Six Efforts by Teachers to Educate Student Behavior in High Schools

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Abstract

Good behavior is not born from heredity or happens suddenly, but requires ongoing guidance by adults, especially teachers. This research aims to analyze the actual efforts made by teachers in educating students' behavior in a better direction in high school. The author used a qualitative method with a case study approach in carrying out this research. Data sources were taken through individual interviews with thirty-six informants. All informants in this study were selected using purposive sampling techniques. The research findings found six concrete actions taken by teachers so that students had better behavior. These six actions are: i) modeling good behavior and providing advice during each learning process, ii) providing space for discussion to open students' horizons, iii) starting activities by praying before studying, iv) disciplining midday prayers in congregation, v) strengthening education exemplary, vi) involves the role of parents to work together in controlling behavior in a better direction. This research can be used as initial data for future researchers in studying this problem in different contexts and issues.

INTRODUCTION

Good behavior is directly related to each human individual's personal character (Karim, 2020). The Sufism experts who are most famous for their Sufism morals, namely Imam al-Ghazali, Ibnu Maskawaih and Az-Zarnuji, are moral figures who have discussed research related to Sufism's own morals(Busroli, 2019; Rosia, 2018). Morals are good attitudes and behavior in accordance with Islamic teachings taught by the Prophet Muhammad SAW (Acip & Khaerunisa, 2022; Masrofah et al., 2020).

Morals play a very important role in human life because good morals can form a perfect person in life. As exemplified by the Prophet Muhammad SAW, who is a role model for every Muslim, namely commendable morals (Zen et al., 2022). Noble morals are not born from heredity or happen suddenly, but require a long process, namely through a process called moral education, namely an education that discusses the good and bad of human behavior according to social and religious values (Da-oh, 2023). In Islam, a person's behavior must be adjusted to both human relations with humans and humans with their environment (Darim, 2020).

Teachers as people who have authority and are responsible for student education, both individually and classically, both at school and outside school, must at least have the basic competencies of authority in carrying out their duties (Koriaty, 2018). For this reason, a teacher needs to have a personality, master the learning materials, and master teaching methods as a competency (Muspawi et al., 2020; Rozikin & Astutik, 2021). Teaching competence must be possessed by a teacher, which is the ability or skill in managing educational activities (Cikka, 2020).

Currently, the decline in the morals of the current generation is not only caused by globalization but also due to a lack of education that emphasizes moral and ethical education, especially in public schools which are in the learning process (Noer & Sarumpaet, 2017; I. H. Putri et al., 2022). So there is a lack of emphasis on moral education. There are many moral problems in society (Idris & Usman, 2019). In this day and age, bad speech styles, drinking or drug parties, brawls, cases of violence, bullying, promiscuity such as dating, and immoral acts, those with bad morals can often do such deviant things.

Based on researchers' searches on Scopus data using several keywords that refer to research about Teachers to Educate Student Behavior with the keywords effort, teacher, behavior, and student, 1,479 documents were found. However, not a single document has been found that discusses this specifically Teachers to Educate Student Behavior in high school as seen in Figure 1 below.
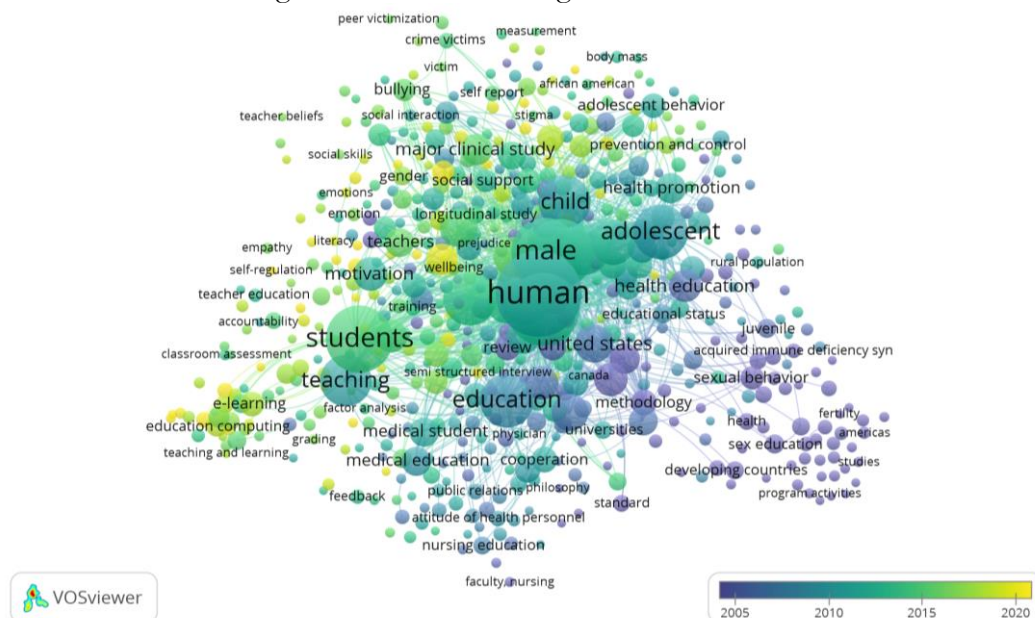

