

THE ROLE OF TEACHERS IN ISLAMIC EDUCATION FROM THE PERSPECTIVE OF SHAYKH MUHAMMADBIN SHALIH AL-UTSAIMIN

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ABSTRACT

This study is motivated by contemporary educational challenges, including the dehumanization of education, moral degradation among students, secular influences, and the criminalization of teachers, which have weakened the educational role of teachers. The study aims to describe the biography of Shaykh Muhammad bin Shalih al-Uthaymin, analyze his views on the role of teachers in Islamic education, and examine their relevance to contemporary education. This research employs a qualitative approach using library research. Primary data were obtained from the works of Shaykh al-Uthaymin, while secondary data were collected from books, journals, and related scholarly sources. Data were gathered through documentation and analyzed using content analysis. The findings indicate that teachers, according to al-Uthaymin, are not merely transmitters of knowledge but also spiritual guides, moral educators, and role models. Teachers are expected to demonstrate sincerity, piety, professionalism, creativity, compassion, and responsibility for students' intellectual, moral, and spiritual development. These concepts remain highly relevant to twenty-first-century education, particularly in strengthening character education, enhancing teacher professionalism, promoting student-centered learning, and fostering a humane and religious school culture.

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INTRODUCTION

Educational activities are a complex process and their success is highly determined by the quality of their implementation. In this context, teachers occupy a central position as the party responsible for the planning, implementation, guidance, and evaluation of learning. In addition to playing the role of transmitters of knowledge, teachers also function as motivators, guides, and role models in shaping students' character. In the era of globalization, education faces challenges in the form of dehumanization of education, namely a shift in educational orientation from the process of humanizing humans to efforts to produce economically competitive human resources. Technological

developments, job market demands, and global competition encourage educational institutions to place more emphasis on technical skills and measurable academic achievement. As a result, learners are often positioned as objects of production that must meet the needs of industry, while moral, social, and spiritual aspects receive less adequate attention. (Siddik & Syahrul, 2022) (Al-Farabi et al., 2023; P. Zahara et al., 2024)

This phenomenon is further strengthened by the development of the paradigm of secularism in education which tends to separate religious values from the learning process. Education is more oriented towards the development of rational abilities and technical skills, while moral and spiritual coaching is often placed as a secondary aspect. In fact, humans not only need intellectual intelligence, but also ethical and spiritual foundations so that science can be used responsibly. The loss of this dimension has the potential to give birth to a crisis of meaning, a weakening of moral consciousness, and various forms of social deviance. (Putri & Bakar, 2023)

In line with that, Indonesian education experts emphasized that the goal of education is not only to produce academically competent individuals, but also to form human beings with character and responsibility. Tilaar highlighted that education that is too subservient to market logic risks eliminating the humanitarian dimension because students are seen solely as instruments of economic development. Therefore, education must integrate the mastery of science, the formation of morals, and the development of human values in the entire learning process. (Hasyim & Munasir, 2023)

The reality of contemporary education shows that there is a gap between the ideal goals of education and the moral condition of the students. Various cases of bullying, violence between students, drug abuse, hate speech on social media, and declining respect for teachers and parents are increasingly worrying indicators of moral degradation. PISA 2022 data and various national reports show that bullying and violence in the educational environment are still serious problems, including the rampant *phenomenon of cyberbullying* among adolescents. (Fathurohim, 2023)

This condition emphasizes that the success of education cannot be measured only by academic achievement, but also by its ability to shape the character, morals, and moral awareness of students. In this situation, the role of teachers as educators, guides, and role models becomes increasingly important. Education requires a teacher figure who is able to integrate intellectual, moral, and spiritual aspects in order to give birth to a generation that is not only academically intelligent, but also has integrity, social responsibility, and noble morals. (Hidayat et al., 2023)

