



The Exemplary Method and Its Urgency in Moral Education According to the Perspective of Abdullah Nashih Ulwan

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Abstract

This study examines the role and importance of the exemplary method in moral education through the lens of Abdullah Nashih Ulwan's teachings. Utilizing a content analysis approach, the research investigates the concepts presented in Ulwan's seminal work, *Tarbiyatul Aulad Fil Islam*, and related literature. The study highlights that Ulwan advocates for educators to be role models, demonstrating humility, courage, patience, honesty, piety, and firmness. These attributes are essential in shaping children's character and moral compass. The research underscores the urgency of integrating moral education into educational curricula, emphasizing that educators should embody these virtues in their professional roles and personal conduct. The findings suggest that adopting Ulwan's exemplary method can significantly enhance the effectiveness of moral education and contribute to the development of a well-rounded, ethical society.

Keywords: Abdullah Nashih Ulwan, Exemplary Method, Moral Education

1. INTRODUCTION

In recent years, moral education has faced numerous challenges that underscore the necessity of further research into effective methods for character development (Ghofururrohm et al., 2024c; Suharsiwi et al., 2024a). A significant challenge has been the lack of comprehensive frameworks integrating moral education seamlessly into existing curricula, as noted by various scholars (Listiyanti & Hasyim, 2024; Pandia et al., 2024). This gap

often results in moral education being treated as an ancillary component rather than a core subject, diminishing its impact on students' overall character development (Humammi et al., 2024c; Suwanto et al., 2024).

In recent years, moral education has faced numerous challenges, highlighting the need for further research into effective methods for character development (Asmawati et al., 2024a; Darmayanti et al., 2024; Rohmat et al., 2024). One of the primary challenges has been the absence of comprehensive frameworks that seamlessly integrate moral education into existing curricula (Nurhakim et al., 2024; Wahid & Arifin, 2024a). This gap often results in moral education being treated as an ancillary component rather than a core subject, thus diminishing its impact on students' overall character development.

One significant issue is the fragmented approach to moral education. Many previous studies have treated it as a standalone subject rather than integrating it into students' daily learning experiences (Hamdiati et al., 2024; Utami et al., 2024a). This fragmented approach often leads to inconsistencies in the application and effectiveness of moral education programs. As noted by scholars such as Lickona (2020), a more integrated approach is necessary to foster continuous moral growth in students.

Additionally, the success of moral education heavily depends on the presence of effective role models (Lubis, 2024; Suharsiwi et al., 2024b). However, research has shown a discrepancy between the moral values taught theoretically and those demonstrated by educators in practice. This inconsistency, as pointed out by Berkowitz and Bier (2021), can confuse students and undermine the objectives of moral education.

Cultural relevance is another critical factor often overlooked in educational frameworks. Many fail to consider the cultural contexts in which moral education is delivered. Empirical evidence suggests that culturally relevant teaching methods, such as those discussed by Gay (2023), are more effective in engaging students and fostering genuine moral growth. This underscores the importance of tailoring educational approaches to fit diverse cultural backgrounds.

Measuring the outcomes of moral education poses yet another challenge (Ghofururrohim et al., 2024a; Irmawati et al., 2024). Unlike academic subjects, evaluating changes in moral behavior and attitudes is complex and often subjective. This leads to difficulties in assessing the true impact of educational interventions. A study by Narvaez (2022) emphasizes the need for developing more reliable assessment tools to evaluate moral growth effectively.

The present study aims to tackle existing challenges by examining Abdullah Nashih Ulwan's exemplary approach, which highlights the incorporation of moral education into daily learning through the demonstration of virtues by educators. By prioritizing role modeling and cultural relevance, this research seeks to create a more comprehensive and effective framework for moral education. Through empirical evidence and an extensive content analysis of Ulwan's work, the study intends to provide practical insights and strategies that educators can adopt to enhance students' moral development. These insights are essential for establishing a cohesive moral education program that can adapt to the varied needs of students from different cultural backgrounds.

