

THE ROLE OF MORAL EDUCATION TEACHERS IN FOSTERING RESPONSIBILITY AND DISCIPLINE IN RAUDHATUL MUJAWWIDIN IBTIDA'YAH SCHOOL, TEBO REGENCY

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Abstract :

This study aims to analyze the role of Akidah Akhlak teachers in developing students' responsibility and discipline at Madrasah Ibtidaiyah Raudhatul Mujawwidin, Tebo Regency, and to identify the supporting and inhibiting factors in its implementation. This research employed a qualitative approach using a case study method. Data were collected through observation, interviews, and documentation involving the principal, Akidah Akhlak teacher, guidance and counseling teacher, educational staff, and students. The data were analyzed using the interactive model of Miles and Huberman. The findings indicate that Akidah Akhlak teachers play an important role in developing students' responsibility and discipline through their roles as educators, mentors, role models, and motivators. These roles are implemented through exemplary behavior, positive habituation, integration of character values into learning activities, assignments with clear deadlines, direct guidance and advice, and the creation of a supportive learning environment. Supporting factors include a religious and conducive school environment, parental involvement, relevant Akidah Akhlak learning materials, and teachers' commitment. Meanwhile, inhibiting factors include limited internal awareness among some students, inadequate facilities and infrastructure, teachers' administrative workload, and limited involvement of some parents. The study implies that character development requires consistent habituation and synergy among teachers, schools, students, and families.

Keywords : *Akidah Akhlak Teacher; Character; Responsibility; Discipline; Students*

Abstrak :

Penelitian ini bertujuan untuk menganalisis peran guru Akidah Akhlak dalam menumbuhkan karakter tanggung jawab dan disiplin peserta didik di Madrasah Ibtidaiyah Raudhatul Mujawwidin Kabupaten Tebo, serta mengidentifikasi faktor pendukung dan penghambat dalam pelaksanaannya. Penelitian ini menggunakan pendekatan kualitatif dengan metode studi kasus. Data penelitian diperoleh melalui observasi, wawancara, dan dokumentasi, dengan informan yang meliputi kepala madrasah, guru Akidah Akhlak, guru bimbingan konseling, tenaga kependidikan, serta peserta didik. Analisis data menggunakan model analisis interaktif Miles dan Huberman. Hasil penelitian menunjukkan bahwa guru Akidah Akhlak memiliki peran penting dalam menumbuhkan karakter tanggung jawab dan disiplin peserta didik melalui peran sebagai pendidik, pembimbing, teladan, dan motivator. Implementasinya dilakukan melalui pemberian keteladanan, pembiasaan sikap positif, integrasi nilai karakter dalam pembelajaran, pemberian tugas dengan batas waktu, nasihat dan bimbingan, serta penciptaan lingkungan belajar yang mendukung. Faktor pendukung meliputi lingkungan madrasah yang religius dan kondusif, keterlibatan orang tua, materi Akidah Akhlak yang relevan, serta komitmen guru. Adapun faktor penghambat meliputi rendahnya kesadaran sebagian peserta didik, keterbatasan sarana dan prasarana, beban administratif guru, dan keterlibatan sebagian orang tua yang masih terbatas. Implikasi penelitian menunjukkan bahwa pembentukan karakter memerlukan pembiasaan yang konsisten serta sinergi antara guru, madrasah, peserta didik, dan keluarga.

Kata Kunci: *Guru Akidah Akhlak; karakter; tanggung jawab; disiplin; peserta didik.*

INTRODUCTION

Education at the primary madrasah level is not only aimed at achieving the academic abilities of students but also at the formation of character, which serves as the foundation for the development of their behaviour in everyday life. (Sari, 2021). At the primary education stage, learners are in the process of forming habits, attitudes, and behaviour patterns, so character values need to be instilled consistently through the learning process and school culture. (Aisyah & Anshori, 2023). Among the character values that hold significant importance are responsibility and discipline. Responsibility relates to the willingness of learners to fulfil their obligations and accept the consequences of their actions, while discipline concerns the ability to adhere to rules, value time, and consistently carry out duties. (Rantauwati, 2020). Both characters are not sufficiently shaped through the theoretical delivery of material, but require exemplary behaviour, habituation, supervision, guidance, and reinforcement that is carried out continuously.

