



Implementation of various teacher roles in learning Islamic Religious Education subjects at the elementary school level

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Article Information:

Received Okt 28, 2025

Revised Nov 09, 2025

Accepted Dec 28, 2025

Keywords: *The role of teachers, learning, Islamic education, elementary school*

Abstract

This study aims to examine in depth the implementation of duties and responsibilities, as well as the fulfillment of rights and obligations of teachers at State Junior High School 10, Padang City. This study uses a descriptive qualitative approach with literature study and interview methods as data collection techniques. The focus of this study covers various aspects faced by teachers in carrying out their duties, starting from their roles as teachers, mentors, to implementing additional activities at school. The results of the study indicate that teachers are not only responsible for delivering lesson materials but also play an important role in shaping students' character and establishing partnerships with parents and fellow teachers. In addition, teachers also have rights facilitated by the school, such as salaries, professional training, and supporting facilities. This finding shows the importance of synergy between the fulfillment of rights and the implementation of obligations to create a quality educational environment.

INTRODUCTION

Islamic Religious Education (PAI) in elementary schools plays a strategic role in shaping students character and morals from an early age (Abdullah & Amalia, 2025; Pujianti & Nugraha, 2024). Islamic Religious Education teachers not only deliver material but also provide examples, encourage others, and help them internalize religious values (Kusumawati et al., 2023; Lestari & Hadi, 2025). With an increasingly complex world, Islamic Religious Education teachers face numerous challenges, including curriculum changes, technological advancements, and socio-cultural dynamics within schools (Masturin, 2022). Therefore, the implementation of various teacher roles in Islamic Religious Education learning must be comprehensively examined.

A comprehensive understanding of how Islamic Religious Education (PAI) teachers perform their various teaching tasks is essential for this research (Pandia et al., 2024; Sari, 2024). This research is important because the ideal role of a teacher is

How to cite:

Ziqni, F. A., Mutathahirin, M., Wulandari, V. D (2025). Implementation of various teacher roles in learning Islamic Religious Education subjects at the elementary school level. *Khalafa: Journal of Education and Learning*, 3(2), 71-76.

E-ISSN:

3130-2256

Published by:

STAI Yayasan Tarbiyah Islamiyah (YASTIS) Lubuk Bagalung Padang, Indonesia

considered to improve the quality of Islamic Religious Education (PAI) learning, shape the religious character of students, and foster religious tolerance and moderation from an early age. This research can also serve as a reference for developing teacher education and training policies, particularly to enhance the professional capabilities of Islamic Religious Education (PAI) teachers in the digital age (Mun'im Amaly et al., 2022; Suharsongko et al., 2023).

Educational theories, particularly the theory of teacher roles and character development, are expected to be strengthened by this research on the implementation of teachers' roles in Islamic Religious Education (PAI) learning at the elementary school level. Furthermore, this research offers a new perspective on how the role of Islamic Religious Education (PAI) teachers can be adapted and transformed to address current challenges, such as incorporating technology into learning and enhancing character education based on Islamic values. This research is also relevant for the future, particularly in terms of creating more contextual, effective, and appropriate PAI learning strategies that meet the needs of students in the global era.

METHOD

This study uses a qualitative approach with a field research type. This approach was chosen to gain an in-depth understanding of the implementation of various teacher roles in learning Islamic Religious Education (PAI) subjects at the Elementary School level (Akhyar et al., 2024; Amri et al., 2017; Kistoro et al., 2023). The research was conducted at SDN 02 Pasaman, which was the object of the study. The main subjects of the research were Islamic Religious Education (PAI) teachers. Data were collected through direct interviews (Sain et al., 2024; Sari, 2024). In-depth interviews were conducted with PAI teachers to obtain information about the experiences, strategies, and challenges faced by teachers in carrying out their various roles (Adilah et al., 2024)(Fauziah & Rozi, 2025).

RESULT AND DISCUSSION

A role can be defined as a set of emotions, words, and behaviors, a unique pattern of relationships that describes an individual with other individuals. The role an individual plays in his life is influenced by his perception of himself and others. Therefore, to play a good role, we need to understand the role of the individual and others. This understanding is not limited to behavior, but to its determining factors: emotions, perceptions, and attitudes. The role of a teacher, according to Law no. 14 of 2005, Is a professional educator with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education through formal education, primary education, and secondary education. (Illahi, 2020; Mutakhir et al., 2025; Nasir et al., 2024). Based on this law, teachers have the most important role and responsibility as educators, mentors, guidance, trainers, and evaluation (Nalapraya, 2023; Nasir et al., 2024).

