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# The Role of Islamic Teachers in Preventing Moral Degradation among Adolescents

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**Abstract**: Moral degradation among adolescents has become a growing concern in contemporary society, influenced by globalization, social media, peer pressure, and changing social environments. Islamic education plays an important role in developing good moral character and religious awareness. This study aims to examine the role of Islamic teachers in preventing moral degradation among adolescents, identify educational strategies for strengthening moral and religious character, and analyze the challenges encountered in implementing Islamic moral education. This research employs a qualitative descriptive approach using library research. Data are collected from the Qur'an, Hadith, academic books, and relevant scientific journal articles, which are analyzed descriptively and thematically. The literature analysis indicates that Islamic teachers contribute to adolescent moral development as educators, spiritual guides, and role models. Their educational approaches include Islamic moral instruction, religious habituation, personal guidance, and character-building activities. However, negative social media influences, peer pressure, family environments, and declining religious awareness remain important challenges. The study concludes that preventing moral degradation requires consistent Islamic education, exemplary behavior, and cooperation among teachers, parents, schools, and communities.

**Research Highlights:**

- Islamic teachers play an important role in preventing moral degradation among adolescents.
- Islamic moral education strengthens religious awareness and the development of akhlakul karimah.
- Teacher role modeling, religious habituation, counseling, and character-building are important educational approaches.
- Social media, peer pressure, and family environments present challenges to adolescent moral development.
- Cooperation among teachers, parents, schools, and communities is essential for strengthening adolescents' moral character.

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## INTRODUCTION

Moral degradation among adolescents has become an important concern in contemporary society, particularly in the context of globalization, modernization, and the rapid development of digital technology(Umeogu & Ojiakor, 2014). Adolescence is a critical stage of human development in which individuals experience significant physical, psychological, emotional, social, and spiritual changes. During this period, adolescents begin to develop their identities, establish personal values, and make decisions that influence their future behavior. However, various social challenges have contributed to the emergence of moral problems among young people, including dishonesty, disrespect toward parents and teachers, bullying, violence, juvenile delinquency, lack of discipline, and declining social responsibility. These

conditions indicate the importance of strengthening moral education as an essential foundation for adolescent development.

The development of social media and digital communication has also created new challenges for adolescent moral formation. Although digital technology provides opportunities for learning, communication, and accessing information, uncontrolled use may expose adolescents to inappropriate content, cyberbullying, negative social interactions, and unhealthy lifestyles. Furthermore, peer pressure, changing social environments, and insufficient parental supervision can influence adolescents' attitudes and behavioral patterns. In some circumstances, these influences may weaken religious awareness, ethical sensitivity, and commitment to Islamic values(Alshehri et al., 2021). Therefore, adolescents require appropriate educational guidance to develop the ability to distinguish between positive and negative influences and apply moral principles in their daily lives.

Islamic education plays an essential role in addressing these challenges because it emphasizes the integration of knowledge, faith, worship, and moral conduct. One of its fundamental objectives is to develop individuals who possess akhlakul karimah, demonstrate responsibility, practice honesty, maintain discipline, and respect others(Mujahid, 2021). Islamic moral education is not limited to understanding religious concepts but also involves internalizing and practicing Islamic teachings in everyday situations. The Qur'an provides important foundations for moral development, particularly in Surah Luqman (31:12–19), which emphasizes gratitude, faith, worship, respect for parents, humility, and good social behavior. Similarly, Surah Al-Ahzab (33:21) presents Prophet Muhammad as an exemplary model whose character should inspire Muslims in their personal and social lives.

Previous studies have extensively discussed the relationship between Islamic education, teachers' responsibilities, moral development, and character formation among students. Darlan, Pettalongi, and Rustina (2021), in their study entitled The Roles of Islamic Education in Building Students' Character within Indonesia Public Schools, examined the implementation of Islamic educational values in character formation at a public senior high school in Palu, Indonesia. Using a qualitative case study approach, the researchers found that Islamic character education was integrated into curriculum planning, classroom learning, evaluation, and extracurricular activities. Their findings demonstrated that Islamic education could contribute to students' character development through the consistent integration of religious and moral values into school activities. This study provides an important foundation for understanding how Islamic educational institutions can strengthen students' moral character through structured educational programs.

