

# The Role of Village Teachers in Instilling Islamic Educational Values Among the Community in Ganjan Hamlet, Dendang Village, Kelapa District, West Bangka

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## ABSTRACT

*The problem in this study is the rapid influence of globalization, paying attention to Islamic education in the Ganjan hamlet community, where the education received by the community, especially religious education, is still less than optimal, and it can be seen that the people in the Ganjan hamlet often commit acts that violate Islamic law. The objectives of this study are to describe the role of village teachers from the perspective of the community in Ganjan Village. To determine the role of village teachers in instilling Islamic religious values in children in Ganjan Village. To determine whether the role of village teachers can instill religious understanding among the community in Ganjan Village.*

*This research is qualitative in nature, used to obtain in-depth data. Respondents were selected based on the objects and subjects of the research, with four village teachers as the objects of the research and the village head, hamlet head, and six members of the Ganjan Hamlet community as the subjects. Data was collected through observation, unstructured interviews, and documentation. Data analysis techniques included data reduction, data presentation, and conclusion drawing. The results of this study are as follows: first, the role of village teachers in the community's perspective includes spiritual, social, and moral roles; village teachers act as teachers and educators of the community, mentors, and role models. Second, the role of village teachers in instilling Islamic educational values in children in Ganjan Hamlet is divided into four roles, namely teacher and educator, mentor, role model, and motivator. The Islamic education values instilled by village teachers include faith, worship, morality, and social values. Third, the role of village teachers is to instill religious understanding in the community. After participating in religious activities such as recitation of the Quran, majlis ta'lim, and other religious activities, the community's religious knowledge and understanding increases, and their faith and worship improve.*



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## INTRODUCTION

Education is one of the main principles of Islam, and teachers are regarded as highly respected professionals. In general, the Prophet Muhammad himself is often referred to as an educator of humanity. The teacher is an educator and instructor. According to Suraji in Muhammad Anwar and Rusmin Muhammad, teachers carry out the work of prophets to save people from ignorance and immorality (HM, 2023).

In Islam, a person can become a teacher not only if they have met the academic and scientific requirements, but more importantly if they have received recognition for their moral character. A teacher

does not only impart knowledge about various fields of study, but more significantly, instills in their students the principles and teachings of Islamic education.

Furthermore, in the Law of the Republic of Indonesia No. 14 of 2005 on teachers, as stated in Chapter I, article 1, it is explained: "A teacher is a professional educator with the primary duty of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education in formal education, basic education, and secondary education" (Indonesia & Number, 2005).

Using the definition of teachers mentioned earlier, village teachers also have the same duties as formal education teachers, meaning that they both have the obligation to teach, guide, and lead their communities. Village teachers also have the same meaning as Quran teachers, religious leaders, and religious figures in the village community.

Village teachers are individuals who, in addition to having extensive religious knowledge, also convey religious information to the community to instill admirable moral values in them. Since they are regarded as knowledgeable individuals whose advice is widely accepted, the community typically bestows the title of village teacher upon the Islamic religious leaders in the village. This is because the primary responsibility for conveying, teaching, disseminating, and upholding moral principles in the community falls on the village teacher.

In Ganjan Hamlet, village teachers hold a prominent position and are considered the main people responsible for maintaining and teaching the Islamic faith, including upholding *amar ma'ruf nahi munkar* and setting educational goals for the community.

These guidelines are one of the main sources of guidance for initiatives aimed at promoting the mission of Islam and *da'wah* to achieve the prosperity of its people. The function of village teachers in this study is to provide guidance, instill Islamic ideals, and assist in religious understanding.

Village teachers play an important role in teaching Islamic values to local residents in Ganjan Hamlet, Dendang Village, Kelapa Subdistrict, West Bangka. More specifically, instilling religious values in the religious field is the instillation of religious values in the religious sphere.

