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PAI TEACHERS' EFFORTS TO INCLUDE HONESTY AND DISCIPLINE IN LEARNING IN GRADE 4 STUDENTS AT SDN 3 UNGGA

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ABSTRACTS	ARTICLE INFO
<p>This research is concern about honesty and discipline, which must be instilled from an early age, starting in elementary school. This research is motivated by the need for improvement in the level of honesty and discipline at SDN 3 Ungga. Instilling honesty and discipline requires effort to instill them in everyone. Therefore, this study focuses on the efforts of Islamic Religious Education teachers in instilling honesty and discipline, as well as the supporting and inhibiting factors. This research is a descriptive qualitative study. Data collection techniques used observation, interviews, and documentation. Data analysis techniques employed data condensation, data presentation, and drawing conclusions. Data validity checked through extended observations, increased persistence, and triangulation. The research results show that (1) Islamic Religious Education teachers' efforts to instill honesty in fourth-grade students at SDN 3 Ungga were achieved through providing understanding related to honesty, role models, and advice. Meanwhile, instilling discipline was achieved through role models, advice, and rewards. (2) Supporting factors for these Islamic Religious Education teachers' efforts were the school environment, cooperation between teachers, and cooperation between teachers and parents. Meanwhile, inhibiting factors were students' fear of admitting mistakes and social interaction.</p>	<p>Article History: <i>Received: August 21st 2025</i> <i>Revised: August 26th 2025</i> <i>Published: August 2025</i></p> <p>Keywords: <i>Islamic Religious Education Teachers' Efforts,</i> <i>Honesty,</i> <i>Discipline</i></p>

INTRODUCTION

Education is a conscious and ongoing human activity aimed at developing one's personality in accordance with the values of life that exist within society and culture. Later, education was defined as deliberate guidance provided by someone knowledgeable about a subject (the educator) to another person (the student) with the goal of acquiring knowledge. This education is expected to enable them to achieve a better quality of life and become intellectually competent individuals. Therefore, it can be concluded that education is an activity aimed at imparting knowledge to others in an effort to develop individuals with high intellectual potential.

The Law states that: "Education is a conscious and planned effort to create a learning environment and process that allows students to actively develop their potential to possess

spiritual strength, security, self-control, personality, intelligence, noble character, and the skills necessary for themselves, society, the nation, and the state." Based on this Law, education has a significant influence on each individual today, as without it, it would be very difficult to attain the various strengths mentioned in the Law."

Based on the observation results, researchers found that SDN 3 Ungga pays attention to the issue of honesty and discipline of its school community, both from teachers, staff and students. This form of attention is shown through the establishment of rules for both teachers and students. Teachers and students both follow every established rule, such as always dressing according to the established provisions, obeying the rules for coming to and going home from school. In terms of honesty, researchers can see when students are absent from school. Each absence requires a statement from the parent stating the reason for the absence from school, so that the reason can be accepted by the teacher at school. This is reinforced by the statement from the principal who said that the school pays attention to the issue of discipline for both teachers and students. The form of attention is shown by the establishment of school uniforms, the determination of study and break times, and student home times. He said that the school has a rule that when everyone comes in the classroom and follows the lesson regularly, likewise when the mwafa ain leave time everyone must be outside the classroom and not be inside the classroom. The sanction given to a child who violates the rules is a summons to the office for a reprimand by a teacher or the principal. From these observations and interviews, the researcher found that SDN 3 Ungga prioritizes discipline throughout the school community, as evidenced by its attention to the rules and regulations for both teachers and students, ensuring a safe and secure environment. However, despite these rules, a small number of students violate them and require guidance.

Honesty must be instilled early by teachers, especially Islamic Education teachers, because honesty is a key component of elementary school curriculum and must be implemented in everyday life. This is certainly the responsibility of every teacher, acting as a parent throughout the school year. Honesty and discipline are essential for achieving a good life.

This study examines the efforts Islamic Religious Education teachers have made to instill honesty and discipline in each student for their daily lives at school, especially not just during exams. Honesty is key when interacting with the general public. The lack of honesty in a person will cause problems when interacting in social settings, as those lacking honesty are often looked down upon by society. Similarly, with discipline, when a person has a disciplined attitude, it will be easier to establish good relationships with others because they are able to adapt to established rules.

Based on these various descriptions, the researcher became interested in pursuing a research topic on honesty, entitled "Efforts of Islamic Religious Education Teachers in Instilling Honesty and Discipline in Elementary School Students." The researcher chose the elementary school level because this effort is crucial for elementary school children. If they are taught from the basics, they will easily apply it in their daily lives as adults. This is certainly the hope of all teachers and parents for the well-being of their students and for a comfortable life together, as honesty is closely related to social life and community life.

