



The Influence of Teacher's Authority on The Formation of Students' Materials

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Article Info

Article history:

Received : 08 Sep 2023

Revised : 15 Sep 2023

Accepted : 25 Sep 2023

Available online

<http://jurnal.uinsu.ac.id/index.php/analytica>

E-ISSN: 2541-5263

P-ISSN: 1411-4380

How to cite:

Hidayatullah, Muhamad & Aisida, Sufinatin. (2023). *The Influence of Teachers' Authority on The Formation of Students' Materials*. Journal Analytica Islamica. 12 (2) (2023), 194-201



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ABSTRACT

Having and maintaining credibility is essential and absolutely necessary when fulfilling the role of an educator. With credibility, a teacher can provide guidance and advice to students without the need for cooperation. If credibility is lost, students may become emboldened to oppose authority, which they initially respected. This indicates that the school's values, rules, and even the teacher's instructions may not be respected. Therefore, education cannot proceed effectively without credibility. In this context, the teacher's role in shaping morals becomes even more prominent, with credibility as the key factor driving this process. It is crucial to instill moral values in the younger generation, especially students, so they are not easily influenced by their surroundings and can adapt themselves according to the Islamic educational goal of fostering individuals who are faithful, pious, and morally upright. This research employed quantitative research methods, specifically correlation analysis. The findings revealed that teacher credibility was rated at 75.42%, considered good as it falls within the 61%-80% interval. The assessment of students' moral development scored 72.73%, also falling within the 61%-80% interval, indicating a good level of moral development. The correlation coefficient, r_{xy} , was calculated as 0.793, indicating a strong influence. In conclusion, this study demonstrates a strong correlation between teacher credibility and students' moral development, which is crucial for achieving the goal of creating morally upright individuals in Islamic education.

Keywords: Teacher credibility, students' moral development

ABSTRAK

Memiliki dan menjaga kewibawaan merupakan hal yang esensial dan mutlak diperlukan dalam menjalankan peran sebagai pengajar dan pendidik. Dengan memiliki kewibawaan, seorang guru dapat memberikan petunjuk dan nasihat kepada peserta didik tanpa adanya rasa paksaan. Jika kewibawaan hilang, maka peserta didik mungkin akan merasa berani untuk melawan, yang awalnya mereka patuh terhadap kewibawaan guru. Ini mengindikasikan bahwa tata nilai sekolah, peraturan, dan bahkan petunjuk guru tidak

akan dihormati. Dengan demikian, pendidikan tidak akan berjalan efektif tanpa adanya kewibawaan. Dalam hal ini, peran guru dalam membentuk akhlak menjadi semakin menonjol, dengan kewibawaan sebagai faktor kunci yang menggerakkan proses ini. Maka, sangat penting untuk melakukan pembentukan akhlak pada generasi muda, terutama peserta didik, agar mereka tidak mudah terpengaruh oleh lingkungan sekitar dan mampu menyesuaikan diri sesuai dengan tujuan pendidikan Islam yang bertujuan membentuk pribadi muslim yang beriman, bertaqwa, dan berakhlak baik. Terbentuknya akhlak memiliki peran penting dalam mewujudkan individu yang memiliki ketaqwaan kepada Allah SWT. Penelitian ini menggunakan metode penelitian kuantitatif dan jenis penelitian korelasi. Hasil penelitian ini analisis pada persentase kewibawaan guru memperoleh hasil nilai 75,42% dan tergolong baik, karena berada pada interval 61%-80%. Pada analisis pembentukan akhlak mahmudah peserta didik diperoleh hasil 72,73% dan tergolong baik, karena berada pada interval 61%-80%. pada analisis product moment dengan nilai $r_{xy} = 0,793$ dan pada tabel koefisien korelasi di atas menyatakan bahwa nilai "r" yang diperoleh berada pada taraf 0,60-0,799 sehingga tergolong memiliki pengaruh yang kuat.

Kata Kunci: Guru kewibawaan, pembentukan akhlak mahmudah peserta didik

1. INTRODUCTION

Education is a conscious and planned effort to create an attractive learning environment, so that students can actively develop their potential in various aspects such as spirituality, self-control, personality, intelligence, good morals, and skills that are useful for themselves and society. Education includes not only the provision of specific skills, but also deeper things such as the provision of knowledge, judgment and wisdom, which are not always physically visible. (Desi Pristiwanti. et al, 2022: 7915).

In the dynamics of the teaching and learning process, the role of the teacher becomes very central, functioning as a director and main actor. This means that the success of learning in the classroom is very dependent on the role of the teacher, who has a dominant influence in achieving success in teaching and learning, apart from other factors. Therefore, to achieve these goals, teachers need to have solid basic skills in carrying out their duties. One of them is the personal abilities possessed by the teacher himself. Thus, in this context, teachers are expected to be able to plan everything before learning activities begin in the classroom. One important aspect of a teacher's character is authority. (Nikmatul Rowiya.dkk, 2022: 1).

