



# Strategies for Shaping Students' Personality in the Islamic Religious Education Process at SMA Negeri 1 Krueng Sabee, Aceh Jaya Regency

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**Abstract:** Islamic Religious Education is a vital aspect of human life that must be prioritized, as happiness and tranquility are achieved through religious adherence and the earnest practice of its teachings. This stems from the religion's inherent emphasis on kindness towards its adherents and its regulation of the conduct of relationships with Allah SWT and the surrounding environment. Islamic Religious Education serves as a pivotal academic discipline aimed at shaping the personalities of students. The effectiveness of this endeavor is contingent upon the strategies employed by educators within this field, and notably, the personality of the educators themselves significantly influences the students' character development. In this thesis, the author employs a descriptive research method, providing a problem-solving approach relevant to contemporary issues associated with the thesis topic. Additionally, a comprehensive library research method is undertaken, involving the examination of a plethora of literature within the library that is relevant to the discussed issues. Based on the research findings obtained in the field, the success of molding students' personalities in the teaching and learning process of Islamic Religious Education is inherently linked to the strategies employed by educators in this field, encompassing the steadfast application of approaches, procedures, steps, and methods in shaping students' personalities. Conclusively, this research contributes valuable insights, drawing several conclusions and recommendations based on the comprehensive discussions presented in the preceding chapters, which are considered beneficial and pertinent to the overall discourse.

**Keywords:** Islamic Religious Education; Student Personality Formation; Teaching Strategies; SMA Negeri 1 Krueng Sabee.

## 1. Introduction

Human beings, meticulously crafted by Allah SWT, embody a harmonious fusion of physical beauty and a discerning intellect capable of distinguishing between righteousness and misguided paths. This divine gift of intellect, a rare and invaluable endowment from Allah, distinguishes humans from other creations and serves as a potent tool for the pursuit of happiness in both the earthly and spiritual realms [1]. While intellect is a profound gift, it alone cannot secure true happiness, as its contemplative capacity is confined to the tangible, leaving matters beyond the material realm untouched. Recognizing this limitation, Allah SWT has consistently dispatched His Messengers to convey revelations, fostering the development of religion among humankind. Through adherence to these divine teachings, humans can attain genuine happiness spanning both temporal and eternal dimensions.

Religious education emerges as an indispensable facet of human existence, functioning as a conduit for genuine happiness and peace [2][3]. Only those who embrace a religion and earnestly practice its tenets find solace in benevolent actions and regulated relationships with Allah SWT and the surrounding environment. Within the educational sphere, Islamic Religious Education assumes a pivotal role. It transcends a mere academic pursuit, evolving into a discipline designed to shape the personalities of students. Success in this endeavor hinges on the strategies employed by educators within this field. Furthermore, the profound influence of educators' own personalities on students cannot be overstated. Teachers of Islamic Religious Education are not mere transmitters of knowledge; they serve as mirrors reflecting moral character for both fellow educators and students alike [4][5][6].

Despite the profound significance of Islamic Religious Education, the daily realities present a nuanced picture. Not all educators in this field exhibit the expected high moral character or excel in fulfilling their duties, particularly in the formidable task of shaping students into pious individuals. This disjunction between the ideal and the real prompts a compelling research inquiry *Strategies For Shaping Students' Personalities In The Process Of Islamic Religious Education At Sma Negeri 1 Krueng Sabee, Aceh Jaya District*. The research aims to address several pressing questions, including the potential reorientation of the Islamic Religious Education curriculum towards a personality-centric framework, the

pedagogical approaches facilitating personality development, the intricate procedures in shaping student personalities, and the discernible criteria for success among Islamic Religious Education teachers.

Each facet of the research is underpinned by specific objectives. The research methodology integrates both a descriptive approach and a comprehensive library research method. The former facilitates a nuanced exploration of contemporary issues tied to the thesis topic, while the latter involves an exhaustive examination of literature within the library, aligning with the pertinent issues under consideration. This research seeks to uncover the intricate strategies employed in shaping students' personalities through the Islamic Religious Education process at SMA Negeri 1 Krueng Sabee. The nexus between curriculum adaptability, pedagogical approaches, procedural intricacies, and discernible success criteria for teachers forms the crux of this investigation. By shedding light on these aspects, the research aspires to contribute meaningful insights, bridging the gap between theoretical ideals and practical realities in the realm of Islamic Religious Education..

