



The Exemplary Implementation of Islamic Religious Education Teachers in Optimizing Student Moral Development

Ahmad Sihabudin Rosyid^{1*}, Irhamuddin¹, Adi Wijaya¹

¹ Universitas Ma'arif Lampung, Indonesia

Corresponding Author ✉ ahmadsihabudin113@gmail.com*

ABSTRACT

The aim of this research is to examine how the moral growth of class XI students at Tri Bhakti Attaqwa Vocational School is maximized through the use of extraordinary Islamic Religious Education (PAI) teachers. This research uses qualitative methodology, collecting data through documentation, interviews and observation. The research results show that the example of PAI teachers plays an important role in shaping students' morals through attitudes, behavior and teaching methods. Key supporting factors include teachers' commitment to integrating moral values into teaching and school activities and a supportive school environment. However, barriers such as limited parental involvement and inadequate facilities for moral education were also identified. This study recommends increasing collaboration between schools and parents and developing value-based programs to support optimal student character development.

Keywords: *Teacher Example, Islamic Education, Moral Development, Vocational School Students, Education Character*

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INTRODUCTION

The realm of education is where teachers work and where students go to recover. Teachers make a conscious effort to focus their thoughts and energy on helping their students overcome ignorance. To help students become human beings with noble, intelligent, creative and independent character and able to contribute to the development of the nation and state in the future, schools function as a forum for teachers' efforts and the use of reason in conveying messages. divine values and changed many worldly and spiritual security standards. (Djamarah 2000).

Students, parents and the community hold teachers in high regard. Due to their daily interactions at school, children will pay close attention to the teacher's appearance, attitude and behavior. Students who admire teachers will usually imitate everything about them. If the teacher lacks morals and a positive attitude, this may be very dangerous. Because they imitate their teachers, it can even lead to bad behavior on the part of students. As the Javanese proverb says, a teacher is "favored and imitated". Therefore, they must be able to be role models for students and society. (Widiasmoro 2014). Simply put, a teacher is someone who imparts knowledge to his students.

According to society, teachers are individuals who provide teaching in certain environments, such as homes, mosques and prayer rooms, apart from conventional educational institutions. Teachers do have a respected place in society. Teachers are

respected for their authority, so society does not look down on them. (Djamarah 2000). One point of view that is not just a fantasy, argues that educators are role models who are liked and imitated. Teachers often serve as role models and role models for the community and students while in the classroom. The term "teacher" has always been part of a person's identity, regardless of whether they are directly involved in educational activities or not. This is because a teacher's personality and profession are inherent in him wherever he is. (Chaerul and Heri 2016).

In essence, a teacher's training and expertise should impact any change in behavior that a student is able to exhibit. In other words, student behavior is influenced by the teacher. Teachers must be able to be role models for their students, because basically they represent certain groups in a community or culture who are expected to become figures who are respected and worthy of being used as examples. (Uno 2024). Teachers must explain the characteristics of students so that teachers can also provide activities that suit their personalities and help them identify good qualities while possibly reducing bad ones. (Hutabarat et al. 2024).

This extraordinary education is highly valued in Islam. Prophet Muhammad SAW is the main icon and role model. He is a good example, or *uswah hasanah*. When it comes to teaching his students, he is one of the most effective individuals. The Prophet taught by example, and rarely taught simply by speaking or even writing. Because students submit to their teachers, they must be able to adapt to their position. This strengthens the bond between students and the school community, especially with students, and does not mean that teachers have to interfere in their interactions with students or even with other students. (Chaerul and Heri 2016).

Al-Akhlak, a plural form of the word Al-khulq, is the Arabic word for "morality". This word is used in the Qur'an when Allah SWT expresses the virtues of Prophet Muhammad SAW's character, as mentioned in His words: And you Maybe create great "And indeed you have truly great character (kluluq)." (Q.S Al-Qalam: 4) (Ultimate 2023).

In *Ihya Ulumuddin*, Al-Ghazali emphasized that morals are an innate characteristic of the spirit which is alone and ready to cause all actions without the need for deliberation. In general, morals are a comprehensive system consisting of characteristics of reason or action that distinguish a person. A person's psychological framework is shaped by these traits, which also influence his behavior in ways appropriate to different situations. According to other scientific researchers, "Morality is a reflection of the hidden soul, which appears in humans through actions carried out naturally, without engineering or coercion." (Masy'ari 2017).