The investigation of Abdullah Nashih Ulwan's exemplary method in moral education reveals several compelling benefits that emphasize its importance in modern educational research (Hidayat et al., 2024; Rahman et al., 2024). This approach not only delivers a thorough framework for character development but also aligns with contemporary educational objectives of promoting holistic growth among students.

To begin with, Ulwan's exemplary method presents a comprehensive framework for moral education by seamlessly integrating it with standard curricula (Asmawati et al., 2024b; Ghofururrohim et al., 2024b; Utami et al., 2024b). This integration ensures that moral education is not seen as a separate element but as a crucial component of the overall learning experience (Humammi et al., 2024a; Wahid & Arifin, 2024b), thus promoting consistency and reinforcing moral values throughout all subjects. Such a framework addresses the fragmentation issues identified in earlier studies and supports the findings of Lickona (2020), who advocates for integrated educational approaches.

Furthermore, the method underscores the importance of effective

role modeling, which is vital for impactful moral education. Empirical research, including studies by Berkowitz and Bier (2021), has demonstrated that students learn more effectively by observing and imitating role models. Ulwan's method encourages educators to embody humility, courage, and honesty, leading by example. This approach enhances the credibility and effectiveness of moral teachings, as educators who display these virtues can significantly shape students' ethical development.

Cultural relevance and adaptability are also notable strengths of the exemplary method. Its flexibility to various cultural contexts makes it a versatile tool for moral education on a global scale. Research by Gay (2023) indicates that culturally relevant educational methods enhance student engagement and comprehension. By accommodating cultural nuances, moral education becomes more resonant with students' lived experiences, making the learning process more impactful and meaningful.

Additionally, the method focuses on both personal and social development, addressing individual character growth while promoting social responsibility and community involvement. Ulwan's virtues are vital for fostering responsible citizens who positively contribute to society. This dual focus aligns with contemporary educational objectives aimed at developing well-rounded individuals equipped to navigate the complexities of modern life.

Finally, the evidence-based effectiveness of the exemplary method reinforces its theoretical foundation (Humammi et al., 2024b; Prasetyani et al., 2024). Previous research validates the efficacy of role modeling in moral education, showing significant improvements in students' ethical behavior and decision-making skills. Studies by Narvaez (2022) provide empirical evidence supporting the positive outcomes of this approach, offering educators evidence-based strategies for implementation.

By building on these strengths, the current research delivers an in-depth analysis and practical insights into applying Ulwan's exemplary method across various educational settings. It addresses the challenges identified in earlier studies and utilizes empirical evidence to propose innovative solutions for effectively integrating moral education. This study not only underscores the urgency of adopting this method but also highlights its potential to transform educational systems and contribute to the formation of an ethical, well-rounded society. In conclusion, the research emphasizes the crucial role of moral education in shaping future generations and presents a compelling case for integrating Abdullah Nashih Ulwan's exemplary method as a foundational element of educational reform.

2. METHOD

The research method employed in this study is a systematic content analysis approach. This method is chosen to deeply explore the concepts and teachings of Abdullah Nashih Ulwan as presented in his work, *Tarbiyatul Aulad Fil Islam*, and related literature. The steps involved in this research are outlined below, each substantiated by empirical evidence from previous studies that affirm the efficacy of this method in educational research:



Figure 1. Research Method

2.1 Literature Review

The first step in the research method involves conducting a comprehensive review of existing literature related to Abdullah Nashih Ulwan's teachings and moral education (Friedland & Jain, 2022). This step is essential for identifying key themes and concepts in Ulwan's work and understanding their relevance to the current educational context. By examining previous studies and academic discussions, researchers can delineate the scope and focus of their analysis. As Smith (2020) noted, a thorough literature review provides a solid foundation for content analysis, allowing researchers to build on existing knowledge and identify gaps in the current understanding of moral education. This step ensures that the research is grounded in a well-established academic framework and is informed by previous empirical evidence.

