

The Role of the Class Teacher in Develop Personality Student Behavior Moderation Religious

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ABSTRACT

This study aims to describe the roles and strategies of classroom teachers in developing students' personalities that reflect religious moderation behavior at MIS Jauharul Huda. The background of this research is the continued presence of intolerant behavior, bullying, and a lack of mutual respect in elementary school environments, highlighting the need to cultivate moderate character from an early age. This study employed a qualitative approach using a survey method. The research subject was a first-grade homeroom teacher selected through purposive sampling. Data were collected through interviews, observations, and documentation, with validity ensured through triangulation of sources, time, and methods. Data analysis was conducted through data reduction, data display, and conclusion drawing. The findings show that classroom teachers play roles as informants, facilitators, motivators, mentors, role models, value habituators, and liaisons between school and parents. The strategies applied include routine literacy activities, motivational support, habituation of positive behavior, modeling tolerant attitudes, mentoring students who display less moderate behavior, and collaboration with parents. These roles and strategies help instill tolerance, empathy, and balanced religious attitudes in students. This study confirms that classroom teachers hold a strategic position in strengthening religious moderation at the elementary school level, especially in madrasahs that do not have specialized guidance and counseling teachers.

Keywords: Religious Moderation, Character Education, Elementary School

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INTRODUCTION

Religious moderation is a balanced religious attitude and practice, tolerance, and respect for differences in belief. Religious moderation is an approach to religion that involves an understanding of religion without extremes, either extreme right or extreme left (Munif et al., 2023). In the world of education, a moderate attitude is important. Through religious moderation, it is hoped that intolerant attitudes can be minimized, thereby creating a learning environment or society that is harmonious, compassionate, and mutually respectful. Class teachers have a role in developing students' moderate personalities, who teach religious moderation to students so that they become a loving, harmonious, and tolerant generation in the future. The role of

class teachers, especially in lower grades or elementary schools, in developing moderate attitudes in students is very important to realize.

Various cases occur in the world of education, such as bullying, disrespect, and intolerance among students, are not uncommon in the world of education (Alkhasanah, 2023). These problems require religious moderation to be taught to students. Research on religious moderation has been extensive. Previous studies have examined the important role of Guidance and Counseling teachers (Albana, 2023) and the role of Islamic Religious Education teachers (Hidayat, 2025) in fostering moderate religious behavior in students at school. Meanwhile, specifically in Madrasah Ibtidaiyah (MI), it is rare to find Guidance and Counseling teachers. Although there are Islamic Religious Education teachers, classroom teachers also play a crucial role in fostering moderate behavior in students. This is the gap in the role of classroom teachers in elementary and secondary schools.

