

The iRole iof iAkidah iAkhlaq iTeachers iin iShaping ithe i Praiseworthy iMorals iof iStudent

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The Role of Akidah Akhlak Teachers in Shaping the Praiseworthy Morals of Student

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Abstract

Keywords:

Teacher's Role; Akidah Akhlak; Praiseworthy morals.

The main problem faced by the world of education in the era of globalization is moral decline. Responding to these problems, strengthening the character of students is an important thing that must be developed in the school and educational environment. This study aims to look at and examine the role of teachers in shaping the praiseworthy morals of grade VI students at MI Alkhairaat Biromaru, Sigi Regency. This research uses qualitative field research methods using Miles and Huberman data analysis. The results showed that the teacher of morals in class VI MI Alkhairaat Biromaru played a role in shaping the praiseworthy morals of students. The role played by the moral creed teacher in class VI MI Alkhairaat Biromaru includes the role of the teacher as a motivator, inspirer, demonstrator, corrector, mentor, and evaluator. These roles are implemented in the form of exemplary attitudes of teachers, reprimands and advice, as well as inspirational stories through stories and personal experiences related to praiseworthy morals such as forgiveness, responsibility, fairness, and wisdom to students. In addition, the role is also implemented in the form of evaluation in the form of tests and nontests. The success of the morals teacher in class VI MI Biromaru in shaping the praiseworthy morals of students proves that the role of motivation, inspiration, demonstration, correction, guidance and evaluation functions in encouraging students to do good, determining the direction of action, selecting their actions, as well as encouraging effort and achievement.

Kata kunci:

Peran Guru; Akidah Akhlak; Akhlak Terpuji.

Persoalan utama yang dihadapi dunia pendidikan dalam era globalisasi adalah kemerosotan moral. Menyikapi persoalan-persoalan tersebut, maka penguatan karakter peserta didik menjadi hal penting yang harus dikembangkan di lingkungan sekolah dan pendidikan. Penelitian ini bertujuan untuk melihat dan mengkaji peran guru

Abstrak

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akidah akhlak dalam membentuk akhlak terpuji peserta didik kelas VI di MI Alkhairaat Biromaru Kabupaten Sigi. Penelitian ini menggunakan metode kualitatif field research dengan menggunakan analisis data Miles dan Huberman. Hasil penelitian menunjukkan guru akidah akhlak di kelas VI MI Alkhairaat Biromaru berperan dalam membentuk akhlak terpuji peserta didik. Peran yang dimainkan guru akidah akhlak di kelas VI MI Alkhairaat Biromaru meliputi peran guru sebagai motivator, inspirator, demonstrator, korektor, pembimbing, dan evaluator. Peran-peran tersebut diimplementasikan dalam bentuk sikap keteladanan guru, teguran dan nasehat, serta kisah inspiratif melalui cerita dan pengalaman pribadi yang berkaitan dengan akhlak terpuji seperti pemaaf, tanggung jawab, adil, dan bijaksana kepada peserta didik. Selain itu, Peran tersebut juga diimplementasikan dalam bentuk evaluasi berupa tes dan non tes. Keberhasilan guru akidah akhlak di kelas VI MI Biromaru dalam membentuk akhlak terpuji peserta didik membuktikan peran motivasi, inspirasi, demonstrasi, koreksi, bimbingan dan evaluasi berfungsi dalam mendorong siswa untuk berbuat baik, menentukan arah perbuatan, menyeleksi perbuatan mereka, serta sebagai pendorong usaha dan pencapaian prestasi.

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INTRODUCTION

Over time, the entry of the globalization era in the world of education brings various problems and challenges. The main problem faced by the world of education in the era of globalization is moral decline (Basri et al., 2024; Raikhan, 2024). Research results results (Kawakip et al., 2023; Rofi'ie, 2017; Suranto et al., 2023) explain that the global era has brought a character crisis to the nation with the decline of moral values. Another challenge faced by the world of education in the era of globalization is the strong influence of secularism and materialism. This justification is in line with research (Dilia et al., 2022; Kholik et al., 2024, 2024; Saepudin, 2022) which states that the main challenge faced by Islamic education is the strengthening of secularism and materialism which prioritizes worldly success in viewing life.