The characteristics and actions of human birth members, such as the movements of the lips, hands and body, are what are referred to as "birth characteristics and actions" in this context. It is clear from the above material that morals are the basis of all reasonable behavior, or non-artificial behavior. In fact, the traits that are embedded in the soul are reflected in the behavior that we witness. Therefore, Muslims get their morals from the Koran and Sunnah. The Qur'an and Hadith examine and contain moral dilemmas. These resources limit what humans can do on a daily basis. The Qur'an and hadith provide guidance on the definition of good and bad, as well as directing people on what to do, how to behave, and what should be avoided. With these guidelines, it becomes easier to judge whether an action is honorable or not, right or wrong. (Masy'ari 2017).

The main goal of morality is to ensure that every Muslim has good morals, behavior and customs in accordance with Islamic teachings. A Muslim who upholds

moral principles can distance himself from despicable behavior, and achieve things such as the pleasure of Allah SWT, an Islamic personality, and commendable deeds.

The Qur'an recognizes the effectiveness of the theory of example in education, and Westerners also agree with this idea. Social learning theory, also called exemplary theory, is introduced through social learning. Albert Bandura, a psychologist at Stanford University in the United States, is a central figure in social learning theory. Imitation is essential for students' social and moral growth, according to social learning theory. Teachers can act as role models and figures that their students can imitate by paying attention to what they see, hear and feel. By providing good examples and encouraging students to imitate, the role model theory explained above helps students achieve their learning goals and develop positive attitudes. Education benefits a lot from modeling. Therefore, a teacher should behave like Rasul. Due to the fact that students will constantly imitate their teachers. (Wiyani and Barnawi 2012).

According to Islamic understanding, morals are human attitudes or behavior that result from impulses and are carried out consistently and consciously in accordance with moral and ethical standards. The Arabic term "khuluq" (meaning manners, behavior, or habits) is where the word "akhlak" comes from. (Ramadhani and Sari 2022). Islam holds the view that morals originate from the Koran, proven by the hadith that the Prophet was sent to perfect noble morals and the letter Al-Ahzab verse 21 which calls the Prophet as a role model. Morals are separated into three categories: those relating to God, oneself, others, and the environment. This includes true worship, treating others with dignity, maintaining personal hygiene, and protecting the environment. (Al Fasya and Harfiani 2023). Noble morals are characterized by conformity with religious teachings, sincere intentions, and benefits given to oneself and others, with the aim of forming faith, creating a harmonious society, and achieving Allah's pleasure. The formation of noble morals starts from early religious education, knowledge of Islamic teachings, increasing faith through worship, and a good environment.

School students' morals are a reflection of the character formation that is instilled through education, both in the family, school and community environments. (Ramadhani and Sari 2022). Students with high moral standards will respect their teachers, follow the rules, and get along well with their friends. Additionally, they are responsible for their responsibilities, including maintaining the school building and turning in assignments on time. (Susanto, Giyoto, and Supriyanto 2022). Students with high morals will respect their teachers, obey the rules, and get along with their friends. They are also responsible for their duties, including submitting assignments on time and maintaining the school environment. (Sidqi 2023). Students who uphold moral principles will not only develop into outstanding academics but also become respectable people who contribute to society.

Teachers as professionals have an important role in the learning process. Achievement or example set by the teacher is the key to success in instilling character in students. Of course, examples can be given to students every time the teacher carries out the teaching and learning process. Interacting during the learning process in the future becomes an example that students will always emulate and imitate. Teachers who teach are obliged to show a good example to their students, because their life is an example that leads students to the right path. (Akbar 2019). However, the problem that often arises today is that students' personalities in the learning process do not always reflect the teacher's personality. Because children more easily imitate the behavior of their friends, there is little similarity in the behavior of students. Because students only

learn from their teachers and do not inherit attitudes from their behavior, the representation of teacher behavior in students is very low.