Furthermore, Azizah and Anshori (2022), in their research entitled The Role of Islamic Religious Education Teachers in the Development of Religious Characters in Limited Face-to-Face Learning at Senior High School, investigated the responsibilities of Islamic Religious Education teachers in developing students' religious character during limited face-to-face learning at SMA Antartika Sidoarjo. Their qualitative findings indicated that teachers contributed to religious character development through guidance, exemplary behavior, advice, religious activities, and the establishment of a religious school environment. Activities such as congregational prayer, collective supplication, Qur'an reading, and religious extracurricular programs were identified as important educational practices. This research highlights the importance of religious habituation and teacher role modeling in developing students' religious commitment and moral behavior.

Nasrullah, Abdus Salam DZ, Haedari, and Karim (2023), in their study entitled The Role of Islamic Religious Education Teachers in Character Education: A Qualitative Study at Mutiara Hikmah Vocational High School (SMK), examined the contribution of Islamic Religious Education teachers to character development in the context of globalization. The study emphasized the importance of strengthening students' discipline, moral values, independence, and responsibility through Islamic educational practices. Their research is relevant because it demonstrates that Islamic teachers have an important responsibility in responding to changes in students' moral attitudes and behavior. It also reinforces the argument that religious education should integrate moral instruction with practical character-building activities.

Furthermore, Jaya, Fitriya, Rois, Ubaidillah, and Sukarman (2026), in their research entitled Islamic Education Management in the Formation of Children's Morals in Elementary Madrasahs: The Influence of Digital Media on Character Education, examined the relationship between Islamic education management, moral development, and digital media exposure. Their research highlighted the challenges faced by Islamic educational institutions in maintaining students' moral development amid the increasing influence of

digital technology. This study reinforces the importance of integrating Islamic educational management and digital awareness into character education.

Within this educational framework, Islamic teachers have an important responsibility beyond delivering religious knowledge. They serve as educators, moral guides, spiritual mentors, counselors, and role models who influence adolescents' character development. Through religious instruction, personal guidance, exemplary behavior, habituation of religious practices, and character-building activities, Islamic teachers can encourage students to understand and practice Islamic moral values. Their responsibility also involves helping adolescents respond critically to negative social influences and develop responsible attitudes toward themselves and others. Cooperation between Islamic teachers, parents, schools, and communities is consequently necessary to establish a supportive environment for moral development(Rochim & Khayati, 2022).

Despite these efforts, preventing moral degradation remains a complex educational challenge that requires continuous evaluation of teaching approaches and cooperation among educational stakeholders. Therefore, this study focuses on examining how Islamic teachers contribute to preventing moral degradation among adolescents through religious education, moral guidance, exemplary behavior, and the internalization of Islamic values.

Based on the background described above, moral degradation among adolescents is influenced by various interconnected factors, including technological developments, social environments, peer relationships, and insufficient moral guidance. Islamic teachers are expected to address these challenges; however, their responsibilities and educational strategies require further examination. Therefore, this research addresses five main questions: What factors contribute to moral degradation among adolescents? How does digital technology influence their moral behavior? Why is the role of Islamic teachers important in preventing moral degradation? What educational strategies are implemented to develop adolescents' Islamic character? What challenges do Islamic teachers encounter when providing moral and religious guidance

This study aims to identify the factors contributing to moral degradation among adolescents and examine the role of Islamic teachers in addressing these problems through Islamic education. It also seeks to analyze the strategies employed by Islamic teachers to strengthen adolescents' moral and religious character, explore the importance of exemplary behavior and spiritual guidance in personality development, and identify the challenges encountered in promoting positive moral behavior. Through these objectives, the research intends to provide a broader understanding of Islamic teachers' contributions to adolescent character formation.

