The Roles of Teachers in Improving Students Islamic Behaviour at SMA Negeri 1 Kasihan

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ABSTRACT

Islamic behavior is an important foundation for students for their life and future. The current phenomenon is that there are students who have not implemented Islamic behavior yet, such as not attending classes (ditching classes), violating the rules set by the school, and not participating in programs to improve their Islamic behavior, such as tausiyah/dawah and congregational prayers at school. This research aims to find out the Islamic behavior of the students at SMA (Senior High School) Negeri 1 Kasihan, analyze the efforts done by the school in improving the Islamic behavior of its students, and find out the supporting or inhibiting factors faced by the teachers in improving the Islamic behavior of the students. This is descriptive qualitative research using snowball sampling as the data collection technique. Snowball sampling technique is a technique to determine the sample which is initially small in number so that the number of the sample becomes bigger. Phenomenology is used as a research model. The findings show that the students of SMA N 1 Kasihan have proven to have better Islamic behavior.

Citation:

INTRODUCTION

From the results of the author's initial observations on October 20, 2021, that in SMA N 1 Kasihan there are still some students who have not been able to apply Islamic behaviors such as there are still students who skip class hours, speak in a high tone to their elders, for example, when the younger class is talking to the seniors. A student should be able to be a student who has good Islamic behavior and can obey the rules that have been applied by the school. The lack of Islamic behavior above can be fatal, for example, students become undisciplined at school.

Character education comes from basic human behavior such as the value of actions from man himself, or arguably a behavior derived from religious teachings. According to Aang Kunaepi from the journal Formation of Islamic Character Values of Students Through the Habituation Method, Aang Kunaepi stated that "the implementation of character (behavioral) education in schools must be based on the basic values of behavior, which will then be developed into values that are in accordance with their respective schools" (Kunaepi, 2013:35).

The impact of the absence of Islamic behavior can be a bad thing for the future, because students may become less disciplined in schools, and also students begin to be less eager to pay attention to their teachers while the learning and teaching process is taking place. The subject of Islamic Religious Education (PAI) has a fairly high role in improving Islamic behavior for students. PAI subjects become a basic benchmark in improving Islamic behavior so that students become individuals with noble character. The role of the teacher is also an important part of instilling the Islamic behavior of the students because the teacher who conveys how important it is to apply Islamic behavior in daily life both at school and outside the school.

This research is backgrounded by the increasingly worrying phenomenon of juvenile delinquency , such as; there are still students who skip class hours, talk in a high tone to their elders, for example, when younger siblings talk to the class and lack of discipline while participating in learning activities, and religious programs. Therefore, researcher is interested in conducting research. Related to research at SMA N 1 kasihan, it is hoped that it can help in improving the Islamic behavior of students at SMA N 1 Kasihan or other equivalent schools (Sugiharto 2017: 12).

The purpose of this study is to find out how the Islamic behavior of SMA Negeri 1 Kasihan students and analyze about what ways are done by the teachers in improving islamic behavior of SMA Negeri 1 Kasihan students, as well as find out what are the supporting and inhibiting factors for teachers in improving Islamic behavior from SMA Negeri 1 Kasihan students.

The benefits of this research this research is expected to be a new knowledge in the field of education, especially in improving students' Islamic behavior, can be used as motivation for teachers in improving students' Islamic behavior.

METHOD

This research uses qualitative methods. This research involved several subjects such as the principal, teachers of Islamic Religious Education and Counseling Guidance, and students from SMA Negeri 1 Kasihan. The data needed for this study was obtained from interviews of the subjects involved in this study. The quality method is a method used to solve research problems related to data in the form of narratives sourced from observation, interviews, and documentation. Qualitative is research that produces data and processes descriptive data, such as interviews, images, and video recordings (Saepudin 2018: 78). This study aims to gain an understanding of a general nature. This understanding was reached after conducting research at SMA Negeri 1 kasihan.