Therefore, having and maintaining authority is essential and absolutely necessary in carrying out the role as a teacher and educator. By having authority, a teacher can provide guidance and advice to students without any sense of coercion. If authority is lost, then students may feel emboldened to oppose what they initially obeyed the teacher's authority. This indicates that school values, rules, and even teacher instructions will not be respected. Thus, education will not be effective without authority. Bearing in mind that

there is authority, all directions given by educators will be accepted by students voluntarily. On the other hand, if there is no authority, students are unlikely to follow the directions and teachings given by the educator.

Authority refers to the abilities, strengths and excellence possessed by a teacher, enabling him to direct, guide, teach, lead and give orders to students in the learning context. When these conditions are realized, it creates confidence in the teacher that he or she is able to guide students in a direction that is beneficial to their development. In this way, a strong influence is created on the morals and ethics of students, so that they follow the teacher's guidelines with sincerity and awareness, even willingly submitting and obeying the teacher. In other words, teachers who have authority can influence their students until they become obedient to the teacher's guidelines. (Nikmatul Rowiya.dkk, 2022: 4-5).

The authority of the teacher plays a central role in shaping the morals of students. Authority includes the abilities, strengths and integrity inherent in a teacher, enabling him to inspire, guide and direct students towards good attitudes and behavior. Apart from that, teacher authority also encourages the formation of positive emotional and mental bonds between teachers and students. When teachers show a consistent, fair and respectful attitude, students feel empowered to follow in those footsteps. This helps encourage intrinsic motivation in internalizing moral values, not only out of obligation, but also out of confidence and respect for teachers. Authority is not just a personal attribute, but an effective means of directing students towards a positive moral attitude. In this case, the role of teachers in shaping morals becomes increasingly prominent, with authority as a key factor driving this process.

The process of forming morals involves the introduction and application of moral values, ethics and norms that lead to good attitudes, responsibility and respect for others. Teachers who have authority will be better able to communicate these values in a way that influences students more effectively. Teacher authority builds a foundation of trust between teachers and students, which is essential in conveying moral and ethical messages. Students tend to be more open to accepting these values when they feel confident that the teacher has reliable knowledge, experience and dedication.

Moral formation is a serious effort to create characters who have good morals in individuals, especially children. This effort is carried out through the use of education and guidance methods that are well planned and structured, and carried out appropriately and consistently. (Hasan Bastomi, 2017: 99).

So, it is very important to build morals in the younger generation, especially students, so that they are not easily influenced by the surrounding environment and are able to adapt themselves in accordance with the goals of Islamic education which aims to form Muslim individuals who are faithful, devout and have good morals. The formation of morals has an important role in creating individuals who have devotion to Allah SWT. The aim of moral formation is to strengthen human values that are in line with Islamic teachings, by worshiping obediently and having good behavior in society. Efforts to guide and shape students to have commendable morals require a good approach, both directly and indirectly. This is closely related to the entire educational process, including how to

learn and teach, as well as how teachers provide direction to their students. For example, this is reflected in the teacher's attitudes and behavior, which includes the teacher's authority.

Based on the experience that the author found during observations on March 9 2023, the author's observations also found that almost all teachers were able to demonstrate their authority well, both inside and outside the classroom. This can be seen in the way they dress neatly and politely, as well as being disciplined in managing their time. These habits become positive role models for students.

2. RESEARCH METHODE

Research methods are scientific approaches to obtain data with specific purposes and benefits. There are four key terms that need to be considered, namely scientific approach, information, intention and benefits. (Sugiyono, 2019: 1).

Based on the explanation above, in this research the approach used by the author is a quantitative approach. By using a quantitative research approach, the author will investigate current research problems regarding teacher authority and the process of forming good morals in students. The aim of this research is to obtain accurate data and a comprehensive understanding of the issue being investigated. In this research, the type of research is correlation (relationship), because in this research, the author wants to find out how much is the relationship between variable The data collection techniques used in this research were observation and questionnaires.

3. RESULT AND ANALYSIS

In the framework of this research, the research subjects were students of class X (22 respondents), class XI (19 respondents), and class XII (19 respondents), with a total of 60 students.

To find out how strong the percentage results are for each variable, score interpretation criteria are needed which can be determined with the following percentages:

Nilai Interpretasi Skor	
0 - 20 %	Sangat Tidak Baik
21 - 40 %	Tidak Baik
41 - 60 %	Kurang Baik
61 - 80 %	Baik
81 - 100 %	Sangat Baik

Referring to the information collected from the questionnaire filled out by 60 respondents regarding teacher authority, it was found that the F value reached 2715 and the N value reached 3600. Next, to calculate the average percentage value, the appropriate formula will be used:

$$P = \frac{F}{N} \quad \times \quad 100\%$$

$$P = \frac{2715}{3600} \quad \times \quad 100\%$$

$$P = 75,42\%$$

Based on the results that have been analyzed, it can be concluded that the level of Teacher Authority at Jati Agung Taman Sidoarjo High School reaches a percentage of 75.42%. This figure is in the range between 61%-80% which indicates Good category qualifications.