Theoretically, this research is expected to contribute to the development of Islamic educational knowledge, particularly concerning moral education and adolescent character formation. Practically, it may provide Islamic teachers with insights into effective approaches for integrating religious values into teaching and character-building activities. For educational institutions, the findings may encourage the development of stronger religious programs and supportive learning environments. For parents, this study emphasizes the importance of cooperation with teachers in providing consistent moral and spiritual guidance. Socially, the research is expected to support the development of a generation characterized by akhlakul karimah, religious commitment, ethical awareness, and social responsibility(Susilo et al., 2022).
These studies demonstrate that Islamic teachers play an important role in developing students' moral awareness through religious instruction, habituation, exemplary behavior, and educational guidance. Nevertheless, the present research focuses specifically on preventing moral degradation among adolescents by examining the relationship between Islamic teachers' educational responsibilities, contemporary moral challenges, and the implementation of Islamic values in everyday adolescent life. Its particular emphasis is on the integration of moral instruction, spiritual mentoring, character development, and responses to negative digital and social influences. Accordingly, this research seeks to provide a more comprehensive understanding of how Islamic teachers can contribute to strengthening adolescents' moral identity and promoting the practical application of akhlakul karimah in contemporary society.

## METHOD

This study employs a qualitative descriptive research approach to examine the role of Islamic teachers in preventing moral degradation among adolescents(Biantoro, 2019). A qualitative approach is considered appropriate because the research focuses on understanding educational concepts, moral values,

religious guidance, and the responsibilities of Islamic teachers in shaping adolescents' character. Rather than emphasizing numerical measurements or statistical relationships, this approach seeks to provide an in-depth understanding of how Islamic education contributes to the development of moral awareness, religious commitment, and positive behavior among adolescents. Specifically, this research applies a library research design by examining relevant Islamic educational literature, scientific journal articles, academic books, and previous research related to adolescent moral development. Library research allows the researcher to analyze various theoretical perspectives and Islamic educational principles systematically. The selection of this research design is based on the need to understand the conceptual relationship between Islamic teachers' educational responsibilities and the prevention of moral degradation in contemporary society. Through this approach, the study explores the importance of Islamic teachers as educators, moral guides, spiritual mentors, and role models in promoting akhlakul karimah among adolescents.

The data used in this study consist of primary and secondary sources that are relevant to Islamic education, moral development, and adolescent behavior. Primary sources include the Qur'an and Hadith, which provide fundamental guidance concerning Islamic moral principles, educational responsibilities, and the development of good character(Ismail, 2016). Particular attention is given to Qur'anic teachings in Surah Luqman (31:12–19), Surah Al-Ahzab (33:21), Surah An-Nahl (16:125), and other relevant passages that emphasize moral responsibility, wisdom, exemplary behavior, humility, and religious commitment. Islamic educational literature discussing the responsibilities of teachers, moral instruction, spiritual guidance, and character formation is also examined as an important theoretical foundation. Secondary sources include scientific journal articles, academic books, scholarly publications, and previous research addressing Islamic character education, teachers' roles in preventing juvenile delinquency, the influence of digital technology on adolescent morality, and the relationship between religious education and behavioral development. Relevant publications from the last ten years are prioritized to ensure that the discussion reflects contemporary educational challenges and developments. These sources are selected based on their relevance, academic credibility, and contribution to understanding the research topic.

Data collection is conducted through documentation and literature review techniques. The documentation technique involves collecting, identifying, and organizing relevant information from books, scientific journals, research articles, and Islamic educational publications. The literature review process focuses on examining academic discussions concerning the meaning of moral degradation, the factors influencing adolescent behavior, the responsibilities of Islamic teachers, and the implementation of Islamic values in educational environments. Relevant Qur'anic verses and Hadith are also examined to identify the theological foundations of moral education and the importance of exemplary behavior in Islamic teaching(Rosadi, 2021). Furthermore, previous empirical studies are reviewed to understand the educational strategies that have been implemented to strengthen students' moral and religious character. The collected materials are classified according to the main research themes, including moral challenges among adolescents, the role of Islamic teachers, Islamic educational strategies, religious guidance, and character development. To maintain the quality of the collected information, priority is given to credible academic publications, relevant Islamic references, and research findings that directly address the objectives of the study. Since this research uses library research, interviews and direct observations are not included as data collection procedures.