RESEARCH METHOD

The approach used by the researcher in this study was a qualitative approach with a descriptive research type. Qualitative research methods are used when examining the conditions of natural objects, where the researcher serves as the key instrument. Furthermore, several characteristics of qualitative research include combined triangulation as the data collection technique, inductive data analysis, and an emphasis on meaning rather than generalization. Descriptive research, on the other hand, is a problem formulation that guides the research in exploring the social situation being studied comprehensively, broadly, and in-depth. Two data sources were used in this study: primary and secondary data sources. Data collection procedures are also referred to as the researcher's method of collecting research data. The most common methods used are observation, interviews, and documentation.

RESEARCH FINDING AND DISCUSSION

A. Supporting Factor

1. School environment

As a formal educational institution, SDN 3 Ungga places great emphasis on the school environment, ensuring it can create a supportive environment for teachers to foster the well-being of all students. This commitment is demonstrated by the school's implementation of various rules and regulations for teachers, serving as role models for students to follow. This, in turn, fosters a school environment that meets the expectations of all members of the school community. In addition to the rules for teachers, SDN 3 Ungga also establishes student rules, which must be adhered to by all students, ensuring a positive school environment. These rules are formulated with various considerations in mind, aiming to create a positive school environment for all members of the school community. Based on the data described above, researchers can conclude that one factor that supports Islamic Religious Education teachers in instilling honesty and discipline is the school environment. The better and more manageable the school environment, the easier it will be for Islamic Religious Education teachers to instill honesty and discipline. The environment of SDN 3 Ungga is an example of a school environment that supports the efforts of Islamic Education teachers, because it can be seen from the students' obedience to the teacher and the teacher's obedience to the established rules. Furthermore, a supportive school environment can also be seen from how comfortable students feel at school, preventing them from feeling bored.

2. Cooperation Between Teachers

Based on the results of observations and interviews, we can see that to carry out their efforts, Islamic Religious Education teachers also need assistance from other teachers in the form of cooperation between teachers. One form of cooperation between teachers that researchers found was in the smooth running of Friday imtak activities. With this cooperation between teachers, the imtak activities can run smoothly. During these activities, the Islamic Religious Education teacher is

responsible for delivering a short lecture to students, while fellow teachers are responsible for monitoring student safety.

3. Cooperation between Teachers and Parents

Based on data provided by informants, cooperation between teachers and students' parents can help teachers develop good student behavior. This cooperation is carried out by Islamic Religious Education teachers randomly several times when parents have the opportunity to come to school, either intentionally or when dropping off or picking up their children. The official meeting is only held once every new academic year based on the documentation of the previous academic year's meeting. From this description, researchers can conclude that, in addition to the school environment, collaboration with parents is a key factor supporting Islamic Religious Education teachers' efforts to instill honesty and discipline in students. Through this collaboration, Islamic Religious Education teachers can assess the extent of students' attitudes and behavior at home. Likewise, parents can assess the extent of their students' attitudes and behavior at home. This fosters a relationship that can help determine the next steps.

B. Inhibiting Factor

1. Fear

The most significant inhibiting factor originates within the students themselves, specifically the fear that arises after making a mistake. For example, fear of being punished when there is homework left undone can lead students to engage in dishonest behavior, such as copying from a classmate's assignment before it is submitted. Another example is when a student arrives late to school; fear of punishment can lead them to climb over a wall to avoid being listed as tardy. This fear can hinder Islamic Religious Education teachers from instilling honesty and discipline in schools. However, this only occurs occasionally, and Islamic Religious Education teachers, along with other teachers, are still working to find a solution.

2. Association

Based on the observations and interviews above, the researcher can conclude that the most influential factor hindering Islamic Education teachers' efforts to instill honesty and discipline in students is their social interactions, especially within the school environment, as this can affect their willingness to participate in classroom learning. Therefore, teachers need to pay attention to their students' social interactions and provide additional guidance for students who consistently engage in such behavior, as this can negatively impact other students.

CONCLUSION

It can be concluded that the efforts of Islamic Religious Education teachers in instilling honesty in 4th grade students at SDN 3 Ungga are carried out first by providing an understanding of honesty. This understanding starts from the definition of honesty, then the forms or types of honesty, to the wisdom of honesty. The efforts of Islamic Religious Education teachers in instilling discipline in 4th grade students at SDN 3 Ungga are carried

out in three ways, namely providing an example, giving advice, and awarding of prizes. Three factors support the efforts of Islamic Religious Education teachers in instilling honesty and discipline in fourth-grade students at SDN 3 Ungga: the school environment, cooperation between teachers, and cooperation between teachers and parents. A supportive school environment is one that is easy to manage. This cooperation is carried out to monitor student development both at school and at home. Factors hindering the efforts of Islamic Religious Education teachers in instilling honesty and discipline in fourth-grade students at SDN 3 Ungga include fear and the students' social circles. This fear refers to the fear of admitting mistakes. This fear leads students to hide mistakes or lies. Social circles, on the other hand, determine students' attitudes, as individuals depend on their peers.

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