of Islamic religious education teacher is as an educator, as a teacher, as a guide and as a trainer. Meanwhile, inhibiting and supporting factors include: inhibiting factors, which influence the formation of religious character, including family and society. And supporting factors, by guiding students to develop more positively and instill religious values.

***Keywords: Teachers, Islamic Religious Education, Religious Character***

### **A. INTRODUCTION**

Education is educating students to make humans intelligent and of noble character. Character education is important for all levels of education, from elementary school to college. With character education from an early age, it is hoped that it can create superior characters, namely the nation's children who are faithful, devout, have noble character, have expertise in their field and have character. (Akhmad Muhaimin Azzet, 2011 15-16).

Education (school) has a very important role in character formation efforts, namely school efforts carried out jointly by teachers and school residents through activities at school to shape the character and morals of students through various virtues contained in religious teachings. For those who are Muslim, they always use the Koran as the basis for how they view, think, behave and act. Education is not enough if it only provides knowledge, but it must also be able to instill and build strong beliefs and character in students so that they are able to develop their potential and find their life goals in accordance with the rules, especially religious rules. "Character education is an effort to guide students' behavior so that they know, love and do good (Abdul Mujib, 2013: 11).

Character education is an effort to help the development of children's souls both physically and spiritually, from their nature towards a better humane civilization (E. Mulyasa,

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2014: 1). Character is the magic of life that differentiates humans from animals. Humans without character are humans who have become "animals". People who are well educated and both individually and socially are those who have good morals, morals and manners. Considering how urgent character is, educational institutions have the responsibility to instill it through the learning process (Zubaedi, 2011:1)

The role of an Islamic religious education teacher is a set of duties and responsibilities that must be carried out in their position as an educator. The duties and responsibilities of teachers as educators are a mandate that teachers must accept on the basis of their choice to assume the position of teacher. This mandate must be carried out with full responsibility. As explained in the Al-Qur'an Surah An-Nisa' verse 58:

إِنَّ اللَّهَ يَأْمُرُكُمْ أَنْ تُؤَدُّوا الْأَمَانَاتِ إِلَىٰ أَهْلِهَا وَإِذَا حَكَمْتُمْ بَيْنَ النَّاسِ أَنْ تَحْكُمُوا بِالْعَدْلِ إِنَّ اللَّهَ نِعِمَّا يَعِظُكُمْ بِهِ إِنَّ اللَّهَ كَانَ سَمِيعًا بَصِيرًا

*Meaning: "Indeed, Allah has ordered you to convey the message to those who are entitled to receive it, and when you establish a law between humans, you must determine it fairly. Indeed, Allah is the best who teaches you. Indeed, Allah is All-Hearing, All-Seeing."*

The role of Islamic Religious Education teachers in shaping character is of course expected to be able to make students have strong character so that they can resolve the moral problems they are facing, especially as many students who attend school only finish their school hours. Madrasa Ibtidaiyah Private Nahdatul Ulama of Rao-Rao Dolok Village is committed in forming the character of students because when students have character the quality of education will increase and human resources will also develop, with strong character children not only complete their tasks at school as students but also fulfill their duties as human beings who must study.

Through observations made by the author, character education has been implemented at the Nahdatul Ulama Private Madrasah Ibtidaiyah Rao-Rao Dolok Village, in the teaching and learning process teachers are required to implement and use character education. However, in its implementation there are still obstacles, this can be seen in the following symptoms:

1. Lack of advice, direction, guidance and control from teachers to students, so that good character is not optimal.
2. Lack of awareness of Islamic religious education teachers to maintain and improve religious character in the school environment.
3. Sanctions given by Islamic religious education teachers do not deter students enough, making students tend to underestimate and repeat bad character traits so that the level of good character decreases.

Based on this problem, the author is interested in studying it further by raising this problem in a scientific work with the title "The Role of Islamic Religious Education Teachers in Forming the Religious Character of Students at Madrasah Ibtidaiyah Nahdatul Ulama (MIS NU) in Rao-Rao Dolok Village.

## **B. FORMULATION OF THE PROBLEM**

1. What is the Role of Islamic Religious Education Teachers in Forming the Religious Character of Students at Madrasah Ibtidaiyah Nahdatul Ulama (MIS NU) in Rao-Rao Dolok Village, Sosa District, Padang Lawas Regency?

2. What are the Inhibiting Factors for Islamic Religious Education Teachers in Forming the Religious Character of Students at Madrasah Ibtidaiyah Nahdatul Ulama (MIS NU) in Rao-Rao Dolok Village, Sosa District, Padang Lawas Regency?

