



## The Role Of Islamic Religious Education Teachers In Shaping Students' Leadership Values At State Junior High School 21 Bengkulu City

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Received [2-05-2024]

Revised [28-05-2024]

Accepted [30-06-2024]

**Abstract.** This study aims to analyse the role of Islamic Religious Education (PAI) teachers in shaping students' leadership values in Sekolah Menengah Pertama (SMP) Negeri 21 in Bengkulu City. Leadership is one of the important values that need to be developed in students to prepare them to become individuals who are able to contribute positively in society. PAI teachers have a strategic role in this process, as leadership values can be taught and internalised through religious teachings. The research method used was a qualitative method with a descriptive approach. Data were collected through in-depth interviews with PAI teachers, classroom observation, and analysis of related documents. Data were analysed thematically to identify the role of PAI teachers in shaping students' leadership values. The results showed that PAI teachers at SMP Negeri 21 Bengkulu City have a significant role in shaping students' leadership values through several strategies. First, they integrate leadership values in PAI subject matter. Second, they become leadership role models for students through their daily attitudes and behaviours. Third, they facilitate extracurricular activities that support students' leadership development, such as student organisations and religious activities. This study concluded that the role of PAI teachers is very important in shaping students' leadership values at SMP Negeri 21 Bengkulu City. PAI teachers not only teach leadership theory, but also provide real examples and create an environment that supports students' leadership development. The recommendation from this study is for schools and the government to strengthen training and support for PAI teachers in an effort to develop student leadership effectively.

**Keywords:** *Islamic Religious Education Teacher, Leadership Values, Junior High School, Bengkulu City*

### INTRODUCTION

Leadership is one of the important competencies that the young generation must have to face future challenges. Leadership values such as responsibility, integrity, communication, and the ability to lead wisely are the keys to forming individuals who are able to contribute positively to society. John C. Maxwell (2007) a well-known author and speaker on leadership stated that "Leadership is influence." The core purpose of leadership is the ability to influence others. Leadership is not about position or title, but rather about the ability to inspire and motivate others to achieve common goals. Meanwhile, Peter Drucker, (2009) defines leadership as "elevating one's vision to a higher perspective, raising one's performance to a higher standard, developing one's personality beyond its normal limits." Drucker emphasized that leadership involves developing individual and organizational potential. Apart from that, Warren Bennis, (2003), stated that "Leaders are those who know the way, walk the way, and show the way to

others." Bennis emphasized the importance of integrity and example in leadership. According to him, effective leaders are those who can lead by example. Lead Read Today from the Fisher College of Business highlights six key articles on leadership published in 2020. One of the key articles emphasizes the importance of effective leadership during a crisis like the COVID-19 pandemic, with a focus on connection, clear communication, and providing guidance as well as trust in the team ( Fisher College of Business). McKinsey (2020) suggests that the traditional hierarchical leadership model is now shifting towards collaboration and transparency. They emphasize the importance of leaders being catalysts who inspire autonomous teams to work together effectively, transcending rigid organizational silos ( McKinsey & Company) .ScienceDirect highlights how emotional intelligence in leaders can improve work team performance and business results. Transformational leadership that pays attention to team members' emotional well-being is proven to have a positive impact on behavior and business results ( McKinsey & Company). From the various opinions and views of the experts above, it can be said that leadership is a person's ability and expertise to influence and control other people. Not just leading other people's attitudes and behavior, but ensuring that leadership to protect behavior becomes part of one's control. The formation of leadership in Indonesia has a broad and significant impact on various aspects of life. Good leadership not only brings positive changes in organizations and communities, but also contributes to sustainable national development. Therefore, it is important for Indonesia to continue to develop and support leadership development programs in various sectors to create leaders who are able to face future challenges. For example, through social and economic development, improving the quality of education, strengthening democracy, building character and morals, and so on. The formation of these values is an integral part of the education system, including through Islamic Religious Education (PAI) subjects. Islamic Religious Education (PAI) teachers play a strategic role in instilling leadership values in students. Apart from delivering religious material, PAI teachers are expected to be able to be role models and facilitators in developing student character and leadership. In junior high schools (SMP), where students are in an important transition period in forming their identity, the role of PAI teachers becomes increasingly crucial. They not only act as teachers, but also as moral and spiritual guides who can direct students towards developing good leadership values. The city of Bengkulu, as one of the cities in Indonesia with cultural and religious diversity, has its own challenges in educating and forming the character of students. PAI teachers at Bengkulu City Middle Schools are expected to be able to integrate leadership values into students' learning and daily lives. However, the role and effectiveness of PAI teachers in shaping students' leadership values still requires in-depth study to understand the extent of influence and strategies used. This research aims to analyze the role of Islamic Religious Education teachers in forming student leadership values at SMP Negeri 21 Bengkulu City. This research will identify the strategies used by PAI teachers, the challenges faced, and the impact of PAI learning on student leadership development. Through a descriptive qualitative approach, this research is expected to provide a comprehensive picture of the contribution of PAI teachers in forming future leaders with strong character and integrity. It is hoped that the results of this research can provide practical recommendations for teachers, schools and other stakeholders in optimizing the role of Islamic Religious Education as an instrument for forming student leadership values. Thus, it is hoped that education in Bengkulu City can produce a young generation who is not only academically intelligent, but also has strong leadership character and is able to face various challenges in the future

