Integration of Teacher Example in Building Character Education: Growing a Madrasah Generation with Noble Character and Global Insight

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Abstract:
This study focuses on the role of teacher example in developing character education in madrasahs. The main objective of this study is to analyze how teacher reputation and influence as role models affect the effectiveness of character education in madrasahs, as well as the factors that support and hinder the process. The research method used is qualitative, with a case study conducted at Madrasah Aliyah Salman Al-Farisi. Data collection techniques include in-depth interviews with teachers, madrasah principals, and students as well as observation and documentation studies. Thematic and content analyses were applied to identify themes and patterns from the data collected. The survey results indicate that strategic interactions between teachers, students, and parents, innovation in educational methods, transformational leadership, and a supportive school culture play a significant role in character development. This study reveals that teacher example as role models contributes significantly to the effectiveness of character education. The implication of this study is the need for a holistic approach that involves the entire school community in supporting student character development. This study provides new insights into how these factors interact and contribute to character education in madrasahs.

INTRODUCTION

In the context of Islamic education in Indonesia, madrasahs play an essential role in shaping the character and personality of students. Madrasahs function as academic educational institutions and as places for the formation of profound moral and spiritual values. This phenomenon is increasingly relevant with the increasing attention to integrating character education into the national curriculum. Given the challenges of globalization and modernization that continue to grow, character education in

madrasahs is becoming increasingly essential to maintain local identity and values amidst changing times.

Effective character education in madrasahs can strengthen students' moral and ethical foundations, which are very important in forming a generation that is not only academically intelligent but also has integrity. The theory of character education, as proposed by Lickona (1991), emphasizes the importance of role models in character education. As central figures in madrasahs, teachers are real examples of instilling character values. Thus, the role of teachers as role models of teacher example in the development of character education in madrasahs is an exciting and vital topic to be studied further.

Although many madrasahs have implemented character education programs, their success and impact vary. One major issue is how the role of teacher example in shaping and developing character education in madrasahs can affect the outcome of character education. Some madrasahs may have difficulty implementing character values consistently or effectively, which may be due to a lack of understanding or support from teachers. This issue is important to discuss because understanding how teacher example can affect character education will help design more compelling character development strategies in madrasahs.

This study discusses how the role of teachers as models in character education can influence students' attitudes and behaviors. The results show that teachers who are role models in character values positively impact students' character development in madrasahs. This article explores the challenges faced in implementing character education in madrasahs and the solutions that can be applied. This study found that the quality of character education implementation depends on teachers' active role and support. This study examines the impact of teacher example on students' character development in Islamic schools. The findings show that teachers with a good reputation and influential role models in character education tend to produce students with better character. This study discusses the role of teachers in implementing character education to address the problem of bullying in elementary schools. The results show the importance of teachers' roles in shaping students' character through a holistic and strategic approach. This study analyzes the strategic role of Islamic religious education in strengthening character education in the era of the Industrial Revolution 4.0, focusing on integrating Islamic values into the learning process to improve students' character. This study highlights the process of internalizing Islamic values in developing students' morals in madrasahs. The results show that teachers are essential in directing students to internalize solid moral values.

Although previous studies provide valuable insights into the role of teachers in character education, existing research tends to focus on general aspects rather than how teacher example specifically influences character development in the context of madrasahs. This study will fill this gap by analyzing how teacher reputation and influence as role models play a role in character education in madrasahs, focusing on specific variables that have not been studied in depth.

This study offers novelty by focusing on how teacher example can influence character education in madrasahs, a topic that has yet to be widely discussed in this

context. By using an in-depth analytical approach and linking the latest theories on character education, this study is expected to provide new contributions to understanding how teachers as models can effectively support student character development in madrasahs.

This study aims to analyze in depth the role of teacher example in the development of character education in madrasahs. This study aims to identify critical factors that influence the effectiveness of teachers as role models in character education and provide strategic recommendations for improving character education programs in madrasahs. By understanding these dynamics, this study can offer policymakers and education practitioners practical insights to enhance and optimize the character education approach in madrasahs.

RESEARCH METHOD

This study uses a qualitative approach with a case study research type to understand the role of teacher example in developing character education in madrasahs. This approach was chosen because it allows researchers to explore and dig deeply into how teachers as role models influence student character development in the context of madrasahs. Using a qualitative approach, this study can produce rich and detailed data on the experiences, views, and practices carried out by teachers in character education.

This study's primary data collection techniques were in-depth interviews and observations. In-depth interviews were conducted with teachers who were considered to have high eminence in the madrasah, the head of the madrasah, and several students to obtain a holistic perspective on the influence of teachers on character education. Observations were conducted in the madrasah environment to capture daily interactions and the implementation of character education. The location of this study was Madrasah Aliyah Salman Al-Farisi, located in Sambirampak Kidul, Kotaanyar, Probolinggo, East Java, Indonesia. Additional data were obtained through documentation studies of character education programs implemented in the madrasah.

