


The Role of Islamic Religious Education Teachers in Internalizing the Value of Mutual Help between Grade VIII Students at SMPN 11 Baubau

 <https://doi.org/10.31004/jele.v10i3.850>

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ABSTRACT

This study aims to explore the role of Islamic Religious Education (IRE) teachers in internalizing the value of mutual assistance among eighth-grade students at SMPN 11 Baubau. Employing a qualitative approach, data were collected through observations, interviews, and document analysis. The findings indicate that IRE teachers play a crucial role as role models, integrators of values within the learning process, facilitators of collaborative activities, character mentors, and bridges between the school and parents. The internalization of mutual help values is supported by exemplary behavior, routine practices, family involvement, and the creation of a positive classroom environment. Despite these efforts, several challenges were identified, including variations in student character, limited time for values education, the influence of social media, and low initial awareness of mutual help values among students. Nevertheless, with consistent and collaborative strategies, the value of mutual assistance can be effectively instilled, shaping students into empathetic, responsible individuals with strong social solidarity.

Keywords: *Islamic Education Teacher, Value Internalization, Mutual Help, Student Character.*

Article History :

Received 27th April 2025

Accepted 30th Mei 2025

Published 31st Mei 2025



INTRODUCTION

Education, including religious education, is one of the fundamental pillars that significantly contributes to the development of a country. Religious education represents a deliberate and organized effort to prepare students to know, understand, appreciate, believe, be pious, and possess noble character, enabling them to practice Islamic teachings sourced from the Qur'an and Hadith (Hidayat, 2021). Consequently, religious education plays a crucial role in shaping the character and personality of the younger generation by instilling not only religious knowledge but also a profound love for religion. It nurtures a mindset and behaviour aligned with Islamic principles.

Islamic Religious Education (IRE) is a systematic endeavour aimed at facilitating the full potential of students in their spiritual, intellectual, and social development. Its primary objective is to internalize religious values in everyday life, based on divine revelations found in the Qur'an and Hadith (Hidayat, 2021). However, the implementation of Islamic Religious Education thus far is often perceived as less effective because it predominantly emphasizes theoretical aspects. As a result, many students acquire theoretical knowledge without translating it into practical application in their daily lives.

According to Article 37 of Law Number 20 of 2003 on the National Education System of Indonesia, the purpose of Religious Education is to nurture students to become

individuals who believe in and are devoted to God Almighty (Umbara, 2003). This legal foundation highlights that Islamic Religious Education must go beyond theoretical understanding to emphasize practice, belief, and personal experience. Thus, internalization and appreciation, manifested through daily practices—especially in interpersonal social relations—become essential objectives of Islamic Religious Education. One of the fundamental values that must be cultivated is the attitude of mutual assistance (*ta'awun*).

In addition to imparting religious knowledge, Islamic Religious Education teachers bear the responsibility of guiding students in practicing Islamic teachings in their daily lives. They serve as mentors, motivators, and role models for students. In both divine and human perspectives, Islamic Religious Education teachers occupy a noble position and shoulder significant responsibilities in shaping the personalities of students (Hidayat, 2021).

To fulfil this role effectively, Islamic Religious Education teachers must possess a comprehensive understanding and mastery of the curriculum, instructional materials, concepts, structures, and scientific methodologies related to their discipline. Moreover, they must embody Islamic values in their personal conduct, serving as living examples for their students.

At the institutional level, SMPN 11 Baubau plays a vital role in the development of Grade VIII students, who, during adolescence, are particularly vulnerable to external influences such as peer pressure and social media. Therefore, the role of Islamic Religious Education teachers in instilling the value of mutual assistance becomes even more critical. Their efforts are essential in fostering positive social behaviours among students, shaping their attitudes in ways that align with Islamic values. In light of the above context, this study seeks to explore "The Role of Islamic Religious Education Teachers in Instilling the Value of Mutual Assistance among Grade VIII Students of SMPN 11 Baubau".

METHOD

This study employs a qualitative research approach, specifically field research, which focuses on direct interaction with the field to collect authentic data supporting theoretical analysis. Field research aims to gather firsthand information to deepen understanding and validate conceptual frameworks.

Data collection methods utilized in this qualitative study include observation, interviews, and documentation. In scientific research, the use of appropriate research instruments is critical. The quality and effectiveness of a study heavily depend on the selection of suitable instruments, which function as essential tools for gathering the necessary data and information to address research problems. In this study, observation guidelines, interview protocols, and documentation templates serve as the primary research instruments.

The data analysis process in qualitative research involves systematic steps that begin with data condensation, where information from observations, interviews, and documentation is summarized, organized, and filtered to focus on aspects related to the role of Islamic Religious Education teachers in promoting mutual assistance among students. This is followed by data display, where the condensed data are presented in a clear and structured manner, often through descriptive narratives, to facilitate interpretation. Finally, the process concludes with drawing conclusions, where the researcher critically analyzes the presented data to determine how Islamic Religious

Education teachers contribute to students' understanding and practice of mutual support. Collectively, these steps enable a comprehensive exploration of the teachers' role in nurturing students' social values, particularly the value of helping one another.

