

# THE ROLE OF PGMI TEACHERS IN INTERNALIZED ISLAMIC VALUES IN STUDENTS AT SDN 35 BENGKULU CITY

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## Abstract

*The current rise in moral and ethical crises has affected and damaged Indonesia's young generation. This is due to numerous factors, including inappropriate social interactions, the circulation of inappropriate videos and images among teenagers, and a lack of religious knowledge and guidance. To address this moral and ethical crisis among young people, the Indonesian government has taken aggressive action by implementing character education in schools. Addressing this problem is, of course, the responsibility of PGMI teachers. This study aims to determine the role and efforts of PGMI teachers in internalizing Islamic character values among students at SDN 35, Bengkulu City, and the forms of Islamic character values that students should possess. This research method uses a descriptive qualitative approach. Data collection techniques are drawn from primary sources in the form of interviews and secondary sources in the form of literature studies such as books and journals related to this discussion. The results of this study indicate that the role of PGMI teachers in internalizing Islamic character values in students at SDN 35, Bengkulu City, is to guide, direct, and provide good role models, as well as consistently instilling moral values in students so that these character values are firmly embedded in their personalities. With this research, it is hoped that PGMI teachers can effectively internalize Islamic character values in students.*

**Keywords:** *role of pgmi teachers, internalizing values, islam*

## Introduction

This research is motivated by the growing number of facts highlighting the widespread problem of moral crisis in students' character, reflected in behavioral patterns, such as violence, fighting, being disrespectful to PGMI teachers and parents, lacking manners, having bad morals, and engaging in acts that deviate from moral and religious norms. After further investigation and reflection, it

appears that this problem arises from a lack of comprehensive knowledge and education in students. Furthermore, current formal education practices in Indonesia tend to be more oriented towards hard skills-based education and prioritize grades in test scores over soft skills in students. In other words, the education developed focuses more on cognitive aspects and pays less attention to the affective and

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psychomotor aspects of students. As a result, many intelligent young people lack ethics and moral attitudes. Furthermore, religious education is often interpreted superficially and textually, with religious values merely memorized without being put into practice. (Kusuma, 2011)

Education is known as a vehicle that is considered very effective in developing the potential of students to have religious spiritual values, self-control, personality, intelligence, noble morals, and skills that they do to be offered to society, nation, and state. Therefore, education is continuously built and developed in order to produce a quality generation as expected (Azzet, 2014). As an effort to overcome the problems as described above, there is a need for character education in the form of Islamic character values that must be applied optimally with certain conditions and in a period of continuous supervision and maintenance, so that basic training in forming habits and attitudes has the possibility to develop naturally in students in the future (Bahri, 2015).

In fostering students to have commendable traits and be able to instill the values of noble character in their daily lives, it is not possible to do this only by giving them theoretical explanations and understanding, but also need to provide good models or examples and always get them used to doing positive things with the hope that later students will be able to have

commendable traits and can stay away from reprehensible things. This is the task of PGMI Teachers as an effort to form noble character in students by providing Islamic religious knowledge regarding piety and faith in their God and in terms of noble character, giving them motivation, guidance, giving advice, giving reprimands, and giving them good examples and role models to students in accordance with the teachings of Islamic law. In addition, a PGMI Teacher is also obliged to be a good example or role model for students, because basically a PGMI Teacher is a representation of a group of people in a community or society who are expected to be role models that can be emulated and imitated. The exemplary behavior and authority possessed by PGMI teachers will have a big impact, both positive and negative, on the formation of students' morals (Uno, 2002).

From the description above, the formulation of the problem in this study focuses on (1) how is the role of PGMI Teachers in internalizing Islamic character values in students at SDN 35 Bengkulu City, (2) what are the forms of Islamic character values that need to be possessed by each student, (3) what efforts can be made by PGMI Teachers in instilling Islamic character values. The objectives of this study are (1) to find out how big the role of PGMI Teachers is in internalizing Islamic character values in students, (2) to describe the forms of Islamic character

values that must exist in students' personalities, (3) to find out what efforts are made so that the internalization of Islamic character values can be embedded well in students.

### **Method**

Based on the researcher's explanation regarding the internalization of Islamic character values, this study uses a qualitative research method with a descriptive approach in which the researcher describes or illustrates the role of PGMI teachers in internalizing Islamic character values in students. The descriptive qualitative approach itself is an approach intended as a problem-solving procedure that is investigated by describing or depicting the current state of a subject or object of research based on visible facts or as they are (Nawawi, 2015). In qualitative research, it is likely that a simple research instrument will be developed that is expected to be able to complement the data and compare it with data that has been found through interviews.