Meanwhile, education is the main foundation in shaping the character of a civilization and determining the direction of a nation's development. Education is not only a process of transferring knowledge, but also a vehicle for instilling moral values, ethics, and skills needed in social and state life (Ajeng, 2024; Fanani & Ma'arif, 2025; Maarif et al., 2025; Megawati & Sulisworo, 2025). Education that emphasizes character building such as honesty, responsibility, tolerance, and empathy will give birth to a generation that is not only superior in knowledge, but also has a noble

personality needed to build a just and civilized society (Dewi et al., 2025; S. M. Hasanah et al., 2024). In this context, the role of teachers and educational institutions is required to not only be a teacher, but also provide examples in instilling moral values that will guide students to become a whole person, moral, and ready to contribute positively to the nation and state.

Previously, there were several studies that had examined the role of teachers in shaping students' morals. First, research written by (Khouilita, 2023) which concluded that the moral creed teacher acts as a communicator and motivator for students. The main focus of this research is to see the extent to which the role of the communicator and motivator of the moral creed teacher in fostering the morals of students at the Madrasah Tsanawiyah level (Istiyani et al., 2024). While the focus of the author's research on the role of teachers comprehensively in shaping morals in Madrasah Ibtidaiyah students includes the role of motivator, inspirer, corrector guide and evaluator. Second, research written by (Utami et al., 2023) concluded that teachers are responsible for shaping students' affective through exemplary personality. This research focuses on the ethics of teacher personality in the perspective of Islamic education philosophy using literature studies. While the author's research focuses on the role of moral akidah teachers in shaping the morals of students using the field research method.

Based on these previous studies, studies related to the role of teachers in shaping the morals of students at the Madrasah Ibtidaiyah level by looking at the role of the teacher comprehensively including the role as a motivator, inspirer, corrector, mentor, and evaluator using a qualitative field research approach have not been done much. Meanwhile, this approach is very important to explore in depth the real dynamics in the field, especially in the context of moral education in a madrasah environment that has its own characteristics. This research is important to do in order to see more concretely how Akidah Akhlak teachers carry out their role in shaping the character and morals of students, both through the learning process in the classroom and daily interactions in the school environment. Akidah Akhlak teachers according to (P. N. Hasanah et al.,

2025) not only deliver subject matter, but also become the main role model in the application of Islamic values and play an active role in forming good habits and mindsets based on spiritual values, ethics and moral development (Ginting & Salim, 2024; Winanjar Rahayu et al., 2023). Therefore, this study aims to look at and examine the role of moral akidah teachers in shaping the praiseworthy morals of grade VI students at MI Alkhairaat Biromaru, Sigi Regency.

RESEARCH METHODS

The type of research used in this research is qualitative research. In this study, the authors collected data based on the facts that occurred in the field related to the role of moral akidah teachers in shaping the praiseworthy morals of grade VI students at MI Alkhairaat Biromaru, Sigi Regency. The data collection techniques used in this study consisted of interview, observation, and documentation techniques. In the interview technique, the author conducted interviews directly with moral creed teachers and grade VI students of MI Alkhairaat Biromaru regarding the role of moral creed teachers in shaping the praiseworthy morals of grade VI students. Likewise, with the observation technique, the author observes the learning process of moral creed that takes place in the classroom as well as the religious program that takes place outside the classroom.

The data obtained will be analyzed using analysis techniques (Matthew B. Miles, 2014). This analysis technique consists of data condensation that summarizes and simplifies the data that has been collected so that it can be processed more efficiently. At this stage, the author simplifies the data that has been collected through observations during the learning of moral creed in the classroom, as well as the results of interviews with moral creed teachers and grade VI students of MI Alkhairaat Biromaru. After that, the next stage of analysis is data presentation which involves a visual or narrative representation of the data that has been collected so that it can be understood by the reader or audience. At this stage, the author presents the data that has been simplified at the condensation stage based on the themes discussed. The last stage of the analysis is drawing conclusions by analyzing the data that has been presented in the previous stages. At this stage, the author draws conclusions based on the data that has been discussed at the data presentation stage.