This research was carried out at SMA Negeri 1 Kasihan which coincided in Kasihan District, Bantul Regency. The reason why the researcher chose the location is also based on several considerations, namely a) The research location is easy for researchers to reach either in terms of distance or time traveled; b) The location situation, to enter the location because they do not have an official permit, the researcher carried out field observations by visiting SMA Negeri 1 Kasihan; c) The relationship with the problems raised by the author, because the author has carried out field observations directly, and the author knows how the problems raised from the research site. Therefore, the author chose SMA Negeri 1 Kasihan as the location for the study. SMA Negeri 1 Kasihan, Tegal Senggotan, Tirtonirmolo, Kecamatan Kasihan, Bantul Regency, Yogyakarta Special Region.

The subject of this study is in accordance with the research problems raised by the researcher, namely, the principal, the teacher of Islamic Religious Education (PAI) and Counseling Guidance (BK), and one student from SMA Negeri 1 Kasihan. Researcher selves as person who look for data and information according to existing problems. Principal, PAI Teacher, BK Teacher, and Rohis team leader as respondent. The subjects chosen by the researcher were 4 people, namely, 1 Principal, 1 PAI Teacher and 1 BK Teacher and 1 Student. The reason researcher chose the above subjects is because researchers use the *Snowball Sampling method.* According to Licoln and Guba (1986) said that *Snowball Sampling* is a technique for sampling data sources with certain considerations. It's like a snowball rolling over the old one – long becomes big (Sugiyono, 2016:300).

The determination of the samples in this study was carried out when the researcher began to carry out the research at SMA Negeri 1 Kasihan. The researcher selects certain informants that are considered for the informants to provide the necessary data. Furthermore, based on the data obtained by the researcher from the previous sample, the researcher can establish other samples that are expected to provide more complete data. Therefore, the researcher chose several other informants such as, one PAI Teacher and BK Teacher, after which the researcher chose one Student from SMA N 1 Kasihan.

The types of data obtained when conducting this study are Primary data and Secondary data. The data collection techniques contained in this study are Observation, Interview, and Documentation. The documentation data in this study were used to determine the Islamic behavior of students at SMA Negeri 1 Kasihan, the way the school improves Islamic behavior from students, and student responses by the way the school improves the Islamic behavior of students at SMA Negeri 1 Kasihan. Documentation is a data collection technique that is used as evidence that researchers has made observations, and interviews. The existence of documentation, the author can prove, that the researcher has carried out research to solve the problems raised by the researcher. The data obtained by the researcher using the documentation method is data related to the problem studied by the researcher. Examples of data obtained from documentation such as when teachers of PAI subjects are explaining how important it is to have high Islamic behavior, and when students are carrying out religious programs such as congregational prayers.

RESULT AND DISCUSSION

SMA Negeri 1 Kasihan was established in 1978 with the status of the State and is accredited A. SMAN 1 Kasihan is located on Jalan Bugisan Selatan Kelurahan Tirtonirmolo, Kasihan District, Bantul Regency, Yogyakarta Special Region. When this school was first established, its class hitchhiked at SMA Negeri Yogyakarta with the principal Soemardji (Principal of SMAN 1 Yogyakarta). At the beginning of the teaching and learning activities, SMAN 1 Kasihan received 80 students and was divided into two classes. On March 11, 1979, SMAN 1 Kasihan officially moved and occupied a new building located on Jalan Bugisan Selatan. On April 1, 1979, the definitive principal was appointed. The holder of the position is R. Soetopo Darmosasmito. SMAN 1 Kasihan has undergone many changes of principals. Here are the Principals of SMA Negeri 1 Kasihan from time to time.

Table 1. Change of Principal

Name	Year
R. Soetopo Darmosasmito	1979 – 1981
Drs. Sulistyo	1981 – 1984
Drs. Sukemi	1984 – 1986
Kabid PMU	1986 – 1986 as acting principal
Drs. Soejadi	1986 – 1989
Moch. Solidh Hardjono	1989 – 1990 as acting principal
Drs. Samidjo	1990 – 1992
Drs. Ign. Ramelan	1992–19993 as school official
Drs. Ngabdurochim	1993 – 1995
R. Suharjo, B.A	1995 – 1997
Dra. Sumarlinah	1997 – 2001
Drs. HM. Edy Suhartyono, MM	2001 – 2008
Suwito, M.Pd.	2008 – 2009 as acting principal
Drs. H. Suharja, M.pd.	2009 – 2015
Drs. Isdarmoko, M.pd.	2015 - 2017
H. Subarino, Ph.D	2017 – 2019
Sarwono, M.Pd	2019 – Present

