The Role of Islamic Religious Education (PAI) Teachers in Developing Students' Honesty at SMK Muhammadiyah Denpasar Bali

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Abstract
        This study examines the role of Islamic Religious Education (PAI) teachers in shaping the honesty character of students at SMK Muhammadiyah Denpasar. The background of this research is the rampant practice of academic dishonesty among students, such as cheating and plagiarism, which shows the weak inculcation of honesty values in education. This research aims to understand how PAI teachers instill the value of honesty in students through exemplary and learning based on Islamic values. The method used in this study is qualitative descriptive with a case study approach. Data was collected through interviews with the principal and two PAI teachers, as well as observation and documentation. Data analysis techniques include the stages of data collection, data reduction, data presentation, and conclusion drawn. The results of the study show that PAI teachers play the role of role models, spiritual guides, and behavioral guides through strengthening Islamic values, learning contracts, and discipline habituation. This study concludes that the role of PAI teachers is very strategic in shaping the honesty character of students, and collaboration between schools, teachers, and parents is the key to its success.

Keywords: PAI Teachers; Character Education; Islamic Values; Honesty; Vocational School

Abstrak
        Penelitian ini mengkaji peran guru Pendidikan Agama Islam (PAI) dalam membentuk karakter kejujuran siswa di SMK Muhammadiyah Denpasar. Latar belakang penelitian ini adalah maraknya praktik ketidakjujuran akademik di kalangan mahasiswa, seperti kecurangan dan plagiarisme, yang menunjukkan rendahnya penanaman nilai-nilai kejujuran dalam pendidikan. Penelitian ini bertujuan untuk memahami bagaimana guru PAI menanamkan nilai kejujuran pada siswa melalui teladan dan pembelajaran berdasarkan nilai-nilai Islam. Metode yang digunakan dalam penelitian ini adalah deskriptif kualitatif dengan pendekatan studi kasus. Data dikumpulkan melalui wawancara dengan kepala sekolah dan dua guru PAI, serta observasi dan dokumentasi. Teknik analisis data meliputi tahapan pengumpulan data, pengurangan data, penyajian data, dan kesimpulan yang ditarik. Hasil penelitian menunjukkan bahwa guru PAI berperan sebagai panutan, pembimbing spiritual, dan pembimbing perilaku melalui penguatan nilai-nilai Islam, kontrak belajar, dan pembiasaan disiplin. Penelitian ini menyimpulkan bahwa peran guru PAI sangat strategis dalam membentuk karakter kejujuran siswa, dan kolaborasi antar sekolah, guru, dan orang tua menjadi kunci keberhasilannya.

Kata Kunci: Guru PAI; Pendidikan Karakter; Nilai-nilai Islam; Kejujuran; SMK

Introduction

Education is the main foundation in human life that is inherent throughout life, starting from the womb to the end of life. Education not only functions as a means of knowledge transfer, but also as a medium for the formation of character and morals of students. This is in line with the Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System which defines education as a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential. This potential includes religious spiritual strength, self-control, personality, noble morals, and skills necessary for oneself, society, nation, and state (Kuswanto, 2014).

In this context, the role of teachers is very central in shaping the character of students. Teachers not only function as teachers, but also as role models in daily life. Especially Islamic Religious Education (PAI) teachers, they have a strategic role in instilling religious and moral values, including the value of honesty which is an important basis in character education (Sholeh and Maryati, 2021). Character education itself is the process of forming positive moral, ethical, and personality values in individuals. The main goal is to shape students to have integrity, responsibility, and an honest attitude in life (Jannah, 2023).

Through character education, students are also trained to have the ability to control emotions, work together, and be able to make wise decisions in complex situations (Mahmudinata, 2024). However, as the times and technology rapidly develop, the challenge to the value of honesty is getting bigger. The phenomenon of academic dishonesty, such as cheating during exams, plagiarism in assignments, and data manipulation in research, is increasingly widespread. A study by Putra (2022) revealed that more than 60% of students in several secondary schools in Indonesia have committed academic cheating, either manually or using technology.

