THE IMPORTANCE OF ISLAMIC EDUCATION TEACHER COMPETENCE AND PARENTAL ATTENTION IN ENHANCING STUDENTS' CHARACTER FORMATION AT NUR AL-JADID EXCELLENT ISLAMIC HIGH SCHOOL

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Abstract - This study aims to explore the influence of Islamic Religious Education teacher competence and parental attention on student character building at MA Featured Nur Al-Jadid Waru Sidoarjo. The purpose of this study is to analyse and determine the impact of each of these factors. The research method used a quantitative approach with a survey method, involving 33 students from classes X-XI by census. The research instrument was a questionnaire with variables of Islamic Religious Education teacher competence, parental attention, and student character building. Regression analysis was chosen to identify the relative impact of each variable. Validity and reliability tests were conducted to ensure data quality. The results showed that teacher competence and parental attention had a significant impact on students' character building. Competent teachers create a supportive environment for students' character and parental attention provides a moral foundation for developing social norms. Both factors play an important role in student character formation. This study is expected to contribute to understanding the factors that influence student character formation and provide guidance for education practitioners to improve the effectiveness of character education.

Key Words: Islamic Education Teacher Competence; Parental Attention; Character Building.

INTRODUCTION

The current education system is still often focused on academic aspects, prioritizing the development of intellectual intelligence alone. In fact, education should actually involve developing students' potential as a whole. Intelligence is not limited to the intellectual dimension, but also includes emotional and spiritual aspects (Choiriah, 2013). Efforts to develop emotional intelligence lie in students' ability to understand and manage their own emotions, as well as understand the emotions of others. These emotional skills support success in the academic world and help to face the challenges of daily life and build healthy interpersonal relationships (Widiastuti, 2022). Likewise with spiritual intelligence, which includes understanding values, life goals, and the meaning of existence (Sofiyah, 2019). This can cause students to face difficulties managing stress, building healthy relationships, and finding meaning in their activities.

Character education is an important aspect that should be the main task of schools (Montessori, 2012). However, character education often does not receive adequate attention in the realm of schooling. The impact of this lack of attention to character education can be seen from the emergence of various social ills in society. Therefore, schools should focus on improving academic achievement alone while also having a big responsibility to develop the character of students. Academic achievement and good character formation should be considered as two important dimensions that complement each other. Character education is carried out with the aim of improving the quality of educational processes and outcomes, with a focus on forming students' character and noble morals in a complete, integrated and balanced manner (Djuanda, 2020). Students who have good character are more likely to become members of society who contribute positively and can develop a healthy social environment. Therefore, implementing character education in schools should be a priority to achieve graduate competency standards which include aspects of good character formation (Mulyasa, 2022).

The influence of teacher competence on the formation of student character is very significant in education (Qurniati & Sari, 2023). Teacher competency includes understanding teaching methods, skills in delivering material, and interpersonal skills (Oviyanti, 2017). Theoretically, teacher competency can provide a strong foundation for the formation of student character (Sari, 2020). Teachers who have an awareness and understanding of moral and ethical values can integrate these aspects into the curriculum, present material in a way that stimulates moral reflection, and model appropriate behavior. At a practical level, teacher competence is also reflected in their ability to guide students to overcome situations that involve aspects of character (Sari et al., 2019). Competent teachers tend to apply effective and creative teaching strategies, thereby increasing the attractiveness of subject matter for students (Mardikaningsih & Darmawan, 2021). According to Blazar and Kraft (2017), competent teachers can provide effective guidance, provide constructive feedback regarding student behavior, and support the development of positive attitudes. Good teacher competency can provide a strong basis for effective teacher performance (Olaleye & Oluremi, 2013; Darmawan, 2014). The success of teachers in managing classes with positive discipline and providing good role models can develop positive social norms in the school environment (Yanti & Darmwan, 2018; Lubis, 2022). Teachers who are able to listen, understand, and respond to students' needs and feelings can create emotional bonds that support character development (Hamu, 2023). These positive interactions can motivate students to make good decisions, develop a sense of responsibility, and build healthy relationships with others. Teachers play a role as transmitters of academic information and facilitators in building student character. In this way, all students' needs in character formation will be well accommodated by the teacher's competence (Musfah, 2012).

Apart from teacher competence, parental attention also has a very significant impact on the formation of student character (Purwaningsih & Syamsudin, 2022). Parental attention reflects commitment to children's development, creating a strong

foundation for the formation of moral values (Zainuddin et al., 2022). Parents who provide sufficient attention can play a key role in transmitting family values, ethics and morals to their children (Ulfah, 2020). Through open communication, parents can learn more about their children's social and emotional lives. With good understanding, parents can provide moral guidance, provide positive encouragement, and help children overcome ethical dilemmas (Lickona, 2022). A family environment that is full of love and attention tends to support positive character development (Rakhmawati, 2015). When children feel that their parents care about their moral values and character, they tend to be more open to the guidelines and values taught. By building positive relationships and providing ongoing attention, parents can become effective partners in supporting their children's character growth (Subianto, 2013).

