



## The Role of Teachers in Schools in Fostering Social Relationships of Students

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**Abstract:** Student social interaction in the school environment is an essential factor in shaping the character and morals of the younger generation. Teachers have a strategic role as educators, mentors, and role models in guiding healthy social interactions by moral and religious values. This study aims to describe and analyze the role of teachers in fostering student social interactions at SMAN 1 Lae Parira, while assessing its alignment with Islamic educational principles. The study employs a qualitative approach, using data collection techniques through interviews with five teachers and 76 students from grades 10 to 12. The study results show that teachers actively set positive examples, remind students of the importance of good manners, guide students away from promiscuity, and monitor student interactions inside and outside the classroom. Teachers also pay special attention to students who exhibit deviant behavior and involve students in activities that support healthy social interaction. Despite challenges, such as students' varying comfort levels in discussing personal issues, teachers are generally assessed as actively and positively fulfilling their roles. This study concludes that teachers at SMAN 1 Lae Parira foster student social interactions that align with Islamic educational values and contribute significantly to creating a socially and spiritually conducive school environment.

**Keywords:** Coaching; Teacher's Role; Socialization; Students.

**Abstrak:** Pergaulan siswa di lingkungan sekolah merupakan faktor penting dalam pembentukan karakter dan moral generasi muda. Guru memiliki peran strategis sebagai pendidik, pembina, dan teladan dalam mengarahkan pola pergaulan yang sehat sesuai dengan nilai-nilai moral dan agama. Penelitian ini bertujuan untuk mendeskripsikan serta menganalisis peran guru dalam membina pergaulan siswa di SMAN 1 Lae Parira, sekaligus menilai kesesuaiannya dengan prinsip-prinsip pendidikan dalam Islam. Penelitian ini menggunakan pendekatan kualitatif dengan teknik pengumpulan data melalui wawancara terhadap 5 guru dan 76 siswa dari kelas X hingga XII. Hasil penelitian menunjukkan bahwa guru aktif memberikan teladan positif, mengingatkan pentingnya sopan santun, membimbing siswa menjauhi pergaulan bebas, serta memantau interaksi siswa baik di dalam maupun di luar kelas. Guru juga memberikan perhatian khusus terhadap siswa yang menunjukkan perilaku menyimpang dan melibatkan siswa dalam aktivitas yang mendukung pergaulan sehat. Meskipun terdapat kendala, seperti belum meratanya kenyamanan siswa dalam menyampaikan masalah pribadi, secara umum guru dinilai telah menjalankan perannya secara aktif dan positif. Penelitian ini menyimpulkan bahwa peran guru di SMAN 1 Lae Parira dalam pembinaan pergaulan siswa telah sejalan dengan nilai-nilai pendidikan Islam dan

*memberikan kontribusi penting terhadap pembentukan lingkungan sekolah yang kondusif secara sosial dan spiritual.*

Kata kunci : *Pembinaan; Peran Guru; Sosialisasi; Siswa.*

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## Introduction

Education is the primary foundation in forming a generation that is not only intellectually intelligent but also morally and spiritually mature. (Herawati et al., 2025; Hasan & Aziz, 2023). In Islam, education is not a process that is solely oriented towards mastering knowledge, but also aims to produce insan kamil, namely perfect humans who are faithful, pious, have noble morals, and can live a harmonious social life (Pasaribu, 2022; Ainiyah et al., 2025).

Therefore, a critical aspect in education is the development of students' social behavior, especially in social interactions (Fatayatul Insania, 2024). In today's era of globalization, where information flows freely without limits and foreign cultures easily enter the lives of teenagers, the challenges in fostering student relationships are becoming increasingly complex (Iswahyudi et al., 2023; Hasan et al., 2025). Poorly managed relationships can lead to moral decadence, social deviation, and even law violations. In Islam, the importance of maintaining relationships has been emphasized in many verses and hadiths. (Nasution & Pohan, 2024). Allah SWT says in QS. Al-Furqan verses 27-29 which describe a person's regret for choosing the wrong friend:

وَيَوْمَ يَعَضُ الظَّالِمُ عَلَى يَدَيْهِ يَقُولُ يَلَيْتَنِي اَلْتَّخَذْتُ مَعَ الرَّسُولِ سَبِيلًا ۚ ٢٧ يُؤْتِلُنِي لَيْتَنِي لَمْ اَتَّخِذْ فَلَانًا خَلِيلًا ۚ ٢٨  
لَقَدْ اَضَلَّنِي عَنِ الذِّكْرِ بَعْدَ اِذْ جَاءَنِي ۚ وَكَانَ الشَّيْطٰنُ لِلْاِنْسٰنِ خَدُوْلًا ۚ ٢٩

"On the day when the wrongdoer bites both of his hands, saying: 'Alas, I wish (once) I had taken the path with the Messenger.' It would be a great disaster for me; I wish I had not made so and so my close friend. Indeed, he had led me astray from the Koran when the Koran had come to me. And it was Satan who did not want to help people."

