

## THE ROLE OF PPKn TEACHERS IN INSTILLING RELIGIOUS CHARACTER VALUES IN STUDENTS OF SMA NEGERI 5 TERNATE CITY

Jainudin Abdullah <sup>1</sup> Rustam Hasim <sup>2\*</sup>

<sup>12</sup>Universitas Khairun

[rustamhasim@unkhair.ac.id](mailto:rustamhasim@unkhair.ac.id)

(\*) Suitable Author

[rustamhasim@unkhair.ac.id](mailto:rustamhasim@unkhair.ac.id)

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### ABSTRACT

Instilling religious character values is an important part in shaping the personality of students with noble and responsible character. Pancasila and Citizenship Education Teachers (PPKn) have a strategic role in instilling these values through the learning process and example. This study aims to describe the role of PPKn teachers in instilling religious character values in students at SMA Negeri 5 Ternate City and identify its supporting and inhibiting factors. This study uses a descriptive qualitative approach with data collection techniques in the form of observation, interviews, and documentation. The results of the study show that PPKn teachers at SMA Negeri 5 Ternate City play a role as facilitators, motivators, and role models in fostering students' religious character, such as faith values, tolerance between religious communities, honesty, and discipline. These values are instilled through integration in subject matter, religious habituation activities in schools, and through a personal approach to students. However, there are several obstacles faced, such as the lack of parental participation, the influence of the environment outside the school, and limited time in the learning process. This study recommends the need for collaboration between schools, teachers, and parents in supporting the strengthening of students' religious character in an ongoing manner.

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### INTRODUCTION

Education has an important role in shaping the character and personality of students. In the midst of the development of the times marked by technological advances and globalization, various challenges to the morality and behavior of the younger generation have emerged. Phenomena such as the increase in deviant behavior among students, the fading of the values of politeness, and the decrease in tolerance and social concern are serious problems in the world of education. Therefore, the cultivation of character values, especially religious characters, is very

important as part of efforts to form students who are not only intellectually intelligent, but also spiritually and emotionally mature. (Rusdiana, A. 2014).

Religious character is one of the main values in character education that reflects the human relationship with God, as well as directs students to have an honest, disciplined, responsible attitude, and respect for differences. Religious character education can not only be instilled through religious subjects, but can also be integrated in other subjects, one of which is Pancasila and Citizenship Education (PPKn). As a subject that instills moral, ethical, and national values, PPKn has great potential in shaping students' religious character through learning materials and activities that educate and provide examples. (Hamalik, O. 2012).

Pancasila and Citizenship Education (PPKn) has an important function in the process of forming students' character. As a subject that is loaded with moral and national values, PPKn can be an effective means of internalizing religious values to students. PPKn teachers are required not only to teach theory, but also to be able to be role models in daily attitudes and behaviors that reflect these religious values. (Sauri, S. 2013).

PPKn teachers have a strategic role as educators, supervisors, and role models in instilling religious character values in the school environment. This role can be realized through various learning approaches that insert religious values in each material, as well as through interactions and habituation that support the formation of students' religious attitudes. However, in practice, the cultivation of religious character is inseparable from various obstacles, such as limited learning time, lack of parental involvement, and the influence of an unsupportive environment outside of school. (Mulyasa, E. 2013).

SMA Negeri 5 Ternate City as one of the educational institutions in North Maluku has an important role in shaping the character of the younger generation. Through the active role of PPKn teachers, this school seeks to instill religious values as part of character education. Therefore, it is important to examine the extent of the role of PPKn teachers in instilling religious character values in students, as well as the factors that support and hinder its implementation. This research is expected to provide a clearer picture of the practice of religious character education in schools and become a consideration for the development of character education in the future.

At SMA Negeri 5 Ternate City, the role of PPKn teachers is very important in facing various moral and social challenges faced by students. The pluralistic social environment, rapid technological advancements, and the influence of outside cultures that are not always positive are challenges in shaping students' characters. Therefore, PPKn teachers are expected to be able to become agents of change who can guide students to adhere to religious values in daily life, both at school and outside of school.