To realize the vision and mission of SMAN 1 Kasihan continues to strive to advance the school in various fields. From academic and non-academic fields. This includes the physical progress of the school, as well as development in the field of religion.Vision of SMAN 1 Kasihan "The realization of people with character, achievement, and based on Javanese culture in 2025". Missions of SMAN 1 Kasihan are first, strengthening the character of students through the harmonization of heart sports, taste sports, thought sports, and sports with involvement and cooperation between educational units, families, and communities, second, fostering the spirit of achievement both academic and non-academic by optimizing the learning process and guidance through intracurricular and extracurricular activities in accordance with student interests and talents, and lastly fostering the independence of students who are responsive to their environment, have high competitiveness, understand diversity for unity, and make Javanese culture an inspiration for progress that is solutiful for the welfare and happiness of themselves, their environment and the world.

Purposes of SMAN 1 Kasihan are the realization of a school culture that applies the values of Pancasila in character education through religious activities and integrated in the learning of all subjects, the realization of active learning that

increases the achievement of academic and non-academic students so that they succeed in penetrating the desired college and the realization of students with superior human character and applying the noble values of Javanese culture that exists and lives developing around it. The students of SMA Negeri 1 Kasihan for this year have a total of 862 students. Every admission of new students of SMAN 1 Kasihan there is always an increase in students. The following is the data of the students of SMA N 1 Kasihan.
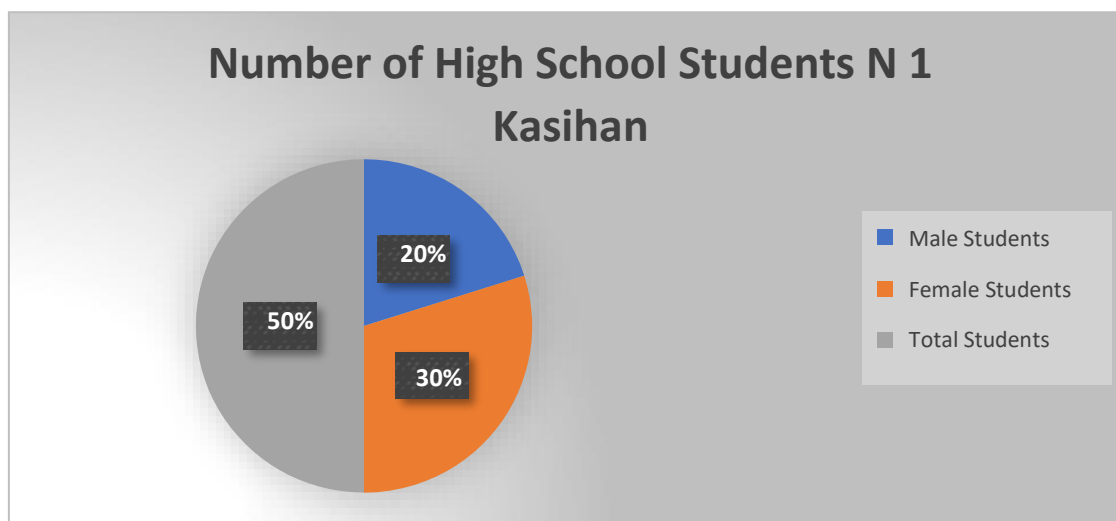
Picture 1. Number of High School Students Negeri 1 Kasihan

1. Islamic Behavior of Students in SMA Negeri 1 Kasihan

Islamic behavior is an important thing that must be possessed by students, because Islamic behavior is a major goal in the world of education (Haniyyah, 2021: 76). The existence of this Islamic behavioral nature, students are expected to become a person with a charitable character, so that this Islamic behavior culture can become a good habit in daily activities. The nature of Islamic behavior is an achievement that must be instilled in students by the way teachers provide religious programs (Irwanto, 2017: 60). Based on the results of an interview between the researcher and the principal, about the Islamic behavior of students at SMAN 1 Kasihan, the following are the results of the interview:

"In my own opinion, the religious behavior of the students here is good enough, but we as educators have a role to play in improving these religious behaviors. I as the principal here must be able to provide an example of good Islamic (religious) behavior to instill the nature of akhalakul karimah for the students here" (Sarwono, Principal).