## C. RESEARCH METHODS

### 1. Types of Research and Approaches

The type of research used in this research is descriptive qualitative because this research produces conclusions in the form of data that describes in detail, not data in the form of numbers. This is because the qualitative method is a research process that produces descriptive data in the form of writing or expressions obtained directly from the field or research area (Lexy J. Moleong, 2016). The qualitative approach is a type of research based on the philosophy of postpositivism which is used to research the conditions of natural objects, (as opposed to experiments) where the researcher is the key instrument, sampling of data sources is carried out purposively and snowballing, the collection technique is triangulation (combination), Data analysis is inductive/qualitative and the results of qualitative research emphasize meaning rather than generalization.

Descriptive is a problem formulation that guides research to explore or photograph the social situation that will be studied thoroughly, broadly and in depth. This method aims to systematically describe the facts or characteristics of a particular population or a particular field in a factual and accurate manner. This research focuses more on field observations (Dewi Sadiyah, 2015). Here the researcher goes directly to the research location and with the research results obtained in accordance with the research title, the researcher provides an overview of The Role of Islamic Religious Education Teachers in Shaping the Religious Character of Students at the Nahdatul Ulama Private Madrasah Ibtidaiyah (Mis Nu) in Rao-Rao Dolok Village.

### 2. Time and the Forge of Research

This research will be carried out at Nahdatul Ulama Private Ibtidaiyah Madrasah (MIS NU) Rao-Rao Dolok Village, Sosa District, Padang Lawas Regency. Meanwhile, the research will be carried out in December 2023.

#### b. Research Subjects and Objects

Based on the title, the subject of this research is the teacher. Islamic Religious Education at the Nahdatul Ulama Private Madrasah Ibtidaiyah (MIS NU) Rao-Rao Dolok Village. Meanwhile, the object of this research is the role of Islamic religious education teachers in forming religious character. at the Nahdatul Ulama Private Madrasah Ibtidaiyah (MIS NU) Rao-Rao Dolok Village.

#### b. Research Data Source

The data sources in this research are as follows:

##### 1) Primary data

Primary data sources are data sources obtained or collected directly in the field by the person conducting the research or those concerned and those who need it. Primary data sources are data sources obtained by researchers from original sources (Saifuddin Azsar, 1998). In this research, the main data sources are school principals, Islamic religious education teachers, students at the Nahdatul Ulama Private Madrasah Ibtidaiyah (MIS NU) in Rao-Rao Dolo Village.

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2) Secondary Data

Secondary data is a data source that does not directly provide data to data collectors. The secondary data sources referred to consist of literature that has relevance and supports this research, namely: in the form of books, magazines, the internet, and other data sources that can be used as complementary data. Secondary data sources can be divided into: first, conceptual literature review, namely a study of articles or books researched by experts that are related to the discussion of this title. Second, literature review of previous research results or searching for previous research results that are relevant to the discussion of this research, both those that have been published and those that have not been published in the form of books or scientific magazines along with documents and data related to the research (Saifuddin Azsar, 1998). Secondary data is research data obtained indirectly through intermediary media or used by Nahdatul Ulama Private Ibtidaiyah Madrasah (Mis Nu) such as documentation data notes or reports. Secondary data is only complementary research material.

**c. Research Informant**

Research informants are subjects who understand information about the research object as actors or other people who understand the research object (Nana Syaodih Sukmadin, 2007). There were 4 informants in this research, namely PAI teachers at the Nahdatul Ulama Private Madrasah Ibtidaiyah (Mis NU) in Rao-Rao Dolok Village.

**d. Data Collection Techniques**

According to J. Supranto, good data in research is data that can be trusted for its truth (reliable), timely, covers a wide area and can provide a clear picture for drawing conclusions (J. Supranto, 1998). Therefore, the data needed in this writing generally consists of data sourced from field research. In this research, data collection was carried out by the author through observation, interviews by asking several research questions and documentation, as follows:

1) Observation

Observation is a data collection technique by observing ongoing activities. Observational data collection has specific characteristics when compared with other techniques. Because observation is not limited to people as respondents but can also include other natural objects. Observation is an important way to obtain definite information about the object we are studying. Through observation the writer can document and reflect systematically on the activities and interactions of the subject of writing. Everything seen and heard in the observation can be recorded, recorded carefully if it is in accordance with the themes and problems studied in the writing. In this case, researchers, guided by their research design, need to visit the location to directly observe various things or conditions in the field (Suharsimi Arikunto, 2013). The author used this method to obtain data about the role of Islamic Religious Education teachers in shaping the religious character of students at the Nahdatul Ulama Private Madrasah Ibtidaiyah (Mis NU) in Rao-Rao Dolok Village.