The urgency of developing a sense of responsibility and discipline is increasingly evident, as the behaviour of students in the educational environment does not always align with the expected values. (Natamia et al., 2022). Research (Lestari & Mahrus, 2025), for instance, indicates that the development of responsibility and discipline character in primary schools requires teacher involvement through exemplification, positive habituation, integration of character values into learning, positive reinforcement, and evaluation of student behaviour. The study also reveals that the character development process still faces internal factors affecting students and external factors, including family environment and social interactions. This condition indicates that character education is a process that requires continuous pedagogical intervention, rather than an activity that concludes once learners grasp the concept of character.

In the context of elementary madrasahs, character formation has its own uniqueness as character values can be integrated with Islamic education (Prabowo, 2025). The subject of Akidah Akhlak holds a strategic position because its learning material is directly related to faith, commendable behaviour, character formation, and its application in the lives of students (Nasrul Hs et al., 2026). Thus, Akidah Akhlak teachers do not merely function as conveyors of subject matter but also have a pedagogical space to guide students so that the values they learn can be manifested in real behaviour. Research on the role of Akidah Akhlak teachers in character formation indicates that teachers carry out a broader function through advice, guidance, habituation, exemplary behaviour, and motivation. (Fitriyah & Wahyuni, 2023), for example, found that Akidah Akhlak teachers serve as role models for students while also providing direction to foster better behaviour.

The role becomes increasingly important at the level of primary madrasah because the character of the students is still at a developmental stage that requires concrete examples and guidance. Research (Arniah et al., 2022) on primary madrasah shows that teachers play a role in enhancing the students' character of discipline. This research demonstrates that the process of character formation is not only related to rules but also to how teachers carry out educational functions in the daily lives of the students. In line with this, research (Munir, 2023) regarding the role of Islamic Religious Education teachers in shaping the character of discipline and responsibility in students at primary madrasah indicates that both of these characters need to be instilled from an

early age through a directed and continuous educational process.

Studies that specifically discuss Islamic Education teachers also show a similar trend. Research (Hayati & Nisak, 2025) regarding the role of Islamic Education teachers in fostering students' responsibility for learning indicates that teachers hold a strategic position in assisting learners to build responsibility through the educational process in school environments. This research specifically highlights the issues of consistency in responsibility and discipline among students as important concerns at the primary education level. Meanwhile, research at the higher madrasa level demonstrates that Islamic Education teachers can act as motivators through advice, providing motivation, setting an example, habituation, assigning tasks, and implementing educational consequences to foster student discipline.

Previous research findings show that the formation of responsibility and discipline character is closely related to the quality of the teacher's role. However, there are several areas that can still be developed. First, some studies discuss discipline or responsibility character separately, while research linking both characters simultaneously in the specific role context of teachers in Akidah Akhlak at the primary madrasah level is still relatively limited. Second, previous research tends to emphasise the forms of teacher activities, but has not fully explained in depth how the teacher's multiple roles as an educator, guide, role model, and motivator operate cohesively in fostering students' character. Third, character is not only influenced by classroom learning activities but also by habituation, the relationship between teachers and students, the madrasah environment, parental involvement, and the internal factors of the students themselves.

The need to view character as an integrated process is also reinforced by research on the development of responsibility character through teachers' activities in the classroom. (Farid & Aziz, 2023) shows that teachers' activities and the classroom atmosphere have an important relationship with the development of students' responsibility character. The research employed a case study approach and positioned teachers' activities and learning interactions as essential parts of the character development process. This illustrates that character formation cannot be separated from the pedagogical practices that occur concretely in the daily interactions between teachers and students (Yuliani et al., 2026).

This perspective is also evident in research on character pedagogy in primary madrasahs. (Habibi et al., 2025) indicates that the strengthening of the character of responsibility can be achieved through the integration of moral knowledge, moral feelings, and moral actions. In the context of this research, the role model of the teacher, habituation, social roles, and logical consequences are all part of the process of transforming character values into real behaviour. These findings are significant as they demonstrate that the success of character education does not solely depend on the ability of students to understand values, but also on their ability to actualise those values in actions (Ismail et al., 2021).

