

The Role of PAI Teachers in Embedding the Value of Wasathiyah Islam in Students of Al Madinah Islamic Primary School

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Abstract

Teachers have an important responsibility to guide students in understanding and practicing moderate Islamic teachings. The author explores various strategies and methods used by teachers in the learning process, as well as their impact on the formation of student character. Apart from that, it also reviews the challenges faced by teachers in implementing the Wasathiyah approach amidst the complexity of the school environment and other factors. This research provides in-depth insight into how Islamic Religious Education teachers can effectively play their role in instilling Wasathiyah values at the primary education level.

Keywords: role of teacher, wasathiyah islam, moderate

INTRODUCTION

Islamic Religious Education lessons have an important role in shaping students' character because they teach moral values, ethics and spirituality. Through learning Islamic Religious Education, students can develop attitudes of tolerance, honesty and concern for others. Apart from that, understanding religious teachings can help form a stable and ethical personality, strengthening positive values in everyday life.

The principles of tolerance and wasathiyah Islam are reflected in the Al-Quran through various verses that encourage mutual understanding, respect and justice between individuals and groups. One example is in Surah Al-Baqarah 2: 256

لَا إِكْرَاهَ فِي الدِّينِ قَدْ تَبَيَّنَ الرُّشْدُ مِنَ الْغَيِّ

"There is no compulsion in religion. Indeed, the right path is clearer than the wrong one."

This verse affirms religious freedom and shows that tolerance must be the basis of interaction between religious communities. In addition, the concept of wasathiyah (simplicity) is reflected in the call to shun extremism and strive for a balanced life. By referring to this principle, Islam encourages its followers to live in diversity and establish harmonious relationships with fellow humans, without forcing other people to follow their beliefs.

The school period is a period of human development with all the problems of psychological development and this means the development of ways of thinking. Islamic Religious Education subjects are an obligation to be presented to students at all levels of education (Gatot Kaca, Kamrolah, Ahmad Khaerul Kholidi, 2023). Therefore, to instill the concept of wasathiyah Islam, the role of teachers is needed, especially the role of Islamic Religious Education teachers who not only impart knowledge but must also be able to

educate students' morals so that apart from making them intelligent, they can also give rise to virtuous people (Atika Fitriani, 2018). The role of Islamic religious education teachers is basically to try to transfer the knowledge they have to their students, so that they understand more and know a wider range of knowledge (Jentoro, Ngadri Yusro, Eka Yanuarti, Asri Karolina, 2020).

Researchers saw several symptoms of students' lack of understanding of wasathiyah Islamic values, because there were still students who lacked mutual respect for each other, both in behavior and spoken language even though the school was one of the leading schools. in Ungaran and schools also have a Vision and Mission one of them is to shape student character.

In connection with the explanation above, it is clear that it is important to instill wasathiyah Islamic values in students in order to create a character that is tolerant and open to differences. Based on this explanation, researchers are interested in conducting research with the title " The role of PAI teachers in embedding the value of wasathiyah Islam in students of Al Madinah Islamic Primary School". By carrying out this research, it is hoped that it will be able to provide a mature and sustainable picture of the value of Islamic wasathiyah in schools so as to create students who are able to maintain harmony and balance amidst differences.

METHODS

This research uses a qualitative research approach. This research involving several research subjects, namely teachers, students and school principals. Data The information needed in this research was obtained through key informants, namely teacher and student. Data collection techniques use several methods, namely interviews, documentation, and observations. Data analysis techniques used the analysis steps carried out in qualitative research according to Miles and Huberman, namely the data collection stage, data reduction stage, data display stage, stage drawing conclusions (conclusions: drawing/verifying) (Kasirom, 2010). For To increase the validity of qualitative research data, the process is carried out credibility, transferability, dependability and confirmability (Sugiyono, 2010).

RESULTS AND DISCUSSION

Based on the results of research in the field that researchers have carried out, the following results were obtained:

Wasathiyah Islamic values instilled by Islamic Religious Education teachers at Al-Madinah Superior Islamic Elementary School

Wasathiyah Islamic values have an important role in forming a balanced and moderate person. By instilling these values, one can avoid extremism and conflict that can be detrimental to social development. Wasathiyah Islam also promotes justice, equality, and wise attitudes, which in turn can create an environment of harmony amidst differences. Apart from that, it also provides a basis for cooperation between religious communities, strengthening diversity in a forum of unity, thus, the cultivation of Wasathiyah Islamic values plays a key role in forming a society that is just, balanced and open to differences.