This is an indicator that the value of honesty has not been fully embedded in our education system. The influence of social media and ease of access to information have also worsened the situation. Fadilah (2023) said that many students are tempted to copy information from the internet without understanding the material in depth. In addition, the rise of hoaxes and information manipulation through social media has formed a mindset that is far from the value of honesty (Hidayatullah et al., 2023). In Islam, honesty is the main value that is not only related to human interaction, but also the foundation of a spiritual relationship with Allah SWT.

Honesty is the main trait of the Prophet Muhammad PBUH who is an example for his people. The Qur'an emphasizes the importance of being honest in all aspects of life, because with honesty, relationships between humans and with God will be maintained in blessings (Madani, 2021). Honesty, as a fundamental moral value, contributes greatly to the formation of character and personal integrity. Honest individuals will feel inner peace, be free from guilt, and have strong moral resilience in the midst of social and academic pressures (Marta et al., 2024). Students who are honest in the learning process show responsibility and integrity, while the practice of dishonesty actually damages academic culture and hinders intellectual development (Pujianti, 2024).

Unfortunately, although honesty is a key value in character education, research on how PAI teachers specifically instill this value in the school environment is still limited. Several studies have indeed discussed the importance of character education in general, but not many have explored in depth the strategies, methods, and challenges faced by PAI teachers in instilling the value of honesty (Judrah et al., 2024). Therefore, this research aims to fill this gap by exploring how PAI teachers play a role in instilling the value of honesty in students, the challenges faced, and the strategies used in the learning process.

It is hoped that the results of this research can make a real contribution to educational institutions in designing more optimal learning policies and methods to form honest, integrity, and responsible students as part of the national education goals.

Method

This study uses a qualitative method with a descriptive approach that aims to understand and describe phenomena in depth in accordance with the reality in the field. According to Nasution, the qualitative method produces descriptive data presented in the form of words, both written and oral, based on the results of observations of the object being studied. This research was carried out at SMK Muhammadiyah Denpasar, Jl. Pulau Batanta No. 80, Dauh Puri Kauh, West Denpasar, Denpasar City, Bali, with the research subjects consisting of one principal and two teachers of Islamic Religious Education (PAI). The data collection techniques used included observation, interviews, and documentation, while data analysis was carried out using the Miles and Huberman interactive model which included four stages, namely data collection, data reduction, data presentation, and conclusion drawn. To ensure the validity of the data, the researcher applied triangulation of sources and methods by comparing the results of observations, interviews, and documentation, as well as conducting member checks to confirm the results of interviews to the research subjects. In addition, the researcher uses the trail audit technique as an effort to systematically record the entire research process to ensure transparency and traceability of data.

Results and Discussion

Based on the findings of the research conducted at SMK Muhammadiyah Denpasar, it focuses on the role of PAI teachers in instilling the value of honesty in students. One of the objectives of this study is to understand how PAI teachers teach honesty to students in the school. PAI teachers have an important responsibility in achieving the vision of school education which aims to produce students who are Islamic, characterful, and highly competitive. For this reason, various efforts are made to produce graduates who are in accordance with these values.

PAI teachers at SMK Muhammadiyah Denpasar guide students through religious activities, discipline motivation, and guidance, starting with instilling morals in themselves and in every student activity at school. Based on the results of interviews with the principal, Mr. Tauhid Hidayat, and Islamic Religious Education (PAI) teachers, Julian Baihaqi and Wayan Sony, information was obtained that PAI teachers in this school are expected to meet the standards that have been set, including having a compassionate nature, a strong social spirit, and adequate knowledge of Islamic teachings. In addition, PAI teachers are also required to instill Islamic values in students to support an effective learning process.

