

THE ROLE OF TEACHERS IN TRANSFERRING EDUCATIONAL VALUES FROM SURAH YASIN VERSES 77-83 : CHALLENGES, STRATEGIES AND LEARNING IMPLICATIONS

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Abstract *This study seeks to analyze the role of teachers in the values' transfer. The Qur'an has verses of especial importance now. Surah Yasin verses 77-83 are relevant for shaping Students' Islamic character is based on monotheism (tauhid), faith in Allah. Belief in the Day of Resurrection, as in the role of the Creator. This research uses Library research uses a qualitative method then. The findings Verses 77 to 83 within Surah Yasin do indicate relevant educational content. values, awareness of Allah's signs, like fortifying faith (tauhid). Belief of the Day of Resurrection, and on moral, the importance of power and spiritual responsibility. To integrate is a role that teachers can tactically play. these values into group methods like learning through tadabbur. Project-based learning, contextual approaches, along with discussions. However, the limited ability of teachers represents the main challenge. deeply analyze Qur'anic interpretation. Ultimately, Qur'anic interpretation training remains important. Its purpose is improvement. Competence of the teachers in their conveying of all the values of Surah Yasin in an effective way verses 77-83. These values can foster student development. Have a productive attitude and view every task while you possess a strong Islamic character. Worship is seen as being an act of action. This study recommends developing. The competencies of teachers through holistic training so that they are able to create meaningfully. Qur'an-based learning that is relevant*

Keywords: *Surah Yasin verses 77-83, Qur'anic values, Islamic character, learning methods, teacher training.*

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Abstrak Penelitian ini bertujuan untuk menganalisis peran guru dalam mentransfer nilai-nilai Al-Qur'an, khususnya Surah Yasin ayat 77-83, dalam membentuk karakter Islami siswa yang berlandaskan tauhid, keimanan kepada Allah sebagai Pencipta, dan keyakinan akan hari kebangkitan. Penelitian ini menggunakan metode kualitatif dengan cara pendekatan kepustakaan. Hasil penelitian menunjukkan bahwa Surah Yasin ayat 77-83 mengandung nilai-nilai pendidikan yang relevan, seperti penguatan tauhid, kesadaran akan tanda-tanda kekuasaan Allah, keyakinan akan hari kebangkitan, serta pentingnya tanggung jawab moral dan spiritual. Guru memiliki peran strategis dalam mengintegrasikan nilai-nilai ini ke dalam pembelajaran melalui metode tadabbur, diskusi kelompok, pendekatan kontekstual, dan pembelajaran berbasis proyek. Namun, tantangan utama yang dihadapi adalah pada kemampuan guru yang rendah dalam menganalisis tafsir Al-Qur'an secara mendalam. Kesimpulannya, pelatihan tafsir Al-Qur'an sangat diperlukan untuk meningkatkan kompetensi guru dalam menyampaikan nilai-nilai Surah Yasin ayat 77-83 secara efektif. Dengan ini, nilai-nilai dapat diimplementasikan siswa. Karakter yang Islami serta kokoh dapat terbentuk pada diri siswa itu bersikap produktif serta menjadikan tiap tindakan sebagai suatu ibadah. Studi ini memberikan rekomendasi mengenai pentingnya kompetensi guru untuk dikembangkan melalui pelatihan yang holistik untuk menciptakan pembelajaran yang bermakna, relevan, dan berbasis nilai-nilai Al-Qur'an.

Kata kunci: Surah Yasin ayat 77-83, nilai-nilai Al-Qur'an, karakter Islami, metode pembelajaran, pelatihan guru.

A. INTRODUCTION

Education holds a strategic role in shaping students who are not only intellectually capable, but also possess noble character and strong spirituality. In this regard, teachers play the most crucial role as mentors, responsible for transferring worldly knowledge as well as instilling spiritual values and shaping the moral character of their students. Teachers serve as role models, not only providing knowledge but also guiding students to understand the meaning of life, directing them toward goodness, and embedding religious values as the foundation for virtuous living (Masripah et al., 2024)

In Islam, education is not limited to the teaching of knowledge but also encompasses the development of morals, faith, and piety. One of the primary sources referenced in Islamic education is the Qur'an. It contains lessons on God's greatness, the purpose of human life, and humanity's responsibilities as servants and stewards on Earth (Muchlinawati, 2020)

