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ORIGINAL RESEARCH ARTICLE

The Role of Teachers in Students' Moral Education at Madrasah

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ABSTRACT

The problem of moral degradation of the young generation of Indonesia is very alarming, ranging from free association, corruption, to drugs. This research aims to analyze the role of teachers in fostering students' morals, the impact of the teacher's role in fostering students' morals, and the supporting and inhibiting factors. This study uses a qualitative approach, field research type. Data collection through in-depth interviews, key informants, teachers and students, observation, and relevant documentation. The location of the study at MA Ma'arif Hasan Munadi Ponorogo. Data analysis through reduction, data display and data verification. The results of this study are the role of teachers in student moral education as role models, educators, and facilitators. The impact of these roles produces 6 commendable student morals. While the supporting and inhibiting factors in every educational process are always there, it is only how teachers manage to strengthen the supporting factors and minimize the inhibiting factors. The suggestion is that if the four roles of teachers are carried out optimally, then the formation of student morals will run effectively and efficiently, and vice versa.

Keywords: Role of Teachers; Moral Education; Students



ABSTRAK

Persoalan kerusakan akhlak generasi muda Indonesia sangat mencengangkan mulai dari pergaulan bebas, korupsi, narkoba. Peneliti ini bertujuan menganalisis peran guru dalam membina akhlak siswa dan dampak peran guru dalam pembinaan akhlak siswa serta faktor pendukung dan penghambatnya. Penelitian ini menggunakan pendekatan kualitatif, jenis field research. Pengumpulan data melalui wawancara mendalam, informan kunci kepala, guru dan siswa, observasi, dan dokumentasi yang relevan. Lokasi penelitian di MA Ma'arif Hasan Munadi Ponorogo. Analisis data melalui reduksi, display data dan verifikasi data. Hasil penelitian ini adalah peran guru dalam pendidikan akhlak siswa sebagai role model, educator, dan fasilitator. Dampak peran tersebut menghasilkan 6 akhlak terpuji siswa. Sedangkan faktor pendukung dan penghambatnya dalam setiap proses pendidikan selalu ada, tinggal bagaimana guru mengelola memperkuat faktor pendukung dan meminimalisir faktor penghambat. Saran bila empat peran guru tersebut dilakukan secara maksimal, maka pembentukan akhlak siswa akan berjalan dengan efektif dan efisien, demikian sebaliknya.

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Kata Kunci: Peran Guru; Pendidikan Akhlak; Siswa

1. INTRODUCTION

The global landscape

The problem of moral degradation among the young generation of Indonesia is very alarming. For example, as reported by detiknews on Saturday, September 28, 2024, there was a case of a high school student raping a junior high school student at a school in Demak, Central Java, witnessed by 5 elementary school students (Saifudin, 2024). Even more disturbing, as reported by CNBC Indonesia (Dwi, 2025), mega-corruption cases such as the tin commodity trading scandal causing state losses of 300 trillion rupiah, the BLBI case of 138.44 trillion rupiah, the spraying of state land for oil palm of 104.1 trillion rupiah, illegal condensate processing at an oil refinery in Tuban, East Java of 35 trillion rupiah, and others amounting to trillions of rupiah. Similarly, the high number of drug cases in Solo, as reported by Jawapos Radar Solo (Akmal, 2025), data from the Solo Police Department shows that Karangasem ranks second in the number of drug cases after Mojosongo Subdistrict. Throughout 2025, there were 11 cases.

The problem of moral degradation among Indonesian society, from students, university students to the general public, is very concerning and requires solutions and roles from various parties including teachers. Religious teachers in schools, madrasahs, and Islamic boarding schools are

demanding to make high efforts in fostering the morals of students, both inside the classroom, outside the classroom, and in supervising them in society.

Education is a conscious and planned effort to create a learning atmosphere and learning process so that students become mature (Muzakki, Z., & Nurdin, 2022). Educators play an active role in developing students' potential to have religious spiritual strength, self-control, personality, intelligence, noble morals, and skills needed by themselves and society.