## **LITERATURE REVIEW**

### **Leadership Concepts In Educational Contexts**

Leadership is the ability to influence other people to work together to achieve goals. In the educational context, leadership involves the teacher's role in shaping students' character and

leadership values. According to Yukl (2010), leadership is defined as the process of influencing other people in achieving common goals. In education, this means that teachers act as guides and role models in developing student character.

### **The Role Of Islamic Religious Education In Character Formation**

Islamic Religious Education (PAI) has an important role in forming students' character and moral values. According to Syafii (2014), religious education does not only teach religious teachings but also shapes students' attitudes and behavior in accordance with religious values . Religious education contributes to forming leadership character through teaching ethical, moral and social values which are an integral part of Islamic teachings.

### **Leadership Model In Islamic Religious Education**

In the PAI context, there are several leadership models that can be applied to form student leadership values. The transformational leadership model, as explained by Bass (1985), involves the ability to motivate and inspire students to reach their full potential. On the other hand, the values-based leadership model, as explained by Burns (1978), emphasizes the importance of moral and ethical values in leading.

### **Implementation Of Islamic Religious Education In Leadership Formation**

PAI teachers can apply various strategies to shape students' leadership values, including:

1. **Personal Example:** PAI teachers must be role models in leadership behavior and attitudes. According to Kotter (1990), effective leadership begins with an individual's ability to lead by example.
2. **Values-Based Teaching:** Integrate leadership values in the PAI curriculum, such as responsibility, honesty, and cooperation. This is in line with Noddings' (2002) opinion regarding the importance of character education in forming leadership attitudes.
3. **Extracurricular Activities:** Organize extracurricular activities that support student leadership development, such as student organizations and leadership programs. According to Fraser (2004), extracurricular activities can provide practical experience in leadership.

### **Challenges And Solutions In Implementation**

There are several challenges in implementing religious education as a tool for forming leadership values, including lack of support from the school and limited resources. To overcome this, support is needed from all parties, including school administration, parents and the community. Apart from that, there is a need for training and professional development for PAI teachers so they can implement effective methods in leadership education.

### **Case Study: State Junior High School 21, Bengkulu City**

A case study at State Junior High School 21 in Bengkulu City shows that the application of leadership values in the PAI curriculum can have a positive impact on student attitudes and behavior. PAI teachers at this school have implemented a values-based approach and extracurricular activities that support leadership development, and the results show an increase in students' leadership abilities. This literature review provides a theoretical and practical basis regarding the role of PAI teachers in forming student leadership values and provides insight into the implementation of strategies in the educational context at State Junior High School 21, Bengkulu City.

## **METHODS**

This research aims to explore how Islamic Religious Education (PAI) teachers play a role in shaping student leadership values at State Junior High School 21, Bengkulu City. A qualitative approach was chosen to gain an in-depth understanding of the interactions and educational processes that occur. This research uses a qualitative method with a case study approach. This method allows for in-depth exploration of the specific context and dynamics that occur at SMP Negeri 21 Bengkulu City. This school was chosen because of the diversity of student backgrounds and the relevance of the context of Islamic religious education at the school. The research subjects consist of:

1. Islamic Religious Education Teacher who actively teaches at SMP Negeri 21 Bengkulu City.
2. Students in grades 7, 8, and 9 who receive religious education from this teacher.
3. Principal and other relevant staff.