In addition to teachers, the educational environment also plays a significant role in the sustainability of character formation (Ubaidah et al., 2023). Research on Islamic character education through school culture in primary madrasahs indicates that values such as religiosity, honesty, discipline, responsibility, tolerance, and social care can be holistically integrated through school culture (Munawir et al., 2025). Therefore, the role

of the Akidah Akhlak teacher should be understood not merely as an individual activity of the teacher, but as part of the educational ecosystem that involves the madrasah culture and the support of the students' environment.

In the thesis that forms the basis of this article, the issue is found in the context of Madrasah Ibtidaiyah Raudhatul Mujawwidin in Tebo Regency. The thesis research specifically aims to analyse the role of Akidah Akhlak teachers in fostering students' character to be responsible and disciplined. The research results indicate four main roles of teachers, namely as educators, guides, role models, and motivators. This is manifested through the assignment of tasks with clear deadlines, the habituation of positive behaviour, exemplary discipline, the provision of advice and direct guidance, as well as motivation for the students. The thesis findings also show that this process is supported by a conducive madrasah environment, parental involvement, the relevance of Akidah Akhlak material, and teachers' commitment, while the obstacles include the low internal awareness of some students, limited facilities, teachers' administrative burdens, and the less than optimal involvement of some parents.

The findings are relevant to previous research but also demonstrate the novelty of the study. Previous research has extensively explained the importance of teachers in character formation, whether through exemplification, habituation, motivation, or supervision. However, this study focuses on the role of teachers in Akidah Akhlak as multipurpose agents in fostering two characters simultaneously, namely responsibility and discipline, within the context of Madrasah Ibtidaiyah Raudhatul Mujawwidin in Tebo Regency. This focus is important because the characters of responsibility and discipline are closely related in educational practice: students who are responsible are expected to fulfil their obligations, while discipline provides a behavioural pattern that allows these obligations to be carried out consistently.

The novelty of the research also lies in the effort to examine character formation not only from the activities of learning Akidah Akhlak but from the overall practices of the teacher's role in the life of the madrasa. Teachers are positioned as actors who integrate value learning, habituation, exemplification, guidance, motivation, and evaluation in the process of shaping students' behaviour. With this perspective, this research not only questions whether teachers play a role in character formation but also how that role is carried out, the forms of character behaviour that are cultivated, as well as the factors that support and hinder the process.

Based on the description, this research is important to enrich the study of character education at the primary school level, particularly from the perspective of Aqidah Akhlak education. This study is expected to provide an empirical picture of the strategies and practices of teachers in fostering a sense of responsibility and discipline, while also explaining the conditions that enable or hinder the sustainability of this process. Practically, the results of the research can serve as a reflection for Aqidah Akhlak teachers and madrasahs in developing learning that does not stop at the mastery of religious knowledge, but is able to guide students towards the practice of values in their daily behaviour.

On the basis of these issues and research gaps, this study aims to analyse the role of Aqidah Akhlak teachers in cultivating a sense of responsibility and discipline among students at Raudhatul Mujawwidin Primary School in Tebo Regency, focusing on the forms of the teacher's role as an educator, guide, role model, and motivator, its

implementation in the learning and madrasah environment, as well as the supporting and hindering factors in the character formation process.

RESEARCH METHOD

This research employs a qualitative approach with a case study type of research conducted at Madrasah Ibtidaiyah Raudhatul Mujawwidin in Tebo Regency. The research data consists of primary and secondary data obtained from the head of the madrasah, the Akidah Akhlak teachers, guidance and counselling teachers, educational staff, as well as students, supported by documents related to the activities and conditions of the madrasah. Data collection was carried out through observation, interviews, and documentation to obtain information regarding the role of Akidah Akhlak teachers in fostering responsible and disciplined character in students, as well as the supporting and hindering factors. The collected data was processed interactively through stages of data reduction or condensation, data presentation, and conclusion drawing and verification (Yuliani et al., 2023). Analysis was conducted continuously throughout the research process by grouping data based on the research focus, and then comparing information from various sources and data collection techniques (Turmudi, 2023). The validity of the data was examined through extended observation, increased diligence, and triangulation of sources, techniques, and time, ensuring that the research conclusions were based on data that had been reviewed and confirmed from various sources (Rusli et al., 2021).

