

# The Role of Islamic Education Teachers in Addressing Deviant Behavior Among Students at SMK PAB 8 Sampali

## Peran Guru Pendidikan Agama Islam dalam Mengatasi Prilaku Menyimpang di Kalangan Siswa SMK PAB 8 Sampali

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### ARTICLE INFO

#### Article history:

Received, September 24, 2025

Revised, September 30, 2025

Accepted, September 30, 2025

Available online, September 30, 2025

#### Kata Kunci:

Peran, Guru Pendidikan Agama Islam, Mengatasi Prilaku Menyimpang

#### Keywords:

Role, Islamic Religious Education Teacher, Overcoming Deviant Behavior

#### About Article



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### ABSTRAK

Berbicara mengenai peran, seperti yang kita ketahui Peran yang Merujuk pada pemain, kumpulan perilaku yang dimiliki oleh individu yang memiliki posisi di dalam komunitas. Hal ini berkaitan dengan tugas seorang guru yang sesungguhnya lebih dari sekadar mengajar di ruang kelas, namun mereka juga sebenarnya memiliki kewajiban terhadap siswa siswinya. Hal ini lah yang membedakan guru dengan profesi lain, setelah selesai mengajar, guru harus tetap menjadi teladan, baik itu di dalam kelas maupun di luar kelas. Sebagai seorang yang profesional, guru dituntut untuk mengajarkan siswa-siswanya agar memiliki perilaku yang baik, akhlak yang luhur, serta keterampilan di bidang yang mereka minati, sehingga para siswa memiliki pengetahuan yang luas. Maka dalam jurnal ini bertujuan untuk menjelaskan bagaimana peran seorang guru yang seharusnya dilakukan di sekolah, dan bagaimana seorang guru yang harus menjadi role model bagi siswa dan siswinya di SMK PAB 8 SAMPALI, adapun penelitian ini menggunakan metode kualitatif yang menggunakan metode yang menjelaskan dengan deskripsi.

### ABSTRACT

Speaking of roles, as we know, a role refers to a set of behaviors possessed by individuals who hold positions within a community. This relates to a teacher's duties, which are more than simply teaching in the classroom; they also have obligations to their students. This is what distinguishes teachers from other professions. After finishing teaching, teachers must remain role models, both in and outside the classroom. As professionals, teachers are required to teach their students good behavior, noble morals, and skills in their fields of interest, so that students have extensive knowledge. Therefore, this journal aims to explain how a religious education teacher should be carried out in schools, and how a religious education teacher should be a role model for students at SMK PAB 8 SAMPALI. This study uses a qualitative method that uses an explanatory method with description.

## 1. INTRODUCTION

According to the Indonesian dictionary, role is defined as a set of expected behaviors possessed by individuals who hold certain positions in society (Nasional, 2007). This highlights the importance of the role of an Islamic Education teacher (PAI teacher), namely, having the responsibility to contribute to students in order to shape Islamic character (Iqbal, 2014b).

We can observe how the current moral and character conditions of adolescents are increasingly deteriorating, as indicated by the rise of free sex, promiscuity, frequent teenage brawls, drug circulation, and the spread of indecent photos and videos on social media. Such inappropriate behaviors are becoming more widespread among teenagers (Kusuma, 2012:3). The many phenomena that occur indicate the urgent need for an effective solution to address these recurring problems among adolescents. One of the solutions is the cultivation and instillation of personality and character from an early age, conducted in an integrated manner through family, school, and community environments (Kurniawan, 2013:19; Haniyyah, 2021).

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Furthermore, the rapid advancement of science and technology has also brought significant changes in various aspects of life, especially in education, where the decline of morality and ethics has increasingly affected the younger generation (Lubis, 2009:5). For example, the invention of television, computers, and mobile phones, although not entirely harmful, has made it easier for people to access information, communicate over long distances, and obtain news from sources previously unreachable. However, behind these benefits, children must still be guided in using technology properly. In addition to the role of parents at home, teachers of Islamic Education must also play a role in supervising students' engagement with technological developments. With such advanced technology, teachers should contribute to shaping students' Islamic character and preventing them from engaging in immoral behavior, as emphasized in the Qur'an, Surah Ali Imran verse 104 (Haniyyah, 2021).

