

The Role of Akidah Akhlak Teachers in Fostering a Positive Communication Culture to Prevent Verbal Bullying among MTs Islamiyah Modo

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Abstract: The phenomenon of verbal bullying among students has become a serious challenge in the educational environment, particularly at the madrasah level. Such behavior not only affects the psychological well-being of victims but also disrupts a healthy and harmonious learning atmosphere. This study aims to analyze the role of Akidah Akhlak teachers in fostering a positive communication culture as an effort to prevent verbal bullying at MTs Al Anwar Sarang. This research employs a descriptive qualitative approach with data collected through observation, interviews, and documentation. The findings indicate that Akidah Akhlak teachers play a strategic role in instilling moral values (*akhlakul karimah*), guiding students to use polite language, and creating a learning environment based on empathy and mutual respect. The efforts include integrating moral education into classroom learning, demonstrating exemplary communication behavior, and promoting activities that encourage positive student interaction. Therefore, Akidah Akhlak education serves not only as a medium for knowledge transfer but also as a means of character formation and the development of a civilized communication culture to prevent verbal bullying within the school environment.

Keywords: Akidah Akhlak Teachers, Positive Communication Culture, Verbal Bullying, Character Education, Madrasah.

Introduction

Education is fundamentally aimed at developing students' potential, including intellectual capacity, spirituality, emotional intelligence, and moral character. In Islamic educational institutions, especially madrasahs, character development is closely linked to the subject of *Aqidah Akhlak*, which explicitly teaches students about faith as well as noble conduct. *Aqidah Akhlak* teachers therefore have a strategic role in shaping students' behavior and worldview in accordance with Islamic teachings. In the modern era, challenges in character education have become more complex. Students are exposed to social media, digital interactions, and diverse environments that may influence their values and behavior. Cases of bullying, declining discipline, reduced respect for teachers, and weakened motivation to learn are frequently

found in schools. These phenomena underline the urgent need for effective character-building strategies.

This article explores in depth the efforts made by *Aqidah Akhlak* teachers in madrasahs to strengthen student character. The discussion draws on theoretical perspectives, empirical findings, and practical experiences in the field of Islamic education. Education is fundamentally aimed at developing students' potential, including intellectual capacity, spirituality, emotional intelligence, and moral character. In Islamic educational institutions, especially madrasahs, character development is closely linked to the subject of *Aqidah Akhlak*, which explicitly teaches students about faith as well as noble conduct. *Aqidah Akhlak* teachers therefore have a strategic role in shaping students' behavior and worldview in accordance with Islamic teachings. In the modern era, challenges

In Character Education Have Become More Complex. Students Are Exposed To Social Media, Digital Interactions, And Diverse Environments That May Influence Their Values And Behavior. Cases Of Bullying, Declining Discipline, Reduced Respect For Teachers, And Weakened Motivation To Learn Are Frequently Found In Schools. These Phenomena Underline The Urgent Need For Effective Character-Building Strategies. This Article Explores In Depth The Efforts Made By Aqidah Akhlak Teachers In Madrasahs To Strengthen Student Character. The Discussion Draws On Theoretical Perspectives, Empirical Findings, And Practical Experiences In The Field Of Islamic Education.

Materials and Methods

The methodology employed in this study was designed to provide a comprehensive understanding of the efforts undertaken by Aqidah Akhlak teachers in shaping student character within the madrasah environment. This research utilized a qualitative descriptive approach, as the main objective was to explore and describe the natural conditions, experiences, and pedagogical practices of teachers in an authentic educational setting. The qualitative design enabled the researcher to capture the depth of interactions, personal reflections, and contextual realities that cannot be fully understood through quantitative measurement. By focusing on meaning, processes, and human behavior, the study sought to reveal the various strategies implemented by teachers and the complex factors that support or hinder character formation.

Data collection was carried out through several techniques to ensure richness and credibility of information. The primary method used was semi-structured interviewing with Aqidah Akhlak teachers who had extensive experience teaching at the madrasah level. Semi-structured interviews allowed the researcher to explore key themes—such as teaching strategies, challenges in the classroom, collaboration with parents, and spiritual programs—while also giving teachers the freedom to elaborate on their personal insights and real-life experiences. The interviews took place in a calm and conversational manner to build trust and encourage

honest responses. Each interview was recorded, transcribed, and analyzed to identify patterns and recurring themes.

