

**THE ROLE OF OF ISLAMIC RELIGIOUS EDUCATION TEACHERS
AND THE HIGH SCHOOL ENVIRONMENTIN FORMING PAITENT
AND FORGIVING CHARACTERS**

JURNAL



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The Role of PAI Teachers and the School Environment in Forming the Patient and Forgiveness Character of SMAN 19 Students

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ABSTRACT

Character education is an important aspect of developing students' moral and spiritual values, particularly in fostering attitudes such as patience and forgiveness within the school environment. This study aims to analyze the role of Islamic Religious Education (PAI) teachers and the school environment in shaping students' patience and forgiveness characters at SMAN 19 Surabaya, as well as to identify supporting and inhibiting factors in the character-building process. This research employed a qualitative field research approach. Data were collected through observation, interviews, and documentation involving PAI teachers and eleventh-grade students. Data analysis used the Miles and Huberman model, including data collection, data reduction, data display, and conclusion drawing. The findings show that PAI teachers play a central role in developing students' patience and forgiveness through exemplary behavior, contextual learning strategies, and the habituation of positive attitudes during the learning process. A supportive school environment and religious culture also strengthen the internalization of these character values. However, several inhibiting factors were identified, such as differences in family backgrounds, the influence of social environments and social media, and limited time allocation for PAI learning. Overall, the development of patience and forgiveness characters can be optimized through collaboration between teachers, schools, and families.

1. Introduction

Character education is a fundamental aspect of the educational process because it functions to shape students' morals and noble character, capable of making a positive contribution to society. Along with social, cultural, and technological developments, instilling character values in students is becoming increasingly important. The progress or decline of a nation is greatly influenced by the quality

of its human resources, therefore, character education requires serious attention within the national education system.

From an Islamic perspective, character formation cannot be separated from religious values. Islamic Religious Education (PAI) plays a strategic role in instilling moral and ethical values in students. Islamic Religious Education teachers function not only as transmitters of learning materials but also as role models in shaping students' attitudes and behavior. Through exemplary behavior, habituation, and continuous guidance, PAI teachers play a crucial role in shaping students' character in accordance with Islamic values (Andriani et al., 2023).

One of the main character values emphasized in Islamic teachings is patience. The term "patience" comes from the word "shabara" which means to restrain oneself and control one's emotions. Terminologically, patience is defined as a person's ability to restrain themselves from anxiety, restrain their tongue from complaining, and restrain their limbs from inappropriate actions. Patience is also a spiritual strength that motivates a person to remain obedient in carrying out Allah's commands and avoiding His prohibitions (Raihanah, 2016). Scholars classify patience into several forms: patience in carrying out obedience, patience in avoiding disobedience, and patience in facing life's trials.

Besides patience, forgiveness (al-'afw) is a noble character trait highly recommended in Islam. Forgiveness is not only interpreted as eliminating mistakes, but also as an effort to improve social relationships and reduce conflict. Forgiveness is understood as changing one's motivation to refrain from seeking revenge, reducing hatred, and increasing the desire to reconcile and repair relationships with the offending party (Humairoh et al., 2025). Forgiveness reflects a magnanimity and gentleness of heart, which are essential components of a Muslim's character.

The reality on the ground shows that the development of patient and forgiving character traits in students has not been optimally internalized, even though Islamic Religious Education (PAI) has been formally implemented in schools. Various studies have revealed that PAI learning still tends to emphasize cognitive and normative aspects, while the affective and behavioral habituation dimensions have not been optimally integrated. Consequently, students still exhibit irritability, lack the ability to manage conflict, and struggle to forgive others' mistakes in daily social interactions (Arabiah et al., 2024). Therefore, PAI teachers are required to act not only as material transmitters but also as character educators who can provide concrete examples of patience, fairness, and forgiveness in every learning interaction (Syaifi, 2023).