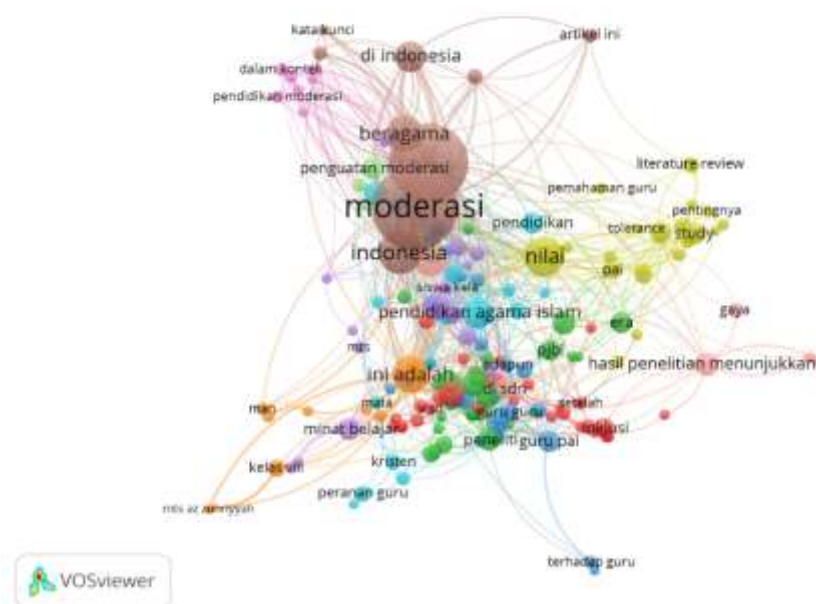


Figure 1. Results analysis VosViewers

Urgency study this located on need in development and understanding behavior moderate students, where the teacher has role in matter said. The novelty study this that is related on role of the class teacher in develop personality student behavior moderation religious. Research previously generally only highlight the role of guidance teachers And Counseling or Islamic Religious Education teacher in develop personality student (Mu'amalah et al., 2024), meanwhile Still little to highlight the role of class teachers, especially class teachers school base or elementary madrasah. With Thus, research this expected give influence understanding about role and strategies used by class teachers in develop behavior moderate students. From the background behind said, research this aim for describe role of the class teacher in develop personality student behavior moderation religious practices at MIS Jauharul Huda. As well as the strategies used by class teachers to develop moderate behavior among students.

METHOD

Study this use approach qualitative with method survey research (Syahrizal & Jailani, 2023). For know role and classroom teacher strategies in develop personality moderate students, research conducted at the selected MIS Jauharul Huda purposively for reach objective research, because in accordance with problem research. Subject study This is a homeroom teacher class 1 with use purposive sampling technique (Tajik et al., 2025). Data collection was carried out through interviews, observations, and documentation (Jailani, 2023). Its validity confirmed through technique triangulation involving various time, method, and source (Nurfajriani et al., 2024). Data analysis was carried out by reducing, presenting, and verifying data (Qomaruddin & Sa'diyah, 2024).

RESULT AND DISCUSSION

RESULT

Development behavior moderate on student is important thing, so that it is created a life of harmony, peace, and harmonious in the madrasa environment or public (Mudrik, 2023). Results from study find that the class teacher play a role in develop personality student behavior moderation religion at MIS Jauharul Huda, namely as informant, facilitator, motivator, guide, role model, habituator value, and connector with parents. Role first class teacher based on findings study this that is as informant in develop personality student behavior moderation religious education at MIS Jauharul Huda. The role of class teachers as informant done with the way teachers give information related moderation religious to students, of course information conveyed has validated the truth and from verified source. Class teacher selecting and understand information that will be delivered so as not to happen deviation.

Results invention furthermore that is role of the class teacher as facilitator. Class teacher provide facility in the form of educational media and book reading, students invited watching educational videos about behavior moderation religious and existence activity literacy for grow attitude moderate students. Madrasah also provide library as means supporters development attitude moderation religious. Library equipped with book and magazine that contains values tolerance, morals, and method behave moderate in life religious.

Results invention furthermore that is role of the class teacher as a motivator. As a motivator, the teacher holds activity literacy daily. Delivery information mark moderation religious to student done through habituation and literacy. Activities read for 15 minutes done before learning started. This aim for grow culture read at a time expand outlook and understanding students. Through activity read in a way routine, students expected own ability think critical, so that capable sorting information and no easy affected by understanding extreme. Continuous motivation given to student emphasize that read is key for form attitude wise in behave and speak good words. Use experience real also done for motivating student about tolerance and value difference.

Results invention furthermore that is role of the class teacher as mentor for students, especially for students who demonstrate attitude intolerant or involved cases that are not show attitude moderate such as bullying. Class teacher give guidance through a number of Steps. First, listen explanation or view from second split parties involved. Second, classify problem in a way objective. Third, remind

student about importance attitude tolerant as well as applicable anti-bullying rules at school. Fourth, provide letter warning to proven students do violations. And fifth, the teacher gives guidance counseling in a way special to students who often do bullying actions so that behavior the no repeating again.