2) Interview

An interview is a conversation with a specific purpose. The conversation is carried out by two parties, namely the interviewer who asks questions and the interviewee who provides answers to those questions (Lexy J. Moleong, 2016). The aim is to collect data and obtain information directly from respondents. Data obtained from interviews serves as reinforcing data from the observations made and as support for

explanations of the problems studied. Interviews can be carried out individually or in groups. In individual or group interviews, the author as interviewer can conduct interviews in a directive manner. This means that the author always tries to direct the conversation according to the focus of the problem to be solved. However, the author can also conduct interviews nondirectively. This is done if the writer does not want to focus the discussion on a problem but also wants to explore a problem. The author conducted the interview process to obtain data from informants regarding the role of Islamic Religious Education teachers in shaping the religious character of students at the Nahdatul Ulama Private Madrasah Ibtidaiyah (Mis NU) in Rao-Rao Dolok Village.

3) Documentation

Documentation is looking for data regarding things or variables in the form of notes, transcripts, books, newspapers, magazines, inscriptions, meeting minutes, notes, agendas, and so on (Suharsimi Arikunto, 2013). Collecting data by means of documentation is something researchers do to collect data from various things related to the role of Islamic religious education.

**e. Data analysis technique**

Data analysis is an activity to analyze or decipher data to produce rules relating to the focus of research using methods, techniques and tools. Data analysis in research is very necessary and is even a crucial part of several previous research steps. The data analysis technique used in this research is a qualitative descriptive technique. Qualitative data analysis is an effort made by working with data, organizing data, sorting it into manageable units, looking for and finding patterns, and deciding what to tell others. (Lexy J. Moleong, 2016). The steps for data analysis techniques in this research are as follows:

1) Data reduction

Data reduction referred to here is the process of selecting, focusing attention on simplifying, abstracting and transforming "rough" data sourced from written notes in the field. This reduction is expected to simplify the data that has been obtained to make it easier to conclude research results. In other words, all research results from the field that have been collected are selected again to determine which data is appropriate to use (Sugiyono, 2008).

2) Data Presentation

Data presentation or data display is an effort to assemble information in an organized and structured manner in an effort to describe the possibility of drawing conclusions and taking action. Meanwhile, the data presentation that is often used in qualitative research is narrative. It is intended to understand what happened, planning further work based on what is understood. Presenting data is a way to make things easier for every researcher by presenting the data in its entirety, then categorizing the data that has been collected in the form of short descriptions, charts, relationships between categories, and the like so that it is easy to understand when analyzing. Next, the researcher presents the data that has been collected, which has been focused, summarized, and selects the main points. Presentation of data that has been obtained from the field related to all research problems, choosing between what is needed and what is not, then grouped and then given problem boundaries. The presentation of this data is expected to provide clarity and supporting data (Sugiyono, 2008).

3) Drawing Conclusions

Drawing conclusions is an activity to describe the completeness of the object under study or the complete configuration of the research object. The initial conclusions expressed are still temporary and will change if strong and supporting evidence is not found at the next stage of data collection. However, if the conclusions put forward at the initial stage are supported by valid and consistent evidence when the researcher

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returns to the field to collect data, then the conclusions put forward are the correct conclusions. The next step in analyzing qualitative data is drawing conclusions and verification, each initial conclusion put forward is still temporary and will change if strong supporting evidence is found at the next stage of data collection (Sugiyono, 2008). Therefore, in every activity, especially in scientific research, it is required to draw conclusions and all the data that has been collected, starting from the data that has been concluded will give rise to suggestions from researchers to those being studied (the role of Islamic Religious Education teachers in forming religious character students at the Nahdatul Ulama Private Madrasah Ibtidaiyah (Mis Nu) in Rao-Rao Dolok Village for the sake of improvements themselves, especially at the level of implementing the process of forming students' religious character.

#### **D. DISCUSSION**

##### **1. The Role of Islamic Religious Education Teachers in Forming the Religious Character of Students at Madrasah Ibtidaiyah Nahdatul Ulama (MIS NU) Rao-Rao Dolok Village, Sosa District, Padang Lawas Regency**

###### **a. As an Educator.**

Based on the results of observations and interviews conducted at the Nahdatul Ulama Private Madrasah Ibtidaiyah (MIS NU) with the Principal, Mrs. Netti Sumita Nasution, S..Pd, she said that:

"For Islamic religious education teachers, they have educated students by providing good directions, for example: when entering the classroom, students are accustomed to greeting with a polite smile first, as well as the attention used to tidy up the children who enter school, then with tadarus in class"

Furthermore, the results of observations and interviews with the Islamic Religious Education Teacher, namely Mrs. Khoirottus Soleha Nasution, S.Ag, said that:

"By educating students, they are taught to maintain cleanliness, respect teachers, parents and fellow students, speak good words and set a good example.