1. The Importance Of Honesty For Students

Character education is a very relevant topic in the context of education today. Honesty is one of the basic values that must be possessed by every individual that is useful in building integrity. Character education in the value of honesty plays an important role in forming a solid personality in the younger generation, who will become leaders and movers in the future (Arifin et al., 2024). Based on the results of interviews with the Principal of SMK Muhammadiyah Denpasar and several teachers of Islamic Religious Education (PAI), various views were obtained regarding the importance of honesty in the world of education. Tauhid Hidayat, as the principal, stated that:

Honesty is the main foundation in shaping the character and integrity of students. He emphasized that honesty is very important in skill development and is relevant in the world of work, because it includes the nature of openness, responsibility, and consistency between words and actions (Interview, April 11, 2025).

Meanwhile, Julian Baihaqi, one of the PAI teachers, stated that:

There are three main meanings in the value of honesty, namely as a means of character building, creating a positive learning environment, and building trust in students (Interview, April 11, 2025).

Furthermore, Wayan Sony, another PAI teacher, emphasized that:

Honesty has a very important role in the world of education, especially for students. According to him, honesty does not only mean avoiding lies or cheating, but also reflects responsibility and integrity in the learning process. Honest students will not be tempted to cheat or falsify learning results, but will dare to admit their limitations. He stated that honesty is able to cultivate a strong personality, form trustworthy individuals, and be the basis for the creation of healthy academic ethics. Through honesty, students are encouraged to pursue values and learning processes that are truly beneficial (Interview, April 11, 2025).

The value of honesty is no longer the essence of the guideline of life, but rather a tool to fight for various narrow interests. In the world of education, honesty is very difficult to find. Honesty, which should be a moral value that colors daily life, in a school climate is only a sweetener on the lips, while the way of behaving and activities is very far from the values of honesty (Munif et al., 2021). Honesty is one of the fundamental characteristics that must be possessed by students because it reflects a high level of moral development, helps in the formation of positive character, and creates a healthy social and academic environment.

Students who are used to being honest will be more respected and trusted by others, both in association and in the world of education. In addition, honesty also trains students to take responsibility for their own actions, avoid cheating behavior, and build positive habits in making decisions based on truth values. Thus, honesty not only has an influence on the individual, but also has a positive impact on the surrounding social environment (Lutfiani et al., 2025). The Principal of SMK Muhammadiyah Denpasar, Tauhid Hidayat, stated that honesty is one of the important characters that must be possessed by students because honesty is a basic value that forms personality as a whole.

According to him, students who have an honest nature will be trusted, responsible, and have high integrity, which is an important quality in the world of work (Interview, April 11, 2025). In line with this, Julian Baihaqi, one of the teachers of Islamic Religious Education (PAI), revealed that honesty plays a role in shaping students' individual character, fostering positive attitudes, building confidence, developing personal integrity, setting an example for others, and contributing positively to society (Interview, April 11, 2025). Meanwhile, Wayan Sony emphasized that honesty is the main character that must be possessed by students because it is the basis of the formation of individuals with integrity and responsibility.

He explained that in the educational process, honesty helps students become trustworthy, fair, and respectful of the efforts and achievements of others and themselves. Honest character also encourages students to study earnestly and focus more on understanding and self-development rather than simply getting grades. According to him, the educational process will lose its meaning if it is not based on the values of honesty because it does not reflect moral principles that should be instilled from an early age (Interview, April 11, 2025).

In this context, the role of teachers in instilling the value of honesty is very important, considering that teachers are the main role models for students in terms of honesty and integrity. Teachers' attitudes and behaviors that are consistent in applying the values of honesty will be a real example that can be emulated by students. In addition, the family also plays an equally important role in shaping children's character, including in instilling the value of honesty from an early age (Judrah et al., 2024). Parents as the main role models must show honest attitudes and behaviors in daily life. Open communication and active involvement of parents in their children's character education can strengthen the understanding and application of the values of honesty.

For example, parents can use personal stories and experiences to teach the importance of honesty and provide appropriate consequences when children commit dishonest acts. Good collaboration between schools and families in instilling the value of honesty will have a more significant impact on children's character development (Taek, 2024). However, instilling the value of honesty is not only the responsibility of the family, but also requires active contributions from the school, especially teachers. In an interview conducted with the principal, Tauhid Hidayat emphasized that:

The role of teachers is very important in shaping the character of students' honesty because teachers are figures who directly interact and influence the daily lives of students in the school environment. Teachers not only function as transmitters of knowledge, but also as role models in attitudes and behaviors (Interview, April 11, 2025).