## 2. Background

In this research, the author establishes definitions for key terms found in the research title: strategy, personality, education, and religion. Strategy is defined as the teacher's method or technique in the classroom. Personality, derived from the English word "personality," describes an individual's behavior or character [7]. Education originates from the word "didik" and signifies the process of behavioral change through teaching and training [8]. Religion, according to Harun Nasution, encompasses legal regulations that must be obeyed and teaches obedience to God [9]. The concept of religion is further elucidated by Soeganda Poerbakawatja, H.A. Harahap, and Mahmud Syaltut. In the context of Islamic Religious Education, religion aims to nurture a generation that understands and practices Islamic teachings in daily life [10]. The author formulates postulates as the foundation for the research. Postulates assert that Islamic Religious Education teachers employ strategies to guide individuals, and education is an effort to transform lifestyles towards improvement. The hypothesis, as a preliminary answer to the research problem, posits that the better the Islamic Religious Education system at SMA Negeri 1 Krueng Sabee, the better the outcomes. Additionally, students' perception of Islamic Religious Education teachers is considered positive due to a constructive relationship. Lastly, the hypothesis states that if teachers have strategies in shaping student behavior, students will be more successful in fulfilling tasks.

When discussing the formation of student personalities, several steps can be taken to achieve this goal. Firstly, an Islamic Religious Education teacher must understand the general characteristics of students, such as visual, auditory, tactile, olfactory, or combinative types. This understanding is crucial for designing learning approaches that align with students' needs. The next step involves understanding student personalities at the high school level, especially in the context of adolescence. Adolescence is a transitional period from childhood to adulthood, where students experience ambivalence, desiring to be treated as adults but still requiring child-like needs. In this regard, a teacher needs to grasp the psychological dynamics of adolescents and design learning strategies that support positive personality development. The approach used in the personality formation process is also crucial. Some approaches that can be employed include rational, affective, habituation, and exemplary approaches. Islamic Religious Education teachers must be able to integrate these approaches according to students' characteristics and learning objectives.

Moreover, procedures or steps in personality formation need to be implemented. Islamic Religious Education teachers can take steps such as understanding general student characteristics, understanding student types, and comprehending the dynamics of student personalities at the high school level. Thus, teachers can design more effective learning strategies that support student personality development. In the context of Islamic Religious Education learning, the use of the Qur'an and Hadith as a fundamental framework is crucial. Teachers must ensure that learning aligns with the Islamic values contained in the Qur'an and Hadith. Thus, students not only gain knowledge about religion but also internalize these values in shaping their personalities. Finally, the interaction between teachers and students plays a key role in the personality formation process. Teachers must be able to choose the appropriate approach, whether authoritarian, providing full freedom, or being democratic, according to student characteristics and learning objectives. Thus, the process of shaping student personalities can proceed more effectively and positively.

## 3. Method

Research serves as the initial step to achieve outcomes in a discussion, and the author employs the descriptive method as a relevant problem-solving approach for this study [11]. In data collection, two methods are applied: Literature Review and Field Research. The Literature Review involves the examination of books, magazines, and other literature to acquire relevant reading materials [12]. The author also conducts data comparisons obtained from these sources. Meanwhile, Field Research is conducted to obtain accurate and objective data on-site. In this case, the author employs various data collection techniques such as observation, interviews, and questionnaires. Observation is conducted directly, primarily concerning learning facilities, behavior during learning, and worship facilities [13]. Interviews are conducted orally with the school principal and four teaching staff members. Questionnaires are distributed to third-grade students as a sample

representing the population. Data analysis from the questionnaire utilizes the percentage technique with the formula  $P = (f/n) * 100\%$ , where P is the percentage, f is the frequency, and n is the total number of respondents. The population in this study includes all Islamic Religious Education teachers, teachers from other study fields, and students at SMA Negeri 1 Krueng Sabee. The author selects four teachers and third-grade students as a sample to facilitate accurate data collection.

#### 4. Results

The situation of Krueng Sabee 1 Public High School, which is in Dayah Baro Village, Krueng Sabee District, Aceh Jaya Regency, is reflected in the results of this research. Even though it experienced the impact of the earthquake and tsunami, this school is still registered with the Education Department. The building, although in an emergency condition, is currently undergoing permanent construction after being moved from Kuala Merisi, Ketapang. In the 2015/2016 academic year, the number of students reached 395, with the majority being male students. The number of teachers there are 18 people, but this is still less than the total requirements needed. Employees, including administration, only consist of 4 people, who are considered incapable. School facilities and infrastructure need further attention, especially regarding the lack of administrative space, parking lots and prayer rooms which are very important for teachers and students. Thus, repairing and upgrading school facilities is a priority to create a more optimal learning environment.