The phenomenon of criminalization of teachers in recent years has become a serious problem in the world of Indonesian education. Various cases show that disciplinary actions taken by teachers against students often lead to legal reporting by parents or guardians of students. This condition arises as public awareness of the protection of children's rights increases, but there is often a misunderstanding in distinguishing between acts of violence and coaching efforts that are still in the pedagogical corridor. As a result, some teachers are worried about taking firm action against violations of discipline for fear of facing legal consequences, potentially weakening the authority of teachers as educators and supervisors. Therefore, a more proportionate settlement mechanism is needed through mediation and professional studies, in line with the mandate of Law Number 14 of 2005 which guarantees legal protection for teachers in carrying out their professional duties. (Kurniawati & Junaidi, 2023; Sirajudin et al., 2023)

In the midst of these challenges, education still has a strategic role in shaping a generation of quality, integrity, and character. Although the responsibility of education involves various parties as stipulated in Law Number 20 of 2003, teachers remain the main element that determines the quality of learning. Teachers not only function as teachers, but also as educators and supervisors who play a direct role in shaping the character of students based on the values of faith, piety, and humanity. Therefore, the crisis of trust in the teaching profession can have an impact on the weakening of the function of education in forming a quality generation. (Anwar & Düsseldorf, 2023; Sembiring, 2020)

The development of modern education also shows a tendency to place too much emphasis on cognitive aspects and academic achievement. In fact, students are individuals who have intellectual, moral, social, and spiritual potential that must be developed in a balanced manner. Education that humanizes humans requires teachers to not only be oriented towards achieving academic grades, but also pay attention to the development of all students' potential. Thus,

the success of education is not only measured by cognitive achievement, but also by the ability to form the personality, character, and moral awareness of students. (Zuhriansah, 2025)

From an Islamic perspective, the position of teachers has a very high value because knowledge is seen as a gift from Allah SWT which is conveyed through the intermediary of teachers. Therefore, teachers not only carry out educational duties, but also carry out moral missions that are in line with prophetic duties, namely guiding humans to noble morals. The Qur'an affirms the glory of the knowledgeable in the Qur'an. Al-Mujadilah verse 11, while the Prophet Muhammad PBUH emphasized that one of the main goals of his treatise is to perfect human morality. Therefore, a teacher is required to have competence, dedication, sincerity, and exemplary behavior, as well as the concept of *being admired and imitated* which makes the teacher a figure who is trusted and exemplified by students. The Prophet PBUH became the main example (*uswatun hasanah*) for all educators in carrying out this role. (Niamah, 2021; Sultani & Nahar, 2022)

This research departs from the fact that there are still teachers who have not deeply understood their nature and responsibilities as educators from an Islamic perspective. Teachers are often seen only as the deliverers of subject matter, whereas in Islamic education teachers also play a role as spiritual guides, moral shapers, and role models for students. In addition, the values of sincerity, responsibility, and example emphasized by scholars such as Shaykh Muhammad bin Shalih al-'Uthaymeen have not been fully implemented in modern educational practices that tend to be oriented towards academic, competition, and professionalism aspects alone.

This problem is increasingly important to study because Shaykh al-'Uthaymeen's thoughts on the role of teachers in the formation of students' morals and spirituality are still relatively rarely studied academically. In fact, he emphasized the importance of integration between knowledge, charity, tauhid, and morals in the educational process. Therefore, a comprehensive study of the concept of the role of teachers is needed in his view in order to enrich the treasures of contemporary Islamic education while providing alternative solutions to various modern educational problems.

The novelty of this research lies in the focus of the study of the thought of Shaykh Muhammad bin Shalih al-'Uthaymeen as a figure of contemporary Islamic education that has not been studied much compared to classical figures. This research also seeks to connect the values of salaf Islamic education, such as sincerity, manners, responsibility, and orientation of the hereafter, with the demands of modern education that emphasizes professionalism and competence. Thus, this research contributes to building the concept of an ideal teacher who is not only academically and pedagogically superior, but also has moral and spiritual integrity.