The word Wasathan has the meaning of the middle or taking a middle position between the two sides of radical and liberal (Dimiyati, 2017) which was later popularized as the word moderation (Sitti Chadidjah, Agus Kusnayat, Uus Ruswandi, 2021). Wasathiyah Islam refers to an intermediate or moderate approach in the understanding and practice of Islam. In the context of education, this concept means that education must be based on balanced, moderate and comprehensive Islamic values. It includes aspects such as justice, simplicity, tolerance, and a balance between spirituality and knowledge of the world.

The wasathiyah form of Islamic values has a very important meaning in the daily lives of students. Understanding these values is not limited to the school environment, but must also be applied in the home environment and society in general. The following are forms of wasathiyah Islamic values at the Al-Madinah Ungaran Flagship Islamic Elementary School:

Tawasuth Value (Middle Attitude)

Islamic Religious Education Teachers have an important role in instilling Wasathiyah Islamic values in students. Through this approach, teachers can form a balanced and moderate character in the younger generation. In learning, teachers need to integrate Wasathiyah Islamic concepts, such as tolerance, justice, and middleness in learning activities. Teachers are also responsible for providing a deep understanding of these concepts, facilitating discussions that promote tolerance among students, and addressing the potential for extremism. Apart from that, teachers can use interactive and contextual learning methods to make the material more relevant and applicable to students in real life situations.

In providing real examples, teachers need to be role models for students in applying Wasathiyah Islamic values in various situations. The application of Wasathiyah Islamic practices in daily life by teachers will help students understand that these values are not only theoretical concepts, but can also be implemented in practice. Teachers can also involve students in social activities and community service that promote Wasathiyah Islamic values. This not only broadens students' understanding of diversity and societal needs, but also teaches them to live life as agents of positive change.

The importance of open communication between teachers, students and parents cannot be ignored either. Teachers need to clearly explain the objectives of learning Wasathiyah Islamic values, involve parents in supporting Islamic religious education at home, and create an atmosphere that supports students' spiritual and moral development. With the strong and sustainable role of Islamic Religious Education teachers, it is hoped that students can grow as individuals who respect diversity, have moderate principles, and have the ability to bring positive change in society in accordance with the teachings of Wasathiyah Islam.

Tawazun Value

Tawazun comes from the word tawazana yatawazanu which means balancing or compensating (Siddiq, 2005). Teachers at the Al-Madinah Flagship Islamic Elementary School play a role in guiding and supervising students in carrying out their worship and

trying to maintain a balance between the obligations of this world and the hereafter. In an effort to instill the value of tawazun, Al-Madinah Superior Islamic Elementary School students are trained to balance their activities. Teachers train students to take part in extracurricular activities with the aim that students can develop their talents and potential.

By participating in various activities at school, students can interact with friends, work together as a team and learn to manage their time well. By instilling the value of tawazun, teachers hope that students can understand the importance of maintaining balance or having a balancing attitude (tawazun). Through disciplined activities in morning prayers, carrying out congregational prayers, students learn to carry out and prioritize religious activities, but still carry out activities or participate in social life.

I'tidal value

The word *i'tidal* means perpendicular or proportional. The value of *i'tidal* in the application of Wasathiyah Islam in elementary schools involves a middle and balanced attitude in various aspects of life, such as education, morality and society. Teachers and students are invited to understand and apply Islamic teachings proportionally, avoid extreme attitudes, and promote tolerance and cooperation between individuals in the school environment.

At the Al-Madinah Ungaran Islamic Primary School, students are taught to carry out their obligations to worship in a proportional and balanced manner. They were taught about the importance of practicing religious teachings in a balanced way, such as praying, fasting, and reading the Koran and other religious activities. Teachers also require students to take part in non-academic activities such as extracurricular activities and social service.

In this way, it is hoped that the students of the Superior Islamic Elementary School Al-Madinah Ungaran can train themselves so that they can develop a middle, fair and balanced attitude in various situations and have good morals. Through balanced activities between worship activities and social activities, students at the Superior Islamic Elementary School Al-Madinah Ungaran can develop themselves holistically and become individuals who are always useful in society.