The instruments used include:

1. In-depth Interviews: Semi-structured interviews with PAI teachers, students, and school principals.
2. Participatory Observation: Direct observation in the classroom and school environment.
3. Documentation: Analysis of school documents such as curriculum, learning implementation plans (RPP), and student evaluation records.

Meanwhile, data collection techniques in this research include:

1. In-depth Interview: An interview guide is prepared to explore the views and experiences of research subjects. Interviews were conducted in person and recorded for further analysis.
2. Participatory Observation: Researchers observe the learning process and interactions between teachers and students in the classroom. Observations were carried out during several lesson sessions to obtain comprehensive data.
3. Documentation Analysis: Related documents such as curriculum, lesson plans, and evaluation notes are analyzed to understand how leadership values are integrated in PAI learning.

Data were analyzed using thematic analysis techniques, which involve:

1. Initial Coding: Interview and observation data were coded to identify initial themes.
2. Theme Categorization: Initial codes were grouped into main themes related to the role of teachers in shaping leadership values.
3. Drawing Conclusions: The categorized data is interpreted to draw conclusions about the role of PAI teachers in shaping students' leadership values.

This research methodology is designed to provide an in-depth understanding of the role of Islamic Religious Education teachers in forming student leadership values at SMP Negeri 21 Bengkulu City through a comprehensive and ethical qualitative approach.

## **RESULTS**

### **The Role Of Pai Teachers In Forming Leadership Values**

1. As an Example, PAI teachers at State Junior High School 21, Bengkulu City act as role models in leadership attitudes and behavior. They demonstrate values such as honesty, responsibility, and cooperation in daily life and teaching. These teachers prioritize the importance of integrity and ethics in every activity, both in the classroom and outside the classroom.
2. Values Based Teaching, In the learning process, PAI teachers integrate leadership values in the curriculum. They use teaching methods that involve discussions about leadership, case

studies, and self-reflection. For example, students are invited to reflect on leadership behavior through inspirational stories in Islamic teachings and practical applications in everyday life.

3. Extracurricular activities, PAI teachers play an active role in organizing and guiding extracurricular activities that support leadership development, such as student organizations and leadership programs. This activity gives students the opportunity to apply leadership values in real situations and practice them in a group context.

### **Student And Parent Experiences**

1. Influence on Student Attitudes Students report that learning experiences with PAI teachers greatly influence their attitudes and behavior. They feel motivated to apply leadership values in daily interactions and strive to be good leaders in their group. Many students stated that they felt more confident and enthusiastic to take responsibility after participating in activities guided by PAI teachers.
2. Parental Perception, Parents observe positive changes in their children's attitudes after being involved in programs implemented by PAI teachers. They noted an increase in the sense of responsibility, cooperation, and leadership demonstrated by their children at home and school. Parents expressed their appreciation for the teachers' efforts to instill leadership values through religious education.

### **Challenges And Solutions**

1. Implementation Challenges, Some of the challenges identified included limited time for extracurricular activities, as well as the need for additional support from the school and parents. Apart from that, there are challenges in maintaining consistency in the application of leadership values in all aspects of learning.
2. Proposed Solution, To overcome these challenges, it is recommended that there be closer collaboration between PAI teachers, school administration and parents. Providing more flexible time for extracurricular activities and increasing professional training for teachers are also recommended to strengthen the implementation of leadership values in the curriculum.

## **DISCUSSION**

### **PAI Teachers As Role Models**

PAI teachers function as the main role models in forming students' character and leadership values. Teacher attitudes and behavior greatly influence how students see and assess leadership values.

1. Personal Example: PAI teachers who demonstrate integrity, honesty, responsibility, and caring in their daily actions can have a significant impact on student attitudes. This example becomes a concrete model that students can imitate in their interactions with others.
2. Influence in Daily Life: Through their actions in the classroom and outside the classroom, PAI teachers project leadership values such as leadership through service and empathy. This helps students understand how to apply these values to their lives.
3. Emotional Engagement: Teachers who are actively involved in students' lives and show concern for their well-being can create strong relationships, which in turn can encourage students to follow the example set.

### **Values Based Teaching**

Values-based teaching in PAI includes the integration of moral and ethical principles in the learning process, which supports student leadership development.