This research is limited to the study of the concept of the role of teachers according to the perspective of Shaykh al-'Uthaymeen with the main sources in the form of his writings, lectures, and fatwas related to education. The focus of the analysis is directed to its relevance in contemporary Islamic education, especially aspects of the character and responsibility of teachers. Based on these limitations, this study aims to describe the biography of Shaykh Muhammad bin Shalih al-'Utsaimin, analyze his views on the role of teachers in Islamic education, and examine the relevance of his thoughts to the contemporary education system.

METHOD

This research uses a qualitative approach with the type of library research. The qualitative approach was chosen because the research seeks to understand and interpret in depth the thoughts of Shaykh Muhammad bin Shalih al-'Uthaymeen regarding the role of teachers in Islamic education, both from theological, pedagogical, and moral-spiritual aspects. Through this approach, the researcher not only collects factual data, but also explores the meanings, values, and educational principles contained in his works. Literature research is used by using various written sources as the main data to systematically reconstruct and analyze the concept of the role of teachers and their relevance to contemporary Islamic education. (Adlini et al., 2022; Sarosa, 2021)

The research data is in the form of qualitative data presented in the form of narratives and thoughts. The primary data sources come from the works of Shaykh al-'Utsaimin, such as *al-'Ilm*, *Majmu' Fatawa wa Rasail Shaykh Ibn 'Utsaimin*, *Syarh al-'Aqidah al-Wasithiyyah*, and *Tafsir al-Qur'an al-Karim*, which contain his views on knowledge,

education, morals, and the role of teachers. Meanwhile, secondary data were obtained from Islamic education books, biographies of Shaykh al-'Utsaimin, scientific journals, academic articles, and various relevant scientific works. The use of these two sources aims to obtain a comprehensive understanding of the concept of the role of teachers from the perspective of Shaykh al-'Utsaimin.

The data collection technique is carried out through documentation studies by browsing, identifying, classifying, and reviewing various literature related to the focus of the research. The data obtained was then analyzed using *the content analysis method*. The analysis process includes data reduction to select relevant information, thematic presentation of data based on aspects of the teacher's role, and drawing conclusions through interpretation of Shaykh al-'Utsaimin's thoughts. With this method, the research is expected to be able to produce a deep understanding of the concept of teachers in Islamic education and its relevance to the challenges of modern education.

RESULT AND DISCUSSIONS

The Relevance of the Role of Teachers from the Perspective of Shaikh Al-Uthaymeen with Education in Indonesia

In the perspective of Shaykh Muhammad bin Shalih al-'Utsaimin, the teaching profession is not just a means of knowledge transfer, but a prophetic task that integrates education, moral development, and purification of the soul. Teachers are seen as *mujahid* who strives through education to maintain religion and guide people to goodness. Therefore, a teacher must have a sense of happiness and sincerity in teaching because he realizes that the knowledge taught is charity whose rewards continue to flow even after he dies. (Harahap, 2023)

In the aspect of learning, Shaykh al-Uthaymeen emphasized the importance of humanistic, creative, and gradual methods (*tadrij*). The material must be delivered according to the level of ability of the students, starting from easy things to more complex discussions. Teachers should not teach monotony, but need to use interactive methods such as questions and answers, providing contextual examples, strengthening memorization, and assignments that encourage learning independence. In addition, a fun learning atmosphere also needs to be created, including through positive and educational humor. (Azis & Riswandi, 2020)

According to him, the success of education depends on a good emotional relationship between teachers and students. Affection, care, and attention are important foundations that encourage students to receive knowledge well. Teachers should position themselves as parents who guide, protect, and pay attention to the needs of students. This attitude not only strengthens the learning process, but also helps in character formation and overall personality development of students.