Silvia Widyasari, a 2018 graduate of the Islamic Religious Education Study Program, Faculty of Tarbiyah and Teacher Training, IAIN Ponorogo, wrote a dissertation entitled "Jangan Ibadurrahman Nglayang Jenangan Ponorogo Integrated Middle School: Growing Student Discipline Through the Example of the Principal." This research provides insight into the importance of the principal's role as a role model in shaping student discipline. The research results show that Ibadurrahman Integrated Middle School has consistent and sustainable role models. This has a positive impact on school development, which can be seen from the high level of student participation in school activities and their learning. The principal applies an exemplary strategy by providing real examples and starting first, so that students are motivated to imitate this behavior. Apart from that, the example set by the school principal is supported by the environment, student guardians and teachers. They play an active role in motivating and directing students to remain disciplined and follow the values taught. However, this research also found obstacles, namely that there were students who still violated the rules and several teachers who did not fully participate in these efforts.

The difference is that previous research concentrated on student behavior and the role of principals. In contrast, current research concentrates more on the use of exemplary PAI teachers to maximize students' moral growth, as well as previous research conducted at the secondary school level and ongoing research conducted at the vocational high school level.

Based on preliminary data, teachers at Tri Bhakti At-Taqwa Vocational School try to provide positive examples to their students in class and during the learning process. However, in practice, there are still some young students, especially boys, who show bad traits such as skipping class, making noise while studying, and other naughty behavior that is not yet widely accepted. This can be detrimental to the school's reputation and reduce the morals, ethics and behavior of students, which in reality is only a small part but represents the entire identity of students at the school. Based on the facts in the field, as well as existing ideas, the researcher feels interested and sees the need to implement research on "Implementation of Teacher Pai's Example in Optimizing Student Moral Development in Class Ix of Tri Bhakti Attaqwa Vocational School".

Based on the background that has been presented, academics highlight several main problems, including students' limited involvement in moral development activities and their lack of knowledge about good moral principles. This research then focused on "Implementation of Exemplary Islamic Religious Education Teachers in Optimizing the Moral Development of Class XI Students at Tri Bhakti Attaqwa Vocational School."

Two main questions are part of the problem formulation in this research. First, how to maximize the moral development of class XI students at Tri Bhakti Attaqwa Vocational School by following the example of PAI teachers. Second, what are the variables that facilitate and hinder efforts to maximize students' moral development in this class? The aim of this research is to find out whether outstanding PAI teachers are used to maximize the moral growth of class XI students at Tri Bhakti Attaqwa Vocational School, as well as to find out the factors that facilitate and hinder its implementation.

Theoretical and practical benefits are expected from this research. Theoretically, this research should make a significant addition to the field of education, especially in finding out how teacher example and student moral development are related. There are various practical advantages of this research. It is believed that this research can help schools increase the role of teachers in providing moral role models for children. This study can be used as a guide for educators to broaden their understanding and provide a general overview of the importance of providing good examples to children. For researchers, this research aims to advance understanding and expertise in the field of education, especially those related to exemplary teachers and morals.

METHOD

To observe an event in the natural environment, researchers must travel to the "field" as part of a qualitative field research approach. The problems faced by Tri Bhakti Attatqwa Vocational School were studied and analyzed by researchers. Research subjects included students, PAI subject teachers, and school principals. Researchers then collect data through interviews, documentation and observation. Meanwhile, researchers applied source triangulation and technical triangulation to ensure data accuracy. Source triangulation is carried out by confirming information obtained from various sources, while technical triangulation involves the use of various methods, such as documentation, interviews, and observations, by asking the same questions through these techniques. This aims to validate and strengthen the validity of the data collected. (Wijaya and Fadilah 2023)

RESULTS AND DISCUSSION

This research shows that the example of PAI teachers in class XI at Tri Bhakti Attaqwa Vocational School plays an important role in developing students' morals. PAI teachers become role models for students through attitudes, speech and daily behavior that reflect Islamic values. In its implementation, teachers use a personal approach, such as providing direct advice, motivating students, and showing directly their example, namely:

a. Honest attitude

Being trustworthy in your words, deeds and actions, both towards yourself and others, is a sign of honest character. Students with honest character values can be trusted to report daily practical activities, complete homework given by the teacher without cheating, and always notify the school if they find valuable objects. (Wijaya & Fadilah, 2023).