First, Teachers as learning managers. In learning management, teachers play a crucial role. They are the implementers of the learning process, and thus, the success of this process is crucial for the success of education in general (Hadisi et al., 2023; Tinmaz & Lee, 2020). Theoretical studies show that learning management in teachers' functional duties will be carried out effectively and efficiently if the teacher is able to fulfill his or her role as manager of instruction, creating learning situations through the use of learning facilities.

Second, Teacher as Facilitator. The teacher as a facilitator means the teacher

facilitates the learning process (Gautam & Agarwal, 2023). The facilitator's role is to direct, guide, and facilitate student learning activities, and provide encouragement (Cahyono & Rusiadi, 2025). The teacher as a facilitator also means the teacher plays a role in facilitating learning activities in order to achieve educational goals (Suneetha, 2020). The teacher's role as a facilitator is not only to teach but also to foster, guide, motivate, and provide positive reinforcement to students (Muadzin, 2021).

Third, Teachers as Motivators. The role of teachers as motivators is crucial for increasing enthusiasm and development in students' learning activities (Dewaele & Li, 2021; Zou et al., 2024). Teachers need to provide advice, encouragement, and reinforcement to enhance students' potential, increase activity and creativity, and foster a dynamic learning process. The importance of a teacher's role as a motivator lies in the fact that if students fail to perform well due to teacher support, they may develop a desire to improve. Conversely, if a teacher dismisses motivation as unimportant, the initial learning outcomes will remain unchanged. Every motivation or support can influence student learning outcomes..

Fourth, Teachers as Evaluators. Teachers as evaluators are those who assess students. Assessments are conducted to determine the effectiveness, success, and efficiency of the learning process (Chaudhry et al., 2023). As assessors, teachers should continuously monitor student learning outcomes until optimal learning outcomes are achieved. In the learning process, a teacher is required to act as an evaluator. Teachers not only gather information regarding various weaknesses and the learning process but also observe the progress of their students

Fifth, Teachers as Educators. As educators, teachers are a key determinant of the success of any educational endeavor (Numsimok & Suwunniponth, 2024). This is why every educational innovation, particularly in curriculum and human resource development, and educational efforts, always stems from the teacher factor. This demonstrates the vital role of teachers in education. With the rapid advancement of information technology, teachers are no longer merely information presenters.

Sixth, Teacher as Demonstrator. As a demonstrator, the teacher acts as a concrete example in applying theoretical concepts to concrete practice. This role is crucial for bridging the gap between theory and application, as through demonstrations, students can directly observe how effective learning methods work and apply them (Lopera et al., 2022). Teachers clearly demonstrate practical steps, allowing students to imitate and understand the mechanisms behind each concept taught. *Seventh, Teachers as Mentors.* Equally important, the teacher's role as a mentor encompasses the development of moral and ethical values. Teachers provide concrete examples through their interactions and classroom management, enabling values such as honesty, discipline, and tolerance to be firmly embedded in students (Mashoedi et al., 2025). With continuous guidance, teachers help students build strong character based on Islamic and humanitarian principles, enabling learning to be holistic and comprehensive.

Based on observations conducted at SDN 02 Pasaman with Mrs. Yuliarni, S.Ag., the implementation of the teacher's role in the learning process has been very good and is running as it should. The author also posed several questions to the resource person, one of which was about the importance of the role of teachers in this era of globalization. The resource person provided answers:

"These roles are essential for educators to possess in the learning process. In today's era of globalization, educators need to be good role models in the subject matter they teach. As facilitators, educators need to develop and integrate engaging media into the learning process to make it engaging and enjoyable for students. The ability to motivate students is also

Essential. Teachers need to be adept at rekindling students' enthusiasm for the learning process to ensure a positive learning experience."

In addition, the difficulties experienced by the resource person in implementing the role of educator in this learning include the existence of parents who do not accept their children being reprimanded for doing something wrong. Apart from that, in becoming a facilitator of the learning process, the school does not have the tools to support the learning process adequately.

CONSLUSSION

From this study, it can be concluded that in the implementation of various teacher roles in the learning process, especially in Islamic Religious Education (PAI) subjects at SDN 02 Pasaman. Based on the results of an interview with one of the Islamic Religious Education teachers at the school, it shows that even in today's modern era, educators must still master their roles, both as motivators, learning managers, demonstrators, facilitators, and evaluators, in order to achieve the desired learning objectives. In addition, in implementing these roles, educators are also important in communicating with the parents of students. In addition, there are obstacles faced in implementing these roles, including parents who do not like their children being reprimanded and school facilities that do not support the provision of learning support.

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