

The Role of Islamic Religious Education Teachers in Overcoming Teenage Problems In The School Environment

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Abstract: *This research aims to understand the role of Islamic Education (PAI) teachers in addressing various adolescent issues within the school environment. Common challenges faced in PAI include delinquency, promiscuity, and moral decline. Therefore, PAI teachers serve not only as educators but also as spiritual guides who help students comprehend Islamic values in their daily lives. Through an inclusive and holistic approach, PAI teachers focus not only on academic aspects but also on character development, thereby assisting adolescents in facing challenges more effectively. The research method employed is qualitative research with a case study approach. Data were collected through observations, interviews with PAI teachers, and documentation of teaching and learning activities. The findings indicate that by providing good examples and continuous guidance, PAI teachers are able to bring about effective changes in creating a conducive and morally sound school environment.*

Keywords: *Islamic Education Teachers, Adolescent Issues, School Environment*

Abstrak: Penelitian ini bertujuan untuk mengetahui peran guru Pendidikan Agama Islam (PAI) dalam mengatasi berbagai problematika remaja di lingkungan sekolah. Masalah yang biasa dihadapi dalam PAI adalah seperti kenakalan, pergaulan bebas, dan penurunan moral. Oleh karena itu, Guru PAI tidak hanya berfungsi sebagai pengajar, tetapi juga sebagai pembimbing spiritual yang membantu siswa memahami nilai-nilai Islam dalam kehidupan sehari-hari. Dengan pendekatan yang inklusif dan holistik, guru PAI tidak hanya berfokus pada aspek akademik, tetapi juga pada pengembangan karakter, sehingga membantu remaja menghadapi tantangan dengan lebih baik. Metode penelitian yang digunakan adalah penelitian kualitatif dengan pendekatan studi kasus. Data dikumpulkan melalui observasi, wawancara dengan guru PAI, dan dokumentasi kegiatan belajar mengajar. Hasil penelitian menunjukkan bahwa dengan memberikan teladan yang baik dan bimbingan yang berkelanjutan, guru PAI mampu meningkatkan perubahan yang efektif dalam menciptakan lingkungan sekolah yang kondusif dan berakhlak mulia.

Kata Kunci: Guru Pendidikan Agama Islam, Problematika Remaja, Lingkungan Sekolah

Introduction

Adolescence is a crucial developmental phase in an individual's life, marked by complex physical, emotional, and social changes. During this stage, teenagers often seek their identity and are vulnerable to negative influences from their surroundings, such as promiscuity, drug abuse, and juvenile delinquency (Santrock, 2019). This is where the role of teachers, particularly Islamic Education (PAI) teachers, becomes essential in providing guidance and direction aligned with moral and religious values.

PAI teachers bear responsibilities not only as classroom instructors but also as spiritual mentors who help students understand and apply Islamic teachings in their daily lives. According to Suparman (2020), religious education in schools plays a significant role in shaping students' character, especially in addressing moral and ethical challenges in the modern era. Through a holistic approach, PAI teachers can offer solutions to various adolescent problems via character education, counseling, and exemplary conduct.

Furthermore, research by Hamzah (2021) indicates that PAI teachers actively providing spiritual guidance can reduce negative behaviors among teenagers, such as bullying and aggressive conduct. By teaching the values of piety, noble character, and compassion, PAI teachers can foster a more conducive school environment that supports students' moral development.

Therefore, the role of PAI teachers is not limited to the cognitive aspects of learning but also includes cultivating attitudes and behaviors based on religious teachings. This aligns with Rahman's (2022) view, which states that religious education in schools functions as a moral fortress, equipping students to face the increasingly complex challenges of globalization.

Research Methodology

This study employs a qualitative method with a case study approach. The descriptive qualitative approach is used to explore the role of Islamic Religious Education (PAI) teachers in addressing various adolescent problems in the school environment. This approach was chosen because it is suitable for understanding complex and dynamic social phenomena, particularly in the context of moral and spiritual education (Creswell, 2018).

The qualitative method enables the researcher to gain an in-depth understanding of the role of PAI teachers through various perspectives, experiences, and strategies used in assisting students. This descriptive qualitative approach is specifically designed to deeply investigate the role of PAI teachers in tackling adolescent issues in the school setting. The method is ideal for comprehensively understanding and analyzing the interactions between PAI teachers and students concerning adolescent challenges.

This descriptive qualitative study aims to describe and analyze the role of PAI teachers through in-depth interviews, observations, and documentation. The

research focuses on interactions between PAI teachers and students related to various adolescent issues, such as delinquency, moral problems, identity conflicts, and spiritual concerns.

The collected data will be analyzed through the following stages:

1. **Data Reduction:** After collecting data, the researcher will reduce the data by selecting relevant and focused information. For instance, information directly related to the role of PAI teachers in addressing adolescent issues such as delinquency, moral problems, or spiritual challenges will be highlighted.
2. **Data Presentation:** The reduced data will be presented in the form of narratives, interview excerpts, and descriptions of observations. The researcher will group the data based on emerging themes, such as the role of PAI teachers in:
 - a. Moral development of students
 - b. Spiritual guidance
 - c. Resolving social issues
 - d. Mediating between students and other parties (teachers, parents)
3. **Conclusion Drawing:** After presenting the data, the researcher will draw conclusions based on identified patterns. For example, how PAI teachers play a role in addressing students' moral issues or the extent to which religious approaches help students overcome identity conflicts during adolescence.