This verse emphasizes that choosing the wrong friends can cause someone to deviate from the teachings of Islam. In the context of school, teachers have a moral and pedagogical responsibility to direct students' social interactions to remain within the corridor of sharia and the values of good morals. The Prophet Muhammad SAW also said:

مَثَلُ الْجَلِيسِ الصَّالِحِ وَالسَّوِّءِ، كَحَامِلِ الْمِسْكِ وَنَافِخِ الْكَيْرِ، فَحَامِلُ الْمِسْكِ: إِمَّا أَنْ يُخَذِّيكَ، وَإِمَّا أَنْ تَبْتَاعَ مِنْهُ،  
وَإِمَّا أَنْ تَجِدَ مِنْهُ رِيحًا طَيِّبَةً، وَنَافِخُ الْكَيْرِ: إِمَّا أَنْ يُحْرِقَ ثِيَابَكَ، وَإِمَّا أَنْ تَجِدَ رِيحًا خَبِيثَةً

*"The example of a good friend and a bad friend is like a perfume seller and a blacksmith. The perfume seller will give you perfume, or you will buy from him, or get a pleasant aroma from him. As for the blacksmith, your clothes may get burned because of him, or you get a bad smell." (Narrated by Bukhari and Muslim)*

This hadith emphasizes the importance of the social environment and peer influence, which in reality are very significant in shaping adolescents' character. Therefore, the role of teachers as authoritative figures in the school environment is vital in directing and supervising students' social interactions. Teachers not only act as transmitters of knowledge but also as mentors, protectors, and role models in students' social lives.

According to Imam Al-Ghazali in *Ihya' Ulumuddin*, one of the main duties of a teacher is to purify the souls of students and instill noble morals (Daenuri, 2021). He emphasized that teachers must be able to pay attention to their students' spiritual and social development, because true education is not only transferring knowledge, but also transforming the soul. In the view of modern education figures such as Ki Hajar Dewantara, teachers are "pamong" who guide and foster the lives of students, both inside and outside the classroom (Mustaqim, 2017; Azizah & Usman, 2023). This concept is very relevant if implemented in developing complex and dynamic student relationships.

SMA Negeri 1 Lae Parira, as a senior high school educational institution in Dairi Regency, is a real example where the role of teachers is very much needed in fostering student relationships. With diverse student backgrounds in terms of social, cultural, and religious aspects, this school becomes a space for social interaction that is full of dynamics. Adolescents who study at the high school level are in a transition phase from childhood to adulthood, which is marked by the search for identity, the desire to be accepted by peer groups, and the tendency to experiment in various aspects of life. In conditions like this, guidance and coaching from teachers are very important to ensure that student social interaction does not deviate from moral values, ethics, and religious teachings.

However, not all teachers have a practical approach or strategy in fostering student relationships. Some teachers may still be limited to instructional roles and pay less attention to the social aspects of students. Holistic education requires active teacher involvement in fostering students' character and social behavior. (Arafah & Pohan, 2023). Therefore, it is necessary to conduct in-depth research to see the extent of the role of teachers at SMA Negeri 1 Lae Parira in fostering student relationships, what strategies are applied, and what challenges are faced in the process.

To avoid plagiarism and find research updates (Novelty), the author includes several previous related studies. The following are previous studies that have almost the same discussion but have different discussion subjects, including:

Eli Latifah's research entitled "The Role of Islamic Religious Education Teachers in Developing Student Character"(Latifah, 2023). This study highlights the importance of family and school environmental support and communication between teachers and parents in fostering student character. However, the scope of this study focuses more on general character values without specifically highlighting aspects of student relationships, especially in a religiously heterogeneous environment.