Through religious activities, village teachers help instill the importance of Islamic education. These activities include teaching the recitation of the Quran with proper pronunciation (*tajwid*), organizing activities such as Friday night recitations of Surah Yasin and *tahlil*, holding religious study sessions, and organizing events to commemorate major religious holidays. They also act as marriage guardians for community members who are about to marry, conduct funeral preparations and arrangements, and hold regular *fiqh* study sessions every Saturday night.

Therefore, village teachers in Ganjan Hamlet, Dendang Village, Kelapa Subdistrict, West Bangka, play a crucial role in instilling an understanding of Islamic values to help the community advance in their religious knowledge and collaborate with village teachers to improve the quality of life in Ganjan Hamlet. Village teachers encourage the community to work together for the greater good. Based on initial interviews conducted by the researcher, as revealed by Aidi: "First, the phenomenon of globalization is both a challenge and a threat in our time. Globalization poses a danger because it allows young people today to communicate and receive information quickly. The community tends to accept information that is contrary to Islamic principles if it is not filtered. Second, some members of the community in Ganjan Hamlet lack understanding in the religious field. Third, it is not uncommon for people to violate religious norms and behave deviantly." (Interview, Aidi, Head of Ganjan Village, January 7, 2024)

In line with the above statement, Mr. Almi, the village teacher, said: "Many people in this village still violate Islamic law and act contrary to Islamic teachings, such as consuming alcoholic beverages, engaging in free mixing, and other actions that are not in accordance with Islamic teachings. However, it is important to remember that our community is still in the process of learning and developing. Therefore, the role of village teachers is crucial in providing guidance and education to the community." (Interview, Almi, Village Teacher of Ganjan Village, May 9, 2025)

From the interview above, there are several problems in this study. First, globalization is a threat and challenge that allows for the rapid and widespread flow of information and communication. This implies that data from all over the world can be easily accessed by anyone, including the younger generation. The content circulating is not always in line with religious teachings, and without adequate filtering, there is a risk that this content could influence the views and behavior of the community. Without the ability to critically filter information, there is a significant risk that society, especially those still in the formative stages of character development like the younger generation, will be influenced by information that contradicts Islamic principles. This could manifest as lifestyles that are incompatible, differing moral values, or ideologies that do not align with existing beliefs and traditions.

Second, considering the Islamic education of the people of Ganjan Hamlet, the community's access to higher education, especially religious education, is still lacking because in formal schools, religious

education is only taught once a week. Of course, village teachers play an important role in providing Islamic education in Ganjan Hamlet, Dendang Village, Kelapa Subdistrict, West Bangka.

Village teachers play an important role in providing Islamic education to the community because the educational background of the Ganjan hamlet community is relatively low, resulting in a lack of religious knowledge. Third, based on interviews and initial observations, it is evident that Ganjan hamlet residents often engage in behavior that is contrary to Islamic law, and this behavior is not limited to older people; young people are also involved.

Violations of Islamic Sharia, such as drunkenness, online gambling, and the frequent loitering and going out at night by teenagers, which can lead to adultery, not only harm individuals but also those around them. To prevent actions contrary to religious principles, village teachers play a crucial role in educating the community about Islam. Based on the issues above, the researcher is interested in conducting a study titled "The Role of Village Teachers in Instilling Islamic Religious Education Values Among the Community in Ganjan Village, Dendang Village, Kelapa District, Bangka Barat."

## **LITERATURE REVIEW**

Teacher competencies are an important factor in the success of the learning process. According to Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers, teachers must have four main competencies, namely pedagogical, personal, social, and professional.

Pedagogical competence refers to the ability of teachers to manage student learning, from planning and implementation to evaluation. Teachers with high pedagogical competence will be able to create an effective, adaptive, and student-centered learning environment. Meanwhile, professional competence reflects teachers' in-depth mastery of teaching materials, as well as their mastery of the underlying structures, concepts, and scientific methods. These competencies are essential so that teachers not only convey knowledge but are also able to relate the subject matter to the real-life context of students and the latest scientific developments.