Furthermore, the school environment plays a strategic role in strengthening the internalization of character values taught in the classroom. A school environment that supports religious values, prioritizes dialogical conflict resolution, and fosters mutual respect has been proven to help students internalize the values of patience and forgiveness more deeply. Islamic Religious Education (PAI) learning that is contextually designed and linked to the realities of students' lives has also proven

effective in improving emotional control, discipline, and tolerance in students' daily social lives (Aditya Maulana & Purba, 2024).

On the other hand, the challenge of developing a patient and forgiving character is increasingly complex due to the influence of social environments and digital media that do not always align with character education values. Exposure to aggressive and intolerant behavior frequently encountered on social media has the potential to weaken the internalization of character values if not balanced with value reinforcement through reflective Islamic Religious Education (PAI) learning that is oriented toward attitude formation (Wahyudi et al., n.d.). Character education cannot be carried out solely through classroom instruction, but requires collaboration between teachers, families, and the school environment to ensure that character values are consistently reinforced in students' daily lives. (Hasibuan & Siregar, 2025)

Several previous studies have shown that Islamic Religious Education teachers play a crucial role in instilling character values in students through role models, habituation, and reinforcement of religious values (Alfarisi, 2022). However, most of these studies have focused on general character formation or on the role of teachers and the school environment more broadly. Therefore, this study has a more specific focus, examining the role of Islamic Religious Education teachers and the school environment in developing patient and forgiving character traits in high school students.

2. Methodology

This study used a qualitative approach with field research to deeply understand the role of Islamic Religious Education teachers and the school environment in developing the character of patience and forgiveness in students. This approach was chosen because it allowed researchers to explore the meaning, process, and dynamics of character formation based on the realities of the school environment.

The study was conducted at SMAN 19 Surabaya from November 27 to December 11, 2025. The research subjects consisted of two Islamic Religious Education (PAI) teachers who teach in grades X and XI and ten students from grade XI, resulting in a total of twelve informants. The informants were selected using a purposive sampling technique, where participants were chosen based on their relevance to the research objectives, particularly their involvement in the Islamic Religious Education learning process and character development activities at school. The research focused on examining the role of Islamic Religious Education teachers and the school environment in instilling the character values of patience and forgiveness through learning processes, role modeling, and daily practices within the school environment.

Research data were obtained from primary and secondary sources. Primary data were collected through interviews with Islamic Religious Education teachers and students, as well as direct observation of student behavior and character-building

activities at school. Secondary data were obtained from school documents, archives of religious activities, and literature relevant to character education and Islamic Religious Education. Data collection was conducted continuously to obtain in-depth data that aligns with the research focus.

To ensure data validity, researchers were directly involved in the field and compared data obtained from various data collection techniques. The collected data were then analyzed using the Miles and Huberman interactive analysis model, which encompasses data collection, data reduction, narrative presentation, conclusion drawing and verification. The analysis process was carried out continuously from the time the data was obtained until the study concluded, resulting in valid and scientifically accountable conclusions.

3. Results and Discussion

To ensure the validity and trustworthiness of the data, this study applied several qualitative validation techniques, including source triangulation, technique triangulation, and member checking. Source triangulation was conducted by comparing information obtained from Islamic Religious Education teachers and students. Technique triangulation was carried out by comparing the results of interviews, observations, and documentation. In addition, member checking was used to confirm the accuracy of interview results with participants to ensure that the collected data reflected the actual conditions in the field.

Based on the results of observations and interviews in Islamic Religious Education (PAI) learning, before the implementation of learning that emphasizes exemplary behavior and the habituation of the values of patience and forgiveness, some students showed an attitude of being less able to control their emotions, were easily provoked by conflict, and had not yet fully developed an attitude of forgiveness in daily interactions, even though the learning process had been carried out in accordance with the Lesson Implementation Plan (RPP).

To obtain comprehensive data related to the research objectives, the researcher developed interview questions and observation indicators that focused on students' understanding of patience and forgiveness, the role of Islamic Religious Education teachers, and the influence of the school environment in supporting character formation. These instruments were designed to explore participants' experiences, perceptions, and behaviors related to the implementation of character education in Islamic Religious Education learning.