2.2 Data Collection

The second step involves gathering primary and secondary data to support the research objectives. Primary data is collected from Ulwan's work, particularly *Tarbiyatul Aulad Fil Islam*, while secondary data is sourced from scholarly articles and books discussing similar themes. To ensure reliability and validity, the data must be representative and comprehensive, covering various aspects of the exemplary method. As highlighted by Johnson and Brown (2019), effective data collection methods significantly enhance the reliability and validity of research findings. This step is crucial for ensuring the research is based on accurate and diverse sources, providing a solid foundation for subsequent analysis.

2.3 Content Analysis

The third step is performing a detailed content analysis of the collected data. This involves identifying patterns, themes, and insights related to Ulwan's exemplary method. Researchers use coding techniques to categorize data into relevant themes such as role modeling, virtues, and educational integration. Content analysis is a powerful tool for interpreting qualitative data and deriving meaningful conclusions, as demonstrated by White and Marsh (2006). This step allows researchers to systematically analyze the data, uncovering significant insights that can inform

educational practices and policies.

2.4 Interpretation of Findings

Once the data analysis is complete, the next step is to interpret the findings in the context of current educational practices. This involves analyzing the significance of Ulwan's exemplary method and discussing its implications for educators and policymakers. Interpreting findings is crucial for bridging the gap between theory and practice, offering actionable insights that can inform decision-making, as Merriam (2009) emphasized. By contextualizing the findings, researchers can provide valuable recommendations for integrating moral education into curricula and enhancing students' character development.

2.5 Conclusion and Recommendations

The final step summarizes the key findings and provides practical recommendations for educators and educational institutions. This involves emphasizing the urgency and potential benefits of integrating moral education using Ulwan's method. Conclusions and recommendations help translate research insights into practical applications, enhancing the impact of the study, as noted by Creswell (2013). By offering clear and actionable recommendations, the research aims to influence educational reform and promote the adoption of effective moral education strategies that contribute to the holistic development of students.

3. RESULTS AND DISCUSSION

The research delves into various sub-discussions to provide a comprehensive understanding of the exemplary method in moral education according to Abdullah Nashih Ulwan's perspective. Empirical evidence from previous studies supports these discussions, offering depth and validation to the findings.

Abdullah Nashih Ulwan's exemplary method in moral education centers on educators serving as role models. This approach posits that educators' personal qualities and behaviors profoundly influence students' moral development. Ulwan advocates for educators to exemplify virtues such as humility, courage, patience, honesty, piety, and firmness, arguing that these attributes are

essential in shaping children's character and moral compass.

3.1 ADVANTAGES OF THE RESEARCH

A. Theoretical Perspectives

1) Bandura's Social Learning Theory

Albert Bandura's Social Learning Theory emphasizes the importance of observation and imitation. According to Bandura (1977), individuals, especially children, learn behaviors, attitudes, and emotional reactions through observing and modeling others. This theory underlines the effectiveness of role models in educational settings, as students are likely to emulate the positive behaviors demonstrated by their teachers.

2) Global Perspectives on Role Modeling

Different educational systems worldwide recognize the significance of role models in moral education. For instance, in Finland, educators are expected to impart knowledge and demonstrate ethical and social behaviors. The Finnish education system emphasizes comprehensive teacher training that includes developing moral and ethical competencies (Sahlberg, 2011).

In Japan, moral education is integrated into the curriculum, where teachers play a pivotal role in instilling respect, responsibility, and cooperation. Japanese educators are often seen as moral guides, and their behavior is closely observed by students, reinforcing the importance of role modeling (Cave, 2016).

B. Empirical Evidence

Case Studies and Research Findings

Research conducted by Lickona (1991) highlights the impact of role models in schools, showing that students are more likely to develop positive moral values when they have educators who demonstrate ethical behavior. A study by Berkowitz and Bier (2005) further supports this, indicating that schools with strong role models see a significant improvement in students' moral reasoning and behavior.

A comparative study by Johnson and Brown (2019) examined the effectiveness of moral education programs in the United States and the United Kingdom, concluding that programs that focus on role modeling by educators have higher success rates in fostering ethical behavior among students.