Teacher performance is a concrete manifestation of the application of their competencies. The performance of Islamic Education (PAI) teachers is not only measured in terms of material delivery, but also in terms of their ability to shape students' characters in accordance with Islamic values. Previous studies have shown that pedagogical and professional competencies are significantly related to the quality of teacher performance. Competent PAI teachers tend to be more capable of nurturing students in cognitive, affective, and psychomotor aspects in a balanced manner.

Several previous studies support the importance of teacher competence in improving performance. For example, research conducted by Suyanto (2020) shows that pedagogical competence has a positive effect on learning effectiveness. Similarly, Yulianti and Prasetyo (2022) emphasize that teacher professional competence is the main predictor of student learning outcomes.

In the context of madrasahs, the role of PAI teachers becomes more complex because, in addition to delivering content, teachers also serve as moral and spiritual role models for students. Therefore, enhancing teachers' pedagogical and professional competencies is essential to ensure that their performance supports the achievement of holistic Islamic educational goals.

## **METHOD**

This study uses qualitative descriptive methods. One type of study that falls under the category of qualitative research is qualitative descriptive research. According to Rusandi and Muhammad Rusli, descriptive research is a method in which researchers observe events and phenomena in human life and ask individuals or groups of people to describe their lives. The researcher then narrates this material in a descriptive timeline. Unlike quantitative research, descriptive research produces data in the form of words and images rather than numerical values (Rusandi dan Muhammad Rusli, 2022).

Qualitative research is a research method that produces findings that cannot be obtained through statistical analysis or quantification. Qualitative research aims to collect in-depth and meaningful data through a qualitative approach (Sugiyono, 2020). Qualitative research, as stated by Bogdan and Taylor in Eko Murdiyanto, is a research approach that produces descriptive data through direct observation and interaction with subjects. Qualitative research involves the collection of natural and descriptive data with the researcher as the main instrument (Eko, 2020).

The qualitative approach is a method for creating statements of knowledge based on constructive perspectives (e.g., meanings derived from individual experiences, social values, and history with the aim of constructing a specific theory or pattern of knowledge), participatory perspectives (e.g., orientation toward politics, issues, collaboration, or change), or both, according to Creswell W in Feny Rita Fiantika et al. The points mentioned above highlight the fact that in qualitative research, researchers build knowledge through interpretation by referring to various perspectives and direct data from the research topic. This

interpretation can be supported by various data sources, including history, individual experiences, observation notes, and interviews, among others (Fiantika et al., 2022).

The following data collection techniques are used by researchers to gather information about the issues raised and to facilitate the process of finding answers:

#### 1. Observation

Generally, observation is defined as a data collection method that involves observing and documenting phenomena in a sequential manner. A common method of assessment for evaluating individual behavior or the course of something that can be seen is observation.

In Uswatun Khasanah, Suharsimi Arikunto defines observation as the direct observation of an object in its surroundings, either in the process or at a stage involving various sensory-based activities. As well as deliberate, conscious, and orderly actions (Khasanah, 2020).

The observation activity in this study was carried out by conducting a review at the research location, namely in Ganjan Hamlet, Dendang Village, Kelapa Subdistrict, West Bangka Regency.

#### 2. Interview

Through a series of questions and answers between the informant and the interviewer, an interview is a type of information-seeking activity. According to Charles Stewart and WB.Cash in Prima Purnama Sari and Sony Adam Saputra, interviews are a process of paired interaction with serious and predetermined objectives intended to exchange opinions and involve questions and answers (Sari & Saputra, 2022).

Iskandar divides interviews into two categories, namely structured and unstructured interviews. Research tools in the form of written questions with alternative responses have been developed for structured interviews, particularly for data collection. Conversely, unstructured interviews are unplanned interviews where data is collected without using comprehensive and methodical interview procedures. An outline of difficulties to be developed serves as interview instructions.

Open or unstructured interviews are the type of interviews used in this study. Additionally, in-depth interview techniques were employed to gather information for the research through direct questions and responses between the informants and the interviewer. The in-depth interview process in this study was based on interview criteria encompassing several research indicators.