The role of teachers as educators is to provide knowledge and skills to students. Lindfort argues that a good teacher is expected to be able to create opportunities for children to satisfy students' curiosity (Lindfors, M., Pettersson, F., & Olofsson, 2021). The author supports this statement, which suggests that teachers should be able to stimulate students' curiosity, while also being able to provide adequate answers and knowledge. Teachers guide students to use all their senses to explore or expand their minds, and develop their potential. Because, in reality, not a few teachers do not know the potential of their students (Nazaretsky, T., Ariely, M., Cukurova, M., & Alexandron, 22 C.E.), this lack of knowledge certainly affects the pattern of approach and learning carried out.

According to Dilnoza, morality is a description of conditions that are settled within the soul (Dilnoza, 2023). Somewhat different from Dilnoza, the author argues that all behavior originates from thoughts and motivations of the soul and becomes an easy reflex to appear even unconsciously. Good and praiseworthy behavior originating from the soul is called good morality and bad behavior is called bad morality (Nurchayani, F., Rusdin, R., Idhan, M., & Azma, 2023). Settled behavior must appear spontaneously without a thinking process, because someone who wants to spend wealth or be silent when angry through effort and thinking process, cannot be considered a generous and patient person.

Fostering students' morals is not entirely about choosing and sorting what is good and leaving what is not good, so it is very important to build students' morals. Teachers play an important role in striving to understand students' personalities and protect them from things that can damage their personalities. There needs to be moral development both in class and outside the classroom, so that children will develop positively and become individuals with noble morals.

Based on previous research studies to articulate the position of this research, the researcher presents three relevant themes to show the differences and novelty of this research. First, research (Lubis, R. R., Amelia, F., Alvionita, E., Nasution, I. E., & Lubis, 2023) about the role of driving teachers in relation to teacher performance quality. It focuses more on criticizing the role of driving teachers for equitable teacher performance actively carried out in target schools both offline and online, and actively mastering information technology as a learning medium, as well as focusing on examining the obstacles experienced. This is different from this research, although both discuss the role of teachers, but the role of teachers is focused on fostering student morals.

Next, research (Maulansyah, R., Febrianty, D., & Asbari, 2023) focuses on the role of teachers in improving the quality of education. It discusses the role of teachers in general and criticizes that the quality of education is largely determined by the quality of teachers. The important role of teachers must receive support from school principal policies, in the form of encouragement,

guidance, and opportunities to develop their expertise and professionalism in working as educators. Different from this research, while Maulansyah criticizes the relationship between the quality of education and the quality of teachers, and the improvement of teacher competence, this research relates to the role of teachers in fostering students' commendable morals at the upper secondary madrasah level.

Next, research on the role of teachers in the development of educational technology in the digital era (Sadriani, A., Ahmad, M. R. S., & Arifin, 2023). The research focuses on examining the development of technology in the digital era in relation to teachers' efforts in preparing educators who master and are able to utilize technology well to improve the quality of education. Different from this research, which focuses on examining the role of teachers in relation to fostering their students' morals.

Based on this, this research aims to reveal the role of teachers in fostering students' morals and what they entail. It also describes the impact of the teacher's role in fostering students' morals at the research location, as well as the supporting and inhibiting factors.

2. CONCEPTUAL THEORY

2.1 The Role of Teachers in Moral Education

Role is a set of behaviors expected to be possessed by someone who holds a position in society. Role has meaning as a function or position in a certain situation (Ramadina, 2021). Role can be said as the behavior of an institution that has important meaning as a social structure, in which it refers more to the adjustment of a process that occurs.

A teacher is someone who deliberately influences others to achieve education. Initially the word teacher referred to someone who provides knowledge, skills, or experience to others (Ezeh, N. G., Umeh, I. A., & Anyanwu, 2022). Thus, the teacher is a very noble profession, because instinctively knowledgeable people are honored and respected by others. Knowledge is noble, so the profession of teaching is nobility.

Teachers in carrying out their roles, namely as educators, teachers, leaders, administrators, must be able to serve students based on awareness, belief, discipline and responsibility optimally (Pisriwati, S. A., Hardi, Y., & Siswanto, 2024). Teachers provide positive influence on the optimal development of students, both physically and psychologically. The role of teachers is seen as strategic in achieving the success of the teaching and learning process if teachers are willing to place and make this position as professional work. The teacher's role as a professional educator is actually not limited to the time when educational interaction takes place.