RESULT AND DISCUSSION Result

The Role of Akidah Akhlak Teacher in the Formation of Praiseworthy Morals of Grade VI Students at MI Alkhairaat Biromaru, Sigi Regency

The formation of praiseworthy morals is one aspect that must be instilled early on to students. This is the center of attention so that students are not only intellectually intelligent, but also have good ethics and behavior in their social and religious life. Good morals will be the main foundation in building a strong character and creating a harmonious environment in society. Therefore, the role of Akidah Akhlak education teachers is very important in shaping the character of students to become individuals who are noble, have noble character, and are able to face the challenges of life with a wise and responsible attitude.

Teachers as educators are not only in charge of delivering subject matter, but also act as mentors, motivators, and role models for students. By providing the right moral education, teachers can help students understand and practice moral values in everyday life. In addition, Akidah Akhlak education also functions as a fortress that protects students from negative influences that can damage their morals and character. The following is the role of the moral education teacher in shaping the praiseworthy morals of grade VI students of MI Alkhairaat Biromaru.

Teacher's Role as a Motivator

The role of the teacher as a motivator is needed to foster the enthusiasm of students in the learning process. With motivation, students will carry out something happily without any sense of pressure in themselves. Providing motivation is very important to be done by moral akidah teachers in the formation of commendable morals, where students need encouragement and guidance in order to be able to apply commendable attitudes and behavior in their daily lives. The results of interviews conducted by researchers with Mr. Mohamad Sofian as a moral creed teacher related to his role as a motivator, stated that: *"The role I play as a motivator in the formation of commendable morals is that I continue to try to be a good example in behavior and action, because children tend to imitate what they see. In addition, I also give appreciation or appreciation in the form of praise to students who show commendable behavior. This makes them feel appreciated and more motivated to continue doing good."*

³Based on the results of the interview above, it can be concluded that the moral akidah teacher has an important role as a motivator in the formation of praiseworthy morals of students. Exemplary behavior and action are the main keys so that students tend to imitate what they see. In addition, giving appreciation or appreciation in the form of praise to students who behave well can increase their motivation to continue doing good. This is corroborated by the results of an interview submitted by a grade VI student named Amira who stated that: *"Mr. Sofyan gave us a good example to always remember and understand, he gave us an example of how to be forgiving, responsible, fair, and wise so that from there I was motivated and did the morals with my own awareness."*

Based on the results of the interview above, it can be understood that the moral akidah teacher provides a real example in instilling praiseworthy morals to students. Through exemplary in applying forgiveness, responsibility, fairness, and wisdom, students feel motivated to apply these values in their daily lives. In addition, appreciation in the form of praise from the moral creed teacher for good behavior

carried out by students, such as responsibility in collecting assignments on time, also increases the enthusiasm of students in carrying out their obligations. This proves that the role of the teacher as a motivator is very influential on the formation of praiseworthy morals of students.

Based on the results of the researcher's observations, the moral akidah teacher at MI Alkhairaat Biromaru always motivates students to always apply the praiseworthy morals of forgiveness, responsibility, fairness, and wisdom in everyday life. Not only that, teachers of moral creed also often give appreciation to students who apply praiseworthy morals.

Teacher's Role as an Inspirator

Teachers of morals who act as inspirators should be able to inspire their students to continue to do good, both in the school environment, at home, and in the community. By providing inspiration through stories, examples, and motivation, moral creed teachers can create students who are noble and have a high sense of concern for others. The results of an interview with Mr. Mohamad Sofian as a moral creed teacher stated that: *"The way I do to inspire students is to tell and model to students related to praiseworthy morals in their daily lives, then remind students where they have done these praiseworthy morals."*

So that students will share experiences with other friends regarding the praiseworthy morals they have applied in their daily lives."