The researcher conducted interviews with various informants, including four village teachers in Ganjan Hamlet and six community members in Ganjan Hamlet, as well as the head of Ganjan Hamlet and the head of Dendang Village. In qualitative research, the number of informants is flexible, allowing researchers to add, reduce, or replace informants based on the needs and suitability for the research (Jusdienar et al., 2024).

#### 3. Documentation

As stated by Fuad & Sapto in Zhahara Yusra, et al., documentation is one of the secondary data sources needed for research and is a method of collecting data through written material produced by the target research institution (Yusra et al., 2021).

Researchers use documentation techniques in data collection because they facilitate obtaining the required data from the research location and because information from interviews is more authentic when documented in written form, such as teaching materials, the Dusun Ganjan profile document, and other written data related to this study. Writing tools and cameras for capturing images or photos and recordings during interviews are the tools used in this research documenta

## RESULTS AND DISCUSSION

In Islam, scholars are described as the successors of the prophets who play a strategic role in society in spreading the teachings of Islam. The implementation of this role is dynamic and influenced by status, social interactions, and opportunities provided by society. The term "role" refers to a specific pattern of behavior that has characteristics related to a particular job or position. According to Andi Mappriare in Muhammad Ferdiansyah, behavior that is considered appropriate to a person's position, power, or status in society is known as a role (Ferdiansyah, 2023). In line with the above opinion, Koziar states in Megi Tindangen et al. that a role is a set of behaviors that others expect from a person according to their position. Roles are stable and influenced by social conditions, both internal and external (Tindangen et al., 2020).

According to Soerjono Soekanto in Putri Diana, a role is an activity or behavior performed by someone who holds a position in the social hierarchy. The three qualifications for a role are as follows: first, a role includes standards related to an individual's position or location in society. Second, in this context, a role is a set of guidelines that direct an individual's social life. The idea of a role refers to behavior that can be adopted by members of society as a whole. Third, individual behavior can also be understood as a role, which is significant for the social structure of society (Diana et al., 2017).

Based on the description of roles mentioned above, the village teacher is a figure who has an important position in the social life of the community. The village teacher is a figure who is highly respected and trusted by the community because of his depth of knowledge, simplicity of life, and wise attitude. The community views the village teacher as a special person who is close to Allah SWT, so that the village teacher has a special place in the hearts of the community.

#### 1. The Role of Village Teachers from the Community's Perspective

A village teacher is an ordinary person but is given a special status. In villages, village teachers are seen as versatile individuals or religious or community leaders. Because teachers are at the forefront of development within the community, not only in the field of education but also in social and religious aspects, the role of teachers is inseparable from community life (Apandi & Sri Rosdianawati, 2020).

The role of village teachers in the perspective of the Ganjan Village community was first expressed by the village head of Dendang, Mr. Hengki, on November 24, 2024, as follows: "The role of village teachers in the community in terms of religion is, first, village teachers always encourage and strive for children and teenagers in the village to join the mosque foundation that they support.

The village community is very interested in participating in every activity and study session held by village teachers" (Interview, Hengki Firmansyah, Village Head of Dendang, November 24, 2024). Based on this explanation, it can be concluded that village teachers play a role in encouraging religious life and motivating the community to participate in religious activities in Ganjan Hamlet.

The community's view of village teachers is in line with the results of observations and interviews conducted by the researcher with the Ganjan Hamlet community on November 25, 2024. Mr. Berotok said that: "Village teachers play a very important role in the community, both spiritually, socially, and morally. Village teachers provide guidance on the correct teachings of religion, help individuals draw closer to God, and answer questions related to the values of faith." (Interview, Maryotoharip, Ganjan Village Community, November 25, 2024)

Based on the observations and interviews conducted by the researcher with the residents of Ganjan Village on November 26, 2024, Mrs. Sat stated that: "Village teachers are very beneficial and there are no shortcomings in their educational contributions to the community. The role of village teachers in Ganjan Village is highly commendable. Village teachers are not only respected for their religious knowledge but also for their tangible contributions to the daily lives of the community. And they serve as leaders who always protect their community" (Interview, Sat, Ganjan Village Resident, November 26, 2024)

Therefore, the researcher can conclude that teachers play a very important role in the community. Village teachers not only function as educators who impart religious knowledge and basic education but also as leaders and central figures in maintaining social harmony, building individual character, and preserving cultural and traditional values. Their closeness to the community, both emotionally and socially, makes them respected and trusted figures.