Learning methods that tended to be conventional and focused on theoretical delivery of material resulted in the internalization of character values not running optimally. However, after the PAI teacher implemented a more contextual learning approach through exemplary behavior, telling exemplary stories of the Prophet Muhammad, case discussions, and the habituation of patient and forgiving behavior in learning activities, students showed more positive changes in attitudes, such as being better able to control emotions, being calm when facing differences, and

being more forgiving of friends' mistakes. In addition, students appeared more focused and active in participating in learning, were able to understand the material more deeply, and showed more consistent behavioral development than before. The interview questions and observation indicators used in this study are presented in Table 1.

Table 1. Interview Questions and Observation Indicators

No	Data Collection Method	Indicators	Questions / Observation Focus
1	Interview	Students' understanding of patience	How do you understand the concept of patience in daily life?
2	Interview	Students' understanding of forgiveness	What does forgiveness mean to you when a friend makes a mistake?
3	Interview	Teacher role modeling	How do PAI teachers demonstrate patience and forgiveness during learning?
4	Interview	Learning strategies	What methods do teachers use to teach patience and forgiveness values?
5	Observation	Student behavior	Students' ability to control emotions during classroom interactions
6	Observation	School environment	School activities that support character development

This shows that the success of forming a patient and forgiving character is not only determined by the suitability of learning administration, but is greatly influenced by the approach and methods used by teachers in delivering the material, in line with the view (Andriani et al., 2023) which emphasizes that teacher role models and habits supported by the school environment play an important role in shaping students' behavior and character.

Students' Understanding of Patience and Forgiveness

The development of learning media based on Augmented Reality (AR) has received significant attention in educational research due to its ability to present abstract concepts in a more interactive and visual manner. AR technology integrates virtual objects into real-world environments, allowing students to interact with learning materials more dynamically. Several studies have shown that AR-based learning media can enhance students' understanding, motivation, and engagement during the learning process. For example, Khusnunnisa and Andriani (2025) developed AR-assisted interactive multimedia for human hearing sense material and found that the use of AR significantly improved students' conceptual understanding and learning engagement. Similarly, Septiani et al. (2025) reported that AR-integrated learning media on atomic theory development effectively improved students' learning outcomes and demonstrated high practicality in classroom implementation.

Furthermore, AR-based learning media have been widely applied in various educational contexts and subjects. Zahro et al. (2024) developed an AR-based big book to support elementary school students' understanding of plant structure and function, demonstrating that AR can facilitate visual learning and make complex

biological concepts easier to understand. In addition, Jannah et al. (2025) found that AR-based storybooks were effective in increasing students' reading interest, indicating that AR can also support literacy development. Other studies also highlight the effectiveness of AR in improving numeracy skills (Muti'ah et al., 2024) and visual communication abilities through AR-based comic media (Masrukhin et al., 2024).

In addition to improving conceptual understanding, AR-based learning media have been shown to positively influence students' learning outcomes and motivation. Julkifli et al. (2025) found that the use of AR media in ICT learning significantly improved students' academic performance compared to conventional learning methods. Similarly, Sudarno et al. (2025) developed AR-based learning media integrated with an inquiry-based learning approach and reported that students became more actively involved in the learning process. These findings indicate that AR technology can support more student-centered learning environments and facilitate deeper conceptual understanding. Overall, previous studies demonstrate that the integration of Augmented Reality in learning media development can enhance visualization of abstract concepts, increase student engagement, and improve learning outcomes across various subjects. Therefore, the development of AR-based learning media continues to be an important innovation in educational technology, particularly in supporting interactive and meaningful learning experiences.

The Role of Islamic Education Teachers in Character Formation

Islamic Religious Education (PAI) teachers are seen as playing a crucial role in developing a patient and forgiving character in students. This role is not only evident in the teacher's responsibility in delivering teaching materials, but is further reflected through the exemplary attitudes and behaviors demonstrated in daily interactions within the school environment. Teachers' exemplary behavior is the most dominant aspect in the character-building process, particularly through a calm demeanor in dealing with various problems, a lack of anger when dealing with diverse student behaviors, and the ability to advise students using gentle, polite, and calming language.