FINDINGS AND DISCUSSION

1. The Role of Moral Education Teachers as Educators in Fostering Responsibility and Discipline Character

Research findings indicate that teachers of Akidah Akhlak play a crucial role as educators in fostering a sense of responsibility and discipline among students at Madrasah Ibtidaiyah Raudhatul Mujawwidin in Tebo Regency. This role is not only manifested through the delivery of learning material but also through the internalisation of moral values into the daily behaviours of students. Teachers provide an understanding of the importance of responsibility and discipline, then connect this to the concrete activities undertaken by students within the madrasah environment.

Based on the research findings, teachers of Akidah Akhlak endeavour to teach the value of responsibility by assigning tasks with clear deadlines, cultivating the habit of completing assignments, maintaining learning materials, and adhering to established rules. Meanwhile, the value of discipline is instilled through habits such as arriving on time, participating in lessons orderly, organising stationery, keeping the classroom clean, and complying with the madrasah's regulations. The thesis findings suggest that systematic teaching helps students understand the application of responsibility and discipline in their daily lives.

The findings reveal that the role of teachers as educators operates through the integration of knowledge, attitudes, and actions. Teachers do not stop at providing cognitive understanding of the concepts of responsibility and discipline, but rather guide learners to manifest those values in actions. This is in line with research (Farid & Aziz, 2023) that found that the development of the character of responsibility is related to teachers' activities in the classroom and their understanding of the character conditions of learners. The research indicates that strengthening teachers'

activities can be an important part of the process of developing the character of responsibility.

The findings of this research are also consistent with the study by (Hayati & Nisak, 2025) which shows that Islamic Education teachers employ various strategies, including modelling, group discussions, independent tasks, and behaviours that can be emulated by students to foster a sense of learning responsibility. These strategies are related to the students' ability to complete tasks, participate in learning, and adhere to school rules.

Thus, the role of the teacher as an educator in this research can be understood as a character education process that occurs integratively within learning activities. The content of Islamic Education serves as a medium to impart value understanding, while the learning activities provide a space for students to practice those values. This approach renders Islamic Education learning not only focused on mastering religious content but also on shaping behaviours that reflect responsibility and discipline.

Overall, this research asserts that the role of Islamic Education teachers in cultivating responsible and disciplined character is not only important but also crucial for the character development of students. Effective teachers who carry out their roles as educators, guides, role models, and motivators can significantly enhance the responsible and disciplined character of their students. Consequently, the role of teachers is an essential component in creating an educational atmosphere that enables the establishment of a solid and sustainable responsible and disciplined character.

The role of teachers of religious beliefs and ethics in fostering a sense of responsibility in pupils is as follows:

a. The role of the Akidah Akhlak teacher as a mentor

The second role identified was that of the Akidah Akhlak teacher as a mentor. Teachers do not merely deliver the subject matter, but also provide guidance when pupils face difficulties in fulfilling their responsibilities or when they breach disciplinary rules. Guidance is provided through advice, direct instruction, support, and repeated practice.

The research findings indicate that when pupils are unable to carry out their tasks properly, teachers provide direct guidance. Similarly, when pupils display undisciplined behaviour, teachers do not merely issue a reprimand but also explain the reasons why the rules must be followed. In this way, pupils are guided to understand the consequences of their actions whilst also learning the appropriate behaviour to adopt.

One of the findings in the thesis indicates that teachers set tasks with clear deadlines, encourage pupils to engage in positive behaviours such as arriving on time and tidying their learning materials, and provide direct advice and guidance in the event of any breaches.

This guidance demonstrates that character development takes place through a gradual process. Pupils do not always immediately possess an awareness of responsibility and discipline. Therefore, teachers need to provide consistent guidance until pupils are able to exhibit such behaviour independently. This finding is consistent with that of (Fitriyah & Wahyuni, 2023) This guidance demonstrates that character development takes place through a gradual process.

Pupils do not always immediately possess an awareness of responsibility and discipline. Therefore, teachers need to provide consistent guidance until pupils are able to exhibit such behaviour independently. This finding is consistent with that of.