Tasamuh Value

Tolerance is an open attitude and acceptance of differences, whether in beliefs, culture or views, without projecting negative or discriminatory attitudes (Harto & Tastin, 2019). The application of tasamuh values in elementary schools is very important to form an attitude of tolerance and mutual respect between students. This can be done through learning activities, discussions, and examples of positive behavior from teachers and school staff. By applying the value of tasamuh, students are better able to appreciate differences, build harmonious relationships, and develop an attitude of tolerance in the school environment, so that the Islamic value of wasathiyah will be instilled in students.

The Leading Islamic Elementary School teacher in Al-Madinah Ungaran understands the importance of developing the value of tasamuh in students, because the value of tasamuh is the foundation underlying the Islamic value of wasathiyah. The Leading Islamic Elementary School teacher at Al-Madinah Ungaran emphasizes students to be

tolerant, moderate and balanced in interacting with each other. Teachers also try as much as possible to uphold these values in learning.

The importance of instilling tasamuh values in students will help students adapt to the school environment. Students who have tasamuh values will have high human values, such as sympathy, empathy, and sensitivity to their social conditions. By cultivating the value of tasamuh, students will be able to understand different perspectives and be able to establish harmonious relationships with others.

The value of Amar Ma'ruf Nahi Munkar (Attitude to Command Virtue and Prevent Evil)

In Islam, the value of amar ma'ruf nahi munkar is a principle that encourages Muslims to encourage goodness (amar ma'ruf) and prevent evil (nahi munkar). This principle reflects the concept of wasathiyah, or middleness, which teaches balance and moderation in various aspects of life. Wasathiyah teaches Muslims to avoid extremism and strive for harmony in society.

Applying the values of amar ma'ruf nahi munkar to students can be done through the habituation of positive values, such as mutual help and respectful attitudes. In addition, learning about good behavior and teaching students to prevent bad behavior is also important. Supporting the formation of positive character can be done through teacher supervision, the teacher's modeling role, and involving parents in the educational process. The form of the value of amar ma'ruf nahi munkar can be seen from the way students use social media. Students are taught to avoid negative things on social media, such as avoiding the spread of fake news, slander, and so on. Teachers are obliged to be a positive filter for students by selecting and sharing content that provides benefits, promotes goodness and inspires others.

The application of the values of amar ma'ruf nahi munkar can also be seen from the students' behavior interact with each other, help each other when experiencing difficulties. Students do not hesitate to provide assistance to friends who need it. Their empathetic and caring attitudes reflect the implementation of the values of amar ma'ruf nahi munkar.

Methods of Islamic Religious Education Teachers in Instilling Islamic Values Wasathiyah at Al-Madinah Superior Islamic Elementary School

The important role of Islamic Religious Education teachers in instilling Islamic values of wasathiyah in students by integrating approaches that are appropriate to the children's level of understanding. To achieve this, Islamic Religious Education teachers use various methods so that the process of instilling wasathiyah Islamic values runs effectively. The following is the Islamic Religious Education teacher's method of instilling wasathiyah Islamic values:

Habituation Activities

The method applied by the Islamic Religious Education teacher at the Superior Islamic Elementary School Al-Madinah Ungaran in instilling Islamic values wasathiyah, namely through habituation activities. Habituation activities at the Superior Islamic Elementary School Al-Madinah Ungaran are a strategy for forming wasathiyah Islamic

values in students. Through continuous and consistent habituation activities, students will get used to behaving in accordance with wasathiyah Islamic values. In this case, student enthusiasm is very important, because the more enthusiastic students are in participating in familiarization activities, the stronger the Islamic wasathiyah values are embedded in the students.

Habituation activities at the Al-Madinah Ungaran Islamic Primary School begin in the morning at 06.50 WIB. The students started their day by gathering in the school yard to participate in prayer activities together reading Asmaul Khusna and short letters. Then continued the Duha prayer and mujahadah activities with the teachers. This morning habituation activity is carried out every day from Monday to Friday.

Every Monday to Thursday there are 3 hours of Tahsin and Takhfidz lessons. By conducting habituation activities to apply tahsin takhfidz to students, it has significant benefits in implementing the Islamic value of wasathiyah at school.