The statement was reinforced by Wayan Sony who stated that:

Teachers have high moral authority in the eyes of students, so what they do and say greatly affects the way students think and behave (Interview, April 11, 2025).

This statement emphasizes the importance of the role of teachers as exemplary figures who are able to shape students' honesty through daily actions and interactions in the formal education environment. Therefore, the synergy between the role of parents at home and teachers at school is very important to create an environment conducive to the internalization of the value of honesty in children. From the interview above, it can be concluded that the example of teachers plays a crucial role in instilling the value of honesty in students.

Students are more likely to imitate the real-life behavior they observe rather than simply listening to advice. Therefore, teachers must be a real example in being honest in order to form a school environment that supports the development of honest character in students. The formation of students' honest character is the most valuable goal of the implementation of education. Honesty will be a key to achieving one's success. If in educational institutions, in this case schools, honesty values are no longer found embedded in students and teachers, then the Indonesian nation will experience destruction and mental deterioration.

2. Strategies and Obstacles To Pie Teachers In Instilling The Value Of Honesty Character Values

a. PAI Teachers' Strategies in Instilling Honesty Character Values

Learning strategies in instilling the value of honesty must be designed based on clear and measurable learning objectives, and lead to the achievement of desired competencies and understanding. Understanding of learner characteristics including learning styles, individual needs, and student backgrounds. This is an important prerequisite for designing a strategy that is responsive to diversity (Hasibuan et al., 2024). In the context of SMK Muhammadiyah Denpasar, Tauhid Hidayat as the principal stated that:

The strategy used in forming the character of honesty at SMK Muhammadiyah Denpasar is through a learning contract between teachers and students. In the learning contract, there are rules ranging from the obligation to prohibit appeals and also the signing between the school and parents regarding the handling of the honesty value strategy (Interview, April 11, 2025).

This learning contract approach emphasizes the importance of a written agreement involving all stakeholders (teachers, students, and parents), so that the commitment to the value of honesty becomes measurable and can be monitored together. In line with that, Wayan Sony as one of the PAI teachers emphasized that:

Example is very important in instilling the value of honesty (Interview, April 11, 2025).

This statement underlines that without concrete examples from teachers both through attitudes and words, efforts to internalize the value of honesty will not be optimal. In an interview with another PAI teacher, Julian Baihaqi, stated that there are two strategic steps, namely:

a) If we want students to be honest, then we ourselves must be honest first. Students often judge and imitate what they see, not just what they hear. This statement underlines that teachers must be a real example in being honest in front of students. The school environment, according to them, becomes the main place for students to observe and imitate the behavior they see from the teacher. b) Giving tests to students during the exam whether the student committed cheating such as cheating or not. then if there is an act of fraud, it will be dealt with firmly (Interview, April 11, 2025).

From the interview above, it can be concluded that the example of teachers plays a crucial role in instilling the value of honesty in students. Students are more likely to imitate the real-life behavior they observe rather than simply listening to advice. Therefore, teachers must be a real example in being honest in order to form a school environment that supports the development of honest character in students.

b. Obstacles In Instilling The Value Of Honesty In Students

In the process of trying to form honest character and responsibility of students at school, it will not be easy to do, there must be obstacles faced by teachers, including Islamic Religious Education teachers, in the formation of honest and responsible character. It was found that several inhibiting factors in instilling the values of discipline and honesty in students are due to student awareness, sometimes students pretend not to know about school rules, about the rules that students must be disciplined and honest in any aspect, some students are still undisciplined and dishonest, this is indeed from the students' own awareness (Zamaniyah, 2024).