The data collection procedure is sourced from primary data in the form of direct interviews with informants and secondary data using literature studies as reference sources such as books, journals, and articles related to this discussion and then pouring them into a manuscript. The primary data source in this study is an interview with

a PGMI teacher at SDN 35 Bengkulu City, namely Mrs. Halimatus Sa'diyah, S. Pd.I to find out how to internalize character education in the form of Islamic values to students.

### **Result and Discussion**

PGMI teacher, who is someone who has been given the responsibility to educate students, has several roles. According to Islamic concepts, a PGMI teacher has the following roles: (Samsul Nizar, 2011)

1. PGMI teachers as murabbi, namely someone who acts as *ing ngarso sung tulodo* (being in front giving an example), *ing madya mangun karso* (being in the middle giving good motivation), *tut wuti handayani* (being behind carrying out supervision).
2. PGMI teachers as muaddib play a role in instilling the values of good manners, etiquette and good character.
3. PGMI teachers as mursyid, namely PGMI teachers whose duty is to guide students to have sharp thinking skills and have the awareness to practice their knowledge.
4. PGMI teachers as mudarris, namely PGMI teachers have the task of educating students and being able to develop their potential and being able to create a harmonious learning atmosphere.
5. PGMI teachers as multi-teacher, namely PGMI teachers who have

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responsibility for the process of developing students' learning abilities.

6. PGMI teachers as muzakki, namely PGMI teachers play a role in developing the mental and noble character of students by preventing them from the influence of bad morals.

In this case, a PGMI teacher is someone who teaches and educates students using Islamic values by guiding, providing examples, and helping to lead students towards physical and spiritual maturity. This is in accordance with the goals of Islamic education, namely guiding students to become true Muslims, believing in Allah, having noble morals in practicing Islamic teachings sourced from the Qur'an and Hadith, honest, fair, having good character, respecting each other, disciplined, harmonious, productive in terms of themselves and socially, and useful for religion, society, and the country.

So in this context, PGMI Teachers have a primary role, namely instilling and internalizing the values of noble character in students by educating, directing well, providing good examples or role models, giving advice or reprimands, guiding, getting used to good behavior, and providing motivation that can encourage positive energy in students to become better. In the Islamic religious perspective, PGMI Teachers are tasked with conveying amar ma'ruf nahi munkar (conveying

goodness and preventing evil), transferring knowledge to their students so that they can become useful people for religion, country, and nation. In addition, PGMI Teachers can act as second parents for their students, so PGMI Teachers must be able to attract sympathy and become idols for their students so that students feel comfortable and happy in undergoing the learning process.

So, the role of PGMI Teachers in internalizing Islamic values to students at SDN 35 Bengkulu City is as someone who provides a positive example and is worthy of being emulated by their students because PGMI Teachers have high dedication in the eyes of each student so that this is to anticipate so that there are no misunderstandings in imitating everything that exists in their PGMI Teachers, whether it is behavior or style, whether good or bad.

Based on an interview with Halimatus Sa'diyah, one of the PGMI teachers at SDN 35 Bengkulu City, the methods that can be used as an effort to internalize Islamic character values are through habituation and role models, but besides these two methods, she added that there are other efforts to support the internalization of Islamic character values, namely guidance and motivation. (Sa'diyah, 2021) Thus, there are several efforts made by PGMI teachers in internalizing Islamic values in students at SDN 35 Bengkulu City, including habituation methods, role models, guidance, and motivation.

Internalization of Islamic Character Values carried out by PGMI Teachers is in the following ways:

***Habituation Method***

The research findings demonstrate that PGMI teachers at SDN 35 Bengkulu City play a central role in the internalization of Islamic values among students. Teachers function not only as educators but also as mentors, trainers, guides, and advisors in the educational process. Their responsibilities extend beyond academic instruction to include the development of students' moral and spiritual character. Through daily interactions, teachers provide examples of good behavior that can be imitated by students in both school and social environments. The implementation of these roles contributes significantly to the formation of students' Islamic character and personality. The findings indicate that effective teacher involvement has a strong influence on students' attitudes, discipline, and ethical behavior.

The role of PGMI teachers as educators is reflected through their ability to become role models for students in practicing Islamic values in everyday life. Teachers demonstrate attitudes such as honesty, discipline, politeness, responsibility, and respect in their interactions with students. Exemplary behavior shown by teachers becomes an important component in shaping students' character because students tend to imitate what they observe directly. Teachers also create a positive learning environment that supports the cultivation

of moral and religious values. The consistency of teachers' behavior strengthens students' understanding of Islamic teachings in practical contexts. This condition shows that the teacher's personality becomes a crucial factor in the success of character education.