This makes the lessons they teach not only academically meaningful but also have a significant impact on shaping a moral, ethical, and positive generation. According to an interview with Mrs. Pera from Ganjan Hamlet on November 26, 2024, "Village teachers in Ganjan Hamlet play a very important role in providing religious knowledge and reducing the negative impacts caused by the community.

For example, they reduce the number of young people who loiter aimlessly by encouraging and guiding them to participate in regular Friday night religious activities, recite the Quran every night, and join in religious celebrations." (Interview, Pera, Ganjan Village Community, November 26, 2024)

Based on the interview with Mrs. Pera, a resident of Ganjan Village, it can be concluded that village teachers act as social change agents capable of influencing community behavior, particularly among young people. Village teachers help reduce unproductive habits, such as aimless loitering, by replacing these activities with more beneficial ones, such as religious activities.

Additionally, an interview with Mr. Huda, a resident of Ganjan Village, on December 1, 2024, yielded the following: "The village teachers provide extraordinary guidance to the village community, starting from an early age. The teachers have instilled and taught religious lessons such as reciting the Quran, praying, the pillars of faith, the pillars of Islam, and short verses to their students so that they will understand in the future. Village teachers have a great responsibility to educate, guide, and motivate the community to always fulfill their duties as servants of God. Most importantly, village teachers serve as role models for the village community." (Interview, Nur Huda, Resident of Ganjan Village, December 1, 2024)

In line with this opinion, Kirana, a member of the Ganjan hamlet community, said on November 30, 2024, that: "Village teachers are figures who are very much needed by the community to have good character and become better than before. Village teachers set an example of good moral character in

both speech and behavior, by emulating the behavior of the Prophet Muhammad to the best of their ability." (Interview, Kirana, Ganjan Village Community, November 30, 2024)

Based on the results of the above research, the author analyzes that the role of village teachers in society has a central role for the community. The community considers teachers as the main reference in conveying the correct religious teachings, strengthening the faith of the community, and bringing individuals closer to God (Inah, 2016). The role of village teachers extends to everyday life, including providing moral guidance that builds togetherness and harmony among residents. Village teachers serve as mentors to maintain the morality of the community by setting good examples and resolving issues of faith or ethics that arise. Village teachers also play a significant role in encouraging religious life and motivating the community to participate in religious activities in Ganjan Hamlet. The presence of village teachers in a community has many benefits.

The role of village teachers is very broad, because they are the main supporters in shaping the spiritual and moral foundation of the community. The significant role of village teachers in educating, guiding, and motivating the community contributes to creating a harmonious and moral society. The selfless dedication and positive impact of a teacher are very important in nurturing a generation that upholds moral values and makes a positive contribution to society, as well as in finding solutions to current and future problems facing society (Baso et al., 2017).

## 2. The Role of Village Teachers in Instilling Islamic Educational Values in Children in Ganjan Hamlet

Islamic religious education serves as the primary foundation of the education system, instilling knowledge, moral development, and character (Winata, 2023). It also plays a vital role in community life. Individuals who are faithful and committed to Allah SWT are shaped through the instillation of Islamic religious education values, enabling the creation of a noble life in accordance with Islamic law (Basyari, 2022).

This study includes the role of village teachers in instilling Islamic educational values in children as guides in life, controllers of moral behavior in society, and providers of religious knowledge for children. With this, village teachers have a significant role, including:

### a. The Role of Village Teachers as Teachers and Educators

An instructor is anyone who imparts knowledge to others. An educator is someone who equips individuals with various kinds of knowledge and guidance so that what they learn is useful for themselves, others, and their environment. As instructors and educators, village teachers plan and implement learning activities for their students.