An interesting aspect of the findings of this study is that teachers' guidance does not stand alone. Guidance counsellors also pay attention to pupils experiencing problems with responsibility and discipline. The results of interviews with guidance and counselling teachers highlight the importance of family involvement in addressing these issues. Guidance and counselling teachers explained that children who are frequently late or fail to complete their homework may be experiencing a lack of supervision and attention within the family environment. Consequently, communication between teachers and parents plays a vital role in character development.

These findings show that teachers, in their role as mentors, operate within an educational ecosystem. The guidance provided at school will be more effective if it is supported by the family. Consequently, the development of a sense of responsibility and discipline is not merely a process that takes place between teachers and pupils, but also requires consistent reinforcement within the family environment.

b. The role of the Akidah Akhlak teacher as a role model

Setting a good example is one of the key findings of this study. Teachers of Aqidah and Akhlak do not merely explain good behaviour verbally, but also demonstrate it through their daily actions. Teachers' exemplary behaviour is evident in their punctuality, adherence to rules, the conduct of religious activities, their dress code, and their sense of responsibility towards their duties as educators.

The results of the research observations show that teachers set a tangible example through their consistency in adhering to rules and arriving on time. This exemplary behaviour then serves as a model for pupils to observe. The thesis also demonstrates that teachers act as role models through their participation in religious activities, such as performing the Dhuha and Zuhr prayers in congregation, as well as through their modest dress.

These findings indicate that leading by example plays a strategic role, as pupils at the madrasah ibtidaiyah level are still at a stage of development where they have a strong need for concrete examples. The values of responsibility and discipline are more easily understood when pupils see them being put into practice directly through the teacher's behaviour.

A study (Arniah et al., 2022) also found that teachers play a role in fostering discipline in pupils by setting a good example. In that study, teachers who demonstrated disciplined behaviour served as role models for pupils in developing a disciplined character at primary madrasahs.

The findings of this study are also consistent with those of (Lestari & Mahrus, 2025). That study identified five forms of the teacher's role in character education, namely setting an example through behaviour, fostering positive habits, integrating character values into learning, providing positive reinforcement, and evaluation and reflection. Supporting factors include communication between teachers and pupils, a conducive school environment,

and parental involvement.

Thus, the exemplary behaviour of the Akidah Akhlak teachers at MI Raudhatul Mujawwidin can be understood as a form of character education through direct practice. Teachers serve as role models whose behaviour pupils can observe. When teachers consistently demonstrate discipline and responsibility, the values conveyed in the learning process are reinforced through the pupils' concrete experiences.

c. The role of the Akidah Akhlak teacher as a motivator

As well as being educators, mentors and role models, teachers of Akidah Akhlak also act as motivators. Motivation is provided to encourage pupils to develop the awareness and willingness to fulfil their responsibilities and obey the rules. Teachers offer encouragement through advice, positive reinforcement, guidance and recognition of pupils' efforts.

Research findings indicate that teachers endeavour to provide motivation so that pupils remain committed to the principles of responsibility and discipline despite facing various difficulties. Motivation is directed towards enabling pupils to set goals, complete tasks, follow the rules, and consistently build positive habits.

The role of the motivator is crucial because character cannot be built solely through external rules. Pupils need to be guided gradually so that rules, which are initially obeyed due to the teacher's supervision, can develop into an inner sense of awareness. In this context, the teacher's motivation serves as reinforcement so that pupils not only fulfil their responsibilities when supervised, but also strive to do so independently.

Research (Lestari & Mahrus, 2025) shows that positive reinforcement in the form of praise and appreciation is one of the ways in which teachers foster responsibility and discipline. Assessment and reflection are also necessary to monitor pupils' behavioural development.

These findings reinforce the results of research at MI Raudhatul Mujawwidin, which indicate that teachers need to combine motivation with habit formation and setting a good example. Motivation provides psychological encouragement, whilst habit formation and setting a good example provide concrete experiences that enable character values to develop in everyday behaviour.

2. Factors that Support and Hinder the Development of a Sense of Responsibility and Discipline

a. Supporting Factors

The research findings indicate that the success of Akidah Akhlak teachers in fostering a sense of responsibility and discipline is supported by several factors. These factors include a religious and conducive madrasah environment, support from the madrasah administration, the involvement of parents and families, the suitability of the Akidah Akhlak curriculum and teaching materials, and the teachers' commitment to carrying out their duties.