Education is a long journey that aims to transfer knowledge and develop students' character and morality. In this way, researchers will explore the influence of these two factors on the formation of student character. Through a deeper understanding of the role and interaction between teacher competence and parental attention that supports the growth of strong and positive student character.

RESEARCH METHODS

This research is quantitative with a survey method with the main aim of measuring the extent of the influence of teacher competence and parental attention on character formation. The population of this study were all students at the Nur Al-Jadid Waru Sidoarjo MA Featured. The research sample will be selected by census with a total of 33 students from classes X-XI. The sample size will represent all the variety and diversity of students and learning situations. The variables in this research are divided into two types, namely independent variables, which include teacher competence and parental attention, and dependent variables, which are related to character formation. The following is a detailed explanation:

1. Islamic Religious Education teacher competency (X.1) involves interpersonal skills, creativity in delivering material, and the ability to make relevant connections to students' lives related to Islamic religious education. According to Hutomo et al. (2012), teacher competency consists of mastery of material, teaching skills, classroom management, and student-teacher interaction.
2. Parental attention (X.2) is a form of parental involvement such as support and attention in their children's education (Rogers et al., 2009). Indicators consist of parents' knowledge of children's development at school, parents' involvement in learning activities at home, parents' availability of time to guide children's learning, and communication between parents and children regarding learning progress (Lembong et al., 2015).
3. Formation of student character (Y) refers to the process of developing positive values, attitudes and behavior in students during the education period (Althof & Berkowitz, 2006). Indicators of character formation are moral values, positive attitudes towards learning, ability to adapt and overcome difficulties, and social skills (Akhmad, 2011).

The research instrument used was a questionnaire to collect data regarding students' perceptions of teacher competence and parents' attention to the character formation of students at MA Featured Nur Al-Jadid Waru Sidoarjo. Data collection was carried out by distributing questionnaires to a selected sample of students. The data collected within the framework of this research will undergo a comprehensive analysis process using statistical methods, with the main focus on regression analysis. The main aim of this analysis is to identify and understand the extent to which teacher competence and the role of parents contribute to the formation of student character.

RESULTS AND DISCUSSION

Data collection carried out at MA Featured Nur Al-Jadid Waru Sidoarjo obtained results from 33 students who responded well to the questionnaire. This data collection process provides a strong basis for analysing the influence of the variables studied on character formation in the MA Featured Nur Al-Jadid Waru MA environment.

Validity tests have been carried out on two independent variables, namely Islamic Religious Education teacher competency and parental attention, as well as one dependent variable, namely student character formation. The test results showed that not a single statement in the questionnaire items was deleted because the corrected item total correlation values all exceeded the minimum limit that had been set at 0.3. This means that each question item has an adequate correlation and all of them are considered relevant for understanding the variable being measured.

From the results of the reliability analysis, it can be concluded that the Islamic Religious Education teacher competency variable shows a reliability value of 0.937, the parental attention variable reaches 0.822, and the student character formation variable has a reliability value of 0.9815. These values indicate that all variables are considered reliable as measurement tools, because they exceed the generally accepted minimum limit, namely 0.6, according to Cronbach's Alpha value.

Table 1
ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	257.765	2	128.882	159.142	.000[b]
	Residual	24.296	30	.810		
	Total	282.061	32			

The F test results, as listed in Table 1, show that the calculated F value reached 159,142, with a significance level of 0.000. Because this probability value is smaller than 0.05, it can be concluded that the regression equation shows a strong level of significance. These findings indicate that together, the Islamic Religious Education teacher competency variables and parental attention have a significant

impact on the formation of student character at the Nur Al-Jadid Waru MA Featured, Sidoarjo.

Table 2
t Test

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.527	.858		1.780	.085
	X1	.412	.058	.569	7.109	.000
	X2	1.175	.207	.455	5.682	.000

Based on the results of this research, the resulting regression model can be represented in the form of the mathematical equation $Y = 1.527 + 0.412X1 + 1.175X2$. From this model, it can be concluded that if the value of all variables, namely Islamic Religious Education teacher competence (X1) and parental attention (X2), has a value of zero, then the predicted value of student character formation (Y) will be around 1.527. In other words, the contribution of Islamic Religious Education teacher competency variables and parental attention is very significant in shaping the value of student character formation at the Nur Al-Jadid Waru MA Featured, Sidoarjo. This modeling provides an overview of the extent of the influence of each independent variable on the dependent variable in forming student character at MA Featured Nur Al-Jadid Waru, Sidoarjo.

Based on the results of the analysis in Table 2, the significance value obtained for Islamic Religious Education teacher competency is 0.000 and for the parent attention variable Nur Al-Jadid Waru Superior MA, Sidoarjo is also 0.000. With a significance value of less than 0.05, it can be concluded that these two variables, namely Islamic Religious Education teacher competency and parental attention, have a significant influence on the realization of student character formation at MA Featured Nur Al-Jadid Waru, Sidoarjo partially. This shows that both Islamic Religious Education teacher competence and parental attention contribute significantly to the formation of student character separately, and both have an important role in the process of student character formation at the Nur Al-Jadid Waru Superior MA, Sidoarjo.

