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## **The Strategy of Akidah Akhlak Teachers in Developing Students' Polite Behavior at MTs Muhammadiyah Datarang**

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### **Abstract**

This study examines the strategies of Akidah Akhlak teachers in developing students' polite behavior in grade VIII at MTs Muhammadiyah Datarang, Tombolo Pao District, Gowa Regency. Polite behavior is an essential dimension of Islamic character education because it reflects respect, humility, empathy, discipline, and ethical communication in daily life. This research was motivated by the need to strengthen students' manners amid diverse family backgrounds, peer influence, and the growing impact of digital technology and gadgets. This study employed a descriptive qualitative approach. Data were collected through observation, interviews, and documentation involving the Akidah Akhlak teacher, the head of the madrasah, and grade VIII students. The data were analyzed using the Miles and Huberman interactive model, consisting of data reduction, data display, and conclusion drawing, while data validity was strengthened through source, technique, and time triangulation. The findings show that the development of students' polite behavior was carried out through classroom learning, personal and group approaches, habituation, teacher role modeling, advice, contextual learning, visual media, and integration with religious and extracurricular activities. School programs such as the 3S culture, Qur'an recitation before learning, congregational prayer, Hizbul Wathan, Tapak Suci, and Ikatan Pelajar Muhammadiyah supported the internalization of polite behavior. The main challenges included diverse student character, family background, peer pressure, gadget use, social media influence, and inconsistent supervision outside school. The study affirms that polite behavior development requires a comprehensive, collaborative, and sustainable strategy involving teachers, school leaders, parents, and the broader social environment.

**Keywords:** Akidah Akhlak teacher, polite behavior, character education, student manners, Islamic education

## INTRODUCTION

Education is not merely a process of transferring knowledge but also a systematic effort to shape human character. In the Indonesian educational context, the goal of education is to develop learners who are faithful, pious, knowledgeable, creative, independent, responsible, and morally noble. This aim shows that education must balance cognitive, affective, and psychomotor domains so that students grow not only as intellectually capable individuals but also as ethically responsible members of society.

Islamic education places moral formation at the center of the educational process. The formation of akhlak is inseparable from the cultivation of adab, especially polite behavior in speech, attitude, and social interaction. Polite behavior reflects a student's ability to respect teachers, parents, friends, and the surrounding community. It is also a visible expression of internalized Islamic values such as humility, respect, empathy, patience, and responsibility.

The Qur'an provides a strong foundation for the development of politeness and mutual respect. Q.S. Al-Hujurat [49]: 11 prohibits believers from mocking, insulting, and calling others by offensive names. This verse teaches that human dignity must be protected and that social interaction should be based on respect and humility. The Prophet Muhammad also emphasized the importance of respecting elders and loving the young, indicating that noble manners are essential indicators of faith and Islamic personality.

In madrasah education, the subject of Akidah Akhlak has a strategic role in cultivating students' manners. It does not only introduce concepts of faith and moral behavior but also guides students to apply Islamic values in real life. The Akidah Akhlak teacher is therefore expected to act not only as a subject instructor but also as a moral guide, character builder, and role model whose words and actions influence students' behavior.

However, cultivating polite behavior among students is not always easy. Students come from diverse family, social, and cultural backgrounds. Their behavior is also influenced by peer interaction, digital technology, gadgets, and social media. Some students may understand the importance of politeness but still struggle to practice it consistently. In the school environment, this condition may appear in the form of impolite speech, lack of respect for teachers, interrupting others, teasing friends, or weak discipline.

MTs Muhammadiyah Datarang, located in Tombolo Pao District, Gowa Regency, is an Islamic educational institution that aims to develop students who are pious, morally noble, progressive, and excellent in science and technology. Based on preliminary observations, the madrasah has implemented various religious and character-building programs, but challenges remain in cultivating students' polite behavior, particularly among grade VIII students.

This study focuses on the strategies used by Akidah Akhlak teachers in developing students' polite behavior at MTs Muhammadiyah Datarang. The study aims to describe the forms of polite behavior development, analyze the strategies used by teachers, and identify the obstacles and challenges faced in the process. The findings are expected to contribute to Islamic education studies and provide practical insights for teachers, madrasah leaders, and parents in strengthening character education.