First, tahsin takhfidz shapes students' character by teaching patience, discipline and responsibility through the process of understanding and memorizing the Al-Qur'an. This is in line with the wasathiyah principle which emphasizes balance and balance in life. *Second*, through tahsin takhfidz, students are taught to respect and love the Islamic holy book. This supports the values of justice and unity in Islam, in accordance with the wasathiyah concept which emphasizes tolerance and harmony between individuals. *Third*, learning tahsin takhfidz provides an opportunity for students to understand the meaning and moral teachings contained in the Al-Qur'an. It supports the development of good character and moral awareness, reflecting wasathiyah principles that emphasize integrity and balanced morality.

By implementing tahsin takhfidz, schools can become educational institutions that not only develop academic intelligence, but also shape Islamic character in accordance with wasathiyah values, creating a generation that is balanced in spirituality and daily life.

Extracurricular Activities

Extracurricular activities at the Superior Islamic Elementary School Al-Madinah Ungaran are one of the means for Islamic Religious Education teachers to instill wasathiyah Islamic values in students. Through extracurricular activities, students are given the opportunity to develop character and broaden their horizons about moderate, tolerant and balanced Islamic values.

Extracurricular activities at the Al-Madinah Ungaran Islamic Primary School, such as Al-Banjari, English Club, Arabic Club, SSI (Islamic Arts School), Tilawah, Calligraphy, CCI, Robotics, PADUS, and Scouts are things that all elementary school students must participate in. Flagship Islam Al-Madinah Ungaran. This is done with the aim of providing students with the opportunity to learn and practice wasathiyah Islamic values outside the classroom environment.

Through extracurricular activities, students can play an active and involved role directly. Students will gain new knowledge and experiences that are not only obtained through learning in the classroom. Through extracurricular activities, students are given the

opportunity to discuss, interact and collaborate with their friends with the aim of understanding and practicing wasathiyah Islamic values.

The Role of Islamic Religious Education Teachers in Instilling Wasathiyah Islamic Values in the Leading Islamic Elementary School Al-Madinah Ungaran

Instilling the concept of wasathiyah Islam requires the role of teachers, especially the role of Islamic Religious Education teachers who must not only impart knowledge but must also be able to educate students' morals so that apart from making them intelligent, they can also give rise to virtuous people. The role of Islamic religious education teachers is basically to try to transfer the knowledge they have to their students, so that they understand more and know a wider range of knowledge (Jentoro, Ngadri Yusro, Eka Yanuarti, Asri Karolina, 2020). A teacher is a person who educate, conduct teaching, provide guidance, add physical or non-physical training, provide assessments, and carry out periodic evaluations related to one or more sciences for all students (Amalia et al., 2017). The teacher's task is not only to impart knowledge but also to be able to educate students' morals so that apart from making them intelligent, they can also produce virtuous people, especially Islamic religious education teachers. Islamic education teachers have a very important role, especially in spiritual intelligence.

The role of Islamic Religious Education teachers in instilling the values of Religious Moderation in students must be more disciplined and serious, because in the current modern era students are easily influenced by advances in technology, various kinds of information and negative and positive things are very easy to see. and being listened to by students, this does not rule out the possibility that students could be influenced in a negative or positive direction towards understanding Religious Moderation. The role of Islamic Religious Education teachers is considered the most important in educating and guiding students so that they are able to behave in a balanced manner towards existing differences. In Law of the Republic of Indonesia Number 20 concerning the National Education System article 1 paragraph 1, it is stated that education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble morals, and skills needed by himself, society, nation and state (Rozak et al., 2010). The roles of Islamic Religious Education teachers include:

Teachers as Educators

The teacher's role as a guide must first be able to plan goals and identify competencies. Second, teachers must see student involvement in learning. Third, the teacher must interpret learning activities and finally the teacher must carry out an assessment. The role of Islamic Religious Education teachers as role models or role models. Teachers are models for students and everyone who considers them teachers. The role of Islamic Religious Education teachers as Motivators, teachers should encourage students to be enthusiastic and active in learning (Zainuddin Abbas, Benny Prasetya, 2022). The role and efforts of teachers have been made in instilling an attitude of religious moderation in students, namely by integrating or combining the values of religious moderation in PAI subjects, although this is not yet optimal.