Surah Yasin, verses 77-83, is an essential section of the Qur'an that teaches these educational values. These verses emphasize God's omnipotence as the Creator, remind

humans of their origins, and reveal signs of God's power in daily life (Shihab, 2004)(Shihab, 2004). Through understanding these verses, students can be encouraged to reflect on the essence of life, strengthen their faith, and develop character oriented toward servitude to God. Teachers are encouraged to use these verses as guidance in nurturing students, not only in intellectual development but also in character and spirituality. Therefore, educators have a crucial duty to explore the values contained in Surah Yasin, verses 77-83, and integrate Qur'an-based moral and spiritual education into the teaching process.

The current state of education today often reveals the poor behavior of students towards their teachers and peers. Instances of bullying, shouting, frontal defiance, neglect, and laziness in class while teachers are explaining have become common. In extreme cases, students have physically harmed teachers or reported them to their parents, leading to criminal consequences, including teachers being arrested and imprisoned (Aryati, 2020); (Febrianto & Salikhah, 2021). Many students are distracted by activities that deviate from their ultimate purpose in life, which is to worship Allah, as well as from the purpose of learning. They lack intention and determination to secure their future and fail to understand the meaning of their creation. As a result, they neglect to perform prayers, waste time on unproductive activities, and act rebelliously towards parents and teachers.

While there are many factors contributing to students' negligence—such as technological advancements and the widespread influence of platforms like TikTok that indirectly serve as role models for children's behavior (Apriliyanti Muzayanati et al., 2022)—the lack of teachers' engagement in studying Qur'anic verses related to education, internalizing these values, and subsequently transferring them in school exacerbates the issue. This neglect reinforces students' disregard for building noble character, becoming virtuous individuals, and cultivating a love for Allah and learning. A student's character is shaped when a teacher embodies and demonstrates Islamic values.

A teacher with good character, or what is referred to as an Islamic teacher personality, can serve as a role model for their students. Therefore, it is crucial for

teachers to internalize the values contained in the Qur'an and transfer these values to students (Ma'arif, 2017) during the teaching and learning process. By doing so, students can gain knowledge about the oneness of Allah, the struggles of Prophet Muhammad (peace be upon him), and other spiritual values that foster their faith and devotion.

This article aims to motivate teachers to utilize the Qur'an, particularly Surah Yasin, verses 77-83, as a source of educational inspiration. It demonstrates how these values are relevant in shaping students who are faithful, responsible, and morally upright and underscores the strategic role of teachers in guiding students to become individuals who excel not only in worldly achievements but also in understanding the essence of life.

B. METHOD

This study employs a qualitative method aimed at analyzing the educational values contained in Surah Yasin, verses 77–83, and their relevance to character development and the teacher's role in education. The approach used is library research, analyzing both primary and secondary written sources, such as Qur'anic exegesis, Islamic education literature, and references related to student character development.

Data collection was carried out through tafsir (exegesis) studies to explore the meanings and messages within Surah Yasin, verses 77–83, complemented by information gathered from books, scholarly journals, articles, and other documents related to character education and the role of teachers in Islam. Conceptual analysis was conducted by linking the values found in the Qur'an with educational theories and the teacher's role as a mentor. In addition, content analysis was used to identify key themes from the verses, such as the recognition of God's power, reflection on the origins of creation, and contemplation of the signs of His greatness.

Finally, the study discusses the relevance of these values to character building and the teacher's role as a mentor and outlines the connection between Qur'anic values and their implementation in modern education (Maarif, 2023). The research method describes the type of method or type of approach used, description of qualitative and/or quantitative data, data collection procedures, and data analysis techniques.

C. RESULT AND DISCUSSION

a. The Importance of the Teacher's Role in Teaching Educational Values

Thomas Lickona (1992), a pioneer of character education in America, once stated that a nation would face decline and destruction when it experiences a deterioration in character. Therefore, character must be consistently developed to become stronger and better. In the effort to build a better generation, education is considered the path to character building. The goals of education are often formulated ideally, sometimes exceeding the universal meaning of the process, making it crucial to introduce character to students, including college students (Nurdin & Rahmadani, 2024). In the modern era, education is no longer just about transferring knowledge but also encompasses character building and moral values. Teachers, as central figures in the education system, play a crucial role in this process. They are not merely conveyors of lesson materials but also mentors who instill essential values such as honesty, responsibility, cooperation, and tolerance in students.