Tauhid Hidayat as the principal of SMK Muhammadiyah Denpasar said that there is still a lack of synergy in the application of honesty values between the school, teachers, and parents. The Prophet Muhammad (peace be upon him) stated:

That there is a lack of synergy between teachers, schools, and homes. For example, the values of honesty at school are applied but not at home. In addition, there is less synergy between schools and teachers: school rules are strict on honesty, but teachers are weak in applying the values of honesty (Interview, April 11, 2025).

In the same context, Julian Baihaqi also confirmed the existence of obstacles in instilling the value of honesty. Julian Baihaqi stated that there are two main factors that affect the honesty character of students, namely:

Social pressure from the family or community environment that has been formed for a long time and the development of technology that is easily accessible to students (Interview, April 11, 2025).

This is in line with ryati in a study Sholeh and Maryati (2021) who said This obstacle is due to the lack of education and parental guidance given to children from childhood, so it is difficult for them to accept them when they are adults, because the basic nature of their personality has been formed since childhood, there are no religious elements, so it is rather easy for students to do things according to the impulse of their ego and the desire of their souls think about the impact of his actions.

In an effort to overcome obstacles in synergy and external pressures that affect the internalization of the value of honesty, the principal of SMK Muhammadiyah Denpasar, Tauhid Hidayat, emphasized the importance of a mechanism for monitoring and enforcing consequences that are mutually agreed upon through a learning contract. The Prophet Muhammad (peace be upon him) stated:

By monitoring how the student's development journey is in handling honesty and if there is a violation, sanctions will be imposed agreed upon in the learning contract. The sanctions given depend on how severe the offense is made by the student. If the violation is serious, it will involve parents. The solution is that we must be communicative between teachers, students, and parents in developing honesty characters (Interview, April 11, 2025).

In addition, Julian Baihaqi highlighted the need for digital literacy as an integral part of character education, considering that the ease of access to technology also affects students' honesty. Julian Baihaqi states:

That teaching students to use technology wisely is an important part that teachers must do (Interview, April 11, 2025).

3. The Impact of The Role of Teachers And The PAI Environment In Shaping The Honesty Character Of Students In The Educational Environment
a. The Impact of The Honesty Character Instilled By The Teacher

Instilling honesty through learning contract and monitoring strategies not only affects students, but also has an impact on teachers' behavior and professionalism. The principal of SMK Muhammadiyah Denpasar, Tauhid Hidayat, revealed that:

With this strategy, teachers will be more careful in implementing programs related to honesty. Teachers will be monitored and evaluated by leaders, Teachers apply the system with rules, not arbitrary, and must follow the rules. Students learn comfortably because there is an impact of the regulations applied related to honesty, so that they feel at peace and can improve their achievements because they find comfort related to the study contract, so that school becomes a child-friendly place and can improve student achievement (Interview, April 11, 2025).

Julian Baihaqi as a PAI teacher also emphasized that internalizing the character of honesty in students will have the following impacts:

When students have honesty character, the impact is that students will be easily trusted and trusted by others. Students will always spread kindness to others and make students better themselves (Interview, April 11, 2025).

The findings of this interview are in line with Judrah et al., (2024) where PAI teachers help students understand human values, such as help, love, patience, honesty, and justice, which are important foundations for the formation of good character. The moral awareness taught by PAI teachers has a significant impact, creating students who are responsible, caring, trusted by others and principled in living their lives. The implementation of these strategies at SMK Muhammadiyah Denpasar shows a significant

development in student attitudes. In addition to increasing honesty in conveying messages, there is also politeness in communicating, which reflects the successful integration between the theoretical framework of character education and learning practices in the field.

b. The Role of the Environment in Shaping Educational Character

The environment has a significant influence on the process of forming students' character, especially honesty character. Tauhid Hidayat, the Principal of SMK Muhammadiyah Denpasar, stated that there are various obstacles in the process of forming honesty characters that come from outside the school environment.

There are obstacles in the formation of honesty character. The main challenge is the impact of the environment outside the school. Students who are exposed to social media, promiscuity, lying habits, and general culture often face a dilemma between Islamic principles and bad outside influences. Therefore, the school strives to strengthen the fortress of Islamic character of their students by providing thorough guidance and counseling and involving parents in the process of honesty character education. It is very important for parents to monitor and guide their children at home to ensure that the Islamic values taught in schools are also applied in daily life (Interview, April 11, 2025).

