



Integration of Teacher Exemplary Behavior in Character Education to Build A Globally Perspective Madrasah Generation

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ABSTRACT

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This study aims to analyze the strategic role of teacher exemplary behavior in character education within madrasahs, with the goal of fostering a generation that upholds both local values and global perspectives. Employing a qualitative case study approach, data were gathered through in-depth interviews with teachers, students, and school administrators, along with observations and document analysis. Thematic and content analysis techniques were applied to derive key themes and patterns from the collected data. The findings indicate that teacher exemplarity significantly influences student character formation through three main factors: strategic interaction with students and parents, the formation of a value-driven school culture, and continuous professional development. Teachers who act as role models and maintain consistent communication with stakeholders contribute to a conducive moral environment. Moreover, the alignment of school vision, leadership, and teacher training plays a pivotal role in sustaining and enhancing character education practices. The implications of this research highlight the necessity of a holistic and collaborative approach to character education involving the entire school ecosystem. It suggests that educational policymakers should strengthen teacher capacity, encourage community involvement, and institutionalize cultural values to ensure the sustainability of character education in madrasahs. These insights are valuable for improving educational strategies aimed at producing ethically grounded and globally aware graduates.

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INTRODUCTION

In Indonesia's Islamic education context, madrasas play an essential role in shaping students' character and personality. Madrasas function as academic educational institutions and as places for forming profound moral and spiritual values. This phenomenon is increasingly relevant, with increasing attention to integrating character education into the national curriculum (Qushwa, 2023; Munawwaroh et al., 2024; Onia, 2024). Considering the ever-growing challenges of globalization and modernization, character education in madrasas is becoming increasingly essential to maintain local identity and values amidst changing times.

Effective character education in madrasas can strengthen students' moral and ethical foundations, which is very important in forming a generation that is not only academically intelligent but also has integrity. As Putri et al (2024) proposed, character education theory emphasizes the importance of models' role in the character education process. Teachers, as central figures in madrasas, act as real examples in instilling character values. Thus, the role of teachers as role models in developing character education in madrasas is an exciting and vital topic for further research.

Although many madrasas have implemented character education programs, there are variations in their success and impact. One of the main problems is how the exemplary role of teachers in forming and developing character education in madrasas can influence the final results of character education. Some madrasas may experience difficulties in implementing character values consistently or effectively, which may be due to teachers' lack of understanding or support (Hidayah et al., 2024). This issue is important to discuss because understanding how teacher examples influence character education will help design more compelling character development strategies in madrasas.

This research discusses how the teacher's role as a model in character education can influence students' attitudes and behavior. Research conducted by Zammit et al (2022) shows that character education in state schools follows government regulations, such as Strengthening Character Education (PPK), which includes Islamic values. Meanwhile, Islamic-based schools focus more on morals combined with these regulations. Other research conducted by Ji et al (2024) shows that strengthening character education in madrasas through self-development programs integrated into the curriculum can be implemented through behavioral habits and transparency and evaluated based on students' moral assessment of the suitability of the planned program. Furthermore, research from Lokaj et al (2024) revealed that school culture supports religious-based character values, such as honesty and discipline. Teachers' active participation, competence, and school facilities also influence the application of religious character values through academic and social culture, such as discipline, responsibility, and tolerance. Then, research by Chen (2023) describes

the management of character education programs that can improve students' religious attitudes in the era of information disruption, which is carried out in several ways, such as implementation through extracurricular activities.

Although previous studies provide valuable insight into the role of teachers in character education, existing research tends to focus on general aspects without exploring in depth how teacher example specifically influences character development in the specific madrasa context. This research will fill this gap by analyzing how the reputation and influence of teachers as role models play a role in character education in madrasas, with a focus on specific variables that have not been studied in depth before.

This research offers novelty by focusing on how teacher example can influence character education in madrasas, a topic that has not been discussed specifically in this context. By using an in-depth analytical approach and linking the latest theories on character education, this research is expected to provide a new contribution to the understanding of how teachers as models can effectively support student character development in madrasas.

This research aims to analyze the role of teacher examples in developing character education in madrasas. This research aims to identify critical factors that influence the effectiveness of teachers as role models in character education and to provide strategic recommendations for improving character education programs in madrasas. By understanding these dynamics, this research can provide practical insights for policymakers and educational practitioners in improving and optimizing character education approaches in madrasas.