And the results of observations and interviews with the Islamic Religious Education Teacher, namely Mr. Ali Erman Nasution, S.Pd, said that:

"Teachers try to provide good examples for students, such as helping each other, respecting each other and taking advantage of each other"

And the results of observations and interviews with the Islamic Religious Education Teacher, Mr. Derlan Lubis, S.Pd.I, said that:

"By giving students advice about what is good and what is bad, for example by always reminding students about the positive and negative impacts of Android so they don't fall into things they don't want.

So, in conclusion, the role of Islamic religious education teachers as educators is not only to teach/deliver material. However, at the same time educating students in learning and other activities starts from the teacher, because teachers are figures, examples and role models for students and their environment.

###### **b. As a Teacher**

Based on the results of observations and interviews conducted at the Nahdatul Ulama Private Madrasah Ibtidaiyah (MIS NU) with the Principal, Mrs. Netti Sumita Nasution, S.Pd, he said that:

"For Islamic religious education teachers, especially at the Nahdatul Ulama Private Madrasah Ibtidaiyah Rao-Rao Dolok Village, they have provided good teaching,

especially in forming religious character. They have also taught their students about honesty, discipline, courtesy and example. One example of what Islamic religious education teachers indirectly do is by always arriving on time, this indirectly teaches students to be disciplined."

Furthermore, the results of observations and interviews with the Islamic Religious Education Teacher, namely Mrs. Khoirottus Soleha Nasution, S.Ag. who said that:

"In the learning process, a teacher not only conveys lesson material, but also teaches students to behave well, namely by providing lessons about honesty, discipline, courtesy and example to students. During the learning process, I always intersperse the activities at the beginning by reading a short letter first and reading a prayer before starting the lesson."

And the results of observations and interviews with the Islamic Religious Education Teacher, namely Mr. Ali Erman Nasution, S.Pd, said that:

"The material that I teach to students is about superstition, attitude, good behavior so that students can imitate what is acted out and conveyed by the teacher so that it can become a habit in their daily life behavior."

As a teacher teacher, of course you don't just teach material, but apart from that, Islamic religious education teachers must be able to apply religious values to students.

And the results of observations and interviews with the Islamic Religious Education Teacher, Mr. Derlan Lubis, S.Pd.I, said that:

"Apart from that, in every lesson, the material taught to students is interspersed with religious values, by conveying the real situation. The aim is for students to be able to apply it in everyday life, for example material related to religious character, such as getting closer to Allah SWT."

So, in conclusion, the role of Islamic religious education teachers as teachers is to teach useful knowledge to their students. Apart from teaching subject matter, Islamic religious education teachers also provide lessons about discipline, honesty, manners and role models to students.

**c. As a Guide.**

As a mentor, the teacher accompanies and provides direction to students regarding the growth and development of students, including cognitive, affective aspects and providing life skills to students both academically and socially. As mentors, teachers are required to carry out things that make students more active in forming good personalities.

Based on the results of observations and interviews conducted at the Nahdatul Ulama Private Madrasah Ibtidaiyah (MIS NU) with the Principal, Mrs. Netti Sumita Nasution, S.Pd, he said that:

"Islamic religious education teachers are obliged to guide their students to have good character, by providing good role models in accordance with Islamic law, such as guiding students to carry out midday prayers in congregation at school."

Furthermore, the results of observations and interviews with the Islamic Religious Education Teacher, namely Mrs. Khoirottus Soleha Nasution, S.Ag, said that:

"It is our job as Islamic religious education teachers to guide students, namely by providing solutions with more approaches and giving direction to the child to behave better."

And the results of observations and interviews with the Islamic Religious Education Teacher, namely Mr. Ali Erman Nasution, S.Pd, said that:

"The way I guide students is by providing advice and creating learning plans in accordance with the goals and competencies to be achieved by actively involving students."

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And the results of observations and interviews with the Islamic Religious Education Teacher, Mr. Derlan Lubis, S.Pd.I, said that:

"We as Islamic religious education teachers guide our students not with violence, but using an approach so that students are more obedient and not disobedient."