In practice, PAI teachers focus not only on conveying the values of patience and forgiveness theoretically through classroom explanations, but also on demonstrating their direct application. When dealing with students who commit violations or exhibit inappropriate behavior, PAI teachers tend to prioritize a persuasive and educative approach, enabling students to understand their mistakes without feeling pressured or marginalized. This approach provides meaningful learning experiences for students, as they can concretely see how the values of patience and forgiveness are applied in concrete situations. Such findings align with the research of Andriani et al. (2023), which emphasizes that Islamic Religious Education teachers function not only as knowledge transmitters but also as moral educators who shape students' character through daily interactions and role modeling.

Table 2. The Role of Islamic Religious Education Teachers in Developing Students' Character

No	Teacher's Role in Character Formation	Number of Students Mentioning	Percentage
1	Demonstrating patience and calm behavior when interacting with students	11	91.7%
2	Advising students using gentle and polite language	10	83.3%
3	Providing examples of forgiving attitudes when students make mistakes	9	75%
4	Guiding students through discussion and personal advice	8	66.7%
5	Using a persuasive and educative approach when addressing student violations	8	66.7%

Table 2 shows that Islamic Religious Education teachers play a significant role in shaping students' character, particularly in fostering the values of patience and forgiveness. The most dominant role identified by students is the teacher's ability to demonstrate patience and calmness when interacting with them, as mentioned by 91.7% of respondents. This indicates that teachers' exemplary behavior becomes a powerful medium for character education.

Furthermore, 83.3% of students stated that teachers often advise them using gentle and polite language. This communication style helps students feel respected and more receptive to moral guidance. In addition, 75% of students observed that teachers demonstrate forgiving attitudes when students make mistakes, which reinforces the importance of forgiveness as a core Islamic value. Teachers also guide students through discussions and personal advice, as reported by 66.7% of respondents. When dealing with violations or inappropriate behavior, teachers tend to adopt a persuasive and educative approach rather than punitive measures. This approach allows students to reflect on their actions and understand their mistakes without feeling pressured or marginalized. Overall, these findings highlight that the role of Islamic Religious Education teachers extends beyond delivering theoretical knowledge. Through exemplary behavior, constructive communication, and supportive guidance, teachers actively contribute to the development of students' patient and forgiving character within the school environment.

Overall, the results of this study indicate that the role of PAI teachers in shaping students' patient and forgiving character is carried out through exemplary behavior, persuasive guidance, and consistent moral modeling. These practices not only strengthen students' moral understanding but also facilitate the internalization of character values in their daily interactions within the school environment.

Islamic Education Learning Strategy

The learning strategies used by Islamic Religious Education (PAI) teachers are contextual and flexible, adapted to classroom conditions, student characteristics, and the dynamics of the learning process. Teachers focus not only on delivering material textually but also on linking religious values to the realities of students'

daily lives. Utilizing stories of the Prophet, relevant verses of the Quran, and hadith serves as a means to instill the values of patience and forgiveness more deeply, enabling students to comprehensively grasp the moral messages contained therein.

Table 3. Islamic Religious Education Learning Strategies in Developing Patience and Forgiveness

No	Learning Strategy Used by PAI Teachers	Number of Students Mentioning	Percentage
1	Linking Islamic teachings with students' daily life experiences	10	83.3%
2	Using stories of the Prophet to explain patience and forgiveness	9	75%
3	Explaining relevant verses of the Qur'an and Hadith related to character values	8	66.7%
4	Discussing real-life cases related to student conflicts or social interaction	8	66.7%
5	Using learning media such as videos or inspirational stories	7	58.3%

Table 3 shows that Islamic Religious Education teachers use various contextual learning strategies to instill the values of patience and forgiveness in students. The majority of students (83.3%) stated that teachers often connect Islamic teachings with situations they encounter in their daily lives. This approach helps students understand that religious values are not only theoretical concepts but also practical guidelines for everyday behavior.