Fig 1. Keywords that refer to effort, teacher, behavior, and student by world researchers (Scopus database)

Based on the exposure and search of the Scopus data above, it can be seen that there is not a single specific document that discusses this issue of teacher Educate Student Behavior. So the role of teachers is to educate students' morals. Moral education is instilled so that students do not do deviant things, so the efforts of educators, especially in the field of Islamic religious education, are to direct students to do useful things such as midday prayers in congregation, praying at the end of the lesson, student welfare, classroom cleanliness, and schools inheriting Minangkabau culture. Therefore, efforts are needed to develop the morals of students in high school (Junaidi et al., 2023; Sulaiman Jaeng Bintaro, 2023).

METHODS

This research uses a qualitative method with a case study approach (Ai, 2022; Baxter & Jack, 2015). Data sources were taken from thirty-six informants through in-depth interviews who were selected using a purposive sampling technique. The

informants selected had met four criteria, namely understanding the problem under study well, still being active in the field being researched, having time to provide information to researchers, and providing information according to facts that occur in the field (Langputeh et al., 2023). To meet the criteria as an informant, all informants are active students in class XI. Who chose the social sciences major in the profession of Islamic religious teacher education at State Senior High School. After the interviews were completed with all informants, a transcription process was carried out, then the author selected themes that were in accordance with research needs (Rousseau et al., 2022; Spiers & Riley, 2019; Thalib, 2022).

RESULT AND DISCUSSION

Based on the results of the author's interviews with thirty-six people, consisting of twenty-six students, one principal, one student representative, one curriculum representative, three Islamic Religious Education teachers, and five parents of high school students, the results of the analysis found that there were six efforts by Islamic religious education teachers to develop students' morals, these six development efforts can be seen in figure 2.

Fig 2. Six efforts by teachers to educate student behavior in high school

To make it more interesting, below the author will describe excerpts from interviews with informants based on the six themes as described above. The description of the interview that will be presented by the author is an excerpt from the interview, although the informant conveys it in slightly different editorial language, but in fact it has more or less the same meaning and purpose.

First, model good behavior and provide advice during each learning process. According to the informant, this is one of the teacher's efforts to develop students' morals, this was expressed by the informant in the interview excerpt below:

...In every lesson, the teacher always gives advice and moral messages to his students. So that in this way his spiritual personality in the learning process can move in a better direction (I-1). *... the teacher's efforts are only to convey and direct, especially as students feel and reflect on the advice and moral messages that have been given* (I-2).

Second, provide space for discussion to open students' insights. According to the informant, this is one of the teacher's efforts to develop students' morals, this was expressed by the informant in the interview excerpt below:

... Providing space for discussion will make students' attitudes able to respect other people's opinions so that there is mutual respect and mutual respect towards fellow students themselves (I-2).

Third, start the activity by praying before studying. According to the informant, this is one of the teacher's efforts to develop students' morals, this was expressed by the informant in the interview excerpt below:

> *... the key to all good activities is doing good things, especially starting something good by praying first. So that whatever you try will be blessed in it by Allah in carrying out all activities* (I-2). *... Sometimes if you have done (prayer) without being serious, don't expect Allah to give you peace and tranquility in it* (I-1).

Fourth, discipline the noon prayers in the congregation. According to the informant, this is one of the teacher's efforts to develop students' morals, this was expressed by the informant in the interview excerpt below:

> *... When the time for midday prayers comes, students must carry out their obligations as Muslims. If students are found not performing midday prayers in the congregation at that time. Don't expect the next lesson to start, especially with your mother. If students do not pray, they have to pray together in the prayer room, even if there are only three or four people, then they have to pray again. Even though you can't go to the prayer room, you can pray together. So it's implemented in class.* (I-1)*… Prayer is the difference between a Muslim and an infidel. Prayer also makes a person a better person* (I-2).

Fifth, strengthen exemplary education. According to the informant, this is one of the teacher's efforts to develop students' morals, this was expressed by the informant in the interview excerpt below:

> *… It is the teacher who always provides examples and role models to students. It is not surprising that if the teacher pees standing up, the students will do something much more, namely pee while running. If only the teacher had problems or was damaged. It is not surprising that students also do the same thing. Becoming a teacher is not as easy as it seems. Teachers should have high authority and integrity so that they can produce superior students* (I-2)*... In every lesson, the teacher should be the center of attention to be imitated and given an example. For example, in class the teacher must be neatly dressed, the teacher also enters and arrives earlier than the students, and the teacher should also have broad insight by always reading books related to the material that will be conveyed. Teachers are always friendly or gentle towards students so that students feel comfortable when learning* (I-1).