The collected data are analyzed using descriptive qualitative analysis and thematic analysis to identify important concepts, relationships, and recurring discussions relevant to the research objectives. The analysis begins with data reduction, which involves selecting, examining, and organizing information from the collected literature according to its relevance to the role of Islamic teachers in preventing moral degradation among adolescents(Muis et al., 2022). Irrelevant information is excluded, while important findings concerning moral education, religious guidance, character formation, and adolescent behavioral challenges are retained. The second stage involves data presentation, in which the selected information is organized into descriptive explanations and thematic categories to facilitate systematic interpretation. Thematic analysis is then conducted by identifying recurring themes, including the factors contributing to moral degradation, Islamic teachers' responsibilities as educators and role models, the implementation of religious instruction and habituation, the importance of spiritual mentoring, and the challenges associated with digital technology and social environments. The final stage involves drawing conclusions by interpreting the findings in relation to Islamic educational principles, relevant Qur'anic teachings, Hadith, and previous scholarly research. Through this analytical process, the study develops an integrated

understanding of how Islamic teachers can contribute to preventing moral degradation and strengthening adolescents' moral identity through the internalization of akhlakul karimah. To maintain academic credibility, the analysis considers the relevance, consistency, and reliability of the literature and compares perspectives from different scholarly sources before formulating the conclusions.

## RESULTS AND DISCUSSION

### The Phenomenon and Factors of Moral Degradation among Adolescents

Moral degradation among adolescents represents a significant challenge in contemporary Islamic education because adolescence is a developmental period characterized by changes in emotional maturity, social relationships, personal identity, and moral decision-making. From an Islamic educational perspective, moral degradation refers to the declining practice of ethical and religious values that should guide individuals in their relationships with Allah, themselves, other people, and the surrounding environment(Solihin et al., 2020). Such conditions may be reflected in dishonesty, disrespect toward parents and teachers, bullying, violence, indiscipline, irresponsible behavior, and a lack of concern for others. These behaviors indicate a gap between religious knowledge and its practical application in everyday life. In Islam, moral development is closely associated with the concept of akhlakul karimah, which emphasizes honesty, patience, humility, responsibility, justice, and respect. Therefore, moral degradation should not only be understood as a behavioral problem but also as an educational and spiritual challenge that requires continuous guidance.

One of the factors contributing to moral degradation among adolescents is the rapid development of digital technology and social media. Digital platforms provide opportunities for communication, education, and access to information; however, inappropriate content, cyberbullying, online harassment, misinformation, and negative social interactions may influence adolescents' attitudes and behavior(Reid Chassiakos et al., 2016). Exposure to harmful digital environments can normalize disrespectful communication, aggressive behavior, excessive consumerism, and lifestyles that contradict Islamic ethical principles. Furthermore, peer pressure and unhealthy social environments may encourage adolescents to imitate negative behaviors to gain acceptance and recognition within their social groups. Family conditions also play an important role in adolescent moral development. Limited parental supervision, insufficient religious education at home, and a lack of emotional communication may reduce opportunities for adolescents to receive consistent moral guidance. During adolescence, individuals are also developing their identities and seeking independence, making them particularly sensitive to social influences and external expectations. Consequently, Islamic education must provide appropriate moral direction to help adolescents develop sound judgment, strengthen their religious awareness, and make responsible decisions in different social situations.

### The Role of Islamic Teachers as Moral Educators

Islamic teachers have an important responsibility in preventing moral degradation by providing religious knowledge, ethical instruction, and continuous guidance that support adolescents' character development. Their responsibilities extend beyond explaining Islamic concepts and religious obligations because they must also help students understand the practical meaning of Islamic values in everyday life. Through Islamic Religious Education (PAI), teachers introduce fundamental moral principles such as shiddiq (honesty), amanah (trustworthiness), responsibility, discipline, patience, humility, and respect for others. These values provide an ethical foundation that guides adolescents in developing appropriate relationships with family members, teachers, friends, and the wider community. Islamic teachers are expected to explain not only the religious meaning of these principles but also their relevance to contemporary behavioral challenges.

