

## THE ROLE OF FIQH TEACHERS AS ROLE MODELS IN SHAPING THE RELIGIOUS CHARACTER OF CLASS XII STUDENTS OF MA KARAMATUL HASAN KREJENGAN PROBOLINGGO IN 2025

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**Abstract:** This classroom action research aims to determine the role of Fiqh teachers as role models in shaping the religious character of students at MA Karamatul Hasan Krejengan Probolinggo. The background of this research is that some students are still lacking discipline in worship, lack good manners, and lack social awareness. This research uses the Classroom Action Research (CAR) method with the Kemmis & McTaggart spiral model consisting of four stages, namely planning, implementation, observation, and reflection. The research was conducted in two cycles with 11 grade XII students as subjects consisting of 6 male students and 5 female students. Data were collected through observation, questionnaires, interviews, and documentation, then analyzed descriptively qualitatively. The results of the study showed an increase in students' religious character from cycle I by 70% to 85% in cycle II. This increase was especially seen in religious discipline, polite attitudes towards teachers, and social awareness among students. Thus, the example of Fiqh teachers has proven effective in shaping students' religious character and plays an important role in creating a religious madrasah atmosphere, so that it can form a generation that is not only academically intelligent but also spiritually and morally mature.

**Keywords:** Fiqh Teacher, Role Model, Religious Character, Student.

### Introduction

Madrasahs that provide Islamic religious education play a crucial role in shaping students into devout, devout, and virtuous individuals. Students who receive this education are equipped not only with theoretical knowledge of Islam but also with moral and spiritual principles that serve as the foundation for life. Fiqh, or Islamic jurisprudence, is one of the main subjects taught in religious education programs at madrasahs. Fiqh encompasses Islamic moral principles, muamalah (social, economic, and legal relations), and religious practices such as prayer, fasting, zakat, and the pilgrimage. In addition to teaching students Islamic law, fiqh education also seeks to equip them with the skills necessary to apply it in their daily lives.

However, mastery of subject matter and teaching strategies are not the only factors contributing to the effectiveness of fiqh learning. Good teacher behavior is a crucial factor influencing student learning success. Teachers are role models whose actions provide concrete examples for students in addition to imparting knowledge. Student character development will be significantly impacted when teachers demonstrate religiosity, honesty, justice, and noble morals in daily interactions. Because students tend to imitate what they see, not just what they hear, teachers who practice fiqh values are the most effective educators.

As educators, Fiqh teachers hold a strategic position in instilling religious values in students. In the context of Islamic education, teachers serve not only as transmitters of subject

matter but also as spiritual guides, playing a role in shaping students' morals and personalities. The Fiqh (Islamic jurisprudence) subject, which teaches about worship and social ethics, is a crucial tool in the internalization of Islamic values. Therefore, the presence of a Fiqh teacher is central to bridging religious theory with practical applications in everyday life.

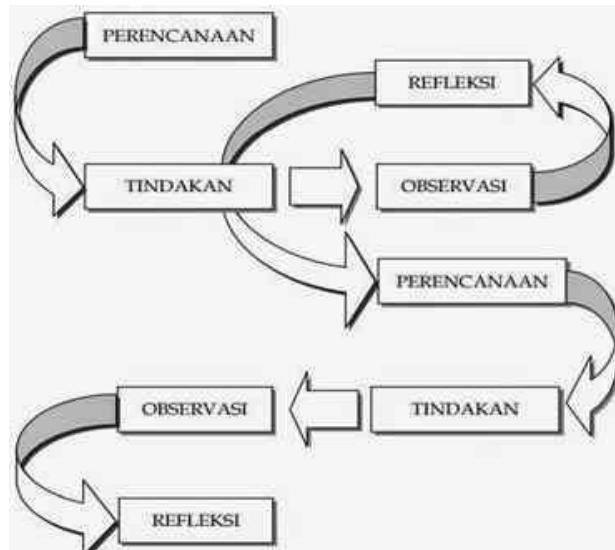
Modeling is a crucial component of a fiqh teacher's role. Especially when it comes to consistent behavior and routines, students tend to emulate and respect their teachers. Students tend to accept and emulate teachers who are disciplined in carrying out their religious obligations, arrive on time for class, and treat students honestly, kindly, and fairly. In this regard, using real-world experiences to teach indirectly is more effective than simply delivering theoretical information or religious lectures. Furthermore, the madrasah environment becomes more conducive to religion thanks to the good behavior of the teachers. Teachers who uphold moral standards and consistently apply Islamic teachings can create a conducive environment that inspires students to practice these principles. Therefore, fiqh teachers are able to produce a generation of morally upright and noble individuals, as well as intellectually intelligent students. This contributes to the primary goal of Islamic education: to create individuals with a balance between faith, knowledge, and good deeds.