In line with that, Julian Baihaqi as a PAI teacher emphasized the importance of habituating Islamic values in the school environment to instill honest character in students.

Instilling Islamic values in the school environment is a way for students to form honesty characters. With presence in the classroom during learning, teachers can ensure that honest students attend school and do not skip learning (Interview, April 11, 2025).

Both statements emphasize that the success of character education does not only depend on the curriculum, but also on the synergy between schools, families, and social environments that support the values of honesty and Islam. Formal education cannot work alone in forming the character of honesty. Synergy between schools, spiritual coaching, and active involvement of parents in the home environment is needed. This collaborative approach can be a solid bulwark to fortify students from negative influences, especially from social media and promiscuity, as well as form a whole Islamic character.

Julian Baihaqi, a teacher of Islamic Religious Education (PAI) of SMK Muhammadiyah Denpasar, emphasized that the indicator of success in building honesty character can be seen from the real behavior of students, especially in situations that test integrity. Julian Baihaqi as a PAI teacher at SMK Muhammadiyah Denpasar stated:

The success of PAI teachers in instilling the value of honesty can be measured by the real behavior of students, especially in situations that test integrity, such as exams or attendance in learning. If there are still students who cheat during exams or skip school even though they come to school, then it is an indicator that the value of honesty has not been fully embedded and PAI teachers have not succeeded in carrying out their character development tasks optimally (Interview, April 11, 2025).

Meanwhile, the Principal of SMK Muhammadiyah Denpasar, Tauhid Hidayat, emphasized that the benchmark of the success of character education can also be seen from the lack of violations of honesty values in schools. The Prophet Muhammad (peace be upon him) stated:

The absence of cases of honesty violations in schools can be used as a benchmark for the success of PAI teachers. Teachers actively record students' personalities and monitor their character development through thorough assessment. With no

violation of the value of honesty, it reflects the success of PAI teachers in instilling Islamic values, especially honesty (Interview, April 11, 2025).

From the presentation, it can be concluded that the formation of honesty character requires continuous supervision, thorough evaluation of student behavior, and cooperation between all parties involved in education. The determination of the success of honesty character education cannot be assessed by formative or summative tests stated in the score. However, the benchmark for the success of character education is to train students who are characterful, moral, cultured, polite, religious, creative and innovative, which he applies in his life throughout his life Hidayat (2024) thus, emphasizing the assessment of students' honesty character is very important in measuring the effectiveness of character education. The success of PAI teachers is not only determined by the learning process in the classroom, but also by real changes in student behavior that reflect Islamic values consistently.

Conclusion

Based on the results of research at SMK Muhammadiyah Denpasar, it was found that Islamic Religious Education (PAI) teachers have a very strategic and central role in instilling the value of honesty in students, both through direct and indirect approaches. PAI teachers are not only tasked with conveying Islamic material theoretically, but also become real role models in daily life that reflect noble morals, especially the value of honesty. The cultivation of this value is carried out systematically through the personal example of teachers, the preparation of learning contracts that emphasize honesty, the implementation of relevant religious activities, and a directed and consistent evaluation and coaching process. The results of the study show that students who receive continuous honesty character development tend to grow into individuals with good manners, integrity, and high motivation to learn. The school environment also becomes more conducive, safe, and harmonious because of the mutual trust between teachers and students. The success of this character education is not only measured by the absence of disciplinary violations, but even further by the positive behavior changes that reflect the internalization of Islamic values in the daily lives of students. Therefore, strong and continuous collaboration between teachers, schools, and families is the main key in forming a generation that not only excels academically, but also has high moral, spiritual, and competitive strength in facing the challenges of an ever-evolving era. Honesty character education must be carried out consistently, comprehensively, and integrated in all aspects of school activities in order to be able to produce graduates with Islamic character and be able to make a positive contribution to society.

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