



# The Role of Islamic Religious Education Teachers in Addressing Students' Moral Crisis

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## Abstract

The purpose of this study is to examine the role of Islamic religious education teachers in addressing the moral crisis faced by junior high school students in Indonesia. This type of research employs a qualitative approach with a case study design. The results of this problem are the role of Islamic religious education teachers in addressing students' moral crisis by being good role models, spreading Islamic values through interesting ways such as storytelling and setting an example, and providing ongoing moral direction and guidance. This task includes building positive character through daily interactions, helping students overcome their moral problems, and ensuring that Islamic religious education lessons are directly related to their lives. The factors that cause the moral crisis at the junior high school level include the impact of the family (minimal character education, poor parenting, and family economic conditions), the social environment (peer influence, wrong associations, and community conditions that do not support education), and technology (the negative impact of gadgets and social media). In addition, internal aspects such as a lack of understanding of moral and ethical values and a lack of positive role models from teachers and parents also contribute. The moral crisis among adolescents is one of the main challenges faced by modern society today. Amidst technological advances, the influence of globalization, and changes in social values, adolescent morality is increasingly exposed to negative external influences. Rapid lifestyle changes, particularly due to widespread access to social media and global culture, have given rise to various moral issues.

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## INTRODUCTION

In the 21st century, many problems faced by society, especially school students, have become increasingly complex due to advances in science on the one hand and the impact of globalization on the other (Susilo & Sarkowi, 2018; Saefina et al., 2025; Sharif & Khairi, 2025). Rapid technological advances have, without realizing it, given rise to behavior that deviates from Islamic values (Khorofi, 2021; Akbar, 2025). Negative behaviors in society have emerged as a result of globalization, such as crime, fraud, sexual harassment, drug abuse, brawls, alcohol consumption, and other issues. This situation further exacerbates the issue of the moral and ethical

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consumption, and other issues. This situation further exacerbates the issue of the moral and ethical crisis that plagues today's society (Ronanda et al., 2024).

The moral crisis among students is one of the main challenges facing schools today (Hasan, 2024; Miramadhani & Nursalim, 2024; Hafidzah et al., 2025). Amidst technological advances, the influence of globalization, and changes in social values, students' morality is increasingly exposed to negative external influences. Rapid lifestyle changes, particularly due to widespread access to social media and global culture, have given rise to various moral problems (Fahma & Safitri, 2024; Saputri et al., 2024; Safitri et al., 2024). Many of these problems are seen in the form of increased juvenile delinquency, deviant behavior such as promiscuity, violence, drug abuse, and reduced respect for parents, teachers, and other authorities (Putra et al., 2024; Mahesha et al., 2024).

Looking at the current state of student morals, especially teenagers who tend to imitate, many of them behave based on the influence of their surroundings. Juvenile delinquency seen today includes violence between students (bullying), the use of harsh language, declining manners, and the presence of students who still smoke at school, skip school, dress inappropriately in school regulations, and behave in other negative ways (Mufid, 2024). This occurs due to a lack of religious knowledge and understanding of Islamic teachings, so that students have difficulty controlling themselves. Therefore, teachers, especially Islamic religious education teachers, are expected to play a role as a liaison in moral improvement to prevent moral decline in students, in accordance with the goals of Islamic religious education which aims to guide and direct the character of students to become faithful individuals, have noble morals, and are pious to Allah SWT as people in the world (Wally, 2021; Fatmawati et al., 2024; Asih, 2024).

To address the moral crisis among students, Islamic Religious Education teachers play a crucial role. Their responsibility is to guide and direct students to prevent them from falling into a moral crisis. In addressing student moral decline, there are both supporting and inhibiting factors, both within the family, school, community, and the students themselves.

Islamic Religious Education teachers are at the forefront of developing moral values in education. Schools are the second education for children after their families. In schools, educators, namely teachers, hold highly respected professions (Hazrullah, 2023; Wandi & Nurhafizah, 2019). Teachers interact with children who will determine the future of the nation. Teachers have a significant responsibility, and they are expected to conduct themselves professionally. Furthermore, teachers are expected to set good examples for their students. Students view teachers as role models and role models in the school environment (Pratama et al., 2023).

The role of Islamic Religious Education Teachers in addressing the problem of declining student morality in schools involves collaborating with the principal, other teachers, parents, and the community, and performing various functions. Therefore, Islamic Religious Education teachers must carry out their roles well to prevent student moral decline. In addition to the role of Islamic Religious Education teachers, schools also implement rules regarding students who violate the rules. These rules include: if students smoke on school grounds, the sanction given is punishment by being exposed to the sun from morning until noon. Furthermore, if students are involved in dating or commit other violations, they will receive warnings, advice, guidance, or guidance. Regarding students who experience problems, the initial steps taken by the school are to provide advice, warnings, guidance, or sanctions. If students continue to violate the rules, they will be returned to their parents and will be given leave.