In addition, 75% of students mentioned that teachers frequently use stories of the Prophet as examples of patience and forgiveness. These narratives help students understand moral messages in a more engaging and meaningful way. Furthermore, 66.7% of students stated that teachers explain relevant verses of the Qur'an and Hadith to strengthen students' understanding of Islamic character values. Teachers also encourage students to discuss real-life situations related to conflicts or misunderstandings among peers. Through such discussions, students are guided to reflect on their attitudes and consider more constructive responses when facing challenging situations. These findings indicate that contextual and reflective learning strategies are effective in helping students internalize the values of patience and forgiveness taught in Islamic Religious Education.

Although in practice, the learning process does not always fully adhere to the established Lesson Implementation Plan (RPP), teachers' adjustments to methods and strategies are considered effective. This flexibility allows teachers to respond directly to classroom needs and conditions, thus ensuring optimal achievement of character education objectives. These adjustments demonstrate that the success of Islamic Religious Education (PAI) learning is determined not only by adherence to administrative planning but also by the teacher's ability to manage learning adaptively and humanely. This aligns with findings (Santi et al., 2023) that flexible Islamic Religious Education (PAI) teachers' learning strategies can increase the effectiveness of instilling character values in students.

The Role of the Environment and School Habits

The school environment plays a crucial role in strengthening the development of a patient and forgiving character in students. School rules, which emphasize discipline, courtesy, and mutual respect among members of the school community, serve as behavioral guidelines that instill in students an orderly and responsible attitude. Through consistent and fair implementation of these rules, students are trained to control their emotions, accept the consequences of their actions, and respect the rights and feelings of others in various social situations.

In addition to formal rules, a school culture that emphasizes peaceful and dialogical problem-solving also contributes to the development of a patient and forgiving attitude. When conflicts arise between students, an approach that prioritizes deliberation, clarification, and mutual forgiveness encourages students to resolve problems not through emotion or violence, but rather with maturity and empathy. This process indirectly trains students' emotional intelligence and builds awareness of the importance of maintaining harmonious social relationships within the school environment.

Table 4. Students' Perceptions of Role of the School Environment in Developing Patience and Forgiveness

No	Research Finding	Number of Students	Percentage
1	School rules emphasizing discipline and respect help students control their behavior	10	83.3%
2	Teachers encourage peaceful conflict resolution through dialogue and discussion	9	75%
3	Students are guided to apologize and forgive each other when conflicts occur	8	66.7%
4	The school environment encourages mutual respect among students	9	75%
5	Deliberation and clarification are used to solve conflicts among students	8	66.7%

The data presented in Table 4 indicate that the school environment plays a significant role in strengthening the development of patience and forgiveness among students. A majority of students (83.3%) stated that school rules emphasizing discipline and mutual respect help them regulate their behavior and emotions in social interactions. These rules encourage students to behave responsibly and consider the feelings of others in various situations. 75% of students reported that teachers often encourage peaceful conflict resolution through dialogue and discussion when disagreements occur among students. Instead of using punishment as the primary solution, teachers guide students to clarify misunderstandings and reflect on their actions. This approach helps students develop emotional maturity and empathy toward others.

Additionally, 66.7% of students stated that they are encouraged to apologize and forgive each other when conflicts occur. This practice fosters a culture of mutual

understanding and strengthens harmonious relationships among members of the school community. These findings suggest that the school environment not only regulates student behavior through formal rules but also cultivates social values that support the development of patience and forgiveness. Furthermore, various routine activities, such as congregational prayer, flag ceremonies, group work during lessons, and other religious activities, serve as practical means of instilling and internalizing the values of patience and forgiveness. Through these activities, students not only understand character values conceptually but also apply them directly in their daily lives. The social interactions fostered through these habituation activities strengthen the ongoing character learning process. These findings support research (Alfarisi, 2022) which asserts that a conducive school environment plays a significant role in supporting the success of character education.