Table 1: Attributes of Effective Educator Role Models

Attribute	Description	Impact on Students
Humility	Demonstrating modesty and respect for others	Encourages students to value others and fosters a collaborative environment
Courage	Acting with bravery and integrity in challenging situations	Inspires students to stand up for their beliefs and act ethically
Patience	Exhibiting calmness and tolerance	Helps students develop resilience and perseverance
Honesty	Being truthful and transparent	Builds trust and encourages students to be truthful
Piety	Showing devotion and moral integrity	Instills respect for spiritual and ethical principles
Firmness	Being resolute and consistent	Provides students with a stable and predictable learning environment

The role of educators as role models is critical in implementing Abdullah Nashih Ulwan's exemplary method in moral education. Empirical evidence and global educational practices underscore the importance of educators embodying virtues that students can observe and emulate. This approach facilitates the development of students' moral and ethical understanding and contributes to cultivating a respectful and responsible school culture. Educators can significantly enhance the effectiveness of moral education programs by integrating role modeling into teaching practices.

3.2 Integration of Moral Education into Curricula

Integrating moral education into standard curricula is a pivotal aspect of Abdullah Nashih Ulwan's exemplary method. This approach emphasizes embedding moral education into daily learning experiences rather than treating it as an ancillary subject. By doing so, moral education becomes a consistent and reinforcing element of students' overall educational journey, fostering a more holistic development of their character and ethical understanding.

A. Theoretical Perspectives on Integration

1) Lickona's Approach to Moral Education

Thomas Lickona (1991) advocates for a comprehensive integration of moral education into the school curriculum. He suggests that moral values should be interwoven with academic subjects, allowing students to apply ethical reasoning in various contexts. Lickona's approach emphasizes the role of schools in nurturing moral virtues alongside intellectual growth, thereby creating an environment conducive to holistic development.

2) Holistic Education Framework

As discussed by Miller (2007), the holistic education framework underscores the importance of integrating moral, emotional, and social dimensions into education. This framework argues that attending to these aspects creates a more balanced and meaningful learning experience, which resonates with Ulwan's emphasis on comprehensive moral education.

B. Global Perspectives on Curriculum Integration

1) Finland's Educational System

Finland provides an exemplary model of integrating moral education within its curriculum. Finnish schools emphasize values such as empathy, respect, and social responsibility, which are seamlessly incorporated into various subjects. The integration is supported by a national curriculum that outlines ethical education as a core component, ensuring that moral lessons are consistently reinforced throughout a student's academic journey (Sahlberg, 2011).

2) Japan's Approach to Moral Education

In Japan, moral education is essential to the curriculum, focusing on values like cooperation, perseverance, and respect. Japanese schools dedicate weekly time to moral education classes, but these values are also embedded in other subjects and school activities. This dual approach ensures that students receive a continuous and reinforced moral education (Cave, 2016).

C. Empirical Evidence Supporting Integration

Table 2: Benefits of Integrating Moral Education into Curricula

Benefit	Description	Supporting Study
Consistent Moral Development	Students experience ongoing reinforcement of ethical values across subjects.	Lickona, 1991
Enhanced Ethical Reasoning	Integrated curricula promote critical thinking and the application of moral	Nucci & Narvaez, 2008

Improved Student Engagement	concepts in real-world contexts. Engaging with moral education across subjects increases student interest and participation.	Berkowitz & Bier, 2005
Holistic Character Building	Students develop a well-rounded character, incorporating moral, social, and academic growth.	Miller, 2007

Integrating moral education into the standard curriculum presents a comprehensive approach to character development, as advocated by Abdullah Nashih Ulwan. This method not only ensures that moral values are consistently reinforced but also aligns with global educational practices that prioritize holistic development. By embedding moral education into daily learning experiences, educators can more effectively nurture ethical and responsible individuals, thereby contributing to the development of a well-rounded, ethical society. Empirical studies consistently support the benefits of this integration, highlighting its potential to enhance both educational outcomes and societal well-being.

3.3 Cultural Relevance and Adaptability

Abdullah Nashih Ulwan's exemplary method's cultural relevance and adaptability are pivotal to its global applicability and effectiveness. This approach recognizes that moral education cannot be a one-size-fits-all solution; instead, it must be tailored to fit different societies' cultural nuances and contexts. Doing so ensures that the moral values and virtues resonate deeply with students' lived experiences, thereby enhancing engagement and understanding.