Then Miftahul Jannah's research with the title "The Role of Teachers in Fostering Noble Morals in Students (Case Study at Mis Darul Ulum, Madin Sulamul Ulum and Tpa Az-Zahra, Papuyuan Village)"(Jannah, 2019). This study more broadly discusses the development of students' noble morals by teachers through religious activities, such as congregational prayer and religious studies. This study is very contextual in religious educational institutions such as Madrasah and TPA in rural areas, where Islamic values are the dominant basis in the development process. The focus is more on internalizing morals in the context of religious homogeneity and a strong Islamic environment, which differs from the social reality in public schools, such as SMAN 1 Lae Parira, which are more plural regarding students' beliefs and backgrounds.

Final research by Afrida Jayanti Sipahutar and Enny Nazrah Pulungan with the title "The Role of Islamic Religious Education Teachers in Preventing Free Association at SMPN 1 Biru-Biru, Deli Serdang Regency"(Sipahutar & Pulungan, 2024). This study specifically examines the role of Islamic Religious Education teachers in preventing promiscuity at SMPN 1 Biru-Biru. This study emphasizes teachers' efforts in integrating religious education materials with social development practices, such as separating student seating, the culture of covering the genitals, and development through spiritual activities. However, this study focuses very much on efforts to prevent promiscuity from the perspective of Islamic sex education, not on fostering students' social life comprehensively and holistically, and in a scope that does not yet reflect the challenges of religious and social diversity, such as at SMAN 1 Lae Parira.

Thus, the three previous studies have limitations in reaching the context of multicultural and religiously pluralistic state schools such as SMAN 1 Lae Parira. This study is here to fill the gap by looking at how teachers in general, not only Islamic Religious Education teachers, play a role in fostering student socialization in a more heterogeneous environment, while still using the scientific approach of Islamic religious education as an analytical tool. Through this study, the author

attempts to raise this phenomenon into an academic analysis based on the theory of Islamic religious education and empirical experience in the field. This study aims to provide a comprehensive picture of the role of teachers in fostering student socialization and applicable recommendations in improving the quality of student social interaction through guidance based on Islamic values. Thus, the results of this study are expected to be a real contribution to the development of Islamic religious education, especially in fostering a young generation with noble morals and able to maintain healthy socialization in the school environment.

### **Methods**

This study uses qualitative research to comprehensively understand the social reality in the field, especially those related to teachers' efforts to foster and direct student social patterns in the school environment. This study was conducted at SMA Negeri 1 Lae Parira, Dairi Regency, North Sumatra. The research approach used is a qualitative descriptive approach. This approach describes and understands various social events without manipulating the objects being studied.(Rahayu & Arifudin, 2020). In this context, the data collected is verbal narratives, not numbers, and is analyzed without statistical methods.(Arifudin, 2023). The data in this study were obtained through three main techniques: observation, documentation, and interviews.(Bahri et al., 2021).

The research informants were selected purposively (purposive sampling) with specific criteria, namely Islamic Religious Education (PAI) teachers who are actively teaching, such as homeroom teachers who are responsible for the development of student behavior, and students in grades X, XI, and XII who are active in social activities at school. The number of informants in this study was 76 (seventy-six) students and five teachers, namely, homeroom teachers. This number is considered adequate for obtaining in-depth and varied data. To ensure the validity of the data, this study uses source triangulation techniques, namely comparing data obtained from teachers and students, as well as technical triangulation by utilizing observation, interviews, and documentation simultaneously. In addition, member checks are carried out by asking informants to verify the accuracy of the interview data to match the reality they experience.