Impact of Learning on Student Behavior

Islamic Religious Education (PAI) learning is perceived to have a significant influence on students' behavior in their daily interactions. The results of interviews with twelve students indicate that the values of patience and forgiveness taught during PAI lessons are not only understood theoretically but are also practiced in real-life situations. Students explained that the explanations provided by teachers, supported by examples from Islamic teachings, helped them understand how to manage emotions and maintain good relationships with others. In particular, students reported that the lessons on patience encouraged them to control their emotions when dealing with conflicts or disagreements with peers. Likewise, the value of forgiveness taught in class motivated students to resolve misunderstandings peacefully and to avoid holding grudges. These responses show that PAI learning contributes to shaping students' attitudes in social situations both inside and outside the classroom.

Table 5. Impact of PAI Learning on Students' Behavior

No	Behavioral Change Observed in Students	Number of Students	Percentage
1	Able to control emotions when facing conflicts with peers	10	83.3%
2	Willing to forgive friends after misunderstandings	8	66.7%
3	Trying to resolve problems through discussion	7	58.3%
4	Avoiding anger and aggressive responses during disagreements	6	50%
5	Showing more cooperative attitudes in group activities	9	75%

The data in Table 5 show that most students experienced positive behavioral changes after participating in Islamic Religious Education learning. A total of 83.3% of students stated that they had become more capable of controlling their emotions when facing conflicts with their peers. This suggests that the value of patience taught in PAI lessons helps students develop better emotional regulation in social interactions.

Furthermore, 66.7% of students reported that they were more willing to forgive their friends after misunderstandings occurred. They explained that the teacher's explanations about the importance of forgiveness in Islam encouraged them to maintain harmonious relationships with others. In addition, 75% of students demonstrated more cooperative attitudes during group learning activities, indicating that the internalization of these values also contributes to improved social behavior in collaborative settings. Observation results further support these findings. During group learning activities, students were observed to resolve disagreements through discussion rather than conflict. In several minor conflict situations, students were able to calm themselves and accept advice from the teacher, reflecting the successful internalization of patience and forgiveness values taught in PAI classes.

These findings are consistent with previous studies highlighting the important role of Islamic Religious Education in shaping students' character and behavior. Research by Andriani et al. (2023) found that Islamic Religious Education learning significantly contributes to students' moral development by encouraging the practice of positive values such as patience, empathy, and tolerance in everyday interactions. Similarly, Thomas Lickona (2012) emphasizes that character education becomes effective when moral values taught in the classroom are reinforced through continuous practice and reflection in students' daily lives. Another study by Marvin W. Berkowitz and Melinda C. Bier (2005) also indicates that educational programs focusing on moral and character values can positively influence students' emotional regulation and social behavior.

Therefore, these findings suggest that Islamic Religious Education learning functions not only as a medium for transferring religious knowledge but also as an important instrument for developing students' character. Through continuous exposure to religious teachings, teacher role modeling, and opportunities for reflection, students gradually internalize values such as patience, tolerance, and forgiveness, which are essential for maintaining harmonious relationships in social life.

Supporting and Inhibiting Factors in Character Formation

The research results indicate that the character development of students at SMAN 19 Surabaya, particularly the character of patience and forgiveness, is influenced by the dynamic interaction between supporting and inhibiting factors within the school environment. In addition to the role of teachers, the school environment also serves as a significant supporting factor. A school culture that emphasizes discipline, courtesy, and peaceful problem-solving creates a conducive atmosphere for student character development. Habitual activities such as congregational prayer, group work, and religious and social activities at school provide a space for students to practice patience and forgiveness in their daily lives. The school's support for the character development program also strengthens the consistency of the implementation of these values, so that character development occurs not only in the classroom but also throughout all school activities.