Based on the explanation of the results of the interview above, it can be concluded that one of the ways carried out by the moral creed teacher at MI Alkhairaat Biromaru to inspire students is by providing real examples in everyday life. Teachers show directly how praiseworthy morals are applied in various situations, so that students have concrete examples that they can imitate and practice in their own lives.

Furthermore, the moral creed teacher at MI Alkhairaat Biromaru also invites students to reflect on their own experiences in applying praiseworthy morals. By recalling where and when they have applied praiseworthy morals, students will increasingly realize the importance of moral values in everyday life. This not only builds individual awareness, but also encourages learners to share their experiences with their friends. Through this interaction, they can learn from each other to strengthen their understanding of praiseworthy morals and be more motivated to continue doing good.

Based on observations by researchers, the moral akidah teacher at MI Alkhairaat Biromaru has carried out his role as an inspirer well. He always provides inspiration

through stories or personal experiences related to the praiseworthy morals of forgiveness, responsibility, fairness, and wisdom to students so that they can become their role models in applying these praiseworthy morals.

The Role of the Teacher as a Demonstrator

Learners really need examples and exemplary from a teacher to try to become a better person in every aspect of life. Therefore, teachers should be able to carry out their role as demonstrators well so ⁵that students tend to imitate what they see rather than just listening to theory. The role of the teacher as a demonstrator is also ¹⁰the most meaningful part in shaping the morals of students, because when the moral creed teacher shows forgiveness, responsibility, fairness, and wisdom in his daily life, students will be more easily motivated to do the same. This can be seen from the results of an interview with a moral creed teacher, namely Mr. Mohamad Sofian, who stated that: *"I continue to try to be a good example for students. Therefore, I always make it a habit to come to school on time, pay attention to cleanliness, and treat all students fairly. As for forgiveness, I always show patience and do not get angry easily when students make mistakes, because I prefer to give advice in the hope that indirectly students can reflect on the mistakes made and not repeat them."*

In line with the delivery of Mr. Mohamad Sofian, a grade VI student named Syarifa Cut Mutiah Kawaroe said that: *"I see that Mr. Sofian always comes to class on time and we are often reminded not to be late for school. Mr. Sofian also always gives us examples of how to maintain cleanliness, such as throwing garbage in its place and cleaning the class before the lesson starts."*

Based on the explanation above, the researcher can draw the conclusion that the moral character teacher at MI Alkhairaat Biromaru has carried out his role as a demonstrator well, the example carried out is a real example for students to apply praiseworthy morals both at school, at home, and in the environment around them. This shows that the example of the teacher has a big influence in shaping the praiseworthy morals of students.

Meanwhile, based on the results of observations made by researchers, it can be seen that during the learning of moral creed, the moral creed teacher at MI Alkhairaat Biromaru always gives real examples that often occur in everyday life related to praiseworthy morals so that students can more easily understand the concept of praiseworthy morals taught. Not only that, the moral creed teacher also always tries to be a good example for students so that they can imitate applying praiseworthy morals in their daily lives.

The role of the teacher as a corrector

The role of the teacher as a corrector is to correct mistakes made by students, be it in terms of attitude, behavior, or their lack of understanding of moral values. The main goal to be achieved from this role is to correct mistakes so that students understand what is right and what is wrong. Regarding his role as a corrector, Mr. Mohamad Sofian as the moral creed teacher said that: *"I immediately reprimand and advise students when I see them doing actions that are contrary to praiseworthy morals. In addition, I also always remind them of the consequences they will receive if they still repeat these actions."*

In line with the delivery of Mr. Mohamad Sofian, a grade VI student named Galang Mubarak said that: *"I once fought with my older brother when I was playing during recess, he hit me first so I retaliated. Then Mr. Sofian suddenly came to reprimand us and give advice. Then we were told to forgive each other."* Based on the description of the interview results above, it can be concluded that as a corrector, the moral creed teacher at MI Alkhairaat Biromaru plays a role in reprimanding, advising, and reminding students when they take actions that are contrary to praiseworthy morals. The moral creed teacher not only corrects mistakes that occur among students, but also provides an understanding of the consequences of these actions so that students do not repeat them in the future.