This research was conducted to examine in depth how the role of PPKn teachers in instilling religious character values in students at SMA Negeri 5 Ternate City. In addition, this research also aims to identify the strategies used by teachers, as well as the obstacles faced in the process. The results of this research are expected to be input for schools, teachers, and policymakers in developing more effective and sustainable character education programs.

## METHOD

This study uses a qualitative approach with a descriptive type of research. This approach was chosen to obtain an in-depth picture of the role of PPKn teachers in instilling religious character values in students. Descriptive qualitative research allows researchers to understand phenomena naturally and contextually through direct interaction with subjects in the school environment. (Sugiyono, 2019). This research was carried out at SMA Negeri 5 Ternate City, which is one of the public high schools in North Maluku Province. The research period starts from February to May 2025. The subjects in this study are PPKn subject teachers at SMA Negeri 5 Ternate City, as well as several students and the school such as the vice principal for curriculum and student affairs who have a relationship with the implementation of character education in schools. The data collection technique in this study was carried out through: (1). In-depth interview. It is carried out on PPKn teachers, students, and the school to obtain information about the roles, strategies, and obstacles in instilling religious character values. (2). Observation. The researcher conducted direct observations of the PPKn learning process in the classroom and school activities related to the formation of

students' religious character. (3). Documentation. Review documents such as lesson plans (Learning Implementation Plan), syllabus, school activity programs, as well as records of religious activities and habits carried out at school.

Data analysis was carried out using the Miles and Huberman model interactive analysis technique which includes three main stages, (1). Data reduction. Filter and summarize data from interviews, observations, and documentation. (2). Data presentation. Present data in the form of narratives, matrices, or diagrams for easy understanding. (3). Drawing conclusions. Interpret data and draw conclusions about the role of PPKn teachers in instilling religious character in students.

## RESULTS AND DISCUSSION

### A. The Role of PPKn Teachers in Instilling Religious Character Values in Students

Education has a strategic role in shaping the character and personality of students, not only in intellectual aspects, but also moral and spiritual. In the midst of rapid technological developments and globalization flows, the challenges to character formation are increasingly complex. Many phenomena are found in the school environment such as low mutual respect, lack of religious awareness, and a decrease in students' sense of social responsibility. This condition shows the importance of strengthening religious character values in the world of education.

Based on the results of research conducted at SMA Negeri 5 Ternate City, it is known that PPKn teachers have a significant role in instilling religious character values in students. These roles can be classified in three main forms, namely: as an educator, as a role model, and as a mentor.

#### 1. Teachers as Educators

PPKn teachers not only deliver subject matter according to the curriculum, but also insert religious values in every topic taught. For example, when discussing the values of Pancasila, the teacher relates the first precept of "The One Godhead" to the importance of carrying out worship, respecting the beliefs of others, and maintaining tolerance. Through this approach, students indirectly learn that religious values are part of the life of the nation and state.

#### 2. Teacher as a Role Model

PPKn teachers at SMA Negeri 5 Ternate City try to be a real example for students in implementing religious attitudes. This is shown through discipline in worship, polite speech, and behavior that reflects Islamic values such as honesty, simplicity, and patience. This example has been proven to have a great influence in shaping students' attitudes and behaviors.

#### 3. Teacher as a Mentor

Teachers also play a role in guiding students personally. In practice, PPKn teachers often take an individualized approach to students who show bad behavior or who need moral guidance. Teachers try to foster and direct students to improve attitudes through persuasive ways and dialogues that prioritize religious values.

Religious character is part of character education that reflects a person's attitude to life in carrying out his religious teachings consistently, both in personal life, socially, and in the school environment. Values such as honesty, discipline, respect, responsibility, and religious tolerance are the implementation of religious character that needs to be instilled from an early age in students.