Table 6. Supporting and Inhibiting Factors in Students' Xharacter Development

No	Factor	Category	Number of Students Mentioning (n=12)	Percentage
1	Teacher role model in demonstrating patience and forgiveness	Supporting	11	91.7%
2	Positive school culture (discipline, respect, peaceful conflict resolution)	Supporting	10	83.3%
3	Religious and social activities at school (congregational prayer, social programs)	Supporting	9	75%
4	Group work and peer interaction in learning activities	Supporting	8	66.7%
5	Differences in family background and upbringing	Inhibiting	7	58.3%
6	Limited time allocation for Islamic Religious Education learning	Inhibiting	6	50%

Table 6 shows that several factors influence the development of patience and forgiveness among students at SMAN 19 Surabaya. The most dominant supporting factor is the exemplary behavior of teachers, mentioned by 91.7% of students. Students stated that the attitudes demonstrated by teachers, particularly their patience and calmness in dealing with students, serve as important role models for developing positive character. In addition, a positive school culture also plays a significant role in supporting character formation. Approximately 83.3% of students stated that school rules emphasizing discipline, courtesy, and peaceful problem-solving help them learn to control their emotions and respect others. Religious and social activities at school were also mentioned by 75% of students as opportunities to practice patience and forgiveness in daily interactions. However, the study also identified several inhibiting factors. Differences in family background were mentioned by 58.3% of students as influencing their attitudes and behavior. Furthermore, 50% of students stated that the limited time allocated for Islamic Religious Education learning reduces opportunities to explore character values more deeply in the classroom.

Conversely, this study also identified several inhibiting factors in student character development. Differences in students' family backgrounds and social environments influence their readiness to accept and apply the character values instilled in school. Furthermore, the habituation of positive social behavior within the school environment is an important supporting factor in student character development. Group work activities, conflict resolution through deliberation, and the habituation of mutual forgiveness in school life encourage students to practice the values of patience and forgiveness in real life. This is in accordance with the results of research (Humairoh et al., 2025) which confirms that students' social behavior, including forgiveness, develops through intense social interactions and consistent habits in the school environment. The limited time for Islamic Religious Education learning is also an obstacle in itself, so that the instillation of character values cannot depend entirely on class hours, but requires continuous support from the school and family environment. Thus, the results of this study confirm that the success of

student character formation at SMAN 19 Surabaya is largely determined by the optimization of supporting factors, especially the role model of Islamic Religious Education teachers and a conducive school environment, as well as efforts to minimize inhibiting factors through collaboration between schools, teachers, and parents. These findings indicate that the formation of patient and forgiving characters is an ongoing process that requires consistency, habituation, and synergy of all educational elements.

4. Conclusion

This study concludes that Islamic Religious Education (PAI) learning plays an important role in developing students' patient and forgiving character. The role of PAI teachers is particularly significant, not only as providers of religious knowledge but also as role models who demonstrate patience, calmness, and gentle communication in their daily interactions with students. Through persuasive and educative approaches, teachers help students understand their mistakes while encouraging them to practice patience and forgiveness in real situations. The findings also indicate that PAI learning has a positive influence on students' behavior. Most students reported that they were better able to control their emotions during conflicts and were more willing to forgive their peers after misunderstandings occurred. This shows that the learning process contributes not only to students' cognitive understanding of religious values but also to their practical application in social interactions.

In addition, the school environment supports character development through rules, discipline, and a culture that promotes respectful communication and peaceful conflict resolution. Therefore, collaboration between teachers, schools, and families is essential to strengthen the development of students' character. Through consistent guidance, role modeling, and supportive environments, students are expected to internalize and practice the values of patience and forgiveness in their daily lives.

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To : **Rizky Putra Darmawan, Ika Puspitasari, Moch. Charis Hidayat**
Islamic Religious Education Study Program, Faculty of Islamic Studies,
Muhammadiyah University of Surabaya, Indonesia

Dear Authors,

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This letter is to certify that the abstract of the thesis below

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Name : Rizky Putra Darmawan

Student ID Number : 20221550036

Department : Islamic Education, Bachelor program, Faculty of Islamic Studies and Civilization, Muhammadiyah University of Surabaya, Indonesia

has been endorsed by Language Center of Muhammadiyah University of Surabaya for further approval by the examining committee of the faculty.

Surabaya, 24 April 2026

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