This is reinforced by the experience of students who have made mistakes and immediately received reprimands and advice by the moral creed teacher. By carrying out this corrector role, students will learn to understand their mistakes through the advice given so that students will get used to resolving conflicts in a good way such as apologizing and forgiving other people's mistakes. Based on the results of observations made by researchers, the moral akidah teacher at MI Alkhairaat Biromaru always gives reprimands and advice to students who commit bad morals.

The Role of Teachers as Mentors

A teacher should be able to guide his students to become a better person, both in behavior and in action. With guidance, the teacher can teach students how to apply religious teachings in every aspect of life, both in the school environment, family environment, and in the community. Mr. Mohamad Sofian as the moral creed teacher said that: *"During the learning of commendable morals, I always guide students by accompanying and providing directions so that they easily understand and can apply*

the concept of commendable morals in everyday life. In addition, I also try to provide good examples, advice, and habituation to students."

Referring to the results of the interview above, it can be concluded that the guidance provided by the moral character teacher at MI Alkhairaat Biromaru includes assistance and direction, so that students can easily understand the concept of praiseworthy morals being taught. Assistance and direction carried out by the moral creed teacher allows students to get real examples of behaving and acting in accordance with the moral values taught. That way, students will easily understand the importance of having commendable behavior. Furthermore, a grade VI student named Amira stated that: *"often forgive friends who bother me, because Mr. Sofian said we must be forgiving people and must not be vindictive people."*

Based on Amira's statement above, it can be concluded that the teachings of the moral creed teacher have shaped her attitude to become a forgiving person and stay away from vindictiveness. This shows that the teacher of akidah akhlak is not just delivering material, but he also guides his students to always apply moral values in their daily environment.

Based on the results of the interview above, researchers can conclude that the guidance provided by the moral creed teacher can encourage students to always be fair and not show favoritism in making friends.

The Role of the Teacher as Evaluator

Assessing and evaluating the moral development of students is a very important part of the educational process. Moral creed teachers are not only required to observe students' understanding of the material taught, but also to assess the extent to which they are able to apply praiseworthy moral values in everyday life. This evaluation can be done through various ways such as direct observation, reflection on the behavior of students, and assessment of attitudes in social interactions at school.

Not only that, in its role as an evaluator, the moral creed teacher can also use various methods to measure changes in the attitudes and behavior of students. For example, through personal notes, reports from class teachers or other teachers to understand the obstacles students face in applying praiseworthy morals. Regarding his role as an evaluator, Mr. Mohamad Sofian as a moral creed teacher said that: *"I usually evaluate the success of students by giving oral tests to find out the extent of their understanding in understanding and applying commendable morals. In addition, I also evaluate their behavior from the results of my observations when I*

see students applying praiseworthy morals in everyday life, both in class and outside class hours."

Based on the results of the interview above, it can be concluded that the role of the moral character teacher at MI Alkhairaat Biromaru as an evaluator is carried out through two main methods, namely oral tests and direct observation. Oral tests are used to assess the extent to which students understand the concept of praiseworthy morals and how they apply it in everyday life.

Meanwhile, through direct observation both in class and outside of class hours, the moral creed teacher can assess whether the students have really applied the moral values they have learned in their lives. This observation is an important aspect in an effort to assess the success of moral creed learning because it does not only focus on the theoretical aspects of the material taught, but also the real practice in the daily lives of students.

The evaluation carried out by the moral creed teacher serves as the basis for designing learning strategies that are more effective in shaping the praiseworthy morals of students. If obstacles or obstacles are found in the moral development of students, then the moral creed teacher can find more appropriate solutions such as providing additional motivation or working with parents in guiding their children. Thus, the role of the teacher of morals as an evaluator is not only to assess, but also to contribute to creating an educational environment conducive to the formation of the praiseworthy morals of students.