FINDING AND DISCUSSION

Role Teacher Islamic education in Internalizing the Value of Helping Each Other between Grade VIII Students at SMPN 11 Baubau

In the educational process, teachers play a crucial role in shaping students' character. Their responsibilities extend beyond imparting knowledge; they also nurture spiritual and moral growth. For Islamic Religious Education teachers, their task is particularly significant as they guide students toward becoming individuals who are not only knowledgeable but also good and pious before Allah SWT. This holistic approach to education is in line with the concept of "Insan kamil" (the complete human being), a goal highlighted by Hasan Langgulung in Islamic educational philosophy.

Teachers, particularly in Islamic Religious Education (IRE), are tasked with instilling noble qualities, such as the value of mutual assistance, which is crucial for shaping students' character. The following are some of the roles Islamic Religious Education teachers play in helping grade VIII students at SMPN 11 Baubau internalize this value:

As Role Models for Social Behavior

IRE teachers shape students' personalities by acting as role models. When teachers demonstrate behaviors such as compassion, cooperation, and concern for others, students tend to imitate these behaviors and incorporate them into their daily lives (Nurjanah, 2017). Character education becomes more effective when it is taught through real-world examples.

Including the Benefits of Helping Each Other in Learning

IRE teachers can incorporate Islamic teachings that emphasize mutual support, such as the verse from QS. Al-Ma'idah (5:2), into their lessons. By relating theory to real-life situations, students gain a deeper understanding of social principles and how they can be applied practically (Suryani, 2018).

Fostering Collaboration in Class and School Activities

Teachers encourage collaboration through group projects and other cooperative activities. These activities foster mutual support among students, helping them practice and internalize the value of helping each other (Rahman, 2019).

Offering Individual and Collective Character Counselling

Teachers provide both individual and group counseling to nurture students' characters. By addressing the unique needs of each student, teachers facilitate the development of character in a way that meets individual needs (Mulyasa, 2020).

Collaborating with Schools and Parents

Cooperation between the school and family is essential for reinforcing values. By communicating regularly with parents, IRE teachers create a synergistic environment for character development, both at school and at home (Jannah, 2021).

Creating a Positive and Inclusive Classroom Climate

IRE teachers cultivate an open, friendly, and safe classroom atmosphere that allows students to express their concerns and help each other. This environment supports the internalization of social values such as mutual support (Abdurrahman, 2018).

Teachers play a crucial role in the implementation of Islamic values in education. Beyond delivering knowledge, they also help shape students' character. In this context, educators are instrumental in helping students internalize Islamic principles, such as the value of mutual cooperation, which is a key aspect of social morality. Islamic Religious Education teachers, for instance, can introduce lesson material by applying the principle of mutual assistance in daily life through classroom activities and by setting positive examples from their own behavior. For example, when discussing Qur'anic verses on Islamic brotherhood and social solidarity, teachers

can connect these teachings to students' experiences of helping one another during group projects and social interactions in the classroom. As role models, educators must not only teach the importance of supporting each other in theory but also demonstrate it in practice, creating a cooperative and supportive learning environment.

Factor Supporters and Inhibitor Role Teacher Education Religion Islam in Internalize the Value of Helping Each Other between Grade VIII Students at SMPN 11 Baubau

Supporting Factors:

Being a Role Model in Class

IRE teachers influence students' social behavior through their exemplary conduct. Students often internalize the attitudes of cooperation and mutual support demonstrated by their teachers (Nurjanah, 2017).

Habituation Through Collaborative Activities

Collaborative activities, such as group projects, allow students to experience and practice mutual support. These activities provide hands-on opportunities for students to develop social skills (Rahman, 2019).

Environmental Support from Families

Family values significantly influence how students internalize social values at school. A supportive home environment that encourages helping others enhances the effectiveness of the school's educational efforts (Jannah, 2021).

Conducive Classroom Atmosphere

A positive classroom environment, where students feel comfortable, contributes to the internalization of helpfulness. Teachers who foster a supportive environment help students develop essential social skills (Abdurrahman, 2018).

Inhibiting Factors:

Differences in Student Character and Background

Variations in students' backgrounds and personalities can make it challenging to instill social values. Teachers must adapt their approach to address these differences and ensure that each student receives the guidance they need (Mulyasa, 2020).

Limited Time for Strengthening Social Values

The curriculum's heavy emphasis on academic achievement can limit the time available for focusing on social values. Teachers may need to incorporate these values into academic lessons to overcome this constraint (Suryani, 2018).

Influence of Social Media and External Environments

The influence of social media and external environments sometimes contradicts the values taught in school. Teachers need to actively engage with students to help them critically assess external influences (Nurjanah, 2017).

Lack of Student Awareness of the Value of Helping One Another

Some students may not fully grasp the significance of helping each other. Continuous guidance and affective teaching methods are necessary to ensure that these values are deeply internalized (Jannah, 2021).

Solutions to Inhibiting Factors:

To address the inhibiting factors, teachers can adopt a more personalized and flexible approach, considering students' diverse backgrounds and needs. Integration of social values into everyday learning activities, both academic and extracurricular, is essential. Collaboration with parents and the community is also vital in fostering a consistent environment of moral guidance (Mulyasa, 2020).