Results and Discussion

Character Formation Has Long Been Regarded As One Of The Most Fundamental Aims Of Islamic Education, Particularly Within Madrasah Settings Where Spiritual, Moral, And Social Development Are Integrated Into The Learning Process. In The Context Of Islamic Schooling, The Subject Of *Aqidah Akhlak* Holds A Uniquely Strategic Role Because It Explicitly Addresses Both The Theological Foundations Of Faith And The Practical Manifestations Of Moral Conduct In Everyday Life. The Teacher Of Aqidah Akhlak, Therefore, Serves Not Merely As A Conveyor Of Knowledge But As An Architect Of Character Whose Work Shapes Students' Worldview, Behavioral Tendencies, Ethical Awareness, And Personal Identity As Muslims. The Significance Of This Responsibility Becomes Increasingly Urgent In Modern Times, When The Challenges Faced By Students Are More Complex Than Ever. Exposure To Digital Media, Shifting Cultural Values, And Weakened Social Cohesion Has Led Many Educators To Observe Declining Discipline, Reduced Respect For Authority Figures, Increased Bullying Behavior, And Fluctuating Religious Motivation Among Adolescents. Against This Backdrop, The Role Of Aqidah Akhlak Teachers Becomes Even More Essential In Constructing Learning Environments That Not Only Deliver Knowledge But Also Cultivate Virtue, Self-Control, Empathy, And Moral Reasoning.

In Islamic Philosophy, Education Is Conceptualized As A Holistic Process Of Nurturing The Entire Human Being—Spiritually, Intellectually, Emotionally, And Socially. Classical Muslim Scholars, From Al-Ghazali To Ibn Miskawaih, Have Emphasized That Akhlak, Or Noble Character, Does Not Emerge Spontaneously; Rather, It Must Be Carefully Nurtured Through Instruction, Habituation, Role Modeling, And Continuous Refinement Of The Soul. Within Modern Educational Discourse, This Aligns With Contemporary Character Education Theories

Which Argue That Moral Development Requires Consistent Guidance, Supportive Environments, And Emotionally Meaningful Experiences. For This Reason, The Aqidah Akhlak Teacher Is Not Seen Merely As An Academic Instructor But As A Moral Guide Whose Everyday Interactions With Students Become A Living Curriculum. The Behaviors, Speech, Habits, And Even Personal Discipline Of The Teacher Contribute Significantly To How Students Internalize The Values Taught In Class. Thus, The Teacher's Personal Integrity Becomes Part Of The Pedagogical Process, Reflecting The Prophetic Model Of Education Through Exemplary Conduct.

The Centrality Of Aqidah Akhlak Within The Madrasah Stems From Its Dual Role In Shaping Belief And Behavior. The Aqidah Dimension Builds The Theological Framework That Helps Students Interpret The World Through An Islamic Lens. When Students Understand The Attributes Of Allah, The Purpose Of Creation, The Accountability Of The Hereafter, And The Guidance Offered By Revelation, They Begin To Develop A Worldview That Anchors Their Decision-Making And Emotional Resilience. Meanwhile, The Akhlak Component Operationalizes These Beliefs Into Concrete Ethical Behaviors Such As Honesty, Humility, Respect, Patience, And Social Responsibility. This Integration Between Faith And Conduct Is What Distinguishes Islamic Character Education From Secular Moral Instruction, Offering Both A Cognitive Foundation And Behavioral Expression. Therefore, When The Teacher Integrates Discussions Of Daily Challenges—Such As Social Media Behavior, Peer Pressure, Family Duties, Or Academic Integrity—Into The Context Of Islamic Values, Students Learn To Navigate Contemporary Issues With Moral Awareness Rooted In Their Faith.

The Efforts Of Aqidah Akhlak Teachers Are Manifested Through A Wide Range Of Pedagogical And Interpersonal Strategies. One Of The Most Fundamental Efforts Is The Integration Of Islamic Values Directly Into Classroom Instruction. Teachers Often Begin By Connecting Lesson Content To Real-Life Situations Faced By Students, Such As The Importance Of Honesty During Examinations, The Value Of Respecting Parents, Or

The Need To Maintain Good Speech In Digital Communication. By Contextualizing Religious Teachings Within The Students' Lived Realities, Teachers Help Students Perceive Islam Not As A Set Of Abstract Principles But As A Practical Guide For Daily Life. Qur'anic Verses And Hadith Are Used To Reinforce Lessons, But Rather Than Presenting Them Merely As Texts To Be Memorized, The Teacher Discusses Their Relevance, Meaning, And Application. This Dialogical Approach Encourages Students To Think Critically About Moral Dilemmas And Reason Ethically Rather Than Simply Accepting Rules Without Understanding Their Purpose. In Many Classes, Reflective Assignments Are Employed, Such As Journaling About Personal Behaviors, Analyzing Moral Case Studies, Or Setting Weekly Character Improvement Goals. Such Reflective Activities Deepen Internalization And Cultivate Self-Awareness.