So, in conclusion, the role of an Islamic religious education teacher as a guide is very important, so guidance from a teacher is really needed by students, because students will definitely face challenges and obstacles in the learning process. This is where the role of Islamic religious education teachers is in shaping the religious character of students.

**d. As a Coach.**

Based on the results of interviews conducted at the Nahdatul Ulama Private Madrasah Ibtidaiyah (MIS NU) with the Principal, namely Mrs. Netti Sumita Nasution, S.Pd, she said that:

"In training Islamic religious education teachers, especially students who are difficult to manage, Islamic religious education teachers usually overcome this by communicating first and asking carefully what is happening, then giving directions."

Furthermore, the results of observations and interviews with the Islamic Religious Education Teacher, namely Mrs. Khoirottus Soleha Nasution, S.Ag, said that:

"One way to train students to have good character is by motivating and directing students to behave honestly, disciplined, polite and exemplary"

And the results of observations and interviews with the Islamic Religious Education Teacher, namely Mr. Ali Erman Nasution, S.Pd, said that:

"By training students well, they will be able to go through emotional, mental, creative, moral and spiritual development well." And the results of observations and interviews with the Islamic Religious Education Teacher, Mr. Derlan Lubis, S.Pd.I, said that:

"As a teacher, you must provide examples of Islamic values to students so that good character can be formed to become a good individual."

So, in conclusion, the role of an Islamic religious education teacher as a trainer is to carry out his role well in organizing and planning so that his students can behave honestly, be disciplined, polite and exemplary and direct that students do well or behave in accordance with the goals they want to achieve.

**2. Inhibiting Factors for Islamic Religious Education Teachers in Forming the Religious Character of Students at Madrasah Ibtidaiyah Nahdatul Ulama (MIS NU) Rao-Rao Dolok Village, Sosa District, Padang Lawas Regency**

**a. Obstacle factor**

Based on the results of interviews conducted at the Nahdatul Ulama Private Madrasah Ibtidaiyah (MIS NU) with the Principal, Mrs. Netti Sumita Nasution, S.Pd regarding the inhibiting factors in the formation of students' religious character, who said that:

"In the formation of religious character, of course there are obstacles encountered, namely the lack of response from parents when there is a summons from the school, the children's background is not good, and the children's relationships are not good both inside and outside school."

Furthermore, the results of observations and interviews with one of the Islamic Education Teachers, namely Mr. Ali Erman Nasution, S.Pd, said that:



"For the obstacles encountered in the formation of religious character, namely external factors, namely from outside the school, such as poor relationships outside of school, backgrounds from broken homes and poor misuse of social media will influence students to behave less well inside. school".

From this, it can be concluded that in the formation of religious character there are certainly obstacles encountered. Islamic religious education teachers have carried out their role quite well, but in fact what has been planned well sometimes results are not good. Islamic religious education teachers have taught and guided students both inside and outside school to behave honestly, disciplined, polite and exemplary. But Islamic religious education teachers cannot monitor relationships outside of school, such as interactions with peers, especially in this day and age when technology is developing very quickly.

#### **b. Supporting factors**

Based on the results of observations and interviews conducted at the Nahdatul Ulama Private Madrasah Ibtidaiyah (MIS NU) with the Principal, Mrs. Netti Sumita Nasution, S.Pd regarding supporting factors in the formation of students' religious character, she said that:

"Supporting factors in the formation of students' religious character include teaching students to recite the Koran, cult, midday prayers and noon prayers in congregation at school. By teaching students about this, students' religious character will increase."

Furthermore, the results of observations and interviews with one of the Islamic Religious Education Teachers, namely Mr. Ali Erman Nasution, S.Pd, said that:

"Meanwhile, supporting factors in the formation of religious character include factors influenced from outside the school, such as family and a good environment, namely families who tell their children to recite the Koran."

From this, it can be concluded that Islamic religious education teachers have played an important role in the formation of students, where Islamic religious education teachers have also carried out their duties properly and correctly to shape students' religious character so that they become even better. In all these processes, of course, Islamic religious education teachers are also assisted by other teachers.

#### **E. CLOSING**

So it can be concluded that the role of Islamic religious education teachers in shaping the religious character of students, namely: as an educator, as a teacher, as a guide and as a trainer. Meanwhile, the inhibiting and supporting factors for Islamic religious education teachers in forming the religious character of students are:

1. Inhibiting factors, these factors are internal factors, meaning factors that influence the formation of character from within the individual himself. External factors that influence the formation of religious character include family and society.
2. Supporting factors, by guiding students to develop more positively and instilling religious values.

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