From the results of the interview between researcher and principal, researcher can conclude that the statement about "Islamic behavior of students at SMAN 1 Kasihan is good enough" is in accordance with the results of fieldwork

after this interview was carried out such as carry out obligations and stay away from the prohibitions of Allah Almighty, Always be enthusiastic when carrying out religious-related activities, be polite towards your elders, does not violate school rules and lastly follow the mandatory activities that have been made by the school (Khadijah, 2020: 36).

The way to find out the Islamic behavior of a student can be seen from the characteristic attitude of the student. There are several things that can be used as indicators in assessing the Islamic behavior of a student. The following are indicators of Islamic behavior that must be achieved by students namely carry out obligations and stay away from the prohibitions of Allah Almighty, Always be enthusiastic when carrying out religious-related activities , be polite towards your elders, does not violate school rules and follow the mandatory activities that have been made by the school (Khadijah, 2020: 36).

Improving Islamic behavior is mandatory for educators at SMAN 1 Kasihan. This is also in accordance with the vision of SMAN 1 Kasihan *"The realization of people with character, achievement, and based on Javanese culture in 2025"* (vision). The realization of people with character, students will have a more advanced nature. All the above programs have also become mandatory and must be implemented. Below are the results of the interview since when this program was launched at SMAN 1 Kasihan.

"This program has been implemented since the 19s. Although it has not been listed before. Because it has not been listed before so there are still students who are still violating. My way of dealing with students who are still violating even though they have been warned by other teachers, so I sanctioned calling the parents so that the students can realize how important it is to improve the islamic behavior" (Sarwono, Principal).

After the researcher conducts the interview above the researcher gets a gist from the interview above. Which is where this program has been running for quite a long time even though it has not been listed before. So, the results of the above interviews are relevant to what is in the school environment.

The Principal's Idea of Improving Islamic behavior According to Sarwono (principal), the idea of the principal to improve students' religious behavior (Islamic behavior) is through religious education lessons. Apart from religious education lessons, SMAN 1 Kasihan also has an organ called the Intra-School Student Organization (OSIS). The following is the result of the second interview between the researcher and the principal about the principal's idea of improving students' Islamic behavior:

"The idea that I have to improve the Islamic behavior of students is, through religious education subjects, besides that there is a student council section that deals with religious fields or the improvement of Islamic behavior. Usually, when there is a big day, students from the student council hold events such as Eid al-Adha" (Sarwono, Principal).

According to the above interview the researcher drew the conclusion that, the idea of the principal in improving behavior is. That is through the subject of religious education and through the student council which holds the religious division. Students hold activities during big days such as Eid al-Adha students make sacrifices at school, and some are distributed with people in need. In the above activity, it means that it is the student who drives the activity, and the educator is the student's guide in the activity. After the researcher explores the results of the interview above, the researcher draws a gist from the above statement. In the statement above is already relevant to the interviews that have been carried out. Not only with the principal the researcher also digs up other data with other subjects such as. Counseling Guidance Teachers (BK) and Islamic Religious Education (PAI) Teachers.

2. Methods for Improving Islamic Behavior of Students at SMAN 1 Kasihan

Islamic behavior improvement programs are very important in the education process. With this program, the goal of improving students' Islamic behavior can run according to expectations and achieve specified targets. Here the researcher conducted a more in-depth interview to find out more about the process of improving the Islamic behavior of students at SMAN 1 Kasihan. The following is the content of the interview between researcher with the principal (Sarwono), BK teachers (Slamet Istiyono), and PAI teachers (Umu Muslimah).

"So, the programs owned by the school in improving the Islamic behavior of students include, namely, before the teaching and learning activities (KBM) begin, students who are Muslims are required to tadarus together and start prayers before learning. In addition, the students at SMAN 1 Kasihan carried out social activities such as social services, and the activity was driven by the Rohis group (SDI)" (Sarwono, Principal).

After the researcher conducted an interview with the principal. Researchers also conducted interview with BK teachers and PAI teachers. The following is the content of the researcher's interview with the BK teacher, PAI teacher, and one of the students.