Table 1. *The Role of Akidah Akhlak Teacher in Shaping Morals*

No	Teacher's Role	Role Form
1	Teacher's Role as a Motivator	Moral creed teachers provide motivation with real examples in instilling praiseworthy morals to students.
2	Teacher's Role as an Inspirator	Provide inspiration through stories or personal experiences related to praiseworthy morals such as forgiveness, responsibility, fairness, and wisdom to students.

3	The Role of the Teacher as a Demonstrator	Being a good role model for students so that they can imitate applying praiseworthy morals in their daily lives.
4	The role of the teacher as a corrector	Giving reprimands and advice to learners who commit disgraceful morals.
5	The Role of Teachers as Mentors	Encouraging learners to always be fair and not show favoritism in making friends.
6	The Role of the Teacher as Evaluator	Evaluating the success of students by giving oral tests and evaluating their behavior in daily life, both in class and outside class hours.

Discussion

In the world of education, the problem of motivation has always been a matter of interest. This is because motivation is seen as one of the most dominant factors in determining whether or not educational goals are achieved. Motivation provided in learning activities will have a major influence on student success (Tgk Armis et al., 2022). As a motivator, teachers not only encourage the spirit of learning but also convey and instill moral values that will shape students' personalities for the better (Wulandari & Mustika, 2023). This is in line with the exemplary and appreciation or appreciation in the form of praise to students who behave well carried out by the moral akidah teacher in class VI MI Alkhairaat Biromaru is able to shape the morals of students. The success of the teacher of morals in class VI MI Biromaru in shaping the praiseworthy morals of students proves the role of motivation which functions to encourage students to do good, determine the direction of action, select their actions, and as a driver of effort and achievement (Manizar, 2017).

In addition, the role of the moral creed teacher as an inspirer is very important in shaping the character of students. As an inspirer, the teacher not only conveys the theory of morals or character, but also provides encouragement and motivation so that students can internalize and apply moral values in everyday life (Panjaitan et al., 2024). The role played by the moral akidah teacher in class VI MI Alkhairaat Biromaru by inspiring and exemplifying through stories and internalizing personal experiences related to the praiseworthy morals of forgiveness, responsibility, fairness, and wisdom to students is in fact able to shape the praiseworthy morals of students. This fact is in line with (Fauzan et al., 2024; Lahmar, 2020; Rahmiati & Azis, 2023) that through good behavior and exemplary, teachers can inspire students to grow characters such as empathy, tolerance, cooperation, hard work, discipline and honesty (Franzen et al., 2021). Through role models, inspirational stories,

motivation, and habituation of moral values, teachers can form a generation that is not only intellectually intelligent, but also has a strong character, integrity, and benefits society.

Not only that, the moral akidah teacher in class VI MI Alkhairaat Biromaru also plays a role as a demonstrator, namely a person who provides a real example in the application of praiseworthy morals. In its implementation as a demonstrator, the moral creed teacher in class VI MI Alkhairaat Biromaru always makes it a habit to come to school on time, pay attention to cleanliness, and treat all students fairly to be able to form praiseworthy morals for students in class VI MI Alkhairaat Biromaru. By becoming a demonstrator in the application of praiseworthy morals, Akidah Akhlak teachers in class VI MI Alkhairaat Biromaru play a major role in shaping the character of students to have a noble personality, have good morals, and be able to apply Islamic values in their lives, both in the school environment, family, and society. According to (Sarwono et al., 2020) the role of the teacher as a demonstrator is able to shape the social attitudes or morals of students. The view is also expressed by (Arista et al., 2023; Hakim et al., 2025; Tohirin & Nurfuadi, 2024) that the role of the teacher has a major impact on how students think, act, and behave, which affects their development by demonstrating good behavior, discipline, politeness, diligence, and sincerity in the classroom, making it an example to follow.