A. Theoretical Perspectives on Cultural Relevance

1) Gay's Culturally Responsive Teaching

Geneva Gay (2000) emphasizes the importance of culturally responsive teaching, which involves using diverse students' cultural knowledge, prior experiences, and performance styles to make learning more appropriate and effective. Gay argues that education should be adapted to include students' cultural references in all aspects of learning, thus fostering a more inclusive and engaging educational environment.

2) Vygotsky's Sociocultural Theory

Lev Vygotsky's sociocultural theory highlights the influence of social interaction and cultural context on learning. Vygotsky posits that learning is inherently a social process, influenced by cultural tools and symbols, which underscores the necessity of culturally relevant pedagogy in education (Vygotsky, 1978).

B. Global Perspectives on Cultural Adaptability

1) Singapore's Multicultural Education

In Singapore, education is designed to cater to its multicultural society. The curriculum includes moral and civic education that reflects the diverse cultural backgrounds of its students. This adaptability ensures that moral education is relevant and comprehensible to students from various cultural contexts, supporting social cohesion and mutual respect (Gopinathan, 2013).

2) Canada's Inclusive Education Framework

Canada's education system is renowned for its inclusivity and cultural adaptability. Canadian schools implement multicultural education strategies, integrating students' cultural backgrounds into the curriculum. This approach respects cultural diversity and enhances students' learning experiences and outcomes by making education meaningful and relevant (Banks, 2009).

C. Empirical Evidence Supporting Cultural Adaptability

Research indicates culturally relevant education methods increase student engagement, motivation, and academic success. A study by Ladson-Billings (1995) found that students who are taught in culturally responsive ways demonstrate higher levels of participation and academic achievement than those who are not.

Table 3: Benefits of Culturally Relevant Education

Benefit	Description	Empirical Support
Enhanced Engagement	Students are more motivated and engaged when education reflects their cultural backgrounds.	Ladson-Billings, 1995
Improved Understanding	Cultural relevance helps students relate to and understand the material more deeply.	Gay, 2000
Increased Achievement	Culturally adapted teaching methods are linked to higher academic performance.	Banks, 2009
Social Cohesion	Promotes mutual respect and understanding among students from diverse backgrounds.	Gopinathan, 2013

Ulwan's exemplary method's adaptability to various cultural contexts is a testament to its potential global relevance and effectiveness. Educators can create a more inclusive and impactful learning environment by integrating cultural considerations into moral education. This approach enhances student engagement and understanding and contributes to the development of socially responsible and culturally aware individuals. Empirical evidence consistently supports the benefits of culturally relevant education, highlighting its importance in contemporary educational practices.

3.4 The Impact on Character Development

Abdullah Nashih Ulwan's exemplary method has a profound and multifaceted impact on character development. This approach extends beyond the individual, fostering personal moral growth, a sense of social responsibility, and community involvement. By cultivating virtues such as humility, courage, patience, honesty, piety, and firmness, this method aims to develop students into conscientious and ethical adults who can contribute positively to society.

A. Theoretical Perspectives on Character Development

1) Berkowitz and Bier's Framework for Character Education

Berkowitz and Bier (2005) identify key components of effective character education, emphasizing the importance of creating a supportive environment where students can learn and practice moral and ethical behaviors. Their research indicates that programs incorporating role modeling, community service, and reflective practices significantly enhance students' character development.

2) Nucci and Narvaez's Integrative Ethical Education Model

Nucci and Narvaez (2008) propose an integrative model of ethical education, which combines moral reasoning, ethical sensitivity, and character habits. This model aligns with Ulwan's exemplary method by advocating for educational environments that nurture these components through consistent practice and example.

B. Global Perspectives on Character Development

1) United States: Character Education Initiatives

In the United States, character education is integrated into school curricula to promote virtues and ethical behavior. Programs such as Character Counts! and the Character Education Partnership (CEP) focus on teaching core ethical values through experiential learning and community involvement, similar to Ulwan's approach (Lickona, 1991).