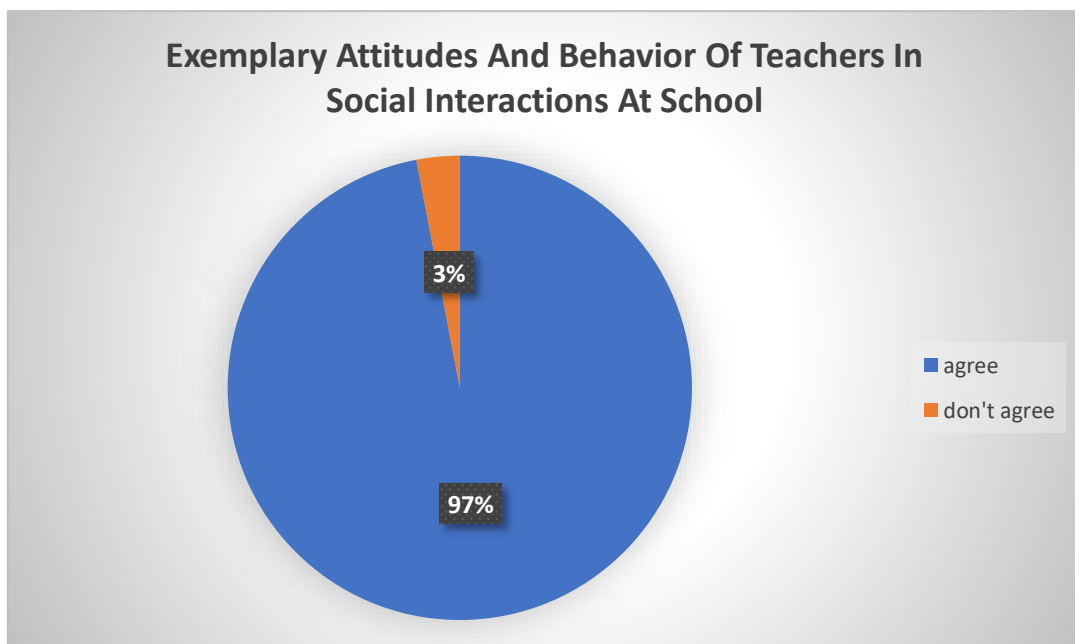
Data sources consist of primary and secondary data. Primary data is obtained directly from interactions with research subjects, such as interview results and observations of the role of teachers in schools. Meanwhile, secondary data is collected from relevant literature, such as books, scientific articles, and official school documents. The data analysis technique in this study is inductive, starting from empirical data collected in the field and then analyzed systematically to find general patterns, concepts, and conclusions. This approach allows researchers to build an understanding based on objective realities in the school environment.

(Supriani & Arifudin, 2023). The analysis process is not carried out after all the data has been collected, but takes place simultaneously since the data was first obtained.

## Results And Discussion

### Result

This study was conducted using semi-structured interview methods, participant observation, and documentation studies to collect data on the role of teachers in fostering student relationships at SMA Negeri 1 Lae Parira. Data were collected through in-depth interviews with 76 students from grades X, XI, and XII and five homeroom teachers. Based on the interview results, it was found that teachers have a significant role in fostering student relationships in the school environment. Most respondents, namely 74 students, stated that teachers provide examples of good behavior and social interaction. For example, a grade XI student said, "Teachers always reprimand us politely if something is wrong and show good ways to make friends." Meanwhile, only two students felt that teachers were not optimal role models.



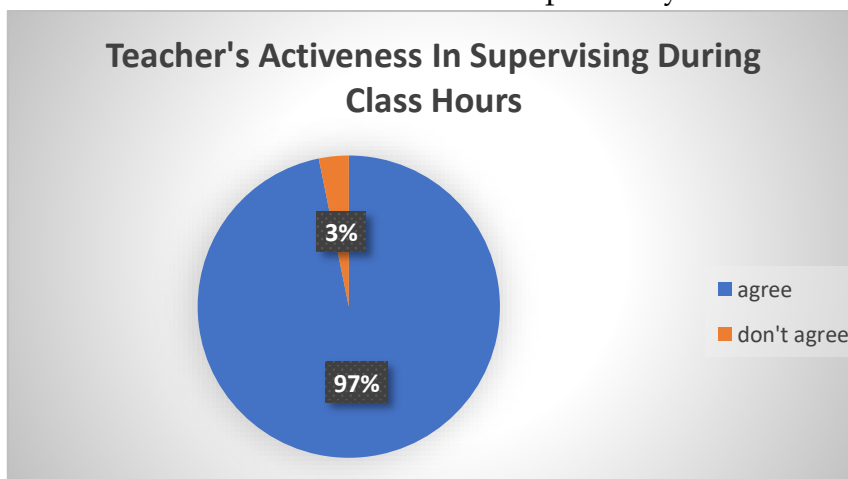
This shows that most students consider teachers to be role models in terms of socializing in the educational environment. All respondents also agreed that teachers consistently remind students to maintain ethics, manners, and moral values when socializing. Teachers not only remind verbally, but also teach ethical principles through direct guidance and personal approaches, which ultimately motivates all students to establish positive socializing at school.