The role of teachers (Gathu, 2022) in the educational and learning process according to the following: 1) The role of the teacher as a Role model. The role of the teacher as a role model is very important in shaping the character and behavior of students. Here are some ways teachers can

act as role models: a) being a good example: Teachers can be a good example for students by demonstrating positive and ethical behavior. b) developing trust: teachers can develop students' trust by being trustworthy and reliable people. c) showing empathy: teachers can show empathy and concern for students, so that students feel valued and supported. d) developing social skills: teachers can develop students' social skills by demonstrating polite and respectful behavior. e) inspiring students: teachers can inspire students to reach their potential by showing high enthusiasm and motivation. Thus, teachers can help students develop good morals and become individuals of integrity. Some examples of behaviors that teachers can demonstrate as role models include honesty, discipline, responsibility, empathy, cooperation. Teachers as role models play an important role in shaping students' character and behavior, so that they can become individuals of character and integrity. 2) The role of the teacher as an educator. Teachers as educators play a role in educating, providing knowledge, skills, experiences and values (something valuable) in accordance with religious, social and state values. Teachers become central figures for students and their environment. Knowledge, personality, responsibility, authority and discipline are needed in carrying out duties as a teacher. 3) The role of the teacher as a facilitator. Teachers as facilitators play a role in helping students understand subject matter and facilitating the learning process. Steps for teachers as facilitators: a) making students active, b) using varied learning methods; c) helping students understand concepts; d) developing critical thinking skills; d) using technology. Thus, teachers can help students become more independent, creative, and critical thinkers. Teachers as facilitators also help students develop problem-solving skills, improve communication skills, build self-confidence, and develop teamwork skills. 4) Motivator. The role of the teacher as a motivator is very important in helping students develop commendable morals. Here are some ways teachers can act as motivators: a) inspiring students: Teachers can inspire students to have commendable morals by being good examples and providing positive motivation. b) developing moral awareness: teachers can help students develop moral awareness by discussing ethical and moral values in learning. c) encouraging positive behavior: teachers can encourage students to have positive behavior by giving praise and rewards for good behavior. d) helping students overcome difficulties: teachers can help students overcome difficulties and challenges by providing support and motivation. e) developing social skills: teachers can help students develop social skills by facilitating interaction and cooperation among students. Thus, teachers can help students develop commendable morals and become individuals of character and integrity such as honesty, discipline, responsibility, empathy, cooperation.

3. RESULTS AND METHOD

The method used in this research is qualitative research (Katni, K., Ariyanto, A., & Laksana, 2020). This research uses a field research approach (Mun'im Amaly, A., Muhammad, G., Erihadiana, M., & Zaqiah, 2021), where the researcher goes directly to the field where the topic and theme of this

research are explored. The location of this research is at MA Ma'arif Hasan Munadi Badegan Ponorogo. The subjects of this research are teachers and students of MA at this research location. The key informants of this research are 1 principal, 3 teachers, and 3 students. The researcher chose informants using purposive sampling (Katni, K., Sumarni, S., & Muslim, 2022), namely the research selection based on the research objectives that allow informants to master the empirical data of this research topic.

Data collection methods through in-depth interviews (Erwahyudin, D. D., & Muzakki, 2023), observation of the principal, teachers and students related to the role of teachers in fostering student morals at MA Hasan Munadi, then completing with documentation data from the research location and literature relevant to this research.

Data analysis was conducted from the time the researcher explored data in the field, then classified data by sorting and selecting, grouping data according to the objectives of each research, then arranging data into descriptive presentation, then discussing with relevant theories and related research, then conducting the process of drawing conclusions of this research (Anggelia, D., Puspitasari, I., & Arifin, 2022).