2) United Kingdom: Citizenship Education

The UK emphasizes citizenship education, which includes character development as a core component. This approach

encourages students to engage in community service and develop a sense of social responsibility, reflecting Ulwan's emphasis on community involvement (Arthur, 2005).

C. Empirical Evidence Supporting Character Development

Research consistently shows that well-implemented character education programs positively affect students' moral reasoning, behavior, and academic achievement. A study by Battistich et al. (2000) found that students in schools with strong character education programs exhibited higher levels of prosocial behavior and academic performance compared to those without such programs.

Table 4: Key Elements of Character Development Programs

Element	Description	Supported by Research
Role Modeling	Educators exemplify virtues through actions, setting a standard for students to emulate.	Bandura (1977), Berkowitz & Bier (2005)
Community Involvement	Students participate in community service, fostering a sense of responsibility and social awareness.	Lickona (1991), Arthur (2005)
Reflective Practices	Activities that encourage students to reflect on moral dilemmas and personal values.	Nucci & Narvaez (2008), Battistich et al. (2000)

The impact of Ulwan's exemplary method on character development is supported by empirical evidence and aligns with global educational practices. By embedding virtues into the educational process and encouraging active community involvement, this approach nurtures individual moral growth and prepares students to become responsible and ethical members of society. This comprehensive framework highlights the significant potential of character education in shaping future generations.

3.5 Practical Implications for Educators and Policymakers

Adopting Abdullah Nashih Ulwan's exemplary method in educational systems carries significant practical implications for educators and policymakers. This approach offers a comprehensive framework for enhancing moral education, which can lead to improved student behavior and a more ethical school culture. The following discussion delves deeper into the practical implications and provides insights from various experts and global educational systems.

Practical Implications

Training and Professional Development

Educators play a pivotal role in moral education, serving as role models for students. Therefore, it is essential that they receive comprehensive training that emphasizes the importance of embodying moral virtues. Professional development programs should focus on equipping teachers with the skills required to integrate these virtues into their daily teaching practices. For instance, virtues such as humility and honesty, as advocated by Ulwan, should be central to these training sessions. According to a study by Darling-Hammond (2017), ongoing professional development significantly enhances teachers' ability to incorporate moral education effectively. Recent research by Smith and Johnson (2021) corroborates these findings, highlighting that teachers who undergo continuous training are better prepared to model and teach moral values, thus positively influencing students' character development.

Curriculum Design and Integration

The design of educational curricula should ensure that moral education is seamlessly integrated across all subjects. This approach guarantees that moral lessons are consistently reinforced, promoting a holistic development of students' character. Arthur (2003) argues that a curriculum inclusive of moral education fosters a supportive learning environment that aids both

academic and ethical growth. Recent studies by Lee and Ramirez (2022) further emphasize that curricula incorporating moral components lead to improved student engagement and ethical awareness. By embedding moral education into various subjects, educators can create a more cohesive learning experience that nurtures students' moral and academic development simultaneously.

Policy Development and Implementation

Policymakers have a crucial role in establishing moral education as a core component of the curriculum. Policies should clearly define objectives and strategies for integrating moral education into everyday learning experiences. A case study of Finland's national curriculum, as reported by Sahlberg (2011), illustrates the positive impact of including moral education as an essential component. This cohesive approach enhances students' ethical understanding and aligns with modern educational goals. Recent policy analyses by Thompson and Green (2023) indicate that countries with well-defined moral education policies experience notable improvements in students' moral reasoning and behavior, underscoring the need for comprehensive policy frameworks.

Community and Parental Involvement

Schools should actively engage with parents and the community to reinforce the values taught within the educational setting. Collaborative efforts can create a supportive environment where students can practice and internalize moral virtues. Epstein (2018) provides empirical evidence showing that family and community involvement in schools significantly boosts students' moral and academic achievements. More recent research by Fernandez and Kim (2023) suggests that when families and communities work together with schools, students exhibit greater moral awareness and are more likely to apply ethical principles in real-life situations. Through community partnerships, schools can extend the reach of moral education beyond the classroom, ensuring a more comprehensive developmental impact on students.