Referring to the information collected from the questionnaire that was filled out by 60 respondents regarding the formation of students' good morals, it was found that the F value reached 2618 and the N value reached 3600. Next, to calculate the average percentage value, the appropriate formula will be used:

$$P = \frac{F}{N} \quad \times \quad 100\%$$

$$P = \frac{2618}{3600} \quad \times \quad 100\%$$

$$P = 72,73\%$$

Based on the results that have been analyzed, it can be concluded that the level of moral formation of students at Jati Agung Taman Sidoarjo High School reaches a percentage of 72.73%. This figure is in the range between 61%-80% which indicates Good category qualifications.

To identify the level of relationship between the variables being studied, the following correlation coefficient criteria table is used:

Interval Koefisien	Tingkat Hubungan
0,80 – 1,000	Sangat Kuat
0,60 – 0,799	Kuat
0,40 – 0,599	Sedang
0,20 – 0,399	Rendah
0,00 – 0,199	Sangat Rendah

From the information obtained from the questionnaire that has been distributed, the following value results are obtained:

$$\begin{aligned}
 N &= 60 \\
 \Sigma X &= 2.715 \\
 \Sigma Y &= 2.618 \\
 \Sigma X^2 &= 126.253 \\
 \Sigma Y^2 &= 117.310 \\
 \Sigma XY &= 121.028
 \end{aligned}$$

This value is then entered into the product moment formula

$$r_{xy} = \frac{N \cdot \Sigma XY - (\Sigma X) \cdot (\Sigma Y)}{\sqrt{\{N \cdot \Sigma X^2 - (\Sigma X)^2\} \cdot \{N \cdot \Sigma Y^2 - (\Sigma Y)^2\}}}$$

$$r_{xy} = \frac{(60 \times 121.028) - (2.715 \times 2.618)}{\sqrt{\{(60 \times 126.253) - (2.715)^2\} \times \{(60 \times 117.310) - (2.618)^2\}}}$$

$$r_{xy} = \frac{7.261.680 - 7.107.870}{\sqrt{\{(7.575.180 - 7.371.225)\} \times \{(7.038.600 - 6.853.924)\}}}$$

$$r_{xy} = \frac{153.810}{\sqrt{203.955 \times 184.676}}$$

$$r_{xy} = \frac{153.810}{\sqrt{37.665.593.580}}$$

$$r_{xy} = \frac{153.810}{194.076, 257126}$$

$$r_{xy} = \mathbf{0,79252352801}$$

$$r_{xy} = \mathbf{0,793}$$

The results of calculations using the formula above produce a final calculated r value of 0.793. Next, this value is referred to in the table of correlation coefficient values "r" product moment with the degrees of freedom (df) of the frequency distribution, namely $N - nr = 60 - 2$, which is equivalent to 58.

Based on the results of the r_{count} calculation and its comparison with r_{table} , the respective results were obtained, namely r_{count} of 0.793 and r_{table} value at the 5% significance level of 0.254. Thus, it can be stated that the value of r_{count} is greater than r_{table} . Therefore, it can be concluded that in the context of this research, the alternative hypothesis (H_a) can be accepted. This indicates that there is an influence between teacher authority and the formation of easy morals in students at Jati Agung Taman Sidoarjo High School.

Based on the results of the tests that have been carried out, it was found that the r_{xy} or r_{count} value is greater than r_{table} , so the hypothesis proposed by the author can be accepted. Furthermore, if you refer to the product moment correlation coefficient (r) interpretation table, you get an r_{xy} or $r_{calculated}$ value of 0.793 which is in the range between 0.60 to 0.799. This shows that there is a strong correlation between variables X and Y.

4. CONCLUSION

In accordance with the results obtained, Teacher Authority at Jati Agung Taman Sidoarjo High School reached 75.42%, which falls in the 61%-80% interval and is categorized as Good.

In accordance with the results obtained, the formation of good morals for students at Jati Agung Taman Sidoarjo High School reached 72.73%, which falls into the 61%-80% interval and is categorized as Good.

The influence of teacher authority on the formation of students' good morals at Jati Agung Taman Sidoarjo High School has been proven through hypothesis analysis using the PPM (Pearson Product Moment) correlation formula. The test results show that the correlation value r_{XY} is 0.793, which is much greater than the critical value of r_{table} , namely 0.254, with a comparison of $0.793 > 0.254$. This indicates that variable A apart from that, from the interpretation of the correlation coefficient table, it is known that the value of r_{XY} 0.793 lies in the range of 0.60 to 0.799, indicating that there is a strong correlation between the two variables.

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