##### 4.1 Approaches Used by Islamic Religious Education Teachers in Forming Students' Personalities

Islamic Religious Education Teachers are considered as a forum for students and the community to gain an understanding of religious knowledge. In this context, teachers are expected to be able to develop themselves and their personalities, while continuing to advance their professionalism so that they can become role models for the surrounding community. The success of Islamic Religious Education teachers in carrying out their duties is largely determined by the approach used in forming students' personalities.

###### 1) Individual Approach

Islamic Religious Education Teachers need to apply an individual approach to understand the right steps in developing and forming students' personalities at SMA 1 Negeri Krueng Sabee. Students who are still searching for their identity and thirst for Islamic religious education are more easily directed through a personal approach. Data shows that only 37.50% of students said that Islamic Religious Education teachers had approached them personally, while students who felt they had not received a personal approach reached 62.50%. From this comparison, it appears that teachers need to increase efforts in interacting individually with students. An individual approach can be successful if it is supported by the Islamic Religious Education teacher's ability to communicate actively and effectively. The use of good and correct language can make students and the community understand the objectives of learning about Islam. Although 50.50% of students stated that teachers use good language, there is a need to further improve communication skills so that students are more interested and involved.

###### 2) Environmental Approach

The success of Islamic Religious Education teachers in applying the concept of Islamic religious knowledge is influenced by the situation and environmental conditions in which they teach. An environmental approach helps create harmony in the formation of students' personalities. Data shows that 87.50% of students stated that teachers knew about students' activities outside the school environment, while 12.50% felt the opposite. In conclusion, the environmental approach has been implemented well by teachers, so that they have a better understanding of students' activities outside of school.

##### 4.2 Procedures or Steps for Personality Formation Used by Islamic Religious Education Teachers at SMA Negeri 1 Krueng Sabee

The Islamic Religious Education Teacher at SMA Negeri 1 Krueng Sabee has a central role in educating students. To achieve maturity, teachers need to develop good relationships with the principal, fellow teachers, and students. Success in the teaching and learning process is the main basis for personality formation. Through established relationships, students can feel close to teachers, as expressed by 75.00% of students in this study.

###### 1) Teacher and Student Relationships

In the context of teacher-student relationships, 75.00% of students feel close and familiar with the Islamic Religious Education teacher at SMA Negeri 1 Krueng Sabee. Success in this initial step becomes an important foundation for subsequent personality formation steps.

###### 2) Application of Discipline

The importance of discipline in students' lives is reflected in this research. Even though 62.50% of students were able to do their assignments well, 25.00% of students were still in the category of doing poorly. This shows the need to increase student discipline to support the formation of the desired personality.

3) Learning Islamic Religious Education

Learning Islamic Religious Education is considered a key strategy in forming students' personalities. Even though 50.00% of students felt positive changes after learning, 37.50% still felt inadequate. Therefore, it is necessary to improve learning methods in order to achieve the goal of forming the desired personality.

**4.3 Methods for Forming Students' Personalities Used by Islamic Religious Education teachers at SMA Negeri 1 Krueng Sabee**

1) Persuasive Method

The Islamic Religious Education teacher at SMA Negeri 1 Krueng Sabee applies persuasive methods to shape students' personalities. By being diligent and obedient, 75.00% of students showed a positive response to this method. Even though there were 12.50% of students who were resistant and resistant, and 12.50% were indifferent to the teacher's directions, persuasive methods were still considered effective. Teachers have the responsibility to develop this method further to increase success in forming personality.

2) Educational Method

Educational methods are an effective approach in developing, directing and forming students' personalities. In this case, 68.75% of students felt motivated after receiving guidance from the Islamic Religious Education teacher. Even though 31.25% of students said they were not motivated, educational methods still made a significant contribution in forming awareness of religious teachings.

3) Communicative Method

Islamic Religious Education Teachers also use communicative methods as an effort to shape students' personalities. By conveying messages and information in clear and easy to understand language, teachers create conditions for effective communication. This method has previously been described in table VI, showing that good communication can be the key to success in forming students' personalities at SMA Negeri 1 Krueng Sabee.

**4.4 Obstacles Faced by Islamic Religious Education Teachers in Forming Students' Personalities**

1) Minimal Facilities and Infrastructure

After the earthquake and tsunami in Aceh, SMA Negeri 1 Krueng Sabee experienced a lack of facilities and infrastructure, including prayer rooms which are vital for Islamic Religious Education teachers. Table 4.13 shows that 40.00% of students feel that facilities and infrastructure are inadequate, while 60.00% consider them inadequate. This condition creates obstacles for teachers in carrying out their duties and requires serious attention for immediate rehabilitation.

2) The Islamic Religious Education Curriculum is Not Optimal

Data reflects that 75.00% of students feel that the Islamic Religious Education curriculum is not suitable for personality formation. Although 25.00% of students consider it appropriate, this indicates the expansion and improvement of curriculum implementation to better support student character formation.