However, based on initial observations at MA Karamatul Hasan Krejengan Probolinggo, students have generally demonstrated behaviors reflecting religious character, such as discipline in performing worship, maintaining good manners toward teachers, and striving to apply Islamic values in their daily lives. The conducive madrasah environment and religious school culture contribute to the development of these positive character traits among students. This indicates that the process of internalizing Islamic values at this madrasah has progressed quite well. Nevertheless, strengthening students' religious character still needs to be continuously improved so that the values already ingrained can become consistent habits and become ingrained in their personalities. In this regard, the role of teachers, particularly Fiqh teachers, is crucial as figures who provide real-life role models in everyday life.

The teacher's exemplary behavior not only strengthens students' understanding of the subject matter, but also strengthens students' commitment to practicing Islamic teachings more fully. Thus, the presence of Fiqh teachers as role models in aspects of worship, morals, and social interaction is crucial in shaping students' religious character. Strengthening the role of teachers as role models is expected to further solidify religious culture within the madrasah environment and produce a generation that is not only academically intelligent but also spiritually and morally mature.

### **Method**

This study used the Classroom Action Research (CAR) method, based on the Kemmis & McTaggart spiral model, which consists of four stages: planning, action, observation, and reflection. This model was chosen because it is suitable for directly improving and enhancing the quality of the learning process in the classroom. The relationship between the stages of classroom action research can be described as follows.:



**Figure 1.** Classroom Action Research Cycle

The research was conducted at MA Karamatul Hasan Krejengan, Probolinggo Regency, for approximately two months during the even semester of the 2024/2025 academic year. The subjects were 11 12th-grade students, consisting of 6 boys and 5 girls. The focus of the research was directed at improving students' religious character through the exemplary behavior of the Fiqh teacher in the learning process. Data collection techniques included:

1. Observation, to directly observe students' religious behavior during the learning process.
2. Interviews, to obtain in-depth information from students and teachers regarding the influence of role models in daily life.
3. Questionnaires, to measure students' perceptions and changes in attitudes toward religious values.
4. Documentation, in the form of activity notes, photographs, and student character assessment sheets for each cycle.

Data analysis was conducted descriptively and qualitatively, through the stages of data reduction, data presentation, and conclusion drawing. The success of the action was measured based on the improvement in students' religious character indicators, including religious discipline, honesty, responsibility, courtesy, and social awareness, from cycle I to cycle II.

### Results and Discussion

This classroom action research was conducted in two cycles: Cycle I and Cycle II. Each cycle consisted of planning, implementation, observation, and reflection, following the Kemmis & McTaggart spiral model. The results of the implementation of each cycle will be described in detail to see the development of students' religious character and the effectiveness of the role of the Fiqh teacher as a role model