Shaykh al-Uthaymeen also emphasized the importance of professionalism and integrity of teachers. The authority of a teacher is born from mastery of knowledge, readiness to teach, and the ability to answer problems faced by students. In addition, teachers must be role models by showing harmony between words and deeds. Piousness, noble morals, and consistency of behavior are the main factors that make teachers respected and able to have a profound positive influence on students. (N. N. Izzati & Azwar, 2024)

On the aspect of professional ethics, he emphasized the importance of honesty, fairness, and responsibility. Teachers must not engage in practices that harm the integrity of education, such as leaking exam questions, giving unfair treatment in assessments, or manipulating the administration. For Shaykh al-'Utsaimin, all educational tasks are a mandate that must be carried out with full responsibility and accountability. Thus, teachers not only play the role of teachers, but also as guardians of moral and professional values in the Islamic education system. (Idhaudin et al., 2019)

The Role of Guru Shaykh Muhammad bin Shalih Al-Uthaymeen

In the perspective of Shaykh Muhammad bin Shalih al-'Utsaimin, the teaching profession is not just a means of knowledge transfer, but a great mandate that has the dimension of da'wah and the development of the people. Teachers are seen as the heirs of the duties of the prophets who play a role in instilling knowledge, morals, and Islamic values in students. Therefore, teaching must be based on sincerity and awareness that the knowledge taught is charity

whose rewards continue to flow. Teachers can even be seen as *mujahid* in the field of education because they strive to build civilization through the formation of a generation of knowledge and faith. (A. Zahara et al., 2024)

Shaykh al-'Uthaymeen emphasized that the success of education is not only determined by mastery of the material, but also by the way of delivery that is in accordance with the characteristics of the students. He emphasized the importance of a gradual learning method (*tadrij*), starting from simple material to more complex discussions. This approach aims to enable students to understand knowledge systematically and not feel burdened in the learning process. In the implementation of learning, teachers are required to be creative and interactive. The learning process should not take place in monotony, but must involve discussions, questions and answers, providing contextual examples, and exercises that encourage students' thinking skills. In addition, teachers need to create a fun and conducive learning atmosphere so that students stay motivated and avoid boredom during learning. (Akbar et al., 2026; Mufrodi & Miftahuddin, 2023)

According to Shaykh al-'Utsaimin, the emotional connection between teachers and students is an important factor in the success of education. Teachers should show the same affection, care, and concern for the student as a parent would his child. This attitude will foster respect, trust, and closeness so that students can more easily accept the knowledge and advice given. Education based on compassion will result in a more effective and meaningful learning process. He also emphasized the importance of teacher professionalism. A teacher must have a good mastery of the material, prepare for learning carefully, and continue to develop his or her competence. The authority of teachers is not born from power or coercion, but from the depth of knowledge, teaching ability, and personal integrity that is reflected in their daily lives. Thus, teachers will naturally gain respect from students. (Khasanah et al., 2022; Mustaghfirin & Time, 2025)

In addition to academic competence, Shaykh al-'Uthaymeen placed example as the main element in education. Teachers must show the conformity between words and deeds, uphold noble morals, and be an example in worship, discipline, honesty, and responsibility. Example has a stronger influence than verbal advice because students tend to imitate the behavior they see directly from their teachers. In the aspect of professional ethics, he emphasized that teachers are obliged to maintain honesty, fairness, and trust in all educational tasks. Practices that undermine the integrity of education, such as leaking exam questions, giving unfair treatment in assessments, or manipulating the administration, are actions that are contrary to Islamic values. Therefore, teachers are not only responsible for imparting knowledge, but also maintaining the purity of the educational process as a means of forming Islamic character, morals, and civilization based on pious values. (Aslan & Arifudin, 2025; Hifza et al., 2020)

The Relevance of Shaykh Muhammad bin Shalih Al-'Uthaymin's Thought to Teacher Competence in Indonesia