Table 3
Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.956[a]	.914	.908	.900

The next step in the analysis includes the use of the coefficient of determination to assess the extent to which variability in student character formation can be explained by the research variables, namely Islamic Religious Education teacher competence and parental attention. The findings from the

research show that there is a very close relationship between these two variables. The R value obtained was 0.956, and the R Square value (coefficient of determination) reached 0.914. These results imply that around 91.4% of the variation in student character formation can be explained by variables such as Islamic Religious Education teacher competence and parental attention at the Nur Al-Jadid Waru MA Featured MA, Sidoarjo. In other words, most of the changes or variations that occur in the formation of student character can be attributed to the influence of these two variables. The remainder, around 8.6%, is influenced by other factors not included in the scope of this research.

This research unveils the significant impact of teacher competence on the formation of student character, aligning with prior studies conducted by Musfah (2012), Bukit and Tarigan (2022), and Mazrur et al. (2022). High teacher competence has the capability to create a classroom environment conducive to the development of student character (Suriansyah, 2015). The positive influence of teacher competence extends across various aspects of character formation. Competent teachers can design and deliver instructional materials with an approach that emphasizes not only academic knowledge but also moral and ethical values (Herlina et al., 2021).

Teacher competence encompasses not only academic skills but also contributes to a higher level of professionalism (Putra et al., 2017; Darmawan, 2018). With these abilities, teachers become not only educators but also role models, providing moral guidance and instilling positive values in students. Furthermore, the competence of teachers is reflected in their ability to understand and respond to the individual needs of students.

Studies by Kunter et al. (2013) and Darmawan (2019) assert that a sense of capability and competence can enhance teacher motivation to deliver quality teaching. Conversely, teachers who feel competent in their work tend to have higher job satisfaction (Mau et al., 2008; Darmawan et al., 2021; Toropova et al., 2021).

The ability of teachers to effectively deliver instructional material positively contributes to student understanding and, ultimately, improves learning outcomes (Mardikaninigsih & Hariani, 2016). Therefore, continuous efforts are made to train and develop educators, enhancing their skills in guiding, teaching, and shaping the character of students. This is a crucial step to ensure that education focuses not only on knowledge transfer but also on building strong character for future generations. In supporting this exposition, further scholarly investigations could delve into specific methodologies employed by competent teachers in integrating moral and ethical values into their instructional approaches, as well as exploring the long-term effects of character formation on students' personal and academic development.

This research underscores the significant role of parental attention in shaping students' character. These findings corroborate previous studies by Subianto (2013), Ritonga (2022), and Ampa (2023), consistently highlighting the positive impact of parental involvement in the development of a child's character. The provision of adequate attention by parents is identified as a key factor in creating a family

environment that supports the development of moral and ethical values, aligning with the contributions of Karo-Karo (2014) in his research.

The importance of parental attention extends beyond instilling family values; it involves being a respected example for children. This role is crucial in guiding and shaping the mindset and attitudes of children towards the moral and ethical values upheld within the family.

Furthermore, parental attention also contributes to supporting activities outside the school environment that can provide valuable experiences for students. In this context, parental involvement in social activities with their children positively contributes to enriching students' experiences and broadening their insights into essential social values.

Parental involvement is not limited to supporting extracurricular activities; it is also found to provide consistent support in the formation of students' character. The active engagement of parents in providing guidance, support, and direction becomes a crucial pillar for students in facing various moral challenges or ethical conflicts they may encounter, in line with the research conducted by Najmudin et al. (2023).

Efforts to support the role of parents in developing the moral values of children are not solely the responsibility of parents themselves. This initiative also requires close collaboration between schools and families. This collaboration aims to create an educational environment that fosters optimal character growth in students, integrating moral and ethical values in both formal and informal learning contexts. Through this collaboration, it is hoped that the formation of students' character can become a complete process involving positive and sustainable contributions from both parents and the educational environment.

CONCLUSIONS

Based on research that discusses the influence of teacher competence and parental attention on the formation of student character, it can be concluded that these two factors have a significant role in shaping student character. Teacher competency has an impact on academic aspects and develops a classroom environment that supports moral values. Parental concern plays a crucial role in guiding children through family values and providing moral support. To increase effectiveness in forming student character, a number of suggestions can be proposed. First, efforts are needed to improve teacher competency, including developing character learning skills in the education curriculum. Ongoing training and support needs to be provided to teachers to ensure they can become moral leaders in the educational environment. Second, it is necessary to increase the role of parents to support the formation of students' character. Parent education programs, family discussions about values, and active collaboration between schools and families can be effective measures. Encouraging parental involvement in character education activities at school can also strengthen the positive impact. This will create an educational environment that supports students' development and equips them with the moral values necessary to face future challenges.
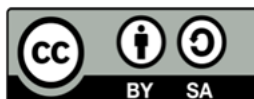
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