The mentoring role carried out by PGMI teachers is demonstrated through guidance and emotional support provided to students during the learning process. Teachers approach students with compassion and attention, similar to the way parents guide their children. This approach helps students feel comfortable, valued, and motivated to improve their behavior and learning achievement. Teachers also assist students in overcoming personal and academic difficulties by providing direction and advice based on Islamic principles. The presence of supportive teachers contributes to the development of students' self-confidence and emotional stability. Effective mentoring strengthens the relationship between teachers and students and creates a conducive educational atmosphere.

The research findings further reveal that PGMI teachers play an important role in developing students' talents, skills, and potential through various educational activities. Teachers encourage students to participate actively in learning activities and provide opportunities for self-development. Guidance provided by teachers helps students recognize their abilities and improve their competence in both

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academic and non-academic fields. Teachers also direct students toward positive behavior and assist them in solving problems faced in daily life. The guidance process emphasizes the importance of responsibility, discipline, perseverance, and leadership in shaping students' character. Such efforts support the formation of independent and morally responsible individuals.

Islamic character values internalized by PGMI teachers at SDN 35 Bengkulu City include faith in Allah, diligence in worship, honesty, discipline, responsibility, independence, compassion, cooperation, humility, tolerance, and respect for others. These values are introduced and reinforced through both formal learning activities and daily school practices. Students are encouraged to apply Islamic teachings consistently in their interactions with teachers, peers, and the surrounding environment. The cultivation of these values aims to form students who possess noble character and strong moral awareness. The findings indicate that the integration of Islamic values into everyday activities contributes positively to students' behavioral development. Continuous reinforcement of these values supports the establishment of a religious and disciplined school culture.

The internalization of Islamic values is implemented through several character education models and educational methods applied by PGMI teachers. These include *tadzkirah*, role modeling, guidance and direction,

motivational approaches, *zakiyah* or self-purification, organizing activities, and heart-to-heart communication. Teachers also apply approaches such as *iqra'*, *fikir*, and *dhikr* to strengthen students' spiritual awareness and understanding of Islamic teachings. Habituation methods are consistently used to develop positive behaviors through repetitive practice in daily activities. Exemplary methods and motivational support further enhance the effectiveness of the character education process. The implementation of these approaches demonstrates that the internalization of Islamic values requires continuous guidance, consistent practice, and active teacher involvement to achieve optimal educational outcomes.

### ***Guidance Method***

Guidance is a method used by educators to explain something to students to prevent them from doing something bad and to bring happiness. Providing guidance or advice is the act of providing direction in dealing with a problem. This also means that guidance methods can provide boundaries for attitudes and actions, such as advising someone who has made a mistake to admit their mistake and take responsibility.

The guidance method is an important approach used by PGMI teachers in internalizing Islamic values among students at SDN 35 Bengkulu City. This method emphasizes continuous assistance and direction

provided by teachers to help students understand and apply Islamic teachings in their daily lives. Guidance activities are carried out through personal interactions, classroom learning, and daily school routines that encourage positive behavior. Teachers actively help students recognize the differences between appropriate and inappropriate actions based on Islamic principles. The guidance process also aims to strengthen students' moral awareness and responsibility in both academic and social contexts. Effective guidance contributes to the development of disciplined, respectful, and ethically responsible students.

The implementation of the guidance method involves direct communication between teachers and students in addressing academic, behavioral, and personal challenges. Teachers provide advice, clarification, and constructive solutions when students encounter difficulties in learning or social interaction. This approach allows students to feel supported and valued within the educational environment. Guidance activities are conducted patiently and consistently to ensure that students understand the importance of practicing Islamic values in everyday situations. Teachers also encourage students to develop self-control, honesty, discipline, and responsibility through reflective discussions and continuous supervision. Such guidance strengthens students' emotional and

spiritual development within the school environment.

The guidance method further supports the development of students' self-confidence and independence in facing various challenges. Teachers encourage students to express their opinions, ask questions, and participate actively in classroom activities without fear of making mistakes. Guidance provided by teachers helps students build positive attitudes toward learning and social interaction. Students are also directed to develop problem-solving skills based on Islamic ethical values and rational thinking. This process contributes to the formation of mature personalities characterized by responsibility, perseverance, and emotional stability. Continuous teacher guidance creates a positive educational atmosphere that supports students' character development comprehensively.