One of the subjects that plays an important role in character cultivation is Pancasila and Citizenship Education (PPKn). This subject not only equips students with national insight and democratic values, but also instills moral and ethical principles derived from Pancasila in which there is the first precept, namely the One Godhead. Therefore, PPKn teachers have a strategic position in instilling religious character values through learning materials, exemplary attitudes, and pedagogical approaches that are humanist and contextual. (Sudrajat, A. 2011).

The role of PPKn teachers in instilling religious character can be seen through various learning, habituation, and coaching activities for students at school. Teachers not only function as teachers, but also as educators, guides, and role models who are able to instill noble values in daily life. However, in practice, there are still many challenges

faced, both in terms of internal students, family environment, and socio-cultural factors that affect students' mindsets and behaviors.

Seeing the importance of this role, it is necessary to conduct further studies on how PPKn teachers carry out their role in instilling religious character values in students. This research aims to describe the role of teachers, the strategies used, and the obstacles faced in the process of instilling religious character in the school environment.

#### B. Strategies Used by PPKn Teachers

One of the subjects that has a strategic role in the formation of religious character is **Pancasila and Citizenship Education (PPKn)**. Through this subject, students are equipped with moral, ethical, and national values that lead to the formation of personalities based on Pancasila. Religious values are very relevant in PPKn, especially related to the first precept of Pancasila, namely *the One Godhead*.

Therefore, PPKn teachers are required to not only convey material cognitively, but also insert religious values in the learning process affectively and applicatively. (1). Strategies used by teachers in instilling religious character values include, (2). Integration of religious values in subject matter, such as associating PPKn material with religious teachings. (3). Habituation of religious activities at school, such as starting lessons with prayer, reading the Qur'an before studying, and commemorating religious holidays. (4). Providing spiritual motivation, by inserting moral and religious messages in every learning meeting. (6). Assigning character-oriented tasks, such as making self-reflection, writing worship experiences, or doing social activities.

In order for the process of instilling religious character values to run effectively, PPKn teachers need to use the right learning strategies. The strategy in question is not only limited to teaching methods or techniques, but includes an approach that is able to internalize values into students. This includes the use of relevant media, the conditioning of a religious classroom environment, and the integration of moral and spiritual values in discussions, case studies, and habituation activities. In addition, teachers also need to be consistent role models in their attitudes and behavior.

However, in its implementation, teachers often face various challenges, such as lack of time in learning, negative influences of the environment outside the school, and low student awareness of religious values. Therefore, it is important to further examine what strategies are used by PPKn teachers in dealing with these challenges and how effective these strategies are in instilling religious character in students.

Through this research, it is hoped that a clear picture can be obtained of the strategies used by PPKn teachers in instilling religious character values in students, as well as contributing to the development of a more optimal character learning model in the future. (Tilaar, H. A. R. 2012).

#### C. Obstacles Faced by Teachers

Character education is an important aspect of the national education system that aims to shape students into individuals who are not only intellectually intelligent, but also have noble, ethical, and religious character. One of the main values in character education is **religious character**, which is an attitude that reflects obedience to God Almighty, which is manifested in honest, disciplined, responsible, and tolerant behavior of differences.

In the context of learning in schools, the cultivation of religious character is not only the responsibility of religious education teachers, but can also be integrated into various subjects, including Pancasila and Citizenship Education (PPKn). As a subject that instills moral, ethical, and national values, PPKn has an important role in shaping the religious and character of students. (Asmani, J. M. 2011)

In carrying out their roles, teachers face several obstacles, including: (1). Lack of learning time, due to limited lesson schedules and fairly dense material. (2). Lack of support from the family environment, especially for students who do not receive religious guidance from their parents at home. (3). The influence of social media and the environment outside of school, which often contradicts the religious values taught in schools. (4). The varying levels of student discipline make the process of internalizing religious values not always run smoothly.