## RESEARCH METHODOLOGY

This study employed a qualitative approach with a descriptive research design. The qualitative approach was chosen because the study aimed to understand the strategies of Akidah Akhlak teachers in developing students' polite behavior in a natural educational setting. This approach allowed the researcher to explore

the meaning, context, experiences, and practices of teachers, students, and school leaders in the process of character development.

The research was conducted at MTs Muhammadiyah Datarang, located in Tombolo Pao District, Gowa Regency, South Sulawesi. The madrasah was selected because it is an Islamic educational institution that integrates religious values and character-building activities into its school culture. The research was conducted from September to October 2025, following the academic schedule and learning activities of the madrasah.

The object of this research was the strategy of Akidah Akhlak teachers in developing polite behavior among grade VIII students. The informants consisted of the head of the madrasah, the Akidah Akhlak teacher, and grade VIII students. These informants were selected because they were directly involved in the planning, implementation, experience, and evaluation of polite behavior development in the school environment.

Data were collected through observation, interviews, and documentation. Observation was used to examine classroom learning, teacher-student interaction, students' manners, school religious activities, and habituation practices. Interviews were conducted with the Akidah Akhlak teacher, the head of the madrasah, and students to obtain in-depth information regarding strategies, forms of development, challenges, and student responses. Documentation was used to collect supporting data such as school profile, student data, teacher data, vision and mission, research instruments, and activity documentation.

The research instruments included observation guidelines, interview guidelines, and documentation notes. The researcher acted as the main instrument who collected, interpreted, and analyzed the data. Data were analyzed using the Miles and Huberman interactive model, which consists of data reduction, data presentation, and conclusion drawing. Data reduction involved selecting and simplifying relevant information from the field. Data presentation was conducted in descriptive narrative form, supported by relevant interview statements and documentation. Conclusions were drawn by identifying patterns, meanings, and relationships among the findings.

To ensure data validity, the study applied triangulation. Source triangulation was conducted by comparing information obtained from the teacher, students, and the head of the madrasah. Technique triangulation was conducted by comparing data from observation, interviews, and documentation. Time triangulation was conducted by collecting data at different times to examine the consistency of information.

## **RESEARCH FINDINGS AND DISCUSSION**

### **A. Overview of MTs Muhammadiyah Datarang**

MTs Muhammadiyah Datarang was established in 1967 by the Muhammadiyah Branch leadership. Initially, it functioned as a four-year Islamic teacher education institution known as Pendidikan Guru Agama. In 1978, it was transformed into Madrasah Tsanawiyah Muhammadiyah in accordance with government regulations and the need to strengthen Islamic education in the community.

The madrasah is located in Tombolo Pao District, Gowa Regency, South Sulawesi. It stands on waqf land of approximately half a hectare and serves as both a formal educational institution and a center for Islamic value development in the local community. Its vision is to form Muslim individuals who are pious,

morally noble, progressive, and excellent in science and technology as a manifestation of tajdid da'wah amar ma'ruf nahi munkar.

The madrasah has several supporting facilities, including classrooms, a mushalla, library, and canteen. The mushalla is used not only for congregational prayer but also for religious character development. Student data show that the madrasah had 212 students in 2025, increasing from 175 students in 2022. This indicates that the madrasah continues to play an important role in providing Islamic education in the local area.

**Table 1. Profile of MTs Muhammadiyah Datarang**

Component	Information
School name	Madrasah Tsanawiyah Muhammadiyah Datarang
NSPN	40319989
Accreditation	B
Address	Jl. Persatuan No. 17 Datarang, Kelurahan Tamaona, Kecamatan Tombolo Pao, Gowa Regency
Head of Madrasah	Malik D., S.Pd.

**Table 2. Student Data**

Year	Male	Female	Total
2025	113	99	212
2024	97	108	205
2023	98	104	202
2022	69	106	175

### B. Students' Polite Behavior at MTs Muhammadiyah Datarang

The findings show that the polite behavior of grade VIII students at MTs Muhammadiyah Datarang is generally good, although it still varies in practice. Most students understand the importance of respecting teachers, parents, and friends. They also recognize the importance of speaking politely, not interrupting conversations, greeting others, saying thank you, and helping friends.

The Akidah Akhlak teacher stated that students generally understand basic moral concepts, but some students still require special guidance because they do not always pay attention during learning or consistently practice good manners. When students make mistakes, the teacher often gives a general reminder in class and provides personal guidance when necessary so that students do not feel humiliated.