A religious madrasah environment is reflected in the practice of communal prayer, congregational prayers, Qur'anic recitation, and other religious activities. An orderly, clean, safe and comfortable environment also supports the character-building process. The thesis indicates that such an atmosphere helps to create learning conditions that foster discipline and responsibility among pupils.

Support from the madrasah is also evident in the policies and facilities provided. The head of the madrasah (Budi Prasajo, personal communication, 2025) stated:

"We at the madrasah wholeheartedly support the role of Akidah Akhlak teachers, as they are at the forefront of fostering character in our pupils. Our support takes various forms, including allocating sufficient time within the curriculum, providing learning facilities such as comfortable classrooms and textbooks, and supporting religious activities such as regular group prayers, Dhuha prayers and short-term Islamic boarding school programmes. We have a policy on student conduct and discipline designed to instil in the children a habit of living in an orderly and responsible manner. We also involve Akidah Akhlak teachers in the development of character-building programmes, such as mentoring activities and moral guidance sessions in the mornings before lessons begin. Our hope, of course, is that a sense of responsibility and discipline will be firmly instilled in the pupils, not only at school but also at home and within the wider community. We will continue to strengthen the role of Akidah Akhlak teachers and all members of the school community in creating a learning environment that fosters moral and spiritual development."."

This support is provided through the allocation of time within the curriculum, learning facilities, religious activities such as communal prayer and the Dhuha prayer, as well as policies on conduct and student discipline. Teachers of Islamic Beliefs and Ethics are also involved in mentoring programmes and character-building activities prior to lessons.

These findings indicate that teachers do not work in isolation. Madrasah policy provides scope for teachers to carry out character-building in a more systematic manner. This is consistent with research (Lestari & Mahrus, 2025) which found that a conducive school environment and parental involvement are factors that support the development of responsibility and discipline in pupils.

The next supporting factor is parental involvement. The guidance counsellor in this study emphasised that parents play a vital role because pupils spend the majority of their time in the family environment. Forms of family support include assisting with study, monitoring schoolwork, establishing daily routines, and setting an example of discipline and responsibility.

Consequently, character building at MI Raudhatul Mujawwidin takes place through the relationship between teachers, the madrasah, and the family. The values taught in the classroom are reinforced through the madrasah's culture and habits at home.

b. Factors Hindering the Development of a Sense of Responsibility and Discipline

In addition to the supporting factors, the study identified several factors that hinder the optimisation of character development. These factors include a lack of internal awareness amongst some pupils, limited facilities and infrastructure, a heavy administrative burden on teachers, and a lack of involvement from some parents.

The lack of internal awareness amongst pupils is a key issue, as not all pupils possess the same level of character readiness. Some pupils still require repeated supervision and guidance to complete tasks, follow rules, and maintain

discipline. This situation indicates that character development requires an ongoing process.

Limitations in facilities and infrastructure also pose a barrier, as character development requires a supportive environment and facilities. Meanwhile, the administrative burden on teachers can reduce the time and energy available for providing individual support to pupils. The thesis's findings explicitly identify these four factors as barriers to the development of responsibility and discipline.

Challenges arising from the family environment also need to be taken into account. Based on interviews with guidance counsellors, some pupils who experience disciplinary issues such as being frequently late or failing to complete their homework do so due to a lack of parental supervision or attention. Guidance counsellors emphasise the need for two-way communication between teachers and parents, as well as parents setting a good example at home.

These findings are consistent with a study (Lestari & Mahrus, 2025), which identified a lack of awareness amongst pupils, environmental influences, a lack of parental attention, and other external factors as challenges in fostering a sense of responsibility and discipline.

Research (Habibi et al., 2025) also shows that fostering a sense of responsibility amongst primary madrasah pupils requires the integration of an understanding of values, setting a good example, the cultivation of habits, and synergy between the madrasah and the family. The study found that instilling social roles and logical consequences can strengthen pupils' discipline and independence in carrying out their tasks.

Therefore, the inhibiting factors identified in this study should not be understood merely as shortcomings on the part of the pupils. These obstacles are also linked to the wider educational environment. Character development will be more effective if there is continuity between teacher guidance, madrasah policy, supporting facilities and family involvement.