RESEARCH METHOD

This research uses a qualitative approach with a case study to understand the role of teacher examples in developing character education in madrasas. This approach was chosen because it allows researchers to explore how teachers as role models influence student character development in the madrasa context. Using a qualitative approach, this research can produce rich and detailed data regarding the experiences, views, and practices carried out by teachers in character education (Maghsudi et al., 2021; Ivanović et al., 2022; Laohawetwanit et al., 2024)

This research's primary data collection techniques are in-depth interviews and observation. In-depth interviews were conducted with teachers who were considered to have high exemplary qualities in madrasas, the head of the madrasah, and several 12 students to obtain a comprehensive perspective regarding the influence of teachers on character education. Observations were carried out in the madrasah environment to capture daily interactions and the implementation of character education. The location of this research is at one of the institutions in Probolinggo district. Additional data was obtained through documentation studies of character education programs implemented at the madrasah.

The data analysis techniques used are thematic analysis and content analysis. Thematic analysis was used to identify the main themes from interviews and observations, while content analysis was used to analyze documents relevant to the character education program. The collected data will be grouped based on emerging themes and patterns and then analyzed to determine how teacher examples influence character education in madrasas. The results of this analysis will provide an in-depth understanding of teachers' role in character education and offer practical recommendations for improving programs in madrasas.

RESULT AND DISCUSSION

Result

Strategic Interaction with Students and Parents

The results of teacher interviews show that strategic interactions with students and parents significantly impact character development. One teacher commented, "I always try to maintain open communication with students' parents. This helps me understand their needs more deeply and integrate relevant character values in the daily teaching and learning process. That way, we can work together to create an environment that is conducive to the development of students' positive character."

This sentence emphasizes the importance of two-way communication in supporting student character development, where the role of parents as educational partners is crucial. Open communication between teachers and parents is essential in supporting student character development. This means that teachers not only know students' academic, emotional, and social aspects. Open communication also allows parents to provide input on supporting their children best. This way, the learning process becomes more inclusive and relevant to students' daily lives. This not only helps in developing positive character but also in improving academic performance. Therefore, effective two-way communication between teachers and parents is crucial in creating a learning environment that supports student character development.

In addition, the principal stated, "Involving parents in school activities not only increases their support for existing programs, but also strengthens the consistency of character values taught at home and school. This involvement can take the form of active participation in school events, regular meetings, and discussions related to student development." Finally, a student also mentioned, "When my teachers talk to my parents about my development, I feel more cared for and encouraged to adopt good values. I feel more motivated to behave well and achieve well because I know that there is attention and support from teachers and parents."

This indicates that students feel the positive impact of interactions between teachers and parents in supporting their character development. The attention teachers and parents give significantly impacts student motivation and

character development. One student interviewed mentioned that when teachers talk to parents about their progress, students feel more cared for and supported. This attention creates a deep sense of caring within students, making them feel valued and important. When students know that there are adults who care about their academic and personal development, they tend to be more motivated to behave well and achieve higher levels. This sense of attention and support also helps students overcome their various challenges. Additionally, consistent attention from teachers and parents helps build students' self-confidence, as they feel a robust support system is behind them. Therefore, the attention and support provided by teachers and parents is significant in encouraging students to develop positive character and achieve success in their lives.

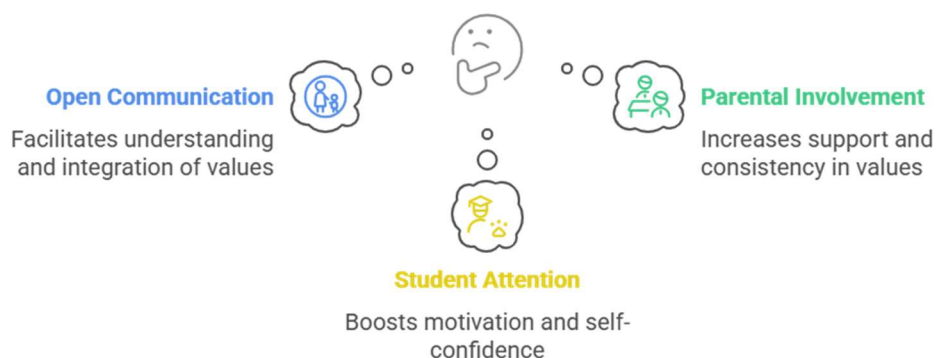


Figure 1. Educational Theory And Character Development

Formation and Strengthening of School Culture

The formation and strengthening of school culture is an ongoing process to create an environment that supports the holistic development of student character. A strong and positive school culture plays an important role in instilling moral, ethical, and social values that are the foundation for character education. The statement above is in line with several expressions from the results of interviews with several informants, including those expressed by the principal, who said,

"As the principal, I always emphasize the importance of having a clear vision and mission in every school activity. To realize this vision, I try to be a role model in terms of integrity and responsibility. In addition, I ensure that all teachers and staff are also actively involved in implementing these character values in every interaction they have with students." Then, it is also in line with the opinion of one of the teachers who stated, "In our school, the vision and mission of character education are very clear and focused. As a teacher, I feel responsible for being an example for students, especially in terms of perseverance and honesty in learning. I also ensure that the learning environment in my class is always conducive, where students feel supported to learn and develop in character." The last interview with the committee chair explained, "As the school committee chair, I strongly support the school's vision and mission in developing

student character. We also work with teachers to create a supportive learning environment where every student feels valued and encouraged to be better. We often hold joint activities involving parents to strengthen character values at home.”