Furthermore, Nisa states that teachers are significant figures in schools whose behavior can be trusted and emulated. Besides being educators, teachers also act as advisors and even as parents whose presence is eagerly awaited due to their close bond with students. This closeness allows teachers to serve as role models for their students in both moral and spiritual aspects (Afifah Khoirun Nisa, 2019). Thus, teachers play a vital role in imparting educational values to shape individuals who are intellectually excellent, morally upright, and spiritually strong.

b. Integrating Islamic Values into Learning Process

Qur'anic values, such as those found in Surah Yasin, can be embedded into diverse subject areas by applying a holistic educational model that addresses both cognitive and spiritual development. For example, in Arabic language and literature classes, educators can incorporate Qur'anic passages not only to enhance students' linguistic abilities but also to explore the deeper messages within the verses. Similarly, narratives from the Qur'an that offer inspiration may serve as rich material in history classes, offering moral and historical insights that can be related to broader historical

narratives. This reflects a comprehensive learning strategy that integrates both secular and religious knowledge.

The strength of a holistic educational approach—encompassing intellectual, emotional, and spiritual elements—lies in its potential to develop well-rounded individuals. It acknowledges that education is not solely the transmission of information, but also a process of shaping students' character and supporting their emotional health.

According to Miller (2006) in *The Holistic Curriculum*, holistic education seeks to connect students with their surroundings, helping them understand the relationship between knowledge and their life experiences. This allows students to develop critical thinking skills, creativity, and awareness and empathy toward others. This is crucial in preparing them to face the complexities and dynamics of modern life (salamah, 2016)

On the other hand, education that integrates spiritual dimensions helps students find deeper meaning and purpose in life. Palmer (1998), in *The Courage to Teach*, emphasizes that good teaching not only fills students' minds with information but also touches their hearts and inspires their spirits (Kuliah, 2011). By teaching spiritual values, students can develop a strong sense of social and moral responsibility. This approach also helps them better cope with stress and pressure and build healthier relationships with themselves and others. Thus, holistic education that encompasses intellectual, emotional, and spiritual dimensions produces individuals who are not only academically intelligent but also moral and empathetic. To achieve this, teachers are expected to integrate the values contained in the Qur'an into learning so that holistic education can be implemented.

Meanwhile, Syahrizal's research suggests that the values contained in the Qur'an can be integrated into the *Kurikulum Merdeka* by considering students' cultural contexts and needs, although he acknowledges that many teachers still require training and support to understand how to integrate Qur'anic values into the curriculum. He argues that it is crucial for educational institutions to provide adequate training for teachers to effectively implement the curriculum. Despite the challenges in its implementation, with

proper support for teachers, the goal of integrating these values can be successfully achieved (Qur & Dan, 2024).

c. Values of Education in Surah Yasin Verses 77-83

Surah Yasin is the 41st surah in the chronological order of Qur'anic revelation but is the 36th surah in the Qur'an itself. The name of the surah is taken from its first verse, Ya-Sin. This surah is often called the “heart” of the Qur'an because of its significant content. It covers various topics, including the Qur'an itself, the prophethood of Muhammad, the certainty of the Day of Judgment along with its supporting evidence—both natural and rational—as well as several parables, such as the stories of Allah's messengers (Arifin, 2019)

The main purpose of this surah is to instill faith, particularly regarding the oneness of God, the truth of Muhammad's prophethood, and the certainty of the Day of Judgment and resurrection. Specifically, verses 77-83 highlight educational values that form the foundation of monotheism and exemplary human behavior, teaching that arrogance and rebellion against the Creator are not commendable traits.

d. Analysis of Educational Values in Surah Yasin Verses 77-83

From Surah Yasin verses 77-83, it can be analyzed that there are educational values that teachers can convey to students. These include the value of faith, which teaches students to recognize Allah's power as the Creator and Sustainer of the universe. Another is the value of gratitude, fostering students' awareness to be thankful for the life given by Allah. The value of connection with science highlights the signs of Allah's greatness through His creation, which can be understood through knowledge, thus strengthening students' faith. Lastly, it instills an understanding of the resurrection and the value of life after death by emphasizing the importance of preparing for the afterlife through good deeds (Marzuki, 2021)