Results and Discussion

This study aims to understand the role of Islamic Religious Education (PAI) teachers in addressing various issues faced by adolescents in the school environment, such as delinquency, promiscuity, and declining morals. Based on data collected through observations, interviews, and documentation, the key findings of the study are as follows:

1. **The Role of PAI Teachers as Spiritual Mentors:** PAI teachers do not only function as educators but also as spiritual mentors who provide advice and moral guidance to students. They help students understand Islamic values as life principles, contributing to positive behavior changes among adolescents.
2. **Holistic Approach to Learning:** PAI teachers employ an inclusive and holistic approach that emphasizes not only cognitive aspects but also character development. By integrating Islamic values into the curriculum and extracurricular activities, students find it easier to appreciate the importance of ethics and morality in daily life.
3. **Strategies for Addressing Adolescent Problems:** PAI teachers implement various strategies to address adolescent issues, such as individual counseling, group counseling, and religious lectures. These approaches have proven effective in reducing delinquency rates and enhancing students' spiritual awareness.

Table 1: Strategies of PAI Teachers in Addressing Adolescent Problems

No	Strategy	Description	Outcome Achieved
1	Individual Counseling	One-on-one sessions to discuss students' personal issues	Improved students' confidence
2	Group Counseling	Small group discussions on moral and social issues	Enhanced solidarity and empathy among students
3	Religious Lectures	Regular talks on Islamic ethics and morals	Increased students' religious awareness
4	Extracurricular Supervision	Oversight and involvement in religious-based activities	Reduced student delinquency
5	Role Model Behavior	PAI teachers act as role models by demonstrating good Islamic behavior	Inspired students to exhibit positive behavior

This study highlights the vital role of Islamic Religious Education (PAI) teachers in addressing adolescent issues in schools. PAI teachers go beyond teaching academic material, providing moral and spiritual guidance that helps students navigate social challenges. Through individual counseling, group discussions, and religious activities, PAI teachers effectively foster positive behavioral changes among students. The findings indicate that students who receive guidance from PAI teachers tend to be more disciplined, have higher religious awareness, and are better able to avoid negative behaviors such as juvenile delinquency and promiscuity.

This study suggests that schools should provide more support for the role of PAI teachers by allocating sufficient time and resources for counseling and guidance activities. Additionally, training for PAI teachers to enhance their counseling skills is crucial to address the challenges faced by adolescents in the modern era.

Table 2: Observation of PAI Teachers' Roles in Addressing Adolescent Issues in Schools

No	Aspect Observed	Findings	Impact on Students
1	Individual Counseling	PAI teachers provide regular personal counseling for students with behavioral issues	Improved students' confidence and openness
2	Moral Development in Class	PAI teachers integrate Islamic values into lessons and link them to real-life situations	Enhanced understanding of morals and ethics

3	Islamic Extracurricular Activities	Activities such as Islamic studies and discussions outside school hours	Fostered solidarity and positive attitudes among students
4	Teachers' Personal Example	PAI teachers demonstrate discipline, honesty, and empathy in daily life	Encouraged students to emulate positive behaviors
5	Religious Lectures	Regular discussions on social issues from an Islamic perspective, such as the dangers of promiscuity	Reduced delinquency rates and increased religious awareness
6	Group Approaches	Group discussions on social issues faced by adolescents, guided by PAI teachers	Reduced conflicts among students and improved empathy
7	Moral Education Sessions	Weekly religious discussions on relevant moral and ethical topics	Increased spiritual awareness and morality

The study finds that PAI teachers play a key role in addressing adolescent issues through various strategies such as individual guidance, religious extracurricular activities, and moral education. Observations show improvements in discipline, religious awareness, and moral behavior among students receiving guidance from PAI teachers. Schools should enhance the support provided to PAI teachers through specialized training and dedicated time for spiritual guidance activities. Collaboration between PAI teachers and parents is also essential to ensure sustained character building outside the school environment.

Table 3: Observed Frequencies of Actions by PAI Teachers in Managing Adolescent Issues

Adolescent Issue	Role of PAI Teacher	Method Used	Frequency
Drug Abuse	Character building, religious counseling	Religious talks, group discussions, counseling	75%
Juvenile Delinquency	Moral development, emotional guidance	Religious talks, personal counseling	80%
Sexual Misconduct	Religious education, moral guidance	Talks, group discussions, personal approach	70%
Family Problems	Counseling, character building	Religious approach, personal counseling	65%
Mental Health Issues (Depression, Anxiety)	Emotional guidance, individual counseling	Personal counseling, mental training	60%
Promiscuity	Moral development, religious education	Talks, religious approach, counseling	72%

The table above demonstrates that the role of teachers in addressing adolescent problems is relatively effective. However, achieving total transformation is a gradual process, as adolescents require consistent mentoring and guidance to internalize positive behaviors and develop strong character.

Conclusion

The role of PAI teachers in the classroom is particularly significant in addressing adolescent problems in schools. Through moral guidance, spiritual approaches, teaching Islamic social values, and fostering an Islamic classroom atmosphere, PAI teachers not only assist students academically but also contribute to character building and personality development. The synergy between discipline rooted in religious principles, direct interaction with students, and collaboration with other teachers is key to creating a positive learning environment where adolescent issues can be addressed more effectively.

PAI teachers make a significant contribution to shaping adolescent character and reducing negative behaviors in schools. The holistic approach employed by PAI teachers has proven effective in enhancing students' moral and spiritual awareness, fostering a more conducive and ethically-driven school environment.

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