## METHODS

This research utilizes a qualitative approach with a case study approach, which aims to describe the conditions of the research object according to data collected in the field. The author can usually collect information by interacting directly and meeting people at the study location. This research was conducted at State Junior High School 7, Pariaman, West Sumatra, Indonesia. This means a process of knowledge discovery that utilizes data in the form of descriptions as a tool to obtain an explanation of what is sought, while qualitative methods are carried out through observation, interviews, and document collection (Engkizar et al., 2025; Sugiyono, 2014; Ikhwan, 2024; Sari et al., 2025; Agustina et al., 2025; Ramdhani & Rusdi, 2024; Ummah et al., 2025). In this context, the researcher seeks to describe how teachers in junior high schools play a role in student development. Data collection techniques are the most important step in research, because the main purpose of research is to obtain data. Without an understanding of data collection techniques, researchers will not be able to collect data that meets the specified criteria (Engkizar et al., 2022; 2023; Sugiyono, 2014; Abishev et al., 2025; Rosyadi & Athari, 2025; Ath-Thukhi, 2025). These data collection techniques include observation, interviews, and documentation.

## RESULT AND DISCUSSION

### Factors Causing Moral Crisis in Junior High School Students

Factors contributing to the moral crisis in junior high schools include family influences (minimal character education, poor parenting, and family economic conditions), social influences (peer influence, inappropriate social interactions, and social conditions that are not conducive to education), and technology (the negative impacts of gadgets and social media). Furthermore, internal factors such as a lack of understanding of moral and ethical values and a lack of positive role models from teachers and parents also contribute.

First, there are factors from the family environment. Poor character education: Lack of emphasis on character education at home leaves students without a solid moral foundation. Parenting: Inadequate parenting, such as a lack of attention and affection, can contribute to moral problems. Second, there are economic factors: An unstable family economic situation can be a trigger for deviant behavior in students. Parental supervision: Lack of parental supervision at home can make students more vulnerable to bad influences.

Third, there are social environmental factors. Peer influence: Hanging out with friends who exhibit negative behavior can transmit bad habits. Fourth, there are community environmental factors: An uneducated society that cannot control norms can trigger deviant behavior. Lack of interaction: The absence of positive interaction between students and parents can lead children to seek escape outside the home.

Fifth, technological factors. The impact of social media and gadgets: Excessive use of gadgets and social media can have a negative impact because students are exposed to less educational content. Sixth, school and educator factors. Lack of character education: An ineffective system for instilling character values in schools is one of the main reasons. Examples from teachers: Teachers who do not set good examples in behavior and morality can have a negative impact on students. Lack of firmness: A lack of firmness on the part of teachers in enforcing school rules can trigger undisciplined behavior.

### The Role of Islamic Religious Education Teachers in Overcoming Students' Moral Crisis

Islamic Religious Education teachers play a crucial role in addressing moral crises among students by serving as positive role models, spreading Islamic values through engaging methods such as storytelling and role models, and providing ongoing moral guidance and direction. This role includes fostering positive character

through daily interactions, helping students overcome their moral challenges, and ensuring that Islamic Religious Education lessons are directly relevant to their lives.

The first is being an example and a role model. Providing examples of positive behavior: Teachers demonstrate good attitudes in everyday life, for example, by speaking softly and politely when communicating with students. Shaping student character: Through role models, teachers contribute to the development of good character and personality in students. The second is implementing efficient learning methods. Using creative methods: Implementing interesting learning methods that are in line with moral values, such as storytelling, learning from experience, or conveying poetry and verses. Relating lessons to everyday life: Explaining how religious values can be implemented in everyday life and are important for students' futures.

Third, providing direction and development. Guiding students: Helping students to find and solve their own moral problems, while supporting them to adapt to their surroundings. Instilling moral values: Continuously teaching and instilling moral values so that students grow into better and more responsible individuals. Fourth, creating a supportive learning atmosphere. Creating a pleasant atmosphere: Presenting an interesting learning environment and paying attention to the needs of each student. Providing support: Ensuring students feel empowered and guided, without just feeling burdened by the subject matter.

## CONCLUSION

Based on the description above, it can be concluded that the factors causing moral crisis in students consist of two categories: internal factors and external factors. For internal factors, there are two things that play a role: family and religion. Meanwhile, external factors include the influence of the school environment, residence, social circles, and technological developments. The role of Islamic Religious Education teachers in addressing moral problems in students at the junior high school level is as supporters, good examples, and instructors who instill moral and ethical values through religious learning. Teachers also help cultivate obedience and shape good character. They serve as behavioral models, connect learning materials with students' social lives, and help students understand the difference between moral good and bad through encouragement and support.

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