#### Cycle I

First planning, at this stage, the Fiqh teacher designs learning activities with a focus on strengthening students' religious character through role models. The teacher prepares lesson

plans, observation sheets, and instruments to assess religious aspects such as religious discipline, manners, and social awareness. The learning strategy is designed so that the teacher not only delivers Fiqh material but also demonstrates concrete behavior as a role model, such as time discipline, honesty, and politeness in interactions with students. Second implementation, the implementation of cycle I begins with the teacher demonstrating examples of religious behavior from the beginning of the lesson, such as greeting students, inviting students to pray together, and maintaining classroom cleanliness. In the core activities, the teacher delivers Fiqh material accompanied by examples of its application in daily life, such as the virtue of congregational prayer, honesty in transactions, and social responsibility. The teacher strives to instill Islamic values not only through lectures, but also through daily behavior. At this stage, some students have begun to imitate their teachers' behavior, such as maintaining discipline and speaking politely. However, there are still some students who have not yet demonstrated consistency in worship and fully practicing religious behavior.

Third Observation, observations indicate that students' religious attitudes have begun to improve. Students are more disciplined in their Dhuha prayers and more polite to their teachers. Questionnaires and interviews revealed that most students reported being inspired by their Fiqh teacher's friendly, disciplined, and fair behavior. However, the level of religious discipline and social awareness was not uniform across all students. Overall, observations indicate that students' religious character achievement in cycle I reached 70%, which is considered quite good. Fourth reflection, based on observations, teachers and researchers concluded that the role model strategy has begun to have a positive impact on student behavior. However, obstacles remain, such as a lack of courage among some students to demonstrate spiritual and social responsibility outside of class hours. Teachers need to strengthen personal approaches and increase habit-building activities, such as congregational prayer and religious service, to make the role model's impact more noticeable.<sup>13</sup>

## Cycle II

First planning, based on reflections from cycle I, teachers refined their planning by adding more concrete religious habituation activities. They also developed personal communication strategies for less active students and rewarded students who demonstrated religious progress. The main focus of cycle II was to strengthen consistent religious behavior and create a more religious atmosphere at the madrasah. Second implementation, the implementation of actions in cycle II demonstrated an improvement in the quality of learning. Teachers were more active in providing direct examples, such as leading congregational prayers, politely reprimanding students, and engaging students in discussions about the importance of Islamic morals in everyday life. Teachers also provided space for students to be role models for their peers through group religious activities. Students appeared more enthusiastic and actively involved. They began to habitually remind their peers to pray, maintain cleanliness, and be polite to teachers and fellow students.

Third observation, observations from cycle II showed significant improvements in students' religious character. Aspects of religious discipline, manners, and social awareness increased compared to cycle I. Based on observation data and interview results, students' religious character improved from 70% to 85%. Students not only understood religious values theoretically but also applied them in real-life situations within the madrasah. Fourth reflection,

teachers and researchers concluded that consistent implementation of Fiqh teacher role models proved effective in shaping students' religious character. Students were more disciplined in their worship, showed respect for their teachers, and demonstrated concern for others. These results demonstrate that teacher role models are not only a learning method but also a powerful and sustainable means of character development.

**Table 1.** A comparison of the results of cycle I and cycle II

No	Variabel yang Diamati	Cycle I	Cycle II
1	The number of students who successfully demonstrated religious character	7 students (70%)	9 students (85%)
2	Number of students who have not succeeded	4 students (30%)	2 students (15%)

### Conclusion

Based on the results of a two-cycle classroom action research study at MA Karamatul Hasan Krejengan Probolinggo, it can be concluded that the role of Fiqh teachers as role models is highly effective in shaping students' religious character. In the first cycle, the achievement rate for the religious character indicator reached 70%, or 7 out of 11 students. However, 30% of students still showed insufficient improvement. After improvements in the second cycle, emphasizing more consistent role models, personal guidance, and active student involvement in religious practices, the study results showed an increase to 85%, or 9 out of 11 students. This demonstrates that Fiqh teachers serve not only as transmitters of material but also as role models who can influence student behavior. Teachers' exemplary behavior has been shown to improve students' religious discipline, politeness, and socio-religious awareness. Therefore, the role of Fiqh teachers as role models is a highly effective strategy in developing a generation that is not only intellectually intelligent but also spiritually mature and imbued with noble character.

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