A deeper emphasis emerged from the results of interviews with 5 (five) homeroom teachers who clearly stated that fostering students' social interactions is

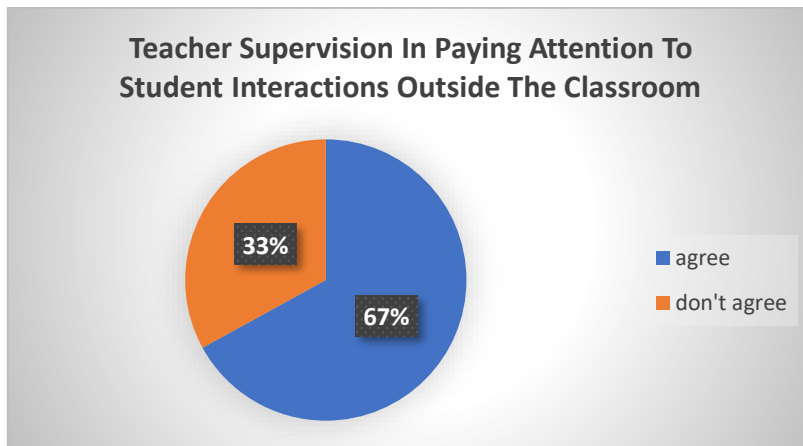
an essential part of their mission as educators. As conveyed by the homeroom teachers of grades X, XI, and XII, "the biggest challenge in social development in schools is not only preventing negative interactions, but building a culture of healthy, positive interactions based on strong moral values". They realize that in today's digital era, students are easily exposed to external influences that can damage their character. Therefore, they initiated a development strategy through role models, intensive dialogue, and active participation in extracurricular activities that build a spirit of togetherness.

Then the homeroom teachers also said that "the approach we use is not merely repressive or punitive, but more about strengthening values". Like the homeroom teacher of XI, who said, "I routinely invite students to discuss the impact of free association and the importance of building healthy social relations". In addition, XII's homeroom teacher said, "I use class moments as a space to build emotional closeness, so that students feel comfortable being open about the social problems they face".

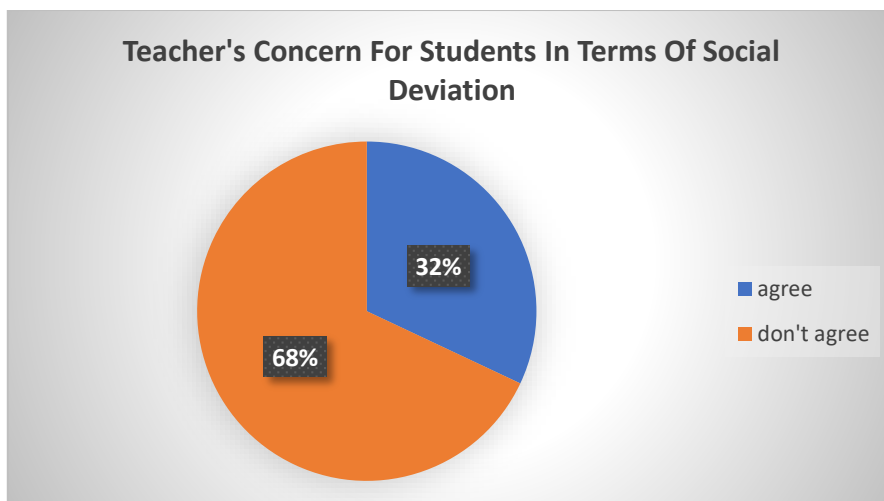
In line with this, teachers at SMAN 1 Lae Parira also play an important role in preventing free or negative association formation. All students stated that teachers actively prevent deviant behavior through various methods, including supervision in the classroom and persuasive approaches to students with the potential to experience social problems. However, in the implementation of supervision during class hours, there were two respondents who felt that teachers were less active in supervising student behavior, although the majority of students (74 respondents) stated that teachers had carried out their supervisory function well.



Outside of class hours, most students (73 people) stated that teachers continue to monitor student interactions in the school environment, although three students felt that supervision outside the classroom still needed to be improved. A grade X student said, "Sometimes the teacher just passes by, doesn't always see us chatting." This is an important note for strengthening supervision.



Regarding students who tend to be isolated or have problems in socializing, teachers show concern through a personal approach. However, 13 students admitted they still feel uncomfortable opening up to their teachers about their problems. A grade XI student said, "Sometimes I'm embarrassed to tell the teacher, afraid of being scolded."