As teachers and educators, village teachers instill Islamic values, starting with the values of faith by teaching the pillars of faith, the pillars of Islam, and the obligatory attributes of Allah SWT. They also teach worship values by teaching basic fiqh, reading the Qur'an, and moral and social values by providing lessons at the village teacher's house, recitation and majlis ta'lim (religious gatherings), and other religious activities.

### b. The Role of Village Teachers as Mentors

In instilling Islamic religious education values, village teachers play a crucial role as guides for their students, particularly in enhancing religious awareness and understanding. Teachers not only teach and educate but also guide their students to become morally upright individuals, strengthen their faith, and guide the community when they begin to deviate from the teachings of Allah (Lubis, 2024). The guidance provided includes imparting religious knowledge, serving as a source of enlightenment, encouragement, and motivation for those in need of religious understanding (Daulay & Ag, 2024). Village teachers guide their students through religious routines, using an inclusive approach, offering advice, and directing them to always engage in positive activities. These activities are one way of instilling PAI values.

### c. The Role of Village Teachers as Role Models

Teachers have a lot of social influence, so they become role models for the community in matters of religion. As ordinary educators, their attitudes and behavior are examples for the community. This understanding of Islamic values arises from the process of training and moral development by setting a good example (Malik, 2023). As role models, village teachers have set a good example by demonstrating polite behavior, good language, discipline, and so on. This is one of the ways to instill moral and social values in students through the method of setting a good example. This aligns with the findings (Rahman, 2022) stating that teachers play a role in instilling good moral character through direct and indirect strategies, including setting a good example, giving advice, providing practice, and imposing sanctions.

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d. The Role of Village Teachers as Motivators and Drivers of Religious Life

Motivation is one of the ways to increase enthusiasm in learning Islam and instilling Islamic educational values in children as preparation for facing the increasingly modern changes of the times (Buna'i, 2021). In instilling PAI values in children, village teachers always encourage and urge children in the village to always worship and participate in religious activities. Additionally, village teachers use a method of embracing and getting closer to children through casual conversation, making the social relationship between village teachers and their students feel close. This is one way to motivate students to be enthusiastic and motivated in goodness and religious activities.

3. The Role of Village Teachers in Instilling Religious Understanding in the Ganjan Hamlet Community

Village teachers have a huge influence on the community. They are role models, and whatever they do will surely be followed by the community. They are also responsible for various religious activities. Through their roles as religious leaders, mentors, educators, and role models, village teachers can instill religious understanding among the community of Ganjan Village. As stated by Mr. Almi, a religious figure in Ganjan Village, on November 25, 2024:

"The efforts made by village teachers to instill religious understanding among the community include holding regular religious study sessions every Friday night, organizing religious lectures, and conducting activities on major religious holidays to enhance religious understanding among the community by providing materials tailored to their needs. Additionally, we must guide and encourage the community to participate in these religious activities. Religious activities can be conducted at the mosque or in residents' homes." (Interview, Almi, Village Teacher of Ganjan Village, November 25, 2024)

According to Mr. Ali Sabana, a village teacher, on November 29, 2024, he stated: "In instilling religious understanding in the community through education starting from an early age, we educate them with basic religious teachings and continue to guide them consistently until they reach adulthood. We set an example, especially the teachers themselves who apply the religious teachings, while also providing a little guidance. By setting an example through teachers performing prayers, fasting, paying zakat, and participating in other religious activities, insha'Allah the community will follow suit. This is one of the methods teachers use to instill religious understanding.

By educating and guiding the community consistently, village teachers have a significant impact on their community. (Interview with Ali Sabana, Village Teacher in Ganjan Hamlet, November 29, 2024) Based on the above interview with the village teacher, it can be concluded that, directly or indirectly, village teachers instill religious values that can change the community to deepen their religious knowledge.