The educational thinking of Shaykh Muhammad bin Shalih Al-'Uthaymeen has a strong relevance to the standards of teacher competency that apply in Indonesia. According to him, teachers not only function as imparters of knowledge, but also as moral guides, cultivators of religious values, and shapers of students' character. This view is in line with the national education system that places teachers as the main actors in realizing educational goals oriented to the intellectual, moral, and spiritual development of students. In the aspect of pedagogic competence, Shaykh Al-'Uthaymeen emphasized the importance of humanistic, gradual learning (*tadrij*), and adjusted to the ability of students. Teachers are required to understand the characteristics of students and use creative and interactive methods so that the learning process takes place effectively. This view is in line with the pedagogic competence of teachers in Indonesia which emphasizes the ability to understand students, design student-centered learning, and create an active and fun learning atmosphere. (Abdul et al., 2022)

In the aspect of personality competence, Shaykh Al-'Uthaymeen emphasized that teachers must be exemplary through the harmony between words and deeds. Piety, honesty, discipline, and responsibility are the main characters that an educator must have. This concept is in line with the personality competencies of teachers in Indonesia which require teachers with noble character, maturity, wisdom, authority, and being able to be examples for students and society. In the aspect of social competence, he emphasized the importance of a loving relationship between teachers and students. Teachers must be able to communicate gently, empathic, and appreciate the needs of each student. This

attitude supports the creation of a harmonious and conducive learning environment. This view is relevant to the social competence of teachers who demand the ability to communicate effectively, politely, and inclusively with students and the educational environment. (Rizki & Lessy, 2024; Yunita & Mujib, 2021)

In the aspect of professional competence, Shaykh Al-Uthaymeen emphasized that the authority of teachers is born from mastery of knowledge, readiness to teach, and moral integrity. Teachers must master the material in depth and continue to improve their scientific capacity. This view is in accordance with the professional competence of teachers in Indonesia which requires mastery of materials, creative learning development, learning reflection, and professional development in a sustainable manner. In addition, he paid great attention to professional ethics. Teachers are required to maintain honesty, fairness, and trust in all educational tasks, including in the implementation of learning evaluations. The prohibition against cheating, value manipulation, and abuse of authority shows the importance of integrity as the foundation of teacher professionalism. These values are in line with the code of ethics for teachers in Indonesia which emphasizes objectivity, transparency, and responsibility in carrying out the profession. (A. N. Izzati et al., 2023) (Nasution, 2020; Rahmah et al., 2024)

Overall, the thought of Shaykh Muhammad bin Shalih Al-Uthaymeen strengthens spiritual, moral, and character values for the concept of teacher competence that applies in Indonesia. His thinking shows that the professionalism of teachers is not only measured through pedagogic and academic abilities, but also through moral qualities, integrity, and dedication in education. Thus, according to him, the concept of the ideal teacher remains relevant as the foundation for the development of Islamic education and national education in the midst of contemporary educational challenges

CONCLUSION

Based on the results of the research, it can be concluded that Shaykh Muhammad bin Shalih al-Uthaymeen was one of the great scholars of the 20th century who made an important contribution to the development of Islamic education. His dedication in demanding, teaching, and disseminating knowledge is reflected through various scientific works in the fields of faith, jurisprudence, interpretation, morals, and hadith which are still references in various Islamic educational institutions. His life and scientific activities show that he not only plays a role as a scholar, but also as an educator who devotes himself to the development of the people through education.

The concept of the role of teachers according to Shaykh al-Uthaymeen places the teacher as a central figure who is responsible not only for the transfer of knowledge, but also for fostering the faith, morals, spirituality, and personality of students. The ideal teacher must have sincerity, piety, love for the teaching profession, and be an example who harmonizes words and deeds. In addition, teachers are required to master the learning material, apply creative and gradual methods (*tadrij*), and build relationships full of affection and attention to students as well as the role of parents in educating children.

Shaykh al-Uthaymin's thoughts also have strong relevance to the education system in Indonesia, especially Law Number 14 of 2005 concerning Teachers and Lecturers. The emphasis on example, professionalism, student-centered learning, and the values of honesty and fairness in education is in line with the pedagogical, personality, social, and professional competencies of teachers. Therefore, his thinking can be a conceptual foundation in strengthening character education, improving teacher professionalism, and building an educational culture that is religious, humanist, and with integrity in the modern era.

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