Another Major Effort Undertaken By Aqidah Akhlak Teachers Is The Practice Of Exemplary Behavior Or *Uswah Hasanah*. In Islamic Pedagogy, This Method Is Considered The Most Effective And Most Authentic, Following The Prophetic Tradition That Character Is Best Transmitted Through Example Rather Than Instruction Alone. Students Tend To Imitate What They Observe In Their Teachers; Therefore, The Daily Conduct Of The Teacher—Greeting Students Warmly, Maintaining Consistency In Discipline, Demonstrating Tidiness, Using Respectful Language, And Showing Genuine Care—Creates A Moral Atmosphere That Influences Students' Own Behavior. When Teachers Exhibit Patience Even In Difficult Classroom Situations, Students Learn Emotional Regulation. When Teachers Act Fairly In Assessments, Students Learn Integrity. When Teachers Apologize For Mistakes Or Show Humility, Students Learn The Value Of Sincerity. Through Continuous Exposure To Such Examples, Students Internalize Moral Behaviors Not As Forced Obligations But As Natural Habits Observed In Trusted Adults.

Habituation Also Plays A Significant Role In Character Formation. Aqidah Akhlak Teachers Often Collaborate With Other Teachers To Establish Routines That Shape The Students' Behavior Over Time. Daily Activities Such As Reading Qur'an Before Lessons, Performing Dhuha Prayers,

Greeting One Another With Salam, Maintaining Cleanliness, Queuing Politely, And Organizing Group Duties Become Part Of The School Culture. These Activities, Repeated Consistently Across Months And Years, Contribute To The Development Of Discipline And Responsibility. Habituation Reinforces The Notion That Character Is Not Merely Learned Through Instruction But Cultivated Through Repeated Practice. For Instance, Students Who Develop The Habit Of Greeting Their Teachers Politely Every Morning Eventually Internalize Respect As An Essential Part Of Their Demeanor. Likewise, Students Accustomed To Participating In Communal Prayers Learn Cooperation, Humility, And Spiritual Awareness.

Beyond The Classroom, Aqidah Akhlak Teachers Contribute To Spiritual Enrichment Programs That Enhance Students' Overall Character. Many Madrasahs Conduct Mentoring Sessions, Islamic Study Circles, Tahfidz Programs, And Religious Ceremonies In Which Teachers Take Active Roles. Through These Spiritual Activities, Students Experience Communal Worship And Collective Reflection Which Strengthens Their Sense Of Belonging And Reinforces Positive Behaviors. A Student Who Engages In Regular Qur'an Recitation, For Example, Is Often Observed To Develop Greater Emotional Calmness And Self-Reflection. Similarly, Involvement In Religious Celebrations Helps Students Appreciate Islamic Heritage And Develop Social Cohesion. These Experiences Contribute To Building Students Who Are Not Only Knowledgeable But Spiritually Grounded.

Collaboration With Parents Is Another Crucial Effort In Character Education. Teachers Recognize That Moral Development Cannot Be Nurtured Solely Within School Hours. Thus, Maintaining Communication With Parents Becomes Essential To Ensure Consistency Between Home And School Environments. Teachers May Visit Students' Homes, Organize Parenting Workshops, Or Communicate Regularly Through Messaging Platforms. By Sharing Insights About Students' Behavior And Progress, Teachers Encourage Parents To Reinforce Islamic Values At Home. When Parents Actively Support School Programs By Monitoring Their Children's Use Of Digital Devices, Ensuring Regular Prayer, And Modeling Good Behavior At Home, The Impact Of Character

Education Becomes More Sustainable. On The Other Hand, When There Is A Lack Of Parental Involvement Or Contradictory Behavior Observed At Home, Students May Experience Confusion And Internal Conflict. Therefore, Active Collaboration Helps Create A Coherent Moral Environment That Supports The Child's Development.