By embracing the values contained in Surah Yasin verses 77-83, students are expected to give meaning to life. They recognize Allah as their Creator, understand and believe that Allah can easily resurrect all that is dead, and realize that life on earth is temporary. There will be a Day of Judgment when everyone will receive recompense for

their deeds. This understanding motivates students to be more productive, avoid wasting time on meaningless activities, sharpen their potential, and use it as their best effort in the world. Every action should be intended as worship, always mindful of Allah.

e. Methods for Teachers to Convey Educational Values in Surah Yasin Verses 77-83

1. Tadabbur Methode :

This method is essential for studying and understanding Quranic verses. Here, students are encouraged to reflect on the meanings of the Quran. Tadabbur involves teachers guiding students to use their intellect and heart to contemplate the implicit meanings within the Quranic text. Activities such as reciting the Quran every morning, reflecting on its verses, and connecting them to the universe or creation can be conducted in schools (Ishaq & Hamid, 2021).

2. Group Discussion Method:

Students engage in guided discussions to explore the values contained in the verses. This method can enhance students' learning intensity if teachers provide appropriate motivation and direction. Teachers must understand the objectives and expected outcomes to make discussions purposeful and expand students' perspectives. It also sharpens critical thinking and motivates further learning (H. Masrik, 2019).

3. Contextual Method:

This approach links the messages of the verses with daily life, making learning more relevant. For example, teachers can encourage students to participate in social activities as a form of gratitude and community care (Romli, 2022).

4. Practical Application:

Teachers can encourage students to practice Quranic values daily, such as consistently praying before and after activities and uttering praises to Allah to build positive character.

5. Project-Based Method:

For instance, students can explore scientific themes like the properties of green trees mentioned in Surah Yasin verse 80, learning about their water content and transformation into firewood. This stimulates curiosity about the natural processes described in the Quran.

f. Relevance of Surah Yasin Verses 77-83 to Modern Education

The values in Surah Yasin verses 77-83 have relevance to modern education:

1. Building Student Character:

Quranic values help teachers instill honesty, responsibility, and respect toward God and others. Students develop faith, awareness of their creation by Allah, and gratitude. These values also nurture empathy, reduce bullying, and encourage moral behavior.

2. Integrating Spiritual Education in the Modern Era:

The Quran provides a strong foundation for students to navigate challenges like globalization, materialism, and moral crises. It emphasizes Allah's power and responsibility, helping students stay grounded in their spiritual identity and ethical values (Miramadhani & Nursalim, 2024)

3. Enhancing Teacher Competence:

Teachers are expected to master not only academic content but also spiritual and moral knowledge. Training in Quranic interpretation equips teachers to integrate Quranic values into classroom teaching, fostering holistic education.

a. Training Strategies:

1. **Comprehensive Curriculum:** Include thematic Quranic interpretation tailored to modern educational needs.
2. **Collaboration:** Engage Islamic scholars and education experts for theological and contextual relevance.
3. **Active Learning:** Use methods like group discussions, case studies, and value-based teaching simulations.
4. **Ongoing Evaluation:** Regularly assess training outcomes and classroom implementation.

b. Positive Impacts:

- 1) Strengthening moral and spiritual values in schools.
- 2) Improving the quality of education, balancing cognitive and affective aspects.
- 3) Creating a generation with strong character and deep faith in Allah's greatness.

By embracing the values contained in Surah Yasin verses 77-83, students are expected to give meaning to life. They recognize Allah as their Creator, understand and believe that Allah can easily resurrect all that is dead, and realize that life on earth is temporary. On the Day of Judgment, every individual will be held accountable and rewarded according to their actions. This belief encourages students to be diligent, steer clear of unproductive activities, develop their talents, and dedicate their best efforts in life. All deeds should be performed with the intention of worship, maintaining constant awareness of Allah.

CONCLUSION

Verses 77–83 of Surah Yasin highlight key educational values, including faith in Allah, recognition of His power in creation and resurrection, and consciousness of the afterlife. These teachings encourage individuals to contemplate the origins of life, observe the signs of God's greatness, and prepare for what lies beyond this world.

Teachers hold a central responsibility in instilling these values by embedding spiritual insights into daily instruction, nurturing deeper philosophical awareness, and modeling ethical and spiritual conduct. Through this approach, educators help develop students who excel academically, uphold strong moral character, and possess a solid spiritual foundation.

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