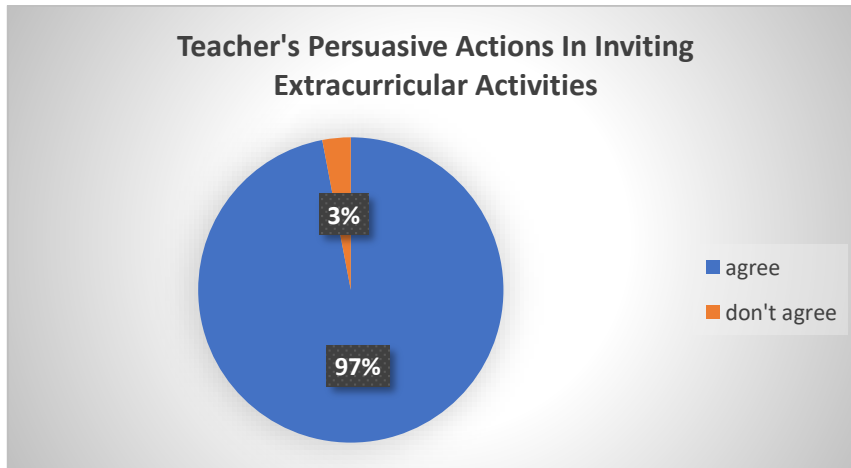


Then the results of interviews with teacher respondents showed that teachers were also proactive in solving students' social problems. Not a few of them voluntarily invited students to talk personally, gave advice on choosing friends, and directed them to be active in positive activities such as student organizations and group projects. The five homeroom teachers interviewed emphasized that extracurricular activities are important in fostering healthy relationships, and they routinely invite students to get involved.

The same thing was also emphasized by the majority of student respondents who said, "teachers are not only reactive, but also proactive in providing solutions to social problems faced by students". Teachers provide guidance in choosing positive friends, take a personal approach to students who have problems, and



help students avoid negative influences from the social environment. Regarding teacher involvement in building a healthy social environment, 71 respondents stated "several teachers often invite us to be active in extracurricular activities", but there were five students who had a different opinion; they said teachers had never invited them to participate in these activities. In addition, teachers also provide information about the dangers of free association, often hold discussions related to healthy associations, and are active in fostering student organizations to behave positively.



Input from students as respondents also provided additional insight into steps teachers can take to improve the effectiveness of social coaching further. Some suggested that teachers be closer to students, be good role models, foster with a personal approach, and hold activities that encourage positive interactions, such as team building, group projects, and character-building programs. In addition, students also expect strict rules and consistent supervision to maintain discipline and order in socializing. Overall, the results of this study indicate that teachers at SMAN 1 Lae Parira have an essential role in fostering student socializing, both through role models, supervision, interpersonal communication, and fostering moral and social values. Although there are some notes regarding student comfort in communicating and participating in extracurricular activities, in general, students feel a positive impact from the presence of teachers as social mentors in the school environment.

### **Discussion**

The development of student relationships by teachers is an integral part of the process of character education and noble morals as taught in Islam. Islamic religious education emphasizes the importance of forming a good personality (akhlakul karimah) through guidance, role models, and a humanistic approach.(Sapitri & Maryati, 2022). In this context, the role of teachers as educators is not only limited to delivering knowledge, but also as moral and social guides who shape students' behavior in everyday life.

Based on the results of a study conducted on 76 students of SMAN 1 Lae Parira, it was found that, in general, teachers have played an active and significant role in fostering student social interactions. It can be seen that the majority of students stated that teachers provide examples of good social interactions, often remind students about ethics, and guide students to establish healthy social relationships. If analyzed from the perspective of Islamic education, then this role is in line with the function of teachers in Islam, namely: (Faruqi et al., 2023)

- a. *Murabbi* (moral educator): Teachers not only transfer knowledge, but also instill moral and spiritual values.
- b. *Navigator* (teacher of knowledge): Teachers convey true knowledge based on evidence and logic.
- c. *Murshid* (spiritual and social guidance): Teachers guide students daily and socially.

These functions are reflected in the practice of teachers at SMAN 1 Lae Parira based on research data, namely the results of interviews with five teachers who said they always provide solutions when students experience conflict with friends, guide students in choosing good relationships, and prevent negative influences from the surrounding environment. Even when students isolate themselves or show deviant behavior, teachers pay attention, which reflects the role of a loving and empathetic *mursyid*.