The head of the madrasah emphasized that character development is one of the main institutional orientations. The madrasah aims to develop students who are morally noble, knowledgeable, and polite according to Islamic values. Various programs support this aim, including the 3S culture, Qur'an recitation before class, congregational prayer, and extracurricular activities.

Student interviews also show that Akidah Akhlak learning has helped them understand moral values. Students mentioned that they learned to respect teachers, parents, and friends; speak gently; listen when others speak; be honest; and behave responsibly. Several students stated that they try to apply politeness

through simple daily actions such as asking for help politely, saying thank you, greeting others, listening to teachers, and helping friends.

However, the findings also show that students' polite behavior is influenced by their social environment. Some students feel uncomfortable when peers do not respect others or mock polite behavior. This indicates that peer influence can either strengthen or weaken students' commitment to good manners. Therefore, polite behavior development requires not only classroom teaching but also a supportive school culture and social environment.

### **C. Forms of Polite Behavior Development**

The development of students' polite behavior at MTs Muhammadiyah Datarang is carried out through systematic and continuous efforts. It includes classroom learning, daily habituation, religious activities, personal guidance, school culture, and extracurricular programs. The development process covers cognitive, affective, and behavioral aspects.

In classroom learning, the Akidah Akhlak teacher teaches the meaning, importance, and examples of polite behavior. The teacher connects the material with students' daily experiences so that students can understand the positive impact of politeness and the negative consequences of impolite behavior. This contextual approach helps students relate moral values to real situations.

The teacher also uses personal and group approaches. If a student makes a mistake in class, the teacher may give a general reminder so that the student does not feel embarrassed. However, if the issue requires deeper guidance, the teacher calls the student personally and explains what should be corrected. This approach reflects a humanistic and educational form of discipline.

Visual learning media are also used to strengthen students' understanding. The teacher shows images or videos that illustrate good manners in the environment. This helps students see concrete examples of polite behavior rather than only hearing verbal explanations. Such media are useful for students because visual examples are easier to understand and imitate.

Habituation is another important form of development. Students are trained to practice greeting, smiling, speaking politely, respecting teachers, participating in Qur'an recitation, and joining congregational prayer. The madrasah also strengthens character through extracurricular activities such as Hizbul Wathan, Tapak Suci, and Ikatan Pelajar Muhammadiyah. These activities provide social spaces where students can practice discipline, cooperation, respect, and responsibility.

### **D. Teacher Strategies in Developing Polite Behavior**

The strategies used by Akidah Akhlak teachers are comprehensive and integrative. The first strategy is contextual learning. The teacher links the material on polite behavior with students' daily life, including how they speak to teachers, interact with friends, ask permission, express opinions, and respond to differences. By connecting moral lessons with real experiences, students are encouraged to reflect on their own behavior.

The second strategy is a personal and group approach. The personal approach is used for students who need specific guidance, while the group approach is used to build collective awareness in the classroom. This strategy allows the teacher to address individual problems without damaging students' self-esteem and, at the same time, remind the whole class about shared values.

The third strategy is habituation. The teacher and madrasah consistently train students to practice politeness in daily activities. Habituation is important because character cannot be formed only through explanation. Students need repeated practice until polite behavior becomes part of their personality.

The fourth strategy is teacher role modeling. Students learn not only from what teachers say but also from how teachers behave. When teachers speak politely, show patience, respect students, and act consistently, students receive a direct example of moral behavior. This strategy is especially important in Akidah Akhlak learning because teachers are expected to become *uswah hasanah*.

The fifth strategy is advice and motivation. The teacher gives moral advice, reminds students about the consequences of behavior, and encourages them to change. Advice is delivered patiently and in language that students can understand. Students stated that they appreciate teachers who explain patiently and provide examples in their attitude.

The sixth strategy is collaboration with other school components. The Akidah Akhlak teacher collaborates with the head of the madrasah, other teachers, and extracurricular supervisors. If a student's behavior requires further attention, the case may be handled together with school leaders and parents. This collaborative strategy shows that polite behavior development is a shared responsibility.

#### **E. Supporting Factors, Challenges, and Obstacles**

Several supporting factors strengthen the development of polite behavior at MTs Muhammadiyah Datarang. The first is the madrasah's Islamic vision and mission, which emphasize piety, noble character, and progress. The second is the integration of character values into all subjects and school activities. The third is the existence of religious programs such as Qur'an recitation, congregational prayer, and the 3S culture. The fourth is teacher collaboration and extracurricular activities that provide additional spaces for character formation.