When shaping a person's character and morality, education should not only prioritize intellectual intelligence but must also be accompanied by the development of ethics, morality, and noble character (*akhlaqul karimah*). This is where the role of the Islamic Education teacher becomes crucial in educating students to possess intellectual abilities as well as good ethics and morality grounded in noble values. As we know, education is an essential and urgent aspect of human life because it serves as an effort to train and develop human potential, including physical, intellectual, and attitudinal capacities.

In Indonesia, education is regulated under Law No. 20 of 2003 concerning the National Education System. Chapter II, Article 3, states that national education functions to develop capabilities and form the character and civilization of a dignified nation in order to educate the life of the nation. It aims to develop the potential of students to become individuals who are faithful and devoted to God Almighty (Salamah, 2020).

## 2. METHOD

This research was conducted using a qualitative approach, which is descriptive in nature. The purpose of this approach is to explain, describe, or present phenomena that are currently taking place. Qualitative research is inductive in nature, requiring comprehensive data obtained from field studies, interviews, and literature reviews.

The research was carried out at SMK PAB 8 Sampali. By observing and engaging in activities for one month at the school, the researcher became interested in studying the role of the Islamic Education (PAI) teacher at SMK PAB 8. Considering that the learning process in this school is predominantly focused on vocational subjects, the researcher found that the role of the PAI teacher is highly important in guiding and nurturing students' moral character..

## 3. RESULT AND DISCUSSION

Speaking about the concept of *role*, as we know, it refers to players or sets of behaviors possessed by individuals who hold a position within a community (Iqbal, 2014b). Another opinion states that according to the Indonesian Dictionary, a role is a set of behaviors expected from a person who holds a certain position in society (Nasional, 2007:854; Haniyyah, 2021). From these definitions, it can be concluded that a role is a trait or quality possessed by an individual that can influence a particular matter.

This is closely related to the duties of teachers, which extend far beyond teaching in the classroom. Teachers also bear responsibilities toward their students. This is what distinguishes teaching from other professions: even after completing formal teaching, teachers must continue to serve as role models, both inside and outside the classroom. As professionals, teachers are expected to guide students not only to gain knowledge but also to acquire good behavior, noble character, and skills in their respective fields of interest, enabling them to broaden their knowledge base.

According to Araniri (2020), a teacher is a professional educator whose primary responsibility is to educate, teach, guide, direct, train, assess, and develop students. In English, the term *teacher* refers to an instructor or educator, while *lecturer* is also used to describe someone who delivers lessons or lectures. In Qur'anic terminology, knowledgeable individuals are referred to as '*alim*/'*ulama*, *ulu al-'ilm*, *ulu al-bab*, *ulu al-nuha*, *ulu al-abshar*, *al-mudzakir/ahlu al-dzikr*, *al-mudzaki*, *al-rasikhun fi al-'ilm*, and *al-murabbi*. Teachers are not merely transmitters of knowledge but also serve as motivators and supporters in the learning process. Moreover, they are the first individuals to introduce knowledge and teaching methods, both in schools and other learning environments, becoming role models for students as sources of knowledge.

In Islamic education, several terms are used to describe teachers:

- *Murabbi*: an educator who nurtures and prepares students to be productive and responsible for their contributions to themselves, society, and the environment.
- *Mu'allim*: someone who masters knowledge, develops it, and explains its benefits for daily life, able to transfer, internalize, and implement it in theory and practice.
- *Mu'addib*: an educator who prepares students to take responsibility in creating a meaningful civilization for the future.
- *Mudarris*: someone with intellectual sensitivity and continuous self-development, providing students with knowledge, satisfying their curiosity, and training them according to their talents and abilities (Araniri, 2020).

From these various definitions, it is evident that the duties of teachers are not limited to delivering theory or knowledge. Teachers must also guide students to develop good character and relevant skills. This directly relates to the role of Islamic Education teachers (PAI teachers), who are expected to contribute to shaping students' Islamic character while preventing them from engaging in immoral acts, as emphasized in the Qur'an, Surah Ali Imran (3:104) (Araniri, 2020).