Evaluation and Assessment

Developing robust assessment tools to measure the impact of moral education on student behavior and attitudes is crucial. These tools should evaluate both the qualitative and quantitative aspects of students' moral development. Kohlberg (1975) emphasizes the need for comprehensive evaluation methods that capture the nuances of moral growth, informing continuous improvement in

educational practices. Recent advancements in assessment techniques, as explored by Jones and Patel (2024), highlight the importance of using observational data, self-reports, and peer evaluations to comprehensively understand students' moral

progress. These innovative assessment strategies can provide educators with valuable insights into the effectiveness of moral education programs, guiding future enhancements.

Table 5: Practical Implications for Implementing Ulwan's Exemplary Method

Implication	Description	Supporting Evidence
Training and Professional Development Curriculum Design and Integration	Focus on developing educators' ability to model virtues. Seamless incorporation of moral education into all subjects.	Darling-Hammond (2017) Arthur (2003)
Policy Development and Implementation	Mandate moral education as a core curriculum component.	Sahlberg (2011)
Community and Parental Involvement	Engage with parents and the community to reinforce moral values.	Epstein (2018)
Evaluation and Assessment	Use tools to measure the impact of moral education on students' behavior and attitudes.	Kohlberg (1975)

In conclusion, the practical implications of adopting Abdullah Nashih Ulwan's exemplary method highlight the necessity for a comprehensive approach to moral education. By implementing these strategies, educators and policymakers can foster an educational environment that promotes academic success and cultivates ethical and responsible individuals. These efforts are crucial in creating a well-rounded, ethical society, supported by empirical evidence and global educational practices.

4. CONCLUSION

The study on Abdullah Nashih Ulwan's exemplary method in moral education presents several critical conclusions that emphasize its significance and potential impact on educational practices. Supported by empirical evidence, these conclusions highlight the effectiveness of this approach in fostering moral development and ethical understanding among students.

Key Conclusions

1) Role Modeling is Essential in Moral Education

The research concludes that educators serving as role models is a foundational aspect of effective moral education. Ulwan's emphasis on virtues such as humility, courage, patience, honesty, piety, and firmness is crucial in shaping children's character. Empirical studies, such as those by Bandura (1977), demonstrate that students learn and internalize values more effectively through observation and imitation of positive role models.

2) Integration into Curricula Enhances Moral Education

The study underscores the necessity of embedding moral education within standard curricula. This integration ensures that moral lessons are consistently reinforced across subjects, promoting a holistic development of students' ethical reasoning. Lickona (1991) supports this conclusion, showing that integrated moral education leads to more profound and lasting impacts on students' moral growth.

3) Cultural Relevance and Adaptability are Critical for Global Application

Ulwan's method is adaptable to various cultural contexts, making it effective globally. Culturally relevant education increases student engagement and understanding, as evidenced by Gay's (2000) research on culturally responsive teaching. This adaptability ensures that moral education resonates with students' lived experiences, enhancing its effectiveness.

4) Significant Impact on Character Development

The exemplary method significantly contributes to the development of students' character, fostering personal moral growth and social responsibility. Research by Berkowitz and Bier (2005) indicates that character education programs emphasizing role modeling and community involvement yield positive outcomes in students' moral reasoning and behavior.

5) Practical Implications for Education Systems

Implementing Ulwan's method has practical implications for educators and policymakers. The need for comprehensive training, curriculum design, policy development, and community involvement are emphasized to enhance moral education's effectiveness. Empirical evidence from studies like those by Darling-Hammond (2017) supports the importance of these strategies in improving educational outcomes.

In conclusion, the research highlights the urgency and benefits of adopting Abdullah Nashih Ulwan's exemplary method in moral education. By integrating this method into educational systems, educators can significantly enhance the moral and ethical development of students, contributing to the cultivation of a well-rounded, ethical society. Empirical evidence from various studies consistently supports the conclusions drawn, affirming the potential of this approach to transform educational practices globally.

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