In the context of student socialization, teachers at SMAN 1 Lae Parira have implemented guidance with an approach that is both normative and applicable. This is reflected in the results of the study, which show that teachers are active in monitoring student behavior, providing solutions when there is social conflict, taking a personal approach to students who have problems, and helping students avoid negative influences from the surrounding environment (Kholik et al., 2024). These are all real forms of *amar ma'ruf nahi munkar*, which are part of the responsibility of educators in Islam.

However, the study also found that 13 students felt that teachers were not close enough to be a place to share social problems. This finding indicates obstacles to building close interpersonal relationships between teachers and students. Psychologically, a close and trusting relationship is the key to making students feel comfortable expressing their problems. This is also in line with the concept of *mushodiq* (a trusted person) in Islamic education (Faruqi et al., 2023). However, in the context of this study, teachers' time constraints, high administrative burdens, or suboptimal communication skills could be factors causing the lack of closeness. Therefore, it is necessary to develop more intensive and personal communication strategies, for example, through structured counseling guidance programs or

informal approaches outside of class hours, so that students feel more cared for (Rofiq et al., 2025).

In addition, some students also complained that teachers had not fully encouraged them to participate in extracurricular activities as a means of social development. Extracurricular activities have an essential role in fostering the values of solidarity, cooperation, and social concern, which are an integral part of character education. In the context of Islamic education, the value of solidarity (ta'awun) is highly emphasized. (Latifah, 2023) However, research data shows that implementation still has limitations. This could be caused by the lack of extracurricular programs that interest students or teacher involvement in actively assisting students outside the classroom. Thus, the solutions that can be offered are: first, teachers need to be more proactive in developing extracurricular programs that are relevant to students' interests; second, teachers need to assist and facilitate students so that they feel motivated to participate; third, the school can allocate special time for teachers to assist activities outside the classroom.

Then, the limitations of interpersonal relationships and low participation in students' social activities indicate challenges in carrying out the teacher's function holistically, according to the concept of Islam. The function of murabbi, mu'allim, and mursyid is not only limited to providing formal examples and advice, but also demands active involvement in students' daily lives. This is where the gap lies and needs to be followed up through a humanistic and empathetic approach. Teachers need to understand the students' background, psychological conditions, and social dynamics in the school environment to be able to adjust the approach to fostering social interaction that is more targeted.

So, overall, the role of teachers in fostering student socialization at SMAN 1 Lae Parira in general has been guided by the principles of Islamic religious education, especially in forming good morals and social ethics. Teachers have shown exemplary behavior, moral development, and supervision of student interactions. However, several aspects need to be improved, especially regarding emotional approach, openness of communication, and active participation in non-formal activities that can strengthen students' character in daily socialization. Thus, the results of this study indicate that fostering student socialization carried out by teachers at SMAN 1 Lae Parira significantly supports the formation of individuals with morals within the framework of Islamic education, and can be used as a model for moral development approaches in other school environments.

## **Conclusion**

Research results on 76 students and five teachers at SMAN 1 Lae Parira revealed that teachers not only carry out formal educational functions, but also

play an active role in fostering students' social interactions in a positive direction. The most surprising finding of this study is the intensity and consistency of the teacher's role in taking a personal approach to students, including outside of class hours, such as during breaks. This approach not only shapes students' social behavior but also creates an emotional closeness that influences the formation of their morals and attitudes, an aspect previously not highlighted in conventional literature on the role of teachers in formal educational environments.

In terms of scientific contribution, this study contributes a new perspective that fostering student relationships by teachers is not merely limited to the classroom or learning context, but is also part of implementing Islamic values as a whole. This study confirms previous findings regarding the importance of teacher role models in shaping student character, but at the same time broadens the scope by emphasizing the dimensions of personal approaches and non-formal supervision as effective instruments in building a harmonious socio-religious environment in schools. This strengthens the understanding that the function of teachers in Islamic education is holistic, educating with the heart, mind, and real role models.

However, this study has several limitations. The scope of the study is limited to one school with a relatively small number of respondents and homogeneous in terms of education level and geographical location. In addition, age and gender variables were not used as differentiating factors in the analysis. Therefore, further research is needed with a broader scope, involving different levels of education, variations in student backgrounds, and more diverse method approaches to gain a deeper and more comprehensive understanding. The results of this further research are expected to be the basis for formulating more appropriate and contextual educational policies in fostering student relationships according to Islamic values.

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