3) Islamic Religious Education Teacher as a Role Model

Data shows that 50.00% of students think that Islamic Religious Education teachers are not fully role models. Even though 50.00% of students said teachers were role models, these results show the need for improvement in teacher appearance and behavior so that they can be an inspiration to students.

In overcoming this obstacle, serious efforts are needed from both the school and the government to improve facilities, optimize the curriculum, and provide support to teachers so they can become more effective role models.

**4.5 Steps Toward Improvement**

The Islamic view revealed in Surah An-Nisa' emphasizes parents' responsibility for their children's education. Teaching children to obey Allah is the main obligation of parents. Family conditions, habits and values applied by parents indirectly shape the child's personality. Therefore, parents need to take responsibility for educating their children.

1) The Role of Parents as First Trustees

In shaping the personality of students at SMA Negeri 1 Krueng Sabee, the roles of Islamic Religious Education teachers and parents must be in synergy. Parents can be invited to religious events such as commemorating Islamic holidays. Through this event, teachers can build communication with parents, explain children's development, and solve educational problems together. However, there are still obstacles in implementing this collaboration, as seen at SMA Negeri 1 Krueng Sabee. Efforts are needed to involve parents more in the formation of students' personalities.

2) Personality Development that is devoted to Allah SWT

Forming a pious personality is the essence of Islamic education. The verse which states that a person's priority in the sight of Allah is his piety underscores the importance of religious values. Islamic Religious Education Teachers must be able to instill an attitude of devotion to Allah in students, making them obedient to the teachings of the Islamic religion. In this way, students not only practice religious teachings regularly but also stay away from all His

prohibitions. Creating awareness of the existence of Allah will form a personality that is noble and obedient to the teachings of the Islamic religion.

3) Moral Development (Behavior, Morals, Attitudes)

Moral education not only includes aspects of behavior, morals and attitudes, but also creates mental stability. Islamic Religious Education teachers must provide good role models in every teaching and learning meeting. The formation of students' personalities is very dependent on the reality presented by teachers in the school environment.

4) Worship Development

Fostering obedience to worship in students needs to start from within the family. Personality formation through religious development involves social, moral and religious values. Islamic Religious Education Teachers can direct students in patterns of worship that include social and religious aspects. In this way, students' personalities can be formed naturally through daily activities in the school environment.

#### 4.6 Hypothesis

The results of research conducted through observation, interviews, document research, and distribution of questionnaires at SMA Negeri 1 Krueng Sabee revealed several important findings. First, the improving Islamic Religious Education system in schools has a positive impact on achieving educational goals, in accordance with the values of the Al-Qur'an and As-Sunnah. Second, there is a positive perception from students towards Islamic Religious Education teachers, which is influenced by the good relationship between teachers and students. This positive relationship facilitates the process of coaching and forming students' personalities during teaching and learning activities. Third, the success of forming students' personalities is also influenced by the strategies implemented by the teacher. The findings show that various strategies in each task implementation can increase the effectiveness of forming students' personalities. The research hypotheses, which include the quality of the education system, students' perceptions of teachers, and the role of strategy in personality formation, were proven correct based on the findings. The obstacles teachers face in developing students' morals and personalities remain part of reality, however, by implementing the right strategies, teachers are able to overcome these challenges. In conclusion, even though SMA Negeri 1 Krueng Sabee is experiencing obstacles, the research results show that a holistic approach to Islamic Religious Education can have a significant positive impact on the formation of students' personalities.

#### 5. Conclusion

After explaining the strategies of Islamic Religious Education teachers in shaping students' personalities, this research concludes several key points. First, the aim of learning Islamic Religious Education is to develop and shape students' personalities in accordance with the teachings of the Al-Qur'an and As-Sunnah. Second, the curriculum plays a central role in the education system as a means of achieving goals and guidelines for implementing teaching. Third, an approach involving rationality, effectiveness, habituation, and example is used to shape students' personalities. Fourth, the stages of personality formation involve understanding student characteristics, recognizing students' personalities at the high school level, and applying personality formation methods. Fifth, the personality formation method involves personal documents, interviews, research scales, and trials. Sixth, individual and environmental approaches are the focus of Islamic Religious Education teachers. Seventh, the personality formation procedure involves the relationship between teachers and students, the application of discipline, and the Islamic Religious Education learning process. Eighth, Islamic Religious Education teachers use persuasive, educative and communicative methods in shaping students' personalities. Ninth, the obstacles faced by Islamic Religious Education teachers involve the lack of facilities and infrastructure, the Islamic Religious Education curriculum, and the role of teachers as role models.

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