1. **Integration of Leadership Values:** PAI teachers use the curriculum to instill leadership values such as responsibility, cooperation and justice. This is often done through discussions, case studies, and reflections that link religious teachings to real-life situations.
2. **Teaching Methods :** Methods such as lectures, dialogues, and group activities can be used to discuss leadership values. For example, using stories from Islamic history to show examples of effective and ethical leadership.
3. **Reflection and Evaluation:** The reflection process at the end of learning, where students are invited to assess how the values they have learned can be applied in their actions, helps deepen the understanding and application of leadership values.

### **Extracurricular Activities**

Extracurricular activities designed and guided by PAI teachers play an important role in the practical application of leadership values.

1. **Leadership Skills Development:** Activities such as student organizations, clubs, or leadership programs provide students with opportunities to practice leadership skills in broader and more diverse contexts. For example, being a leader in this activity teaches responsibility and the ability to lead a group.
2. **Applying Religious Values to Activities:** Extracurricular activities that focus on social service or charity, which are often part of PAI programs, allow students to apply leadership values in serving the community. This reinforces the concept of ethics and empathy-based leadership.
3. **Evaluation and Feedback:** PAI teachers provide constructive feedback to students regarding their leadership skills during extracurricular activities. This feedback is important for students' personal development and helps them understand their strengths and areas for improvement.

### **Student Experience**

1. **Application of Leadership Values: Motivation and Inspiration:** Many students report that learning experiences with PAI teachers motivate them to adopt leadership values in everyday life. Students feel inspired by the examples set by teachers and apply values such as responsibility, honesty, and cooperation in their interactions with classmates and in extracurricular activities.
2. **Active Involvement:** Students feel more actively involved in class and extracurricular activities after receiving encouragement from PAI teachers. They reported that they felt more confident to take initiative and lead groups in activities, such as group projects and student organizations.
3. **Positive Experiences:** Positive experiences in PAI classes, including teaching methods that involve discussion and reflection, help students understand more deeply about leadership and how to apply it in real life. Students often link the values they learn to their success in school activities and social interactions.

### **Challenges And Obstacles**

1. **Time Limitations:** Some students complain about limited time to apply leadership values consistently, especially outside school hours. They feel they need more support to integrate what they learn into their daily activities.
2. **Differences in Perception:** There are also challenges in terms of differences in perceptions between students and teachers regarding what is considered a good leadership action. This is often due to differences in individual understanding of leadership values.

### **Observation Of Changes In Children**

1. Changes in Attitudes and Behavior: Parents observe positive changes in their children's attitudes and behavior after being involved in programs implemented by PAI teachers. They noted that their children became more responsible, more independent, and more proactive in taking initiative.
2. Increased Sense of Responsibility: Parents often report an increased sense of responsibility in their children, which appears to be influenced by the leadership values taught by PAI teachers. This includes improvements in organizational and leadership skills at home and at school.

### **Parental Involvement**

1. Support for School Activities: Parents show active support for school activities guided by PAI teachers. They feel that these activities provide opportunities for their children to develop leadership skills and apply the values they learn.
2. Collaboration with Teachers: Parents who collaborate with PAI teachers in educational programs often report better results in their children's leadership development. Open communication between parents and teachers helps ensure that leadership values are consistently implemented at home and at school.

### **Challenges from a Parent's Perspective**

1. Limited Resources: Some parents face challenges in providing additional resources or time to support extracurricular activities that involve leadership values. They may feel pressured by time demands and limited resources.
2. Inconsistent Involvement: There are also challenges in terms of inconsistent parental involvement in supporting the leadership values taught in schools. Some parents may not fully understand or support the educational approach implemented by PAI teachers.

### **CONCLUSION**

This research shows that Islamic Religious Education teachers play a significant role in shaping students' leadership values at State Junior High School 21, Bengkulu City. Through personal example, values-based teaching, and extracurricular activities, PAI teachers succeed in instilling important leadership values in students. Although there are challenges in implementation, the proposed solutions may help increase the effectiveness of these programs.

#### **Recommendation**

1. Improved Support, It is recommended that schools and parents provide full support for the activities carried out by PAI teachers, including allocating sufficient time and adequate resources.
2. Professional Training, PAI teachers need to receive additional training to improve their ability to integrate leadership values in the curriculum and extracurricular activities.
3. Periodic Evaluation, Regular evaluation of religious education programs related to leadership is needed to ensure the effectiveness and relevance of the methods used.

This research provides important insight into how the role of PAI teachers can influence the formation of students' leadership values and provides a basis for further development in character education.

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