"Regarding the program that we have, we at this high school have a forum to provide guidance about Islamic behavior. For Muslim students we have a team of Rohis group. This SDI often holds activities related to religion, for example, mentoring, recitation,

congregational prayers, and azan schedules. And the school also has a tadarus program every morning before learning begins. We as educators act as student mentors in the activities held. Whether it's from the SDI Rohis team or from the headmaster directly (Slamet, BK teacher)".

"I as a PAI Teacher here also have my own program in the process of improving the Islamic behavior of mas students. Usually, I do habituation every class started. Before teaching process started I required the class students to read Asmaul Husna and Tadarus in a joint way. Before covid – 19 schools had programs"

Fardhu prayers congregation. And those who are in charge of the program are usually the students on duty. For example, on Fridays it is the students who find preacher. For the students themselves, the school has a whiteness study program on Fridays which is in the sports hall (Umu, PAI teacher)".

"I as the chairman of Dakwah Islam usually every time we go home from school, we hold tadarus and that is also the leader of the event alternating or rotating, it also depends on the supervisor, the rohis team has other programs besides tadarus, such as studies, podcasts, and congregational prayers (Rohman, Chairman of SDI) "

After the researcher conducted the interview above, the researcher has drawn the conclusion, that SMAN 1 Kasihan is relevant to the existence of a program to improve students' Islamic behavior, as from the results of the interview above that the school always runs an existing program. Students are the driving force of the program itself because the teacher has a role as a guide and director when Islamic programs are implemented.

a. The implementation of the program improves the Islamic behavior of students at SMA N 1 Kasihan.

After the researcher knew the program owned by the school, the researcher dug deeper into the way the school was in running a student Islamic behavior improvement program. Both before the pandemic and during this pandemic. The existence of programs as described above the teacher acts as a guide and director when the programs are ongoing, so that schools can achieve the targets to be achieved. The following are the results of an interview regarding the implementation of this Islamic behavior improvement program.

"The way we implemented the programs that were before our pandemic and the students usually jumped right in. Like during Eid al-Adha. We slaughter cows in the school environment. Then we distributed the meat just now, and some of it was brought by the students to make their own events. With this pandemic, we continue to run programs related to religion, like Eid al-Adha earlier which we

usually cut in the school environment, if for the pandemic we hand over the cows with the nearest neighbor from the school and they who divide. That's not all, usually the student council and relogious department of SMAN 1Kasihan hold fundraisers. For example, yesterday's eruption (Sarwono. Principal)."

"Regarding programs that still have to run during the pandemic. We as teachers who have a guiding role, directly directing students to run programs to improve Islamic behavior, by online means. Like tadarus usually in class whereas during the current pandemic via zoom or other software. because this program to improve Islamic behavior is mandatory and must continue to run even though it is online (Slamet. BK Teacher)."

"Yes, even though it is a pandemic now, I still guide the students so that the Islamic behavior improvement program continues to run, even though it is online. Nowadays students still have many activities related to religion. Such as, proselytizing, which consists of podcasts, public relations of the rohis section, which always share info on rohis activities, and students also have activities of indifference. Which is where the activity is carried out in pickets every 1 month" (Umu. PAI Teacher).

"My way of running our program for now is through online, because there is pandemic we rarely do religious activities offline, but we from the rohis team will continue to run our program even though it is online, such as tadarus, podcasts or studies that we usually do (Rohis, Chairman of SDI).

From the interview above, researcher draw the conclusion that SMAN 1 Kasihan has many programs in the process of improving students' Islamic behavior. Related to the method of implementation through online, it is not an obstacle for educators who have a role as mentors in the process of improving Islamic behavior. The students also continue to have a high spirit in improving this Islamic behavior.

b. How schools deal with students who are still violating the rules

Complying with the rules is part of Islamic behavior. Islamic behavior is very important in everyday life, in the school environment and outside the school environment. Islamic behavior also has a good positive effect on the students themselves. Here researcher is increasingly curious about how schools cope with students who are not yet aware of how important Islamic behavior is, and what actions should be taken so that the student does not violate the rules in the school. The following are the results of interviews between researcher with BK Teacher and PAI Teacher.

"If I find a student who violates. I as a BK teacher gave an act of reprimand at the beginning of the student's mistakes that violated. If the student has been given

a reprimand still in violation, I call the student to my room to give the 2nd reprimand as well as give a parent's call letter so that the student can be better and know that obeying the rules is an important thing in this life (Slamet. BK Teacher).