However, in its implementation, PPKn teachers often face various obstacles that hinder the process of instilling religious character values optimally. One of the main constraints is the limited learning time, where dense

material is often not balanced with the available time allocation. In addition, students' low awareness of the importance of religious values, as well as the lack of support from the family environment are also challenges for teachers in fostering student character.

Another obstacle comes from the negative influence of social media and the social environment, which often conflicts with the religious values taught in schools. Teachers also face difficulties in adapting the right learning approach, as each student has a different background, character, and level of religious understanding.

These problems show that the role of PPKn teachers in instilling religious character is not easy and requires support from various parties, including schools, parents, and the community. Therefore, it is important to study more deeply the obstacles faced by PPKn teachers in order to find the right solutions and effective strategies to optimize religious character education in schools.

#### **D. Efforts to Overcome Obstacles**

Religious character education is an integral part of the learning process in schools that aims to shape students to become believers, noble and responsible individuals. Religious values such as honesty, discipline, tolerance, and respect for differences, are urgently needed in the life of the nation and state. In this case, teachers have an important role as agents of character formation, including Pancasila and Citizenship Education (PPKn) teachers who have moral and professional responsibilities in instilling noble values in students.

To overcome these obstacles, teachers make several efforts, including: (1). Establishing intensive communication with parents through homeroom teachers and student parent meeting activities. (2). Optimizing religious extracurricular activities and fostering students informally outside of class hours. (3). Collaborate with religious teachers, BK, and schools to provide a more comprehensive approach to the formation of students' character.

As a subject that emphasizes the basic values of the state, morals, and social ethics, PPKn has a wide space to integrate religious values in the learning process. However, the reality in the field shows that PPKn teachers often face various obstacles, both from internal and external aspects. These obstacles include limited learning time, low interest and awareness of students in religious values, negative influences of the outside environment, and lack of support from parents or the community. (Suryadi, A. 2013).

However, teachers cannot stop at existing obstacles. Creative and solutive efforts and strategies are needed to overcome these obstacles. PPKn teachers are required to be able to innovate in the learning process, for example by integrating contextual learning approaches, providing real examples, involving students in religious and social activities, and establishing good cooperation with parents and the school environment. (Zubaedi. 2011).

Other efforts made by PPKn teachers include the use of interesting learning media, strengthening character education through extracurricular activities, and taking a personal approach to students who need special guidance. In addition, collaboration between subject teachers, religious teachers, homeroom teachers, and counseling guidance is a strategic step to strengthen the religious character of students as a whole.

## **CONCLUSION**

Based on the results of research conducted at SMA Negeri 5 Ternate City regarding the role of PPKn teachers in instilling religious character values in students, it can be concluded as follows:

1. PPKn teachers have an important and strategic role in instilling religious character values in students. This role is realized through three main functions, namely as an educator, role model, and supervisor. Teachers not only deliver subject matter, but also integrate religious values in the learning process and school activities.
2. The values of religious character that are instilled include faith in God Almighty, honesty, discipline, responsibility, and tolerance. These values are sought to enter into students' lives both through classroom learning and activities outside the classroom.

3. PPKn teachers use various learning strategies to instill religious values, such as integrating religious values in teaching materials, habituating religious activities, using discussion methods and case studies with moral nuances, and providing direct examples in daily attitudes and behaviors.
4. In its implementation, teachers face several obstacles, such as limited time, lack of support from the family environment, low student awareness of religious values, and the influence of an uncondusive environment outside the school.
5. To overcome these obstacles, teachers make various efforts, such as collaborating with parents, optimizing school religious activities, collaborating with other teachers and the school, and taking a personal approach to students who need special attention.
6. Overall, the role of PPKn teachers in instilling religious character is very important in supporting the formation of student character as a whole. Support from all parties is needed — schools, families, and communities — so that the process of instilling religious character values can take place effectively, sustainably, and have a real impact on students' lives.

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