In Addition To Teaching And Modeling, Many Aqidah Akhlak Teachers Perform Counseling Functions, Especially When Students Face Personal Challenges Such As Family Problems, Academic Stress, Emotional Struggles, Or Peer Conflicts. Students Often Perceive Aqidah Akhlak Teachers As Approachable And Trustworthy Due To The Moral And Spiritual Authority They Embody. Teachers Engage In Empathetic Conversations, Provide Advice Grounded In Islamic Teachings, Facilitate Conflict Resolution Among Students, And Coordinate With Guidance Counselors When Necessary. Such Interpersonal Support Helps Students Feel Valued And Emotionally Secure, Which In Turn Strengthens Their Capacity For Positive Behavior. Emotional Well-Being Is Closely Linked To Moral Conduct; A Student Who Feels Understood And Supported Is More Likely To Exhibit Kindness, Patience, And Self-Control. This Counseling Function Reflects The Prophetic Model Of Guiding The Youth Not Through Fear Or Punishment But Through Compassion And Understanding.

Teachers Also Promote Positive Discipline, Emphasizing Encouragement Rather Than Punitive Measures. Instead Of Resorting To Harsh Punishments, Teachers Use Affirmation, Motivational Rewards, Restorative Conversations, And Reflection Sheets To Help Students Understand Their Mistakes And Make Better Choices. This Approach Aligns With Modern Theories Of Restorative Discipline, Which Aim To Build Responsibility Rather Than Fear. When Students Participate In Reflective Discussions About Their Actions, They Develop Moral Reasoning And Personal Accountability. Teachers Encourage Students To Correct Their Behavior Through Sincere Apologies, Service To The School Community, Or Personal Improvement Goals. Such Constructive Approaches Promote Long-Term

Character Growth By Helping Students Internalize Values Rather Than Behave Out Of Fear.

However, The Efforts Of Aqidah Akhlak Teachers Are Supported Or Hindered By Various Factors. The Presence Of Strong Leadership From The Madrasah Head, For Example, Plays A Crucial Role In Encouraging Collaboration Among Teachers, Providing Resources For Spiritual Programs, And Implementing School-Wide Character Policies. A Supportive School Climate That Values Discipline, Respect, And Religious Identity Enhances The Effectiveness Of The Aqidah Akhlak Curriculum. The Availability Of Trained Teachers Who Are Committed To Personal Integrity Also Strengthens Character Education. Conversely, External Challenges Such As Inconsistent Parenting, Excessive Use Of Social Media, Exposure To Harmful Online Content, And The Influence Of Peer Groups Can Undermine Students' Moral Development. Large Class Sizes, Insufficient Time Allocation, And Heavy Workloads Can Also Limit The Teacher's Ability To Provide Individualized Guidance. These Inhibiting Factors Demonstrate That Character Formation Is A Collective Effort Requiring Cooperation Among School Leaders, Teachers, Families, And The Wider Community.

Despite These Challenges, The Impact Of Aqidah Akhlak Teachers On Students Is Significant And Observable. Many Schools Report Improvements In Discipline, With Students Becoming More Punctual, Responsible, And Organized In Their Daily Activities. Respect For Teachers And Peers Improves As Students Internalize The Value Of Courtesy And Humility Taught In Class. Students Also Become More Aware Of The Ethical Implications Of Their Actions, Demonstrating Increased Honesty, Empathy, And Cooperation. Participation In Religious Activities Enhances Students' Spiritual Commitment, Fostering Habits Such As Regular Prayer And Qur'an Recitation. Teachers Also Notice Reductions In Negative Behaviors Such As Bullying, Disrespect, And Conflicts, Especially When Students Receive Consistent Moral Guidance From Both School And Home.

Conclusions

In conclusion, the efforts of Aqidah Akhlak teachers in shaping student character in madrasahs constitute a deeply meaningful and transformative process. Their role extends beyond knowledge transmission into the realm of mentorship, moral example, emotional support, and spiritual guidance. By integrating Islamic values into learning, modeling ethical conduct, establishing positive habits, strengthening spiritual activities, collaborating with parents, providing counseling, and implementing restorative discipline, teachers contribute significantly to developing students who are morally grounded, emotionally mature, and socially responsible. The sustainability of character education, however, requires consistent support from all stakeholders. As society becomes increasingly complex, the presence of dedicated Aqidah Akhlak teachers remains essential in nurturing future generations who uphold faith, dignity, and noble character.

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