According to Zakiah Daradjat, Islamic religious education is the guidance and care of students so that after completing their education they can understand and practice the teachings of the Islamic religion and carry out the teachings of the Islamic religion and use them as a way of life. Zakiyah Daradjat further stated that Islamic education is a comprehensive education, which covers all aspects of human life, namely; (1) Islamic religious education includes all dimensions in terms of faith, worship, and morals, (2) Islamic religious education reaches the life of the after life in a balanced way, (3) Islamic religious education emphasizes moral education, behavior, and paying attention to relationships with other people, (4) education continues throughout life, starting from the same content as Islamic Religious Education at the end of life (Daradjat, Z. 1995).

This is in line with Suprpto's opinion who said "The importance of teaching and practicing religious moderation among students is to present a moderate Islamic movement and the habit of having noble morals." (Suprpto, 2020) The role of the Islamic Religious Education teacher if it is related to instilling the values of religious moderation is very appropriate and important, a teacher must be a guide for students so that instilling the values of religious moderation is easy to do because of the closeness of the students to the teacher. National education aims to make the nation's life more intelligent. Being intelligent means making students recognize themselves, recognize their potential, the environment and the surrounding community. Teachers must be able to instill religious moderation so that students become peaceful people. With this knowledge, it is hoped that harmony will be created between people (live together) and can live side by side (live with other) with other people of different religions, beliefs, ethnic races, and so on (Baidhaw, 2020).

Teacher of Islamic Religious Education at Islamic Elementary Schools Unggulan Al-Madinah Ungaran carries out its obligations by forming students' personalities through example, attitudes and behavior that can be practiced by students themselves as well as helping students in building character through real actions that inspire in instilling Islamic values of wasathiyah by showing example in interacting with other people, show empathy, and respect differences. Through classroom learning, teachers try to train students to understand the diversity that exists around them, both in the school environment and outside the school environment.

Ustadz Yahya also explained the role of Religious Education teachers Islam as an educator stated that:

"We always provide space for children, encourage and facilitate students to develop their own interests and talents so that students can explore more widely by taking part in competitions so that their interests and talents can be honed".

Teacher as Facilitator

Islamic Religious Education Teachers do not only provide knowledge only academically, but also provides a platform for students to develop their respective interests and talents. By facilitating students in developing their interests and talents, teachers can help students discover their potential and increase student motivation to learn. Islamic Religious Education Teachers as facilitators also play a role in providing opportunities and

space for students to explore their interests and talents. Teachers can hold competitions, olympiads, and provide projects that are relevant to students' interests and talents.

Ustadz Yahya also explained the role of Religious Education teachers Islam as a facilitator stated that:

"We always provide space for children, encourage and facilitate students to develop their own interests and talents so that students can explore more widely by taking part in competitions so that their interests and talents can be honed"

Teachers as Motivators

Islamic Religious Education teachers must be role models or role models for students, so that teachers are able to educate students well and without feeling burdened. Before teaching the values of religious moderation to students, an Islamic Religious Education teacher is required to first apply and practice the values-the value of religious moderation in everyday life. Islamic Religious Education Teachers must be good motivators for students. With good motivation and encouragement from a teacher, students will be more enthusiastic about understanding and applying the values of religious moderation in everyday life.

Mujamil Qomar believes "that Islam does not only teach science to achieve brilliant academic achievements (science for science), but to create peace and peace for mankind (science for peace of society). In other words, there is science for human welfare (science for human welfare) so that the direction of progress in science and technology (civilization) can be controlled while remaining on the straight path al-sirath almustaqim (Fauzi, 2018). This is in line with The aim of Islamic religious education in Islamic Religious Education is to guide children to become true Muslims, believers, steadfast, do good deeds and have noble character, and are useful to society, religion, nation and state (Shafwan, 2019). So it can be concluded that an Islamic religious education teacher is an educator who teaches the Islamic religion and guides students towards achieving maturity and forming a Muslim personality with good morals, so that there is a balance of happiness in life in this world and the after life.

As a motivator, the Islamic Religious Education teacher at the Superior Islamic Elementary School Al-Madinah Ungaran not only acts as a teacher, but also acts as a motivator to arouse the enthusiasm of students to be interested in applying wasatiyah Islamic values in their daily lives.

This is in line with the statement made by Ustadz Yahya as an Islamic Religious Education maple teacher regarding his role as a motivator, which stated that:

"We as a board of teachers always direct the children and motivate them to behave well. follow the process learn well and can apply knowledge what you learn at school into everyday life."