Furthermore, Islamic teachers play an essential role in integrating moral education into classroom learning activities. Religious lessons can become opportunities to discuss honesty in academic activities, responsibility in completing assignments, respect for differences, and appropriate behavior in social interactions(Chickering et al., 2015). Teachers can also encourage students to reflect on the consequences of immoral actions from Islamic perspectives, including the importance of accountability, justice, and maintaining good relationships with others. In this context, Islamic education should emphasize the internalization of religious values rather than merely memorizing religious information. Teachers can strengthen students' moral awareness through discussions, reflective learning, religious advice, and practical activities that encourage the application of Islamic principles. By integrating moral instruction

into daily educational experiences, Islamic teachers can contribute to developing adolescents who understand the relationship between religious knowledge and responsible behavior.

**The Role of Islamic Teachers as Role Models (Uswatun Hasanah)**

In addition to functioning as moral educators, Islamic teachers serve as role models whose attitudes, communication, and daily behavior can influence students' character formation. The concept of uswatun hasanah emphasizes the importance of exemplary conduct in Islamic education(Nursikin & Nugroho, 2021). Teachers are expected to demonstrate the values they teach through their actions, including honesty, discipline, patience, fairness, humility, responsibility, and respect for others. The consistency between teachers' words and actions is particularly important because adolescents often evaluate moral principles through the behavior of individuals they respect and consider influential. When teachers consistently demonstrate positive attitudes, students have opportunities to observe, understand, and imitate these behaviors in their own lives.

The Prophet Muhammad serves as the primary example of excellent moral character in Islamic education. His qualities of honesty, compassion, patience, justice, and humility provide fundamental guidance for Islamic teachers in carrying out their educational responsibilities. Teachers can apply these prophetic values by treating students fairly, communicating respectfully, avoiding discriminatory behavior, demonstrating emotional control, and providing constructive advice when students make mistakes(Nash, 2002). Rather than relying exclusively on punishment, teachers should encourage reflection, responsibility, and behavioral improvement. Creating a positive educational environment based on mutual respect, trust, discipline, and religious values is also essential. Through consistent exemplary behavior, Islamic teachers can help adolescents recognize that morality is not simply a theoretical concept but a way of life that must be reflected in personal decisions and social relationships.

**Islamic Teachers' Strategies for Preventing Moral Degradation**

Preventing moral degradation among adolescents requires Islamic teachers to implement educational strategies that integrate religious instruction, behavioral development, spiritual guidance, and cooperation with families. One important strategy is Islamic moral instruction, which involves teaching the Qur'an, Hadith, and Islamic ethical principles as foundations for developing good character. Through structured religious learning, students can understand the importance of honesty, responsibility, discipline, tolerance, and respect. Teachers should connect religious concepts with real-life situations so that adolescents can recognize how Islamic teachings guide their behavior in school, at home, and within society.

Another important strategy is religious habituation, which encourages adolescents to practice Islamic values through consistent religious activities. Activities such as performing daily prayers, reading the Qur'an, participating in congregational prayers, reciting supplications, and attending religious discussions can support the development of spiritual awareness and religious discipline(Hamdan, 2010). Repeated participation in positive religious practices provides opportunities for students to internalize Islamic values and incorporate them into their daily routines. However, these activities should be accompanied by an understanding of their meanings so that religious participation develops into genuine awareness rather than merely fulfilling institutional requirements.

Islamic teachers should also provide moral counseling and personal guidance to adolescents who experience behavioral difficulties(Sarbini et al., 2021). Through individual communication, advice, and constructive discussions, teachers can identify factors influencing students' behavior and help them recognize appropriate ways to address their problems. Such guidance should be conducted with empathy, patience, confidentiality, and respect for students' individual circumstances. Character-building programs can further strengthen moral development by encouraging discipline, responsibility, honesty, tolerance, cooperation, and mutual respect through classroom activities and school regulations. Positive reinforcement, including appreciation, recognition, and constructive encouragement, can motivate students to maintain good behavior and develop confidence in their ability to improve themselves.