After the above interview the researcher wanted to know what actions the PAI teacher gave. The following are the results of interviews between researcher and PAI Teacher.

"If I find a student who violates I will reprimand first. After I reprimand if the student still repeats the mistake, I will discuss the student with the homeroom teacher, teacher BK, then after that I entrust the BK teacher to follow up with the student (Umu, PAI Teacher).

From the results of the interview above, researcher know how BK teacher and PAI teacher cope with students who are still violating the rules. The existence of regulations has the purpose of building character. If someone violates the rules, it means that the person needs a higher encouragement to realize how important it is to have good character. Researcher has concluded that the above actions are quite relevant at the time of the study.

c. Subjects That Have Islamic Character

Not only from the program but in terms of the subjects taught, there are also those that have outputs to Islamic behavior. In improving Islamic behavior, students are given lessons that can instill a better character in the future. Subjects that can instill good behavior such as, Islamic Religious Education, and ethics. The following is the result of the researcher's interview with the PAI teacher.

"In addition to the aforementioned programs, we continue to improve student behavior through *subjects that aim to provide better character for students. For example, PAI and ethics subjects, where the subjects aim to shape student behavior for the better (Umu, PAI Teacher)."*

"The subjects that instill about religious behavior are definitely religious subjects, but there are also some teachers who always remind us of good religious behavior even though it is outside of religious subjects (Rohman, Head of SDI). *"*

From the results of the above interviews the researcher draws the conclusion that the above is already relevant to previous studies. There are many ways that can be done in improving Islamic behavior as explained above can be through programs that have been made by schools or through subjects

that have the formation of Islamic behavior (character) or outside of religious class hours. Educators always reminding how important it is to have good religious behavior. Not only religious programs, outside of religious programs there are subjects that have outputs to improve the Islamic behavior of students of SMA N 1 Kasihan.

3. **Supporting and Inhibiting Factors in Improving Islamic Behavior**

   a. **Supporting factors in improving students' Islamic behavior**

   In improving Islamic behavior, students' educators must encounter several things of ease and difficulty, directly or indirectly. The process of improving students' Islamic behavior requires supporting facilities and facilities so that this student Islamic behavior improvement program can be carried out more easily. With complete facilities and facilities, the school can also achieve the desired target in improving this Islamic behavior. Below is the result of the researcher's interview with the principal, BK teacher and PAI teacher.

   "For one of the supporting factors, is from our vision as well, because our vision aims to form a better character, the process in improving islamic behavior is arguably quite easy (Sarwono. Principal)."

   "In my own opinion I didn't find any difficulties at all mas. Because the school has facilities that are arguably complete and sufficient in improving this Islamic behavior. In addition, we always provide motivation to students so that students can know how important it is to have good religious (Islamic) behavior (Slamet. Teacher BK)."

   "For the supporting factor, namely, where the sense of concern of educators here, such as all teachers provide motivation and always support students so that they always try to improve religious (Islamic) behavior. In addition, we always encourage the rohis team to always have faith in carrying out their duties. The facilities here can be said to be quite complete mas for students to carry out religious activities, be it Muslims or non-Muslims (Umu. PAI Teacher)."

   "The supporting factor itself is, there is the enthusiasm of friends to improve religious behavior, because friends are enthusiastic, I as the chairman more enthusiastic to carry out this religious program, and there are also many teachers who guide and encourage us (Rohman Chairman of SDI)."

   After the researcher conducted the interview above, the researcher learned that SMAN 1 Kasihan already had the facilities and pre-facilities that is quite complete. According to the researcher that the results of the above

interviews are very relevant to the existing reality. The enthusiasm of the students also encourages the rohis team leader to be more enthusiastic in carrying out religious programs in improving students' religious behavior.

The existence of a program that has been created by the school, students get better after this Islamic behavior improvement program is running, for example. Students become active in participating in Islamic behavior improvement programs, not skipping classes during class hours.

b. Inhibiting Factors in Improving Students' Islamic Behavior

After researcher knew the supporting factors in improving students' Islamic behavior, researcher dig deeper such as finding out the inhibiting factors of SMAN 1 Kasihan in improving students' Islamic behavior Is this pandemic a cause of inhibition for the educators of SMAN 1 Kasihan in improving the Islamic behavior of students at   SMAN 1 Kasihan. The following is a researcher interview with the Principal, BK Teacher, PAI Teacher, and SDI Chairman.