b. Discipline

The display of orderly behavior and obedience to various rules or regulations is known as disciplined character. Attendance and neat clothing and seating show the importance of disciplined character. (Wijaya & Fadilah, 2023).

c. Be noble

Meanwhile, noble morals are all human behavior that arises from within, is motivated by conscious ideals, and is manifested in good deeds. (Raharjo, 2010).

d. Intelligent

The capacity to respond or adapt quickly and accurately to new events on both a mental and physical level, preparing previous information and experiences to apply to a new situation or reality, is intelligence. (Muhajarah&Kurnia, 2022).

e. Independent and working

Behavior that shows a sincere effort to overcome obstacles in order to carry out tasks (work/study) as efficiently as possible, that is what is meant by hard work. (Wijaya & Fadilah, 2023).

A school atmosphere that supports and upholds Islamic values, such as congregational prayer activities, recitations, and religious extracurricular activities is one of the supporting factors for implementing exemplary teaching. (Gozali and Tamrin 2020). Support from teachers from other subjects and collaboration with Islamic boarding schools further encourage the moral development of students. However, this research also found several obstacles, including a lack of awareness among some students of the importance of morals, negative influences from the environment outside schools and Islamic boarding schools, as well as uncontrolled use of technology when holidays arrive, and limited due dates. for busy study schedules.

Observation results show that PAI teachers consistently apply moral values in daily interactions, both inside and outside the classroom. Teachers provide real examples through actions, such as being honest, disciplined, having noble character, thinking intelligently, being independent and working hard. This becomes a direct example for students in forming better behavior.

Interviews with school principals, subject teachers. revealed that PAI teachers are considered to be respected and influential figures in developing students' morals. The principal emphasized the importance of strengthening the role of teachers as key role models, while students acknowledged that teachers' behavior motivated them to behave better. This support is further strengthened by the results of documentation in the form of notes on the implementation of the coaching program, and photo documentation of student activities with PAI teachers, which shows the school's commitment to supporting moral development.

Islamic Religious Education (PAI) teachers are very important because they act as role models for students' Islamic morals. Teachers provide sincere examples to students in implementing Islamic ideals in everyday life through attitudes, words and actions. Apart from being educators, PAI teachers also act as role models who are expected to be able to instill high morals in their students. An important foundation in developing student character is the teacher's attitude which always shows Islamic values, such as integrity, self-control and empathy. (Zulwiddi, Junaidi, and Supriadi 2024).

The exemplary implementation strategy is carried out through a personal approach, where the teacher provides advice and motivation through stories of the morals of the Prophet Muhammad SAW directly to students. Moral values are also integrated into every learning material, so that students not only understand religious theory but are also able to apply it. Apart from that, practical activities that reflect Islamic morals, such as congregational prayers, reading the Koran, and social activities, are an important part of developing students' morals. This approach not only builds good relationships between teachers and students, but also provides real experience for students in implementing religious values (Syafi'i, Mubarok, and Yuliana 2024).

The definition of teaching is narrower than the definition of the teaching and learning process. It is implied that there is a unity of activity in the teaching and learning process that cannot be differentiated between teachers and students. There was an exchange of respect between the two. The teacher's task in the teaching and learning process is to construct a set of interconnected behaviors that are used in a particular context and are linked to the goals of student development and behavior change. (Suyono, Boleng, and Nooryani 2022). Competency is a term used to

characterize a person's qualifications or abilities, both quantitative and qualitative. A teaching position or calling requires the possession of certain abilities to carry out obligations. (Pandipa 2020).

A supportive school environment also plays a significant role in forming students' morals. Tri Bhakti Attaqwa Vocational School creates a religious atmosphere through various religion-based extracurricular activities, such as Islamic studies, religious competitions, and Islamic madrasas. Collaboration between teachers, school principals and education staff creates a school culture that is conducive to moral development. Supporting facilities, such as school mosques, Islamic books, and religious activity rooms, further strengthen this effort.