A holistic, long-term, and flexible approach to student circumstances is essential for overcoming the barriers that hinder the development of cooperative values in educational settings. Differences in student temperament and upbringing naturally pose challenges to shaping social

attitudes. However, differentiation in the learning process and a more individualized approach can help address these issues. To foster mutual understanding and tolerance, teachers must strive to understand the unique needs and character of each student while encouraging them to work in diverse groups. Reflective activities such as discussions and sharing motivational stories can also nurture students' empathy and sense of care for others.

Integrating social values into daily learning helps mitigate the limited time available for character reinforcement within a demanding academic curriculum. Rather than waiting for specific lessons to address social values, teachers can weave the importance of mutual support into conversations, group projects, and real-world examples relevant to their subjects. Schools can also promote character development by organizing extracurricular activities such as character days, mentoring programs, and social initiatives. Simple but meaningful activities, even during recess or extracurricular events, can foster a culture of cooperation and mutual support.

The influence of social media and external environments presents another challenge, often introducing values that conflict with those taught in schools. To combat this, educational institutions must equip students with digital literacy skills, enabling them to critically evaluate and wisely navigate the information and trends they encounter. Collaboration with parents and the broader community is also crucial for creating a consistent environment that reinforces moral values. Teachers can further support this effort by highlighting positive role models—both individuals and inspiring social media content—that exemplify mutual support in everyday life.

Consistent character development, with a focus on the affective domain, is key to helping students internalize the value of mutual support. Character education must be a continuous process, utilizing various methods such as role-playing, storytelling, and hands-on social activities that offer authentic experiences. Recognizing and celebrating students who demonstrate a helping spirit can also inspire others to follow suit. Through practical activities like social service projects, humanitarian efforts, and collaborative group work, students learn that helping others is not merely an impulsive act but a fundamental life value that shapes them into responsible and compassionate individuals. Although challenges remain, the value of mutual support can be deeply instilled in students through consistent and collaborative efforts from educators, schools, parents, and the community. The keys to successfully developing children's character are consistency, patience, and the power of example.

Impact from Internalization the Value of Helping Each other between Grade VIII Students at SMPN 11 Baubau

The long-term internalization of cooperative values within the school community significantly influences not only the development of individual character but also the social dynamics of the school environment. It is one of the key factors in fostering healthy, constructive, and positive interactions among students. When mutual cooperation becomes an integral part of school life, the educational process produces students who are not only academically competent but also emotionally and socially mature.

Based on observations and field research, student behavior is strongly influenced by the absorption of the value of mutual assistance, which is cultivated through habituation, positive role models, and regular social interaction. The impact of these efforts is gradually becoming evident in students' daily lives, both in academic settings and in broader social activities, although the process requires ongoing and consistent reinforcement. The internalization of the value of mutual assistance among grade VIII students at SMPN 11 Baubau has led to several positive outcomes. Students have shown increased social awareness, becoming more attentive to the needs of their peers and motivated to offer help academically and socially (Rahman, 2019). This has contributed to the creation of a harmonious social climate within the school, where cooperation reduces conflicts and enhances the overall learning environment (Abdurrahman, 2018). A strengthened sense of solidarity and cooperation has emerged, as seen in group work, classroom duties, and daily interactions (Suryani, 2018). Moreover, students have cultivated a sense of social

responsibility, recognizing the impact of their actions on others and striving to contribute positively to the school community (Jannah, 2021). These changes have fostered a supportive learning environment, boosting students' confidence and willingness to engage in academic and peer activities (Mulyasa, 2020). As a result, students develop virtuous character traits such as empathy, humility, and responsibility (Nurjanah, 2017), and learn the value of mutual assistance in a natural, experiential way that deepens their understanding of social principles (Abdurrahman, 2018).

CONCLUSION

Islamic Religious Education teachers play an important role in teaching Islamic social values to students, especially the importance of helping each other. Islamic Religious Education teachers act as role models in social behavior, instilling the values of helping each other in learning materials, accustoming students to working together in school activities, providing individual and group character guidance, fostering cooperation between schools and parents, and fostering an inclusive and supportive classroom environment. A pleasant classroom atmosphere, regular collaborative activities, support from the family environment, and teacher role models and the school environment all contribute to the process of internalizing these principles. However, there are also a number of obstacles, including differences in character and background among students, the impact of social media, lack of time for social values due to the tight curriculum, and some students' lack of understanding of the importance of supporting each other. To overcome these obstacles, Islamic Religious Education teachers and educational institutions must develop more flexible strategies that incorporate the importance of gotong royong into the daily curriculum, provide students with strong digital literacy skills, and increase collaboration with families. Internalizing the value of gotong royong consistently, cooperatively, and contextually will benefit students' character development, foster a peaceful social environment, and encourage the development of social responsibility and awareness in the classroom. From this it can be concluded that Islamic Religious Education teachers have a very important and inseparable role in helping students to develop their noble morals through Islamic teachings. If taught well and correctly, it will be very helpful in efforts to realize a more humanistic, religious, and civilized school culture.

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