"if it's for the inhibiting factor itself, in my opinion, there is a communication section. Because all these Islamic behavior improvement programs are online, and sometimes there are students who not participating in activities with network causes or other obstacles (Sarwono. Principal)."

"The inhibiting factor may be because it's online, so existing programs are less than optimal, but we will always run programs that can be done like tadarus or podcasts. Although it cannot be implemented directly on the spot, it will not prevent educators here from improving students' Islamic behavior. The rohis part of the students is also trying to run a program that has been designed to improve the islamic behavior of students in this school (Slamet BK Teacher)."

"I think the inhibiting factor is to get the students to stay in the Islamic behaviour improvement program that has been created by the school or the student rohis team. For example, there are students who have been invited to take part in activities that must be carried out but after being invited, the student does not participate in activities with the origin of overslept or a bad network. We educators and the school rohis team will continue to overcome this inhibiting factor so that this program continues to run as optimally as possible even though the program is carried out online (Umu PAI Teacher)."

> *"The hindrance factor in my opinion is like a proposal that was not accepted, because during the pandemic it was difficult to communicate or gather friends to carry out offline activities* (Rohman Chairman of SDI). *"*

After the researcher conducted the interview above, the researchers found out what are the inhibiting factors that schools have experienced in improving students' Islamic behavior. All of the inhibiting factors above are very relevant to the existing reality, and with the proposals rejected due to this pandemic, it makes it difficult for the rohis team to add religious activities, but the educators and rohis team from SMA N 1 Kasihan will still try to improve students' Islamic behavior even though they have to go through some difficulties.

Before the existence of the above program, educators had difficulty in carrying out programs to improve students' Islamic behavior, because there were still students who were not aware of the importance of having Islamic behavior, for example. Students are not serious when participating in the program, but educators continue to strive so that students can be organized when participating in the program that has been implemented.

CONCLUSION

Based on the results of research conducted by researcher, the following conclusions can be presented:

1. Islamic behavior of students of SMAN 1 Kasihan

   The Islamic behavior of the students of SMAN 1 Kasihan can be categorized as good because the students have achieved the following indicators: carry out obligations and stay away from the prohibitions of Allah Almighty, Always be enthusiastic when carrying out activities related to religion, be polite towards your elders, does not violate school rules and follow the mandatory activities that have been made by the school.

2. The role of teachers of SMAN 1 Kasihan in improving students' Islamic behavior

   SMAN 1 Kasihan has many ways to improve the Islamic behavior of the students. The vision of instilling good character in students, makes the teachers of SMAN 1 Kasihan have many ideas for programs to improve students' Islamic behavior, for example as follows:
   a) Tadarus and prayer together before and after teaching and learning activities at SMAN 1 Kasihan
   b) Holding a joint social service in the movement by the student council and guided by educators

c) Hold a joint recitation by inviting tecaher from outside

d) Doing congregation prayer in the school.

3. Supporting and inhibiting factors of SMAN 1 Kasihan in improving students' Islamic behavior

   a. Supporting factors in improving Islamic behavior of students at SMA N 1 Kasihan are as follows

      1) Educators of SMAN 1 Kasihan
         With the existence of education, schools can encourage students to have better character for the future. It is the educator who guides students to become better people.

      2) Facilities of SMAN 1 Kasihan
         The facilities of SMAN 1 Kasihan are very complete and qualified to carry out Islamic behavior activities. This complete facility makes Islamic behavior improvement activities easier to carry out, to achieve indicators that are in accordance with school standards.

      3) Learners
         Students are important in improving students' Islamic behavior.

      4) Rohis team of SMAN 1 Kasihan
         The rohis team is a driving force in improving students' Islamic behavior.

      5) Activities to improve students' Islamic behavior.

   b. The inhibiting factors in improving islamic behavior of students at SMA N 1 Kasihan are as follows

      1) Communicating with students due to the pandemic

      2) Constrained by networks in the community – each student district and educator

      3) Gathering students has become more difficult because during the pandemic it is not allowed to crowd.

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