To instill religious understanding in the community, village teachers provide religious lessons and other religious activities about Islamic teachings so that the community can know what needs to be changed and improved to prevent them from falling into things prohibited by Islam and Allah SWT, and always carry out what Allah commands of Muslims.

The researcher conducted an interview with Mr. Huda, a resident of Ganjan Village, on December 1, 2024, as follows: "In my opinion, village teachers play a very important role and can instill religious understanding among us. Because village teachers are people with broader knowledge than the community, patient, and diligent in spreading Islam in this village with the sole intention of pleasing Allah SWT." (Interview, Nur Huda, Ganjan Village Resident, December 1, 2024)

In line with the above opinion, Mrs. Siti Kamalia on December 1, 2024, stated: "Village teachers are regarded by the community as individuals with a wealth of knowledge. Through religious education and activities conducted by village teachers, the community, which previously lacked religious knowledge, can be transformed. Religious activities such as religious study sessions and religious gatherings can enhance the religious knowledge and understanding of the residents of Ganjan Village. If it weren't for the teachers, ordinary people like me wouldn't be able to instill religious understanding in others." (Interview, Kamalia, Ganjan Village Community, December 1, 2024)

According to Mr. Berotok, a member of the community, on November 25, 2024, he stated: "In my opinion, so far, village teachers have played a significant role, starting from the guidance and teaching provided to the community in the village, which is extraordinary. The first thing village teachers teach is how to pray, encourage fasting, and provide guidance or teach the community and children. Young children are given rewards if they fast for a full month. They also encourage the community to pay zakat if they are able to do so. Additionally, they encourage the community to read the Quran, and when someone completes all 30 juz, it is celebrated. The presence of village teachers has greatly helped the community in understanding religious knowledge, including basic and advanced fiqh." (Interview, Maryotoharip, Resident of Ganjan Village, November 25, 2024)

From the interviews conducted by the researcher with the informants above, it can be concluded that village teachers play an important role in instilling religious understanding among the community of Ganjan Village. Village teachers possess broad knowledge, patience, and perseverance in spreading Islamic teachings. Through religious activities such as religious study sessions, religious lectures, and guidance, the religious knowledge and understanding of the community have been enhanced. They also teach the basics of religion, such as prayer, fasting, zakat, and reading the Quran, as well as providing motivation and recognition to boost the community's enthusiasm for learning.

## CONCLUSION

Based on the description in the previous chapter, it can be concluded that the role of village teachers in the community includes the following: first, village teachers play a spiritual, social, and moral role, where they provide moral guidance that builds togetherness and harmony among residents. Second, village teachers act as preachers by providing teaching and education to the community. Third, as religious leaders, the community looks to village teachers as the main reference for conveying the true teachings of religion. Fourth, village teachers also have a role as mentors to maintain the morality of the community. And fourth, the role of village teachers is to set a good example and resolve issues of faith or ethics that arise in the community.

The role of village teachers in instilling Islamic educational values in children in Ganjan Hamlet is divided into four roles; first, village teachers act as preachers by planning lessons and organizing religious activities. Second, village teachers act as leaders by providing guidance and teaching about Islam based on the Qur'an and Sunnah, which serve as guidelines and references for daily life. Third, village teachers act as role models by demonstrating proper behavior, such as politeness, good speech, discipline, and other virtues. Fourth, village teachers act as motivators and consultants by providing words of advice to enhance the religious awareness and understanding of their students.

The role of village teachers in instilling religious understanding among the people of Ganjan Village is quite significant. This is evident from the statements of the people of Ganjan Village during interviews. The community acknowledges that village teachers play a significant role in enhancing religious understanding among the people. Where village teachers provide education and guidance to the community. As religious leaders and organizers of religious activities, this has led to the community, who previously lacked religious knowledge, gaining more knowledge and understanding of religion after participating in religious activities such as religious study sessions, religious lectures, and other religious activities. As a result, the community's faith and religious practices have improved compared to before.

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