In the digital era, digital literacy education has also become an important component of Islamic moral education. Teachers should guide adolescents in using social media responsibly, evaluating online information critically, respecting others' privacy, avoiding cyberbullying, and selecting appropriate digital content. Islamic ethical principles such as honesty, responsibility, and respect should also be applied to online communication(Nidzom, 2022). Furthermore, cooperation between Islamic teachers and parents is necessary to establish consistent moral guidance at school and at home. Communication between teachers and parents can help identify behavioral changes, monitor students' development, and provide

appropriate support. Religious extracurricular activities, including Islamic study groups, Qur'an recitation programs, religious competitions, and community service activities, can also provide positive environments for strengthening students' spiritual commitment and social responsibility. These strategies should be implemented continuously and adapted to adolescents' developmental needs and social circumstances.

**The Importance of Islamic Teachings in Adolescent Moral Development**

Islamic teachings provide the fundamental theological and ethical foundation for preventing moral degradation among adolescents(Hosseini, 2022). The Qur'an and Hadith contain comprehensive guidance concerning personal character, social responsibility, spiritual development, and educational practices. One important reference is Surah Al-Qalam (68:4), which states that Prophet Muhammad possesses an excellent standard of character. This verse establishes the importance of noble morality as a central characteristic of Islamic life. For Islamic teachers, the Prophet's character serves as an educational model in demonstrating honesty, patience, compassion, justice, and humility. These qualities should be reflected in teaching practices and in the guidance provided to adolescents.

Surah Luqman (31:12–19) also provides significant guidance concerning moral and spiritual education(Sholihah & Nurhayati, 2022). These verses discuss gratitude to Allah, the avoidance of associating partners with Him, the importance of prayer, encouraging good deeds, preventing wrongdoing, patience, humility, and appropriate social conduct. The educational advice of Luqman demonstrates that character formation involves religious belief, personal discipline, family relationships, and social ethics. This passage is particularly relevant to adolescent education because it emphasizes the importance of providing guidance that develops both spiritual awareness and responsible behavior. Islamic teachers can use these principles to encourage students to respect their parents, maintain good relationships, avoid arrogance, and practice positive social behavior.

Furthermore, Surah Al-Ahzab (33:21) identifies Prophet Muhammad as an excellent example for those who hope for Allah and the Last Day. This verse reinforces the concept of uswatun hasanah and highlights the importance of exemplary behavior in moral education. Islamic teachers should therefore demonstrate prophetic values through their daily interactions with students(Kabir, 2013). Surah An-Nahl (16:125) also emphasizes the importance of inviting others through wisdom, good instruction, and appropriate discussion. This teaching provides an educational foundation for teachers to deliver moral guidance through constructive communication rather than intimidation or excessive punishment. Meanwhile, Surah At-Tahrim (66:6) emphasizes the responsibility of protecting oneself and one's family from harmful consequences. In the context of adolescent education, this verse highlights the importance of shared responsibility among parents, teachers, and families in providing moral and religious guidance.

The Hadith also reinforces the central position of good character in Islamic life. In a narration recorded by Imam al-Bukhari, the Prophet Muhammad stated that the best among people are those with the best character. Another well-known narration reported by Ahmad emphasizes that the Prophet was sent to perfect noble character. These teachings demonstrate that moral development is not separate from religious commitment but constitutes an essential expression of Islamic faith. Consequently, Islamic teachers should integrate Qur'anic and prophetic values into educational activities, helping adolescents understand that good morality must be demonstrated through their words, actions, decisions, and relationships with others(Siswanto, 2022).

**Challenges Faced by Islamic Teachers in Preventing Moral Degradation**

Although Islamic teachers have an important responsibility in developing adolescents' moral character, implementing effective moral education involves several challenges. One major challenge is the strong influence of social media and digital culture, which exposes adolescents to diverse information, lifestyles, and behavioral models(Buckingham, 2007). Some digital content may contradict Islamic moral principles, while excessive use of online platforms can reduce opportunities for direct social interaction and constructive activities. Islamic teachers must therefore develop appropriate educational approaches that help students distinguish between beneficial and harmful digital influences without completely rejecting technological development.

Differences in family backgrounds, religious understanding, socioeconomic circumstances, and parenting practices also create challenges for Islamic teachers. Some adolescents receive consistent religious guidance and supervision at home, while others may experience limited parental involvement or insufficient communication within their families. These differences can influence students' attitudes toward religious activities and moral instruction. Peer pressure and negative social environments may

further complicate character development, particularly when adolescents feel encouraged to follow behaviors that contradict their personal or religious values(Brown et al., 2008). In addition, some students may demonstrate limited motivation to participate in religious activities because they perceive them as institutional obligations rather than meaningful components of personal development.