As a motivator, a teacher is expected to be able to provide mental and moral encouragement to students so that in the future, they will always have enthusiasm and purpose in learning. A reliable motivator will make his students into someone who is reliable and courageous facing every problem in life (Mustadi, 2006). Teacher as a

motivator is defined as a person who provides encouragement to students in order to increase enthusiasm and develop learning activities, in this case it is hoped that students will improve learning achievement due to motivation to participate in learning (Manizar, 2015).

The teacher's role as a motivator is less than optimal if the teacher uses it Monotonous learning methods that lack variety cause students feel bored and are not interested in participating in the learning process so the teaching and learning process is less than optimal (Sugiasih, 2015). The role of the teacher as Motivators are very important in teaching and learning, because they involve the essence of educational work that requires related social skills performance in terms of personality and self-socialization (Kecamatan & Sangtempe, 2018). The role of the teacher as a motivator in this case is greater in providing advice to students who experience learning difficulties to be more active in studying and the consequences if you are not diligent in studying (Nurrahmawati, 2016).

At SMP N 31 Rejang Lebong in Sindang Darat the role of the teacher is motivator, namely the teacher provides motivation and provides direction to students to have good behavior and follow the learning process well and be able to apply the knowledge gained at school into life daily.

Teachers as Evaluators

As an evaluator, the Islamic Religious Education teacher at the Leading Islamic Elementary School Al-Madinah Ungaran is responsible for monitoring and assessing student behavior carefully. Teachers must be able to identify problems that may occur to students and immediately provide appropriate direction to overcome them. At the end of each lesson, teachers at the Superior Islamic Elementary School Al-Madinah Ungaran always convey to students how to behave well in each lesson. In this way, students can understand and improve their behavior in accordance with existing Islamic wasathiyah values.

In this case, Ustadz Yahya also explained the role of Islamic Religious Education teachers as evaluators, stating that:

"I usually record the individual development of children and also convey the child's developments to their parents, and I also note children who have problems during the learning process which is used to be guided by the guidance and counseling teacher."

CONCLUSION

Form of wasathiyah Islamic values instilled by Religious Education Teachers Islam at Al-Madinah Ungaran Islamic Primary School includes the values of tawasuth (middle attitude), i'tidal (fair attitude), tasamuh (tolerant attitude), tawazun (balanced attitude), amar ma'ruf nahi munkar (attitude of enjoining virtue and preventing evil). The form of wasathiyah Islamic values instilled by Islamic Religious Education teachers aims to form students' personalities who are moderate, wise, tolerant, balanced and have good morals. Through the application of wasathiyah Islamic values, students are able to practice their religion well, create a harmonious environment, and become individuals who are beneficial to those around them.

Methods of Islamic Religious Education teachers in instilling Islamic values wasathiyah at the Superior Islamic Elementary School Al-Madinah Ungaran, namely through the internalization method which involves habituation activities and extracurricular activities as a means to shape the attitudes and beliefs of students at the Superior Islamic Elementary School Al-Madinah Ungaran. Through habituation activities, students get used to behaving in accordance with Islamic wasathiyah values and are able to develop good personalities. Meanwhile, extracurricular activities provide a platform and opportunities for students to develop their interests and talents. This matter aims to broaden students' horizons, train students to always be tolerant, moderate and considerate. By embedding this method, Islamic Religious Education teachers can shape students into individuals who broad-minded, Islamic character, and able to apply Islamic values wasathiyah in everyday life.

The role of Islamic Religious Education teachers at the Leading Islamic Elementary School Al-Madinah Ungaran is very important in instilling Islamic values of wasathiyah in students. Teachers are responsible for teaching moderate, tolerant and balanced Islamic teachings, as well as helping students understand and apply values this in everyday life. Islamic Religious Education Teachers play a role as an educator, model and role model, facilitator, motivator, evaluator, teacher, mentor, and trainer. The Islamic Religious Education Teacher at the Leading Islamic Elementary School Al-Madinah Ungaran plays an important role in shaping student character, developing student potential, and guiding students in facing various situations with a good and positive attitude. Thus, teacher Islamic Religious Education makes a major contribution in shaping students who have noble character, integrity, and are able to make an impact positive in society.

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