Akidah Akhlak teachers in class VI MI Alkhairaat Biromaru not only act as demonstrators who provide real examples in the application of praiseworthy morals, but also as correctors, namely someone who guides, corrects, and straightens the behavior of students to be in accordance with Islamic teachings. As a corrector, the teacher has the responsibility to supervise and direct student behavior, both in the classroom environment and outside the classroom. If there are students who show bad attitudes or habits, such as speaking harshly, lack of respect for teachers and friends, or lack of discipline in worship, Akidah Akhlak teachers wisely give reprimands, advice, and guidance so that they can improve these attitudes. The actions taken by the moral akidah teacher in class VI MI Alkhairaat Biromaru who directly reprimands and advises students when he sees them take actions that are contrary to praiseworthy morals and the consequences they will receive if they still repeat these actions have a big impact on the moral formation of students in class VI Alkhairaat MI Biromaru. This action by (Sulaiman, 2022) has played the role of teacher as a corrector by assessing the attitudes and behavior of students. This is in line with (Hamdi & Muslimah, 2022; Karim et al., 2022) research that the moral akidah teacher plays his role as a corrector by paying attention to the behavior of his students inside and outside the classroom.

Furthermore, Akidah Akhlak teachers in class VI Alkhairaat MI Biromaru not only act as demonstrators who provide real examples and correctors who straighten behavior,

but also as mentors who actively direct, assist, and help students in forming and developing praiseworthy morals in accordance with Islamic teachings. As a mentor, the teacher has the responsibility to support the moral and spiritual development of students through continuous guidance, both in aspects of worship, social interaction, and attitudes towards the environment. The form of guidance provided by the moral akidah teacher at MI Alkhairaat Biromaru includes assistance and direction, so that students easily understand the concept of praiseworthy morals being taught. The implementation of this guidance is in line with research (Fauniah et al., 2023) which confirms that the moral creed teacher has guided students optimally. The role of this guidance according to (Mahmudah et al., 2022) is needed to maintain student morals in the future.

The Akidah akhlak teacher also acts as an evaluator in charge of assessing, measuring, and evaluating the development of students' praiseworthy morals. As an evaluator, the teacher has the responsibility to observe, assess, and provide feedback on the character and moral development of students. This evaluation is carried out to ensure that the moral values that have been taught are truly understood and practiced in everyday life. The evaluation method is in the form of oral tests and observations to assess the extent of students' understanding of the concept of praiseworthy morals and how they apply it in everyday life (Agus et al., 2023). The step as an evaluator carried out by the moral akidah teacher at MI Alkhairaat Biromaru plays a significant role in shaping the morals of students. According to (Majid, 2023) the role of the teacher as an evaluator is an urgent thing to realize because this is where it will be seen to what extent the teacher's success in teaching and the extent to which students understand what they are learning. In addition, the teacher's role as an evaluator greatly affects how effective the learning that has been carried out (Kuswara & Mustofa, 2022; Najamudin & Hidayat, 2025).

CONCLUSION

Based on the results of research conducted related to the role of morals and ethics teachers in shaping the praiseworthy morals of grade VI students at MI Alkhairaat Biromaru, Sigi Regency, it can be concluded as follows: Moral creed teachers in class VI MI Alkhairaat Biromaru play a role in shaping the praiseworthy morals of students. The role played by the moral character teacher in class VI MI Alkhairaat Biromaru includes the role of the teacher as a motivator, inspirer, demonstrator, corrector, mentor, and evaluator. These roles are implemented in the form of exemplary attitudes of teachers, reprimands and advice, as well as inspirational stories through stories and personal experiences related to praiseworthy morals such as forgiveness, responsibility, fairness, and wisdom to students. In addition, the role

is also implemented in the form of evaluation in the form of tests and non-tests. The success of the morals teacher in class VI MI Biromaru in shaping the praiseworthy morals of students proves the role of motivation, inspiration, demonstration, correction, guidance and evaluation functions in encouraging students to do good, determining the direction of action, selecting their actions, as well as encouraging effort and achievement. The results of this study confirm previous research that moral creed teachers play a role in shaping the morals of students. This research is limited to research objects that only focus on the Madrasah Ibtidaiyah level.

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