Deviant behavior refers to actions that violate established rules. Some scholars argue that deviant behavior is a psychological issue reflecting an individual's process of social adaptation. Thus, there is no single definition accepted universally across disciplines. In this research context, deviant behavior is often associated with "social problems," shaped by perspectives on particular situations. Clinard and Meier define deviance through four perspectives:

1. **Statistical**: actions that deviate from the average or rarely occur.
2. **Absolute**: basic societal rules are clear, and members must agree on what is considered deviant or not.
3. **Reactive**: deviance is identified through society's or social control agents' reactions to individual actions.
4. **Normative**: deviance is seen as a violation of social norms (Huda, 2021).

In general, all adolescent actions that contradict social standards, such as religious norms, ethics, and school or family rules, can be categorized as deviant behavior. If these actions also violate criminal law, they fall into juvenile delinquency. Deviant behavior among students often creates anxiety among parents, teachers, and community leaders. Examples include disobedience, truancy, fighting, improper dress, theft, reckless driving, substance abuse, and sexual misconduct (Mustofa, 2018).

The family environment plays a critical role in children's development, being the first place where children learn. Families fulfill essential needs such as security, respect, affection, acceptance, and freedom of expression. Beyond the family, the community also influences students. Social pressures, competition, economic disparity, and media exposure—particularly television and social media such as Facebook, TikTok, and Instagram—contribute significantly to the rise of deviant behaviors, including violence and pornography (Iqbal, 2014a).

Schools, as formal environments for learning and character building, also hold crucial responsibilities. Teachers must dedicate their entire lives to teaching, not just within the classroom. Even minor mistakes in a teacher's words or actions can be imitated by students. Therefore, teachers serve as role models who must be exemplary in behavior and character.

This relates directly to the role of Islamic Education teachers, who must take part in addressing deviant behavior in schools by carrying out preventive actions. Preventive measures are educational efforts designed to anticipate and minimize potential problems (Azhari, 2018). The goal of Islamic Education teachers is to guide students to avoid deviance while instilling strong religious values. Some strategies include:

- **Congregational Zuhur prayer** followed by Qur'an recitation, embedding spiritual values in students' hearts, as emphasized in Hadith (HR. At-Tirmidhi No. 2616).
- **Post-prayer remembrance (dhikr) and short sermons (kultum)** once a week, which strengthen students' faith and provide moral character education (Edi Kuswanto, 2021).

If preventive measures fail, teachers must take **repressive actions** to control deviant behavior: providing counseling and advice, enforcing school discipline, imposing sanctions for repeated misconduct, and involving parents when necessary. These steps are essential for handling students who persist in deviant acts (Enrekang & Parepare, 2018).

Ultimately, Islamic Education teachers at SMK PAB 8 Sampali must play an influential role in guiding students who are easily affected by negative modern influences. Teachers must not only deliver lessons and advice but also practice what they teach, serving as role models. This aligns with the Qur'an, Surah As-Saff (61:2-3), which warns: "*O you who have believed, why do you say what you do not do? It is most hateful in the sight of Allah that you say what you do not do.*" This verse highlights the importance of teachers

embodying the values they teach, ensuring their words and actions serve as authentic guidance for their students (Salisah et al., 2024).

#### 4. CONCLUSION

Hasil dari penelitian ini memperlihatkan kan gambaran dari bagai mana seorang guru pai harus memiliki peran terhadap siswa dan siswa SMK PAB 8 sampali unuk mencegah dan mengatasi perbuatan menyimpang di sekolah, bagai mana seorang guru yang harus tegas dan juga harus memiliki tindakan yang tepat terhadap siswa di jaman sekarang dimana guru tidak bisalagi mengkasari siswa seperti mengajar di jaman dahulu, maka cara yang tepat yang di lakukan oleh guru pendidikan agama islam seperti yang di atas, yakni, membiasakan kebiasaan kebiasaan religi, seperti kultum, jikir, agar para siswa lebih dekat kepada Allh SWT, dan taklupa pula kita harus mencontohkan terlebih dahulu apa yang kita samaikan tersebut.

#### 5. ACKNOWLEDGE

Thanks are addressed to official institutions or individuals who have provided funding or made other contributions to the research or to the lecturers who supervised them or to parents. **Acknowledgments are mandatory in Kalijaga : Jurnal Penelitian Multidiplin Mahasiswa.**

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