According to theory, being a role model is an inherent aspect of teaching, therefore teaching requires the task of being a role model. Children need teachers who are warm, kind, and always smiling; who does not have a gloomy or irritated expression on his face; who responds to their questions or conversations; and who fosters a positive psychological environment. This way, students will enjoy participating in class activities as indicated by the instructor. Apart from their behavior, teachers must first uphold the ideals they want to instill in their students. Examples of how children absorb support as a whole and make it easier to grasp and follow include integration of the physical, social, educational, psychological and sociocultural environment; control over the child's behavior; and the creation of moral ideals as a basis for behavior. (Kandiri and Arfandi 2021).

In general, morals are character traits or behavior that are innate in a person and are manifested in words and actions in interactions with God, other people and the environment. Morals include ethical and moral principles that guide everyday life. Good habits that are carried out actively without coercion, such as honesty, fairness, patience, and concern for others, are universally referred to as morals. (Al Fasya and Harfiani 2023). Morals function as the basis for forming the character of individuals and society, so that they are able to create social harmony and become a benchmark for a person's integrity in living life.

Teachers have the power to shape students' personalities by instilling in them the values of integrity, self-control, accountability and tolerance, which are used both in daily interactions and in the educational process. (Susanto et al. 2022). Teachers also function as directors who provide guidance and advice, helping students understand the difference between good and bad behavior. In addition, through emotional closeness, teachers can become respected role models, making it easier for students to accept direction. A conducive classroom environment, extracurricular activities that have positive value, as well as rewarding and correcting student behavior are some of the strategies that teachers can use to foster noble morals (Ramadhani and Sari 2022). With this role, teachers help produce a young generation who is not only intellectually intelligent but also moral and ethical.

However, school involvement is not the only factor that determines the effectiveness of moral development. Support from the community and parents is very important in improving the learning that takes place at school. To ensure that students' moral development occurs consistently at home and at school, parents and teachers must work together. Students will be better able to apply the principles they have learned when they are in a good atmosphere.

In its implementation, there are several supporting and inhibiting factors. The school's commitment to moral education, collective awareness of all school members, and facility support are the main factors that support the success of moral

development. However, obstacles still exist, such as a lack of awareness among some students of the importance of morals, negative influences from the external environment, and limited teacher time due to busy learning schedules.

The main goal of moral science is to form habits of doing good deeds. By studying morals, a person is expected to be able to internalize good values, so that commendable actions become part of daily behavior consistently and without coercion. A person's morals must be formed through a number of procedures other than the necessary knowledge, such as: First, by parents and teachers who provide examples of appropriate behavior. As a result, children and their classmates will usually imitate them to create their own patterns of behavior. Second, by instilling discipline and sensitivity, for example through *ta'lim*. Third, *ta'wid*, or habituation, teaches children or students commendable behaviors that can shape their personalities. Fourth, offer inspiration. Providing motivation, whether in the form of praise or certain awards, is a form of positive training in the process of forming morals. Apart from that, threats and legal sanctions are also needed in the process of moral formation. Sometimes, such threats are necessary to prevent children from acting carelessly and to ensure they understand the consequences of wrong actions. (Nurhayati 2019)

CONCLUSION

Role models and PAI teachers at Tri Bhakti Attaqwa Vocational School have a strategic role in optimizing the moral development of class XI students. Through attitudes, actions and personal approaches, teachers succeed in becoming good role models for students. Implementation of moral values is carried out by integrating moral education in learning materials, religious activities and daily interactions. A supportive school environment and various religious programs also strengthen these coaching efforts. The research results show that the PAI teacher's exemplary approach has a significant impact on student character formation. Students respond positively by imitating teacher behavior in everyday life, such as increasing discipline, honesty and empathy. Support from school principals, educators, education staff, as well as synergy with parents are important supporting factors. However, several obstacles such as the negative influence of the external environment and lack of awareness among some students need to continue to be overcome. Based on the research results, it is recommended that PAI teachers continue to increase consistency in providing examples through daily attitudes and actions. Teachers also need to develop creative approaches in integrating moral values into learning, so as to strengthen positive influences on students. Apart from that, schools are expected to expand religious programs that actively involve students, such as moral mentoring activities or Islamic leadership training, which can shape students' overall character. Religious facilities in schools also need to be improved to support students' learning processes and religious practices. The role of parents is very important in supporting moral development, so closer synergy between school and family is needed. Parents are expected to be actively involved in guiding their children at home, so that the values taught at school can be applied consistently in everyday life.

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