Sixth, it involves the role of parents to work together in controlling behaviour in a better direction. According to the informant, this is one of the teacher's efforts to develop students' morals, this was expressed by the informant in the interview excerpt below:

> *... Efforts to develop students are carried out at school, namely by taking part in calling the students' parents as Guidance efforts are carried out three times with the first provision with a total of 30 points being the parent's call I (with agreement letter I), then the point with a total of 60 is the calling of the parents to II (with agreement letter II), then the number of points with a total of 80 is the summoning of parents to III (with a letter of agreement III on a stamp duty of 6000,.), finally with a total of 100 points the summons of parents to IV (return to the parents of the students concerned)* (I -3).

To make it more interesting, the author will discuss the six research findings based on theory, expert opinion, and the results of previous research which discussed this problem in more or less the same context and issues.

First exemplifying good behaviour and giving advice in every learning process, it means that as fellow Muslims, of course, we are required to advise each other in Islam, both providing information about goodness and reminding of goodness (Engkizar et al., 2018; Muswara & Zalnur, 2019). It is even recommended to advise each other in kindness towards others. Good advice can also shape new behaviour. The new behaviour here is good behaviour through advice, by giving advice there will be a learning process, wherewith that process there will be a change in someone's behaviour (Petrariu et al., 2022; Sharma & Jain, 2023). Al-Khathabi stated that advice is an expression that represents the desire of the advised person for goodness, while

Imam Ar-Raghib thinks that advice is to ensure that there is goodness in actions or words for the person who does or says it (Anugrah et al., 2021; Maideja et al., 2023).

Second providing discussion space to open students' insight, meaning that according to (Hrastinski, 2010), discussion is a responsive scientific conversation containing the exchange of opinions intertwined with problematic questions, the emergence of ideas, and testing of ideas. Ideas or opinions, carried out by several people who are members of the group who are directed to obtain solutions to problems and to search for the truth. The discussion method according to Idris & Usman, (2019) is a way of presenting lessons, where students are faced with a problem which can be in the form of a problematic statement or question to be discussed and solved together. Students need to use various methods to solve the problems they face during the learning process. In this way, teachers provide space for discussion to increase cooperation between students and help each other by giving students a problem that they can discuss together. In discussion activities, students can exchange thoughts and information to get answers (Franchini et al., 2021; Lahir et al., 2017).

Third starting activities by praying before studying, meaning that one of the ways that what we want and desire is granted by Allah SWT, therefore, work that begins by always reading prayers will get blessings and approval from Allah SWT. Based on this, students should and should pray before studying and doing any activity (Putri et al., 2021; Vasconcelos, 2020; Zainal et al., 2022). According to Abdul Mukti, learning has several dimensions, namely: first, learning is characterized by changes, attitudes, behavior, and skills that are relatively permanent within a person according to the expected goals. Second, learning occurs through cumulative practice and experience. Third, learning is an active, constructive process that occurs through mental processes. Mental processes are a series of cognitive processes that include perception, attention, remembering, thinking, reasoning, solving problems, and so on others (Khairani & Safitri, 2018; Wang & Yoon, 2022; Zamboni, 2021).

Fourth disciplining midday prayers in congregation, meaning that prayer is one of the acts of worship that is directly related to our creator, students' religious behavior in terms of prayer must be supervised by teachers at the school, in this case, religious teachers at the school (Djollong et al., 2019; Zainal et al., 2020). Congregational prayer can grow and be trained through prayer services. So in Islamic religious education, the discipline of praying becomes the main priority above other activities. So it is hoped that congregational prayer will have a disciplinary effect in carrying out other activities. In schools, implementing the discipline of prayer is always the main focus for Islamic religious education teachers toward their students (Cho, 2019; Priyono et al., 2019; Supendi et al., 2020).

Fifth strengthening exemplary education means that an example is an action or anything that can be imitated or followed by someone else who does or makes it happen so that the person being followed is called a role model. However, the example referred to here is an example that can be used as a tool for Islamic education, namely a good example. So it can be defined that the *uswah* exemplary method is an educational method that is applied by providing good role models in the form of real behavior, especially worship and morals (Arifin et al., 2020; Fatahudin et al., 2019).

Sixth involving the role of parents to work together in controlling behavior in a better direction, means the role of a device that is connected to behavior, rights, obligations, and norms carried out in social life (Bali & Susilowati, 2019). Character education itself means that students are expected to not only be able to become intelligent individuals but also to become individuals who are responsible for changes in their own lives (Febriani et al., 2023). The impact of character education is that character values influence academic achievement and changes in attitudes in students.

From the statement above, it can be concluded that the role of parents and teachers is very important because the success of character education depends on how both parties work together to achieve the goals of good character education (Arifudin et al., 2022; Hidayah, 2021; Komariah & Nihayah, 2023).

CONCLUSION

This research has succeeded in uncovering four efforts by Islamic religious education teachers to develop the morals of students in State Senior High Schools. The efforts made by a prospective teacher are aspects of good behavior that are very important because this behavior has a big responsibility in building civilization and educating the nation's children. Because there are only two jobs in this world, the first is being a teacher and the second is a job other than the teacher himself, because everything starts and begins with a teacher and there is no other job in this world without learning from a teacher. At least this research can be used as a basis and reference for future researchers to research this problem in different contexts and issues.

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