Results invention furthermore that is role of the class teacher as example for students, no just a teacher, but administrator school and all over staff in the environment school must become example for students. Words must in accordance with behavior, because attitude and the teacher's actions will seen and exemplary by students. Results invention furthermore that is role of the class teacher as habituation values, habits mark moderate in life daily done through behavior simple, like each other greet with polite, saying greetings, and get used to use of positive words, such as "sorry", "please", and "thank you". Besides that, school also put up educational posters in various places corner school, such as posters about request sorry and say accept love, so that students used to read and apply messages the in life daily.

For develop behavior moderation religious optimally, it is necessary activity guidance counseling in a way routinely, at least once a day a month together students. Besides that, it is necessary held meeting with parents or committee school at least once in a while one semester for discuss moderation religious. Through discussion and sharing with parents, teachers can do reflection together regarding the necessary programs continued, added, or reduced. Meeting between school and guardian students become foundation important in form character moderate students in a way religious (Damayanti , 2025) .

DISCUSSION

Religious moderation is a religious perspective, attitude, and behavior that always takes a middle position, acts fairly, and is not religiously extremist (Amri, 2021) . By avoiding extreme attitudes, whether extreme right or extreme left, it is hoped that it can open understanding and accept other religious beliefs or teachings openly and tolerantly, so as to create a harmonious, tolerant, and harmonious environment in a diverse society. Moderation education is an important thing that must be instilled in students (Najmi, 2023) . This study shows that class teachers play a role in developing student attitudes or behavior at MIS Jauharul Huda. These results support previous research that teachers have a role in developing the attitudes and personalities of elementary school students (Salmiyanti et al., 2023) . In addition, teacher personality competency also influences students' moderate attitudes (Alawiyah et al., 2023) .

In the interview session, the class teacher expressed his opinion regarding the concept of religious moderation, namely: *"The concept of religious moderation in madrasas must be understood as a balance between general knowledge and religious knowledge. For example, in this madrasa there is a lot of general knowledge and a lot of religious knowledge. Such as the learning of tahfidz, the practice of worship, and the instilling of morals through the subject of aqidah akhlak."* The class teacher at MIS Jauharul Huda defines religious moderation as a balanced attitude between general knowledge and religious knowledge, where both are taught harmoniously without rejecting each other. Religious moderation in madrasas is not only about the balance of material, but also includes the formation of attitudes, behaviors, and religious understanding that are straight, tolerant, and responsible.



Figure 2. Interview process with class 1 teacher MIS Jauharul Huda

As for wrong one challenge in implementation moderation religious at MIS Jauharul Huda, especially in formation behavior religious students, namely like discipline in prayer congregation, attitude tolerant, and control emotions. Class teacher say, *"In behavior about religious, students difficult for directed. For example inside prayer congregation there is a number of students who have not carry out discipline or attitude tolerance between students, such as conflict between student with speech hatred in the mosque environment. Finally, students the no too care for prayer congregation and there are those who cry, as a result lack of discipline said"*. By because that, the importance habituation discipline, tolerance, and morals glorious in activity religious education in madrasas. In addition that, role education in matter this very much strong, for building a sense of tolerance between fellow human beings, realizing students who do not once there is dispute and no discriminate between fellow (Heriawati & Manik, 2023) .

Results study advanced or study this show wrong one role of the class teacher in develop personality student behavior moderation religious is as informant in learning or source information obtained student for develop behavior moderate. Teachers have role important in selecting DNA understand teaching materials so as not to happen deviation. In addition to class teachers, madrasas also follow play a role in provide facility for support development personality student behavior moderation religious, such as provide library as means supporters equipped with a book containing values tolerance, morals, and method behave moderate.



Figure 3. Literacy activities at MIS Jauharul Huda

The class teacher stated, *"Learning support to advance the value of religious moderation in our school includes a supportive library. For example, there are magazines or books that emphasize moderation. Through the literacy program, students are accustomed to reading for 15 minutes before entering class."* These are the facilities and motivations provided by teachers and the school for students. With daily literacy activities,

students become accustomed to interacting with educational reading materials and building moderate character. This strategy is used to convey the value of religious moderation, which aims to foster a reading culture while broadening students' horizons.