4. RESULTS AND DISCUSSION

4.1 The Role of Teachers in Moral Education of Students at MA Hasan Munadi

1. Teachers as Role Models

Based on the results of the preliminary research stage, the researcher conducted interviews with teachers in February 2025 regarding the role of moral creed teachers in educating student morals. Teachers hold a very important role, because they are responsible for directing students in mastering knowledge and its application in daily life. In instilling and providing good role models for their students. A teacher is not only tasked with transferring knowledge alone, but much more than that, being a good example for students. The example in the personality and authority possessed by the teacher will affect the positive or negative morals of the formation of students' personalities and character.

So important is fostering morals in students, because one of the factors causing the failure of education so far is that many students lack or still have low morals. This is due to failure in instilling and fostering morals. It cannot be denied that in efforts to foster the morals of MA Ma'arif Hasan Munadi students, the Moral Creed teacher plays a role as a role model. Role modeling is an absolute factor that must be possessed by teachers. In education, the role modeling needed by teachers is consistency in carrying out religious commands and staying away from prohibitions. A teacher must be able to be a role model for his students, because every word and behavior of the teacher will be an example and role model for his students.

Teachers as role models for students in daily life. For example, first with oral examples, speaking gently, politely. Second with actions by providing good examples such as reminding to pray

Dhuha, and teachers going to the mosque to perform congregational Dzuhur prayers at the mosque so that students will imitate what their teachers do.

Teachers become trustworthy and reliable people. In matters of worship, for example, teachers perform ablution earlier and go to the mosque, perform voluntary prayers first, before students arrive. Teachers can be trusted regarding learning discipline at madrasah, by arriving earlier before their students come to class.

Teachers at MA Hasan Munadi have high empathy. Teachers care about students who are sick, by approaching, asking questions, and immediately taking action to treat sick students. Teachers care when there are students who have prayed, by reminding and inviting them patiently.

Teachers always develop students' social skills. Teachers can develop students' social skills by demonstrating polite and respectful behavior towards everyone. Inspiring students: teachers inspire students to reach their potential by showing high enthusiasm and motivation in learning, reciting the Qur'an, and worship.

2. Teachers as Educators

Teachers play a role as educators. Teachers in educating students' personalities are not enough with learning in the classroom alone and also provide material outside the classroom such as during lectures, studies and training, training and others.

In their role as educators, teachers design habituation and training appropriate to the development of students' souls. This training and habituation will form certain attitudes in children. In the end, these attitudes will become clearer and stronger and cannot be changed anymore because they have become part of themselves. It is not enough to tell children about praiseworthy traits; more than that, it is necessary to habituate them to do good things that will make them have praiseworthy traits and avoid disgraceful traits. Students will tend to do good and leave bad because of habit and practice.

3. The Role of Teachers as Facilitators

Teachers as facilitators play a role in helping students understand subject matter and facilitating the learning process. Teachers at MA Hasan Munadi, patiently facilitate students with assignments, group discussions, and also project-based learning such as community service, or other activities such as muhadharah, training to be a khatib, becoming an imam of prayer and being a master of ceremonies.

Steps taken by teachers at MA Hasan Munadi encourage students to be active through activities in class and outside the classroom, including mosque prospering activities. Teachers also provide varied learning methods such as discovery, advice, focus group discussion, demonstration, simulation, project, portfolio, inquiry, and other role modeling.

When students do not understand the material being taught, the teacher provides repetition and patient explanations. Teachers also invite students to discuss, exchange opinions and share experiences so that they are able to think critically. In addition, they are also given practice in using

information technology such as the internet, laptops and others. In addition, teachers also provide communication practice for students in speech learning, protocol activities, also build self-confidence, as well as student independence by giving responsibilities in the form of student organizations, as well as extra-curricular activities. These activities encourage students' communication skills, self-confidence and teamwork skills.

4. The Role of Teachers as Motivators

Teachers at MA Hasan Munadi motivate our children with good advice according to religious guidance, so that students become good successors of the nation, teachers must be interesting and able to give impressive examples so that children also get motivated.