The results of the interview above show that this informant describes the alignment between the school's vision and mission in character education with real practices in the field, which the principal, teachers, and school committee implement. The principal emphasized the importance of having a clear vision and mission and trying to be a role model in terms of integrity and responsibility while ensuring that all teachers and staff are actively involved in implementing character values. In line with this, a teacher expressed his sense of responsibility to be an example for students, especially in terms of perseverance and honesty, as well as creating a learning environment that is conducive to student character development. The school committee chair also supports this vision and mission, working with teachers to create a supportive environment and actively involving parents in activities that strengthen character values at home, ensuring that students feel valued and encouraged to be better.

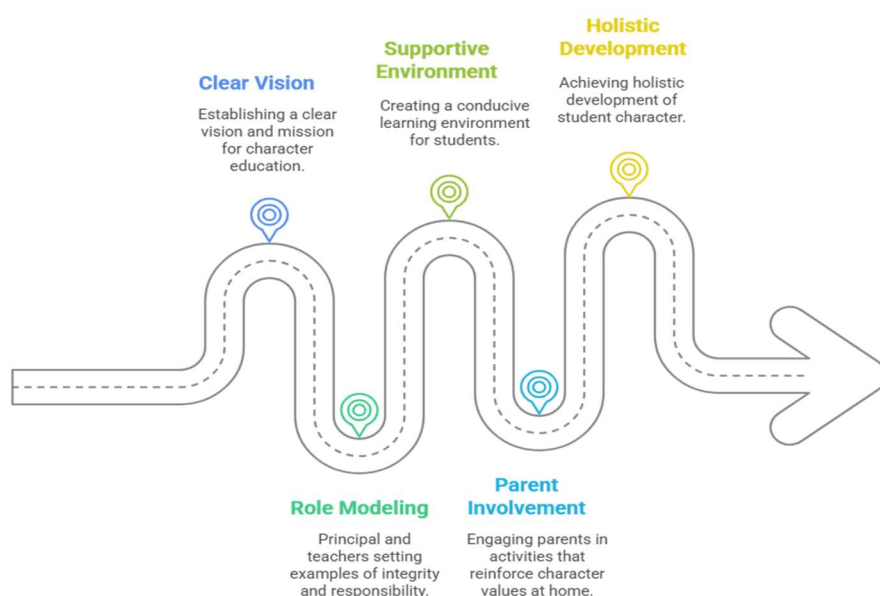


Figure 2. Character Development In The School Environment

Professional Competency Improvement and Continuous Development

Professional competency improvement and continuous development are key to strengthening character education in the school environment. High professional competence among educators ensures that they have not only adequate academic knowledge but also the skills to teach and instill character values in students. By improving professional competence and implementing continuous development, educators can be more effective in integrating character education into the curriculum and daily activities at school. This not only strengthens character values among students but also ensures that character

education remains relevant and adaptive to changes and challenges faced in the world of education.

The explanation of this result will be strengthened by the results of the interview with the principal, who stated, "In our school, we are very focused on improving the professional competence of teachers, especially in terms of character education. We ensure that educators understand the concept of character values in depth. To that end, we hold regular training that helps teachers develop innovative teaching methods, including project-based techniques and simulations to teach values such as empathy and responsibility." The results of this interview explain that their school pays special attention to improving the professional competence of teachers in the context of character education. This is done by ensuring that educators have a deep understanding of the character values they want to teach. The school holds regular training to help teachers develop innovative teaching methods, such as project-based techniques and simulations. These methods are designed to teach values such as empathy and responsibility effectively. With this approach, it is hoped that teachers can be more effective in conveying character values to students, creating an environment that supports holistic character development.

Then, one of the teachers also said, "As a teacher, I realize the importance of having a deep understanding of the character principles that I want to teach. Therefore, I actively participate in training and workshops organized by the school to improve my professional competence." An interview with this informant revealed that the interview emphasized the importance of a deep understanding of the character principles taught in his class. He realized that this understanding was crucial for the effectiveness of teaching character values to students. To ensure that he is always up-to-date with the latest methods and principles. This participation is an effort to continue to improve his professional competence, so that he can be more effective in teaching and integrating character values in daily learning. Through this training program, she seeks to support teachers in implementing character principles in the learning process so as to strengthen the overall character development of students.