The effectiveness of the guidance method is reflected in students' behavioral improvements and increased awareness of Islamic moral values. Students become more disciplined in carrying out religious activities, more respectful toward teachers and peers, and more responsible in completing their academic duties. Guidance activities also help reduce negative behavior by strengthening students' understanding of ethical conduct and social responsibility. The consistency of teacher guidance plays a significant role

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in creating a supportive and religious school culture. Strong communication between teachers and students further enhances the success of the internalization process. The findings indicate that the guidance method is an effective strategy for strengthening Islamic character education among students.

### ***Motivation Methods***

Motivation is an encouragement, stimulus, or can be interpreted as a power generator within a person to be able to do something optimally to achieve a set goal (Sardiman, 2007; Uno, 2008). In addition, self-motivation can function as a form of providing encouragement to carry out a certain action, providing direction so that a certain action leads to a goal, and selecting an action to be in harmony and in line with the planned goal (McDonald, 2003; Firman, 2021). Broadly speaking, motivational methods are useful for providing support to do good. The application of motivational methods by educators includes providing encouragement or praise, such as providing motivation to someone who must prioritize honesty to always bring peace, tranquility, and goodness in life.

The motivation method is widely applied by PGMI teachers at SDN 35 Bengkulu City to encourage students to practice Islamic values consistently in their daily activities (Fitri, 2024). Motivation is provided to increase students' enthusiasm, confidence, and

willingness to participate actively in both academic and religious activities. Teachers motivate students through positive reinforcement, appreciation, advice, and encouragement that support character formation (Qosim, 2021). Motivational approaches help students develop awareness of the importance of good behavior and moral responsibility. Students become more enthusiastic in learning activities and more committed to implementing Islamic teachings in school and social life. The motivation method therefore contributes positively to students' emotional and spiritual development. The implementation of motivational methods involves both verbal and non-verbal forms of encouragement provided by teachers during the learning process (Sardiman, 2007). Teachers give praise and recognition to students who demonstrate discipline, honesty, responsibility, and positive attitudes in school activities. Such appreciation increases students' self-confidence and encourages them to maintain good behavior consistently. Teachers also provide inspirational advice and reminders related to Islamic teachings to strengthen students' moral awareness (Firman, 2021). Motivational support is delivered in a positive and constructive manner to create a comfortable learning environment. This approach helps students feel valued and motivated to achieve better personal and academic development.

The motivation method also plays an important role in overcoming students' learning difficulties and emotional challenges. Teachers encourage students not to give up when facing academic obstacles or personal problems (McDonald, 2003). Motivational guidance helps students develop perseverance, optimism, and resilience in completing their responsibilities. Teachers consistently remind students that success can be achieved through discipline, hard work, and strong faith in Allah. This process strengthens students' internal motivation to improve themselves continuously in both educational and moral aspects (Lis Yulianti, 2019). The presence of supportive teachers contributes significantly to students' positive attitudes and emotional stability.

The effectiveness of the motivation method can be observed through students' increased participation, discipline, and enthusiasm in school activities. Students demonstrate greater responsibility in completing assignments and participating in religious programs organized by the school. Motivational approaches also contribute to the development of students' confidence, independence, and willingness to cooperate with others (Fitri, 2024; Qosim, 2021). Positive reinforcement from teachers strengthens students' commitment to practicing Islamic values in everyday life. The consistent application of

motivational methods creates a supportive educational environment that promotes moral and spiritual growth. The findings indicate that motivation is an essential component in strengthening the internalization of Islamic character values among students (Firman, 2021; Lis Yulianti, 2019).

### **Conclusion**

The research findings indicate that PGMI teachers at SDN 35 Bengkulu City play significant roles as educators, mentors, trainers, guides, and advisors in the process of internalizing Islamic values among students. These roles are reflected through exemplary behavior, compassionate guidance, development of students' talents and potential, assistance in problem-solving, and the formation of students' moral and spiritual character. The Islamic character values internalized include faith in Allah, diligence in worship, responsibility, discipline, independence, honesty, politeness, compassion, cooperation, self-confidence, creativity, hard work, leadership, humility, tolerance, peace, unity, and respect for others. The internalization process is implemented through character education models such as tadzkirah, role modeling, guidance and direction, motivation, zakyah, organizing activities, heart-to-heart approaches, as well as iqra', fikir, and dhikr. Habituation, exemplary methods, guidance, and motivational

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approaches are consistently applied to support the effectiveness of Islamic character education among students.

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