Through these activities, students are expected to develop critical thinking skills, enabling them to sort through information and resist the influence of extreme or radical views. The class teacher stated, *"The motivation given to students is to support religious moderation by reading daily. With this reading as a key, children can choose policies and speak to avoid extreme or radical discourse."* This habituation method, implemented through routine activities, reinforces religious moderation, fostering a culture of moderate thinking in students (Fauzian et al., 2021). Motivation is crucial in fostering religious moderation because it serves as resilience, ensuring students remain centered and resist external influences.

The class teacher said that: *"Motivation is indeed important to build religious moderation as resilience to remain standing in the middle without being easily swayed. Motivation is not just encouragement, but as a foundation that makes students have a moderate attitude that can last a long time and is not easily swayed by others."* Motivation is not just a momentary impulse, but becomes a foundation that makes students able to maintain a moderate religious attitude in the long term and not easily influenced by the views of others. Motivation is the meaningfulness, value, and benefits of learning activities that are interesting enough for students to do the activities (Jainiyah et al., 2023).

Furthermore, real-life experiences are used as examples to instill religious moderation in students. Teachers provide examples of differences in worship practices between religious organizations such as Nahdlatul Ulama (NU) and Persis (Persis). These differences serve as a learning tool that Islam encompasses a diversity of opinions and practices, each with its own basis. Students are taught not to question differences but to choose and practice the worship they believe is correct while respecting the choices of others. In this way, students understand that tolerance and diversity are key to preventing problems or conflict, both between religious communities (Ananda et al., 2024) and between groups within a single religion.

Students are guided to understand that differences in religious practices are normal, so the emphasis should not be on finding differences, but rather on finding similarities to avoid conflict or hostility. Teachers expect the development of moderate behavior in students who are increasingly accustomed to being moderate and having empathy for everyone. Considering that in previous years, intolerant behavior and statements tending towards radicalism were still found. *"My hope in implementing an attitude of religious moderation in the future is that students will become accustomed to being tolerant, empathetic towards everyone, and speaking politely, because in previous years, many students were not accustomed to being moderate, lacking in tolerance, and speaking radically."*

This presentation demonstrates the role of classroom teachers in fostering moderate religious behavior in students at MIS Jauharul Huda. Implementing literacy and habituation programs can instill the value of moderation in students. These programs can encourage MIS Jauharul Huda to develop more moderate personalities in its students, thus creating a more harmonious, tolerant, and peaceful learning environment.

CONCLUSION

Student behavior that does not fully reflect an attitude of religious moderation, such as bullying, intolerance, and lack of discipline can be addressed through the active role of class teachers. This study shows that class teachers have a strategic role in developing students' personalities in religious moderation behavior at MIS Jauharul Huda. Teachers are not only information providers, but also facilitators, motivators, guides, role models, value instillers, and liaisons between the school and parents. Through the delivery of valid and verified information, the provision of literacy facilities, motivation, guidance on less moderate behavior, exemplary attitudes, and the instilling of positive values in everyday life, students are guided to have a tolerant, wise attitude, and are not easily influenced by extreme ideologies.

Furthermore, parental involvement through collaboration is a supporting factor for optimal development of religious moderation, both within the madrasah and within the community. Although Madrasah Ibtidaiyah generally do not have dedicated Guidance and Counseling teachers, classroom teachers are capable of fulfilling this role through habituation, literacy, role modeling, and collaboration with parents. Thus, strengthening religious moderation in elementary school students can be effectively implemented through the optimal role of classroom teachers, thus creating a more harmonious, tolerant, and harmonious madrasah environment. This study recommends the implementation of programs and strategies for elementary school teachers or schools that are still struggling to develop students' personalities in religious moderation behavior.

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