3. The Implications of the Role of the Akidah Akhlak Teacher on the Character Traits of Responsibility and Discipline

The final findings of the study relate to the implications of the role of Akidah Akhlak teachers on pupils' character. These implications are evident in changes and the cultivation of behaviours relating to responsibility and discipline. Teachers implement various policies and approaches in their teaching, particularly the fostering of positive attitudes, leading by example, setting tasks, offering advice, and reinforcing moral values.

The thesis demonstrates that the cultivation of these habits is achieved through a range of simple yet repetitive activities, such as praying before and after lessons, greeting others, arriving on time, responding politely, listening when others are speaking, tidying books and stationery, maintaining classroom cleanliness, and refraining from using mobile phones for entertainment whilst lessons are in progress.

These activities demonstrate that the implications of Akidah Akhlak education extend beyond the realm of religious understanding. The values gained from learning are channelled into behavioural habits. Responsibility is demonstrated through pupils' willingness to complete tasks, look after their equipment, and fulfil their duties. Discipline is demonstrated through adherence to timetables, rules, and learning procedures.

The subject of Aqidah and Ethics also provides a foundation of values for this process. Based on the findings of this thesis, the subject matter concerning faith in Allah, ethical conduct towards oneself, parents, teachers and society, as well as the cultivation of virtuous character traits such as honesty, trustworthiness and keeping one's word, is considered relevant to the development of pupils' sense of responsibility and discipline.

These findings are consistent with research (Hayati & Nisak, 2025), which indicates that the integration of moral values into the teaching of Akidah Akhlak can establish a framework for sustainable character development. The study found that teachers' strategies such as leading by example, group discussions, independent tasks, and behaviour that pupils can emulate are linked to pupils' sense of responsibility in completing tasks, their participation in learning, and their adherence to school rules.

Thus, the implications of the role of Akidah Akhlak teachers in this study can be understood through three interrelated processes, namely the understanding of values, the cultivation of behaviour, and reinforcement through setting a good example. Teachers impart knowledge about good values, guide pupils to put them into practice, and then provide reinforcement so that such behaviour becomes a habit.

CONCLUSION

Based on the findings of a study on the role of Akidah Akhlak teachers in fostering a sense of responsibility and discipline at Raudhatul Mujawwidin Madrasah Ibtidaiyah in Tebo Regency, it can be concluded that Akidah Akhlak teachers play a multidimensional role in the process of shaping pupils' character. This role is manifested in four main ways: as educators, mentors, role models and motivators. As educators, teachers integrate the values of responsibility and discipline into Akidah Akhlak lessons by providing understanding, setting tasks, fostering habits, and applying moral values in daily life. As mentors, teachers provide guidance, advice, support and reprimands to pupils who experience difficulties in fulfilling their responsibilities or adhering to rules. As role models, teachers demonstrate disciplined and responsible behaviour through punctuality, adherence to rules and regulations, participation in religious activities, and attitudes and behaviour that pupils can emulate. Meanwhile, as motivators, teachers provide encouragement and reinforcement so that pupils develop the awareness to complete tasks, obey rules, and consistently maintain positive behaviour.

This character development is supported by a religious and conducive madrasah environment, support from the madrasah, the involvement of parents and families, the alignment of the 'Akidah Akhlak' curriculum with character values, and the commitment of teachers. This support creates conditions that enable the values of responsibility and discipline not only to be conveyed in the classroom but also to be practised through various activities and routines within the madrasah environment. Conversely, several factors that remain obstacles include a lack of internal awareness amongst some pupils, limited facilities and infrastructure, the high administrative workload of teachers, and the sub-optimal involvement of some parents in their children's character development.

The implications of the role of the Akidah Akhlak teacher are evident through

the instilling of positive behaviours in pupils' lives, such as arriving on time, completing tasks by the deadline, looking after their learning materials, adhering to school rules, maintaining cleanliness, participating in religious activities, and demonstrating polite and responsible behaviour. Thus, the teaching of Akidah Akhlak at MI Raudhatul Mujawwidin serves not only to impart religious knowledge but also as a means of character building through the process of understanding values, habit formation, setting a good example, guidance, and motivation. Research findings confirm that the sustained development of character traits such as responsibility and discipline requires synergy between teachers, the madrasah, pupils and families so that the values instilled at school can be consistently applied in daily life.

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