However, teachers also face several challenges. One major challenge comes from the internal character of students. Students have different personalities, family backgrounds, emotional maturity, and levels of self-awareness. Some students are easier to guide, while others need more intensive and patient approaches.

Another challenge comes from family background. Some students bring habits from home that may not align with school expectations. If the family does not consistently reinforce politeness, students may experience a conflict between values taught at school and habits practiced at home. Lack of parental attention can also weaken the continuity of character development.

Peer influence is also a significant challenge. Students may find it difficult to maintain polite behavior when their peer environment does not support it. Some students may even feel uncomfortable when friends mock or ignore polite behavior. This shows that the social environment strongly affects students' willingness to practice manners.

The development of digital technology and gadget use is another obstacle. Students are exposed to social media, online games, and digital content that may contain behavior that contradicts Islamic manners. The head of the madrasah and the teacher noted that students sometimes imitate negative behaviors from what they see on gadgets or social media. Therefore, digital literacy and supervision are important in supporting character development.

Overall, the challenges and obstacles show that polite behavior development cannot be carried out instantly or by one teacher alone. It requires continuous guidance, emotional communication, teacher patience, school culture, parental involvement, and a supportive peer environment.

### **Discussion**

The findings of this study indicate that the development of students' polite behavior at MTs Muhammadiyah Datarang is implemented through a holistic character education model. The Akidah Akhlak teacher combines classroom instruction, habituation, advice, role modeling, personal guidance, media use, and collaboration with school programs. This shows that moral education in madrasah is not limited to theoretical knowledge but is directed toward practical behavior formation.

The teacher's contextual approach is important because students are more likely to understand moral values when they are connected to daily life. Polite behavior becomes meaningful when students see how it affects their relationship with teachers, parents, friends, and the broader community. This approach strengthens students' moral reasoning and helps them internalize the values being taught.

Habituation and school culture are also central to the success of polite behavior development. The 3S culture, Qur'an recitation, congregational prayer, and extracurricular activities help transform moral values into repeated practices. Through repetition, students become accustomed to polite behavior, and these practices gradually become part of their character.

Teacher role modeling strengthens the development process because students observe teacher behavior directly. In Islamic education, the teacher's personality and conduct are often more influential than verbal explanation. When teachers consistently demonstrate politeness, patience, and respect, students receive a living example of the values being taught.

The study also confirms that character development is influenced by factors beyond the classroom. Family environment, peer groups, gadgets, and social media can support or weaken moral development. Therefore, the development of polite behavior requires an integrated strategy involving school, family, and community. Without this collaboration, the values taught at school may not be consistently reinforced in students' daily lives.

This study contributes to Islamic education by emphasizing the specificity of polite behavior as a core aspect of akhlak development. While many studies discuss moral development in general, this study highlights how manners, respectful communication, and daily politeness are developed through Akidah Akhlak learning and madrasah culture.

### **Conclusion**

This study concludes that the development of polite behavior among grade VIII students at MTs Muhammadiyah Datarang is carried out through classroom learning, daily habituation, religious activities, school culture, extracurricular programs, and personal guidance. The development process emphasizes not only students' knowledge about manners but also their attitude and practical behavior in daily interaction.

The strategies used by the Akidah Akhlak teacher include contextual learning, personal and group approaches, habituation, role modeling, advice and motivation, visual media, intensive communication,

and collaboration with school leaders, teachers, and parents. These strategies are comprehensive because they cover cognitive, affective, and behavioral dimensions of character formation.

The supporting factors include the Islamic vision of the madrasah, character-based school culture, religious programs, teacher cooperation, and extracurricular activities. The obstacles include diverse student personalities, family background, peer influence, gadget and social media exposure, lack of parental attention, and limited supervision outside school. These findings show that polite behavior development requires a collaborative and sustainable approach involving teachers, schools, families, and the community.

It is recommended that Akidah Akhlak teachers continue developing innovative and contextual strategies that respond to students' real-life challenges. The madrasah should strengthen systematic character-building programs and improve cooperation with parents. Students are expected to practice polite behavior consistently in school, family, and society. Future researchers may examine the effectiveness of specific strategies for strengthening students' manners in different educational contexts.

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