Institutional limitations can also affect the implementation of Islamic character education(Abdullah et al., 2019). Limited educational facilities, insufficient supporting programs, inadequate teacher development opportunities, and inconsistent institutional policies may reduce the effectiveness of moral guidance. Another significant challenge involves the gap between religious knowledge and actual behavior. Adolescents may understand the importance of honesty, discipline, and responsibility but experience difficulties applying these principles consistently in their daily lives. Therefore, Islamic teachers need to employ continuous guidance, appropriate communication, and supportive educational practices. Addressing these challenges requires collaboration among teachers, parents, school administrators, and communities to create an environment that consistently supports adolescents' moral and spiritual development.

**The Implications of Islamic Teachers' Roles for Adolescent Character Development**

The involvement of Islamic teachers in moral education has important implications for adolescents' personal, spiritual, and social development. Through consistent religious instruction, exemplary behavior, counseling, and character-building activities, Islamic teachers can contribute to strengthening students' religious awareness and spiritual commitment. Adolescents who understand and internalize Islamic values are better equipped to recognize the importance of honesty, discipline, responsibility, patience, and respect in their everyday activities(Alfarikh et al., 2021). These values provide a foundation for making responsible decisions and developing positive relationships with other people.

Furthermore, Islamic moral education can encourage adolescents to develop greater awareness of the consequences of their actions. Understanding the principles of right and wrong from an Islamic perspective can help students evaluate their behavior and consider the ethical implications of their decisions. The internalization of akhlakul karimah may also support the development of positive social relationships characterized by tolerance, empathy, cooperation, mutual respect, and concern for others(Subhi, 2016). In educational environments, these qualities can contribute to reducing negative interactions, encouraging peaceful communication, and establishing a culture of mutual responsibility.

Another important implication concerns the development of responsible digital behavior(Oxley, 2011). By integrating Islamic ethical principles with digital literacy education, teachers can encourage adolescents to communicate respectfully, avoid harmful online interactions, evaluate information critically, and use technology for beneficial purposes. Nevertheless, the development of good moral character cannot depend exclusively on Islamic teachers. Sustainable character formation requires cooperation between educational institutions, families, religious communities, and society. Parents should reinforce religious and moral values at home, schools should establish supportive educational policies, and communities should provide positive social environments for adolescents. Therefore, the role of Islamic teachers should be understood as part of a broader educational partnership aimed at developing a generation that possesses strong religious awareness, noble character, ethical responsibility, and the ability to respond positively to contemporary social challenges.

## CONCLUSION

Moral degradation among adolescents represents a significant challenge in contemporary society, particularly due to the influence of digital technology, social media, peer pressure, and weakening moral awareness. This study concludes that Islamic teachers play an essential role in preventing moral degradation through their responsibilities as educators, moral guides, spiritual mentors, and role models. Islamic education provides an important foundation for developing akhlakul karimah, religious awareness, discipline, honesty, responsibility, and positive social behavior. Strategies such as Islamic moral instruction, religious habituation, personal counseling, exemplary behavior, character-building activities, and collaboration with parents can contribute to strengthening adolescents' moral development. However, Islamic teachers continue to face challenges in addressing negative digital influences, unhealthy social environments, limited parental supervision, and the gap between religious knowledge and actual behavior. Therefore, effective moral education requires continuous cooperation among teachers, parents, schools, and communities. Islamic teachers are encouraged to improve their educational approaches, while schools

should strengthen integrated religious and character-building programs. Parents should actively support their children's moral and spiritual development, and adolescents should practice Islamic values in both offline and online environments. Future research should investigate the effectiveness of specific Islamic character education programs in preventing moral degradation among adolescents.

## AUTHORS' DECLARATION

### Authors' Contributions and Responsibilities

The author was responsible for the conception and design of the study, identification and collection of relevant literature, analysis and interpretation of the sources, and preparation of the manuscript.

### Competing Interests

The author declares that there are no competing interests related to the research, authorship, or publication of this article.

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