Figure3. Professional Competence Of Educators

Discussion

This study identified three main findings: strategies with students and parents, formation and strengthening of school culture, and improvement of professional competence and continuous development (Al-Hammouri et al., 2024; Tian, 2024). Each of these findings significantly contributes to sustainable character building and forming a generation with noble character and global insight. This discussion will outline the importance of these three findings in the context of character education in madrasahs.

The first finding underlines the importance of open communication between teachers and parents and attention to students. In holistic education theory, effective two-way communication allows a deeper understanding of students' needs and conditions (Cui, 2023; Ortega-Ochoa et al., 2024; Tarek et al., 2023). Open communication between teachers and parents allows one to implement more personalized and relevant educational strategies for students' character development. For example, good communication allows teachers to understand the challenges faced by students at home, and parents can follow the character development received by their children at school (Huang et al., 2024; Xiao et al., 2022).

Parental involvement in school activities, such as regular meetings and activities, strengthens the consistency of character values taught at home and school. Theoretically, this creates a positive and harmonious synergy, ensuring that students receive the same message about essential values from their two main environments (Jiang & Pardos, 2021; Meharunisa et al., 2024). Moreover, the attention given by both teachers and parents builds students' self-confidence and provides the support needed to behave positively and achieve higher achievements. Therefore, when these three indicators are applied synergistically, they can contribute to students' comprehensive character development and emotional well-being. The second finding emphasizes the importance of a clear vision and mission as a foundation for character development in the school environment (Tang et al., 2022; Guevara-Flores et al., 2023; Lin & Chen, 2024). This vision and mission provide direction and purpose for all educational activities carried out in the madrasah. Strong leadership and exemplary examples from the principal and teachers are critical in realizing this vision. School leaders act as role models, demonstrating character values through daily actions (Chaudhry et al., 2023; Karki et al., 2024). These researchers state that school leaders who demonstrate character-based leadership will create an environment that supports positive student development.

Good leadership also creates a safe and supportive learning environment where students feel valued and encouraged to develop positive character. In this case, strengthening school culture is carried out through internal school policies and the active participation of parents and the surrounding community, who work together to enhance school values (Ariyaratne et al., 2024; Peng et al., 2023). In addition, appreciation for students who demonstrate positive behavior is vital

in motivating them to internalize and practice character values in their daily lives. Over time, these components will play a role in creating a strong school culture focused on character development, influencing students' mindsets and behaviors in their daily lives.

The third finding states that improving teacher professional competence is crucial in developing character education. Teachers who understand the basic principles of character that need to be taught can implement innovative teaching methods, such as project-based techniques and simulations, which have been proven effective in instilling moral values in students (Aslam et al., 2021; Silva et al., 2022; Amini et al., 2024). Teachers' ability to adapt to students' emotional and social needs is also essential because it affects the character teaching process. In addition, a continuous learning process involving regularly updating knowledge and skills is necessary to keep the materials and approaches relevant and practical. In this case, teachers are expected to be able to carry out regular reflection and evaluation of their teaching practices to assess the extent to which the methods used are successful in supporting the development of student character (Ayaad et al., 2024; De Filippo et al., 2022). Collaboration between teachers in sharing experiences and successful strategies in character development can also create a conducive learning environment, supporting student character growth.

The main contribution of this study lies in strengthening the role of teacher role models as a central pillar in character education in madrasahs. This study provides an in-depth understanding of how strategic interactions between teachers, students, and parents, as well as a conducive school culture and the development of teacher professional competencies, synergistically shape the character of students. In addition, these findings offer a model of character education practices that can be replicated and adapted in various other madrasah contexts. This study also enriches the literature on Islamic education with a holistic approach based on role models and cross-stakeholder collaboration.

CONCLUSION

The most important finding of this study is that teacher role models are crucial in the development of character education in madrasahs. Strategic interactions between teachers, students, and parents, innovative educational methods, transformational leadership, a supportive school culture, and the enhancement of teacher professional competence significantly contribute to the effectiveness of character education. The study highlights the importance of teachers as role models and innovators in instilling character values and the need for continuous support for consistent and effective implementation. It emphasizes that successful character development requires a holistic approach involving the entire school community and the surrounding environment. This paper contributes to the knowledge base by renewing perspectives on the teacher's role in character education in madrasahs, confirming previous findings

while broadening the understanding of how factors like parent interactions and educational innovations influence character education outcomes. However, limitations include the study's focus on one madrasah, which may not fully capture variations in other locations, and potential gender and age bias. Further research is needed to account for these variations and apply survey methods for a more comprehensive picture to inform targeted policies.

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