During the Monday flag ceremony, students are given motivation as follows: *"My children, knowledge without manners is like a body without a soul. In this madrasah, you are not only taught mathematics and Arabic, but also how to respect teachers and friends. Don't just be smart, but also be trustworthy and moral."*

Motivation is also given when opening lessons, such as: *"In the past, Imam Syafi'i memorized the Qur'an from the age of 7 and started teaching as a teenager. What was the secret? Focus, enthusiasm, and maintaining manners towards the teacher. So, if you want to be smart, don't play on your phone in class and don't talk when the teacher is explaining."*

Teachers as motivators at MA Hasan Munadi always provide encouragement to students in order to increase the spirit and development of student learning activities. Teachers at MA Hasan Munadi demonstrate the following attitudes:

- a) Being open to students, meaning that teachers encourage their students to dare to express and respond to opinions positively. Both in class and outside the classroom.
- b) Teachers help students to be able to understand and utilize the potential that exists within themselves optimally. This is done through advice in class, direction, and guidance in free time outside learning when meeting with students.
- c) Creating a harmonious and enthusiastic relationship in teaching and learning interactions in class. Teachers strive maximally, and are enthusiastic in worship and teaching.
- d) Teachers also advise students that learning is aimed at achieving high achievements, pleasing parents and for worship to Allah, so that it can be used as motivation to foster students' interest in learning.

The role of teachers in educating student morals at MA Hasan Munadi Ponorogo, at least there are 4: the role of teachers as role models; the role of teachers as educators; the role of teachers as facilitators and; the role of teachers as motivators in forming student morals.

This is relevant to the opinion of the role of teachers (Gathu, 2022) in the educational and learning process which states that there are at least 4 roles, namely as role models, educators, facilitators, and motivators. However, according to Oktafia, et al., teachers have 7 roles: demonstrator,

communicator, organizer, motivator, inspirator, evaluator, and educator (Oktafia, S., Hidayat, S., & Pribadi, 2024).

According to the researcher, if these roles are carried out optimally, then the formation of student morals will run effectively and efficiently, but if not maximized it will hinder the process of forming student morals. The four roles of teachers are relevant to commendable moral education. It will also be more optimal if the 7 roles required by Oktafia can be carried out well at the madrasah, thus greatly supporting efforts to guide and help students to have commendable morals. However, the teacher's task is to strive, while students themselves are also given the right to choose, accept or reject the teachings given by teachers to students. The teacher's task is to preach, invite, advise, show and give examples of commendable morals, then it is left to Allah and the students themselves.

4.2 The Impact of Teachers' Role in Moral Education of Students at MA Hasan Munadi

1. **Students always maintain cleanliness of life.** Students always maintain cleanliness in the classroom, around the school environment, and in the school mosque. They do not litter and always ensure their seats are neat after use. This reflects a moral character that cares about cleanliness as part of worship.
2. **Discipline with time.** Students always arrive on time, whether to attend lessons, congregational prayers, or other activities. They understand the importance of time discipline as a form of responsibility for the time given by Allah, as well as respecting the time owned by others.
3. **Obedient in worship.** Habituation to have faith and piety to Allah and to have noble morals. Students are accustomed to greetings, smiles, and greetings. Congregational prayer programs, morning tadarus, commemoration of Islamic holidays. Cleanliness and neatness of the environment are maintained together. This forms moral habits in daily life. Becoming servants who are devoted to Allah and His Messenger.
4. **Starting and ending activities with prayer and habituating themselves to dhikr.** Students do not forget to start and end their days with prayer, and take a moment to dhikr after prayer. They also pray for goodness for themselves and others, and ask for blessings in learning and life.
5. **Honest and trustworthy.** During exams or other evaluation activities, students do not cheat or commit fraud. They maintain honesty in every action, whether during exams or in daily life, as a form of trust given to them.
6. **Respecting and appreciating others.** Students always respect teachers, friends, and fellow madrasah members with polite words. Students do not speak harshly or hurt others' feelings. Based on the results of student statements as follows: *"When the teacher is explaining the material, we listen carefully without disturbing, and always greet politely when meeting friends or teachers, and others"*.

The impact of the teacher's role in educating student morals at MA Ma'arif Hasan Munadi there are at least 6, namely: 1) students always maintain cleanliness of life; 2) students are accustomed to discipline on time; 3) students are accustomed to obedient worship; 4) starting and ending activities with prayer, and dhikr; 5) honest and trustworthy; 6) respecting and appreciating others.

This is also supported by the statement (Astuti, A., & Kinas, 2023) which states that commendable morals include clean living, discipline, obedient worship, honesty, responsibility, respect and appreciation for others.

This is relevant to morals in Islam (Syam, M. N., & Arif, 2022), however Islamic teachings regarding morals are very broad in scope covering Morals towards Allah, towards the Prophet, towards the Qur'an, oneself, parents, family, neighbors and society in general, including morals towards the universe such as animals, plants. Morals in Islam are regulated from big things to small things including, urinating, spitting are also regulated by Islam.

According to the researcher, of course more commendable morals need to be developed at MA Ma'arif Hasan Munadi, so that it can reach morals towards Allah, humans, animals, plants and the universe. In today's era, morals towards nature such as maintaining nature and the environment are very important for the safety of human life. Avoiding humans from disgraceful behavior must continue to be done.

4.3 Supporting and Inhibiting Factors

1. Supporting Factors

a. **Teachers have good personality.** Teachers who have good personality. Teachers at MA Hasan Munadi have good morals, disciplined, honest, patient, and polite become real models for students. Students find it easier to emulate the actions of teachers than just listening to lectures.

b. **Cooperation between madrasah and parents.** Cooperation with Parents/Guardians. Moral education feels more effective with synergy between teachers and parents. Communication through WhatsApp groups, regular meetings, and home visits helps monitor student morals outside the madrasah. Morals are not only formed at madrasah, but also at home.

c. **Guidance of Student Morals.** Existence of Student Development System (BK / Student Moral Guidance). Guidance counseling or student moral assistance helps teachers in fostering personally. The approach is not only punishing, but providing solutions and moral assistance. Children with moral problems are not to be shunned, but fostered wisely.

d. **Religious madrasah environmental culture.** Religious and Positive Madrasah Environment. Madrasah culture that supports moral development such as: The existence of greetings, smiles, greetings. Congregational prayer programs, morning tadarus, commemoration of Islamic holidays. Cleanliness and neatness of the environment maintained together. This forms moral habits in daily life.

2. Inhibiting Factors

a. **Lack of awareness of some parents in moral education.** The influence of the surrounding environment that is not supportive/less good can affect these students and can hinder the process of moral education in students. In addition, negative student behavior such as delinquency towards other students, and violence against friends can also hinder these students in forming good morals.

b. **Inadequate Madrasah Facilities and Infrastructure.** Places of worship and counseling that are still very simple, religious activity rooms or halls that are not yet available, or too small. Moral development becomes limited when it has been implemented theoretically, but lacks facilities in practice.

Supporting and inhibiting factors as mentioned above are relevant to the opinion (Mansyuriadi, 2022). Every educational process, there are certainly supporting and inhibiting factors both from within and from outside. It is just how to maximize supporting factors, and minimize inhibiting factors through various creative efforts so that the formation of commendable morals can be more effective and efficient.

5. CONCLUSION

Based on the discussion above, it is concluded that the role of teachers in moral education of students at MA Ma'arif Hasan Munadi there are at least four roles, namely as role models, educators, facilitators, motivators, although there are still other roles that have not been visible. If these four roles are carried out optimally, then the formation of student morals will run effectively and efficiently, and vice versa.

The impact of the teacher's role in educating student morals at MA Ma'arif Hasan Munadi there are at least 6, namely: 1) students always maintain cleanliness of life; 2) students are accustomed to discipline on time; 3) students are accustomed to obedient worship; 4) starting and ending activities with prayer, and dhikr; 5) honest and trustworthy; respecting and appreciating others. Every teacher needs to continue to identify and educate commendable morals in detail according to Islamic teachings.

Supporting and inhibiting factors in the process of commendable moral education in general are two, namely internal factors of students and external factors outside students namely teachers, institutions, parents and society. If supporting factors are stronger, then commendable moral education will be more effective and efficient, if inhibiting factors are stronger, it will hinder the process of forming commendable morals.

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