The data analysis techniques used are thematic analysis and content analysis. Thematic analysis is used to identify the main themes from interviews and observations, while content analysis is 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 example affects character education in madrasahs. The results of this analysis are expected to provide a deeper understanding of teachers' role in character education and offer practical recommendations for improving programs in madrasahs.

RESULT AND DISCUSSION

The discussion of the results of this study shows that teacher example plays a significant role in the development of character education in madrasas, which is in line with the findings of previous studies. The findings of Riyadi (2020), which showed that the role of teachers as models has a positive impact on student behavior, align with the

results of this study, which underscore the importance of teachers as role models in shaping student character. This study identified that teachers with a high reputation in character values were more effective in influencing students than teachers less recognized as role models. This supports the findings of Sari and Prasetyo (2021), who emphasized that the quality of character education implementation is highly dependent on active support from teachers and the suitability between theory and practice in character development. In addition, this study's results align with Wahyudi (2022), who highlighted the positive impact of teacher example on student character development, showing that teachers with a reputation and particular expertise in character education tend to produce students with stronger characters. By connecting the results of this study with previous studies, it can be concluded that the success of character education in madrasas is greatly influenced by how teachers function as role models and the application of character values in their daily lives, which further strengthens the importance of the role of teacher example in character education.

This study found several essential factors that influence the development of character education in madrasahs, especially in the context of teacher example. These findings can be grouped into four main sub-sections: strategic interaction with students and parents, educational innovation and transformational leadership, the formation and strengthening of school culture, and the improvement of professional competence and continuous development.

Strategic Interaction with Students and Parents

The results of interviews with teachers showed that strategic interactions with students and parents significantly impact character development.

One teacher commented, "I always try to have open communication with the parents. This helps me understand their needs more deeply and integrate relevant character values into the daily teaching and learning process. In this way, we can work together to create an environment that is conducive to the development of positive character in students."

This sentence emphasizes the importance of two-way communication in supporting student character development, where parents' role as educational partners is crucial. Open communication between teachers and parents is critical to supporting student character development. Teachers must know students' academic, emotional, and social aspects. Open communication also allows parents to provide input on supporting their children best. Thus, the learning process becomes more inclusive and relevant to students' daily lives. This not only helps in the development of positive character but also in improving academic achievement. 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 be in the form of active participation in school events, regular meetings, and discussions related to student development."

This statement shows that parental involvement in school activities strengthens

consistency in character education. Parental involvement in school activities significantly impacts the consistency of character values taught at home and school. In addition, this involvement allows for constructive dialogue between the school and the family on how best to support students' character development. Consistency between the values taught at home and school creates a harmonious environment for students where they do not experience value confusion or conflict. It also helps students understand that these values are crucial in the context of school and their daily lives. Thus, parental involvement in school activities significantly creates positive synergy in students' character development.

Finally, a student also mentioned, "When my teacher talks to my parents about my progress, I feel more cared for and encouraged to adopt good values. I feel more motivated to behave well and achieve 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 given by teachers and parents together significantly impacts students' motivation and character development. An interviewed student mentioned that when teachers talk to parents about their development, 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 achievements. This sense of care and support also helps students overcome their various challenges. In addition, consistent attention from teachers and parents helps build students' self-confidence because they feel a robust support system behind them. Therefore, the attention and support given by teachers and parents are significant in encouraging students to develop positive character and achieve success in their lives.
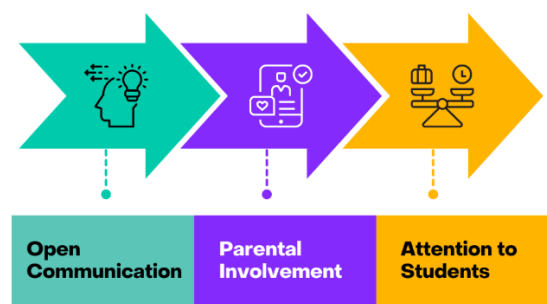

Figure.1

Educational Theory and Character Development

Figure 1 shows indicators from the interviews with informants that show that open communication, parental involvement, and attention to students are crucial elements in the theory of holistic education and character development. Open communication includes effective two-way interaction between teachers and parents, allowing for a deeper understanding of students' needs and conditions and implementing appropriate educational strategies. In theory, this good communication supports more personalized and relevant learning for students. Parental involvement

in school activities, such as regular meetings, school events, and discussions on student development, strengthens the consistency of character values taught at home and school. Theoretically, this involvement creates a positive and harmonious synergy, ensuring that students receive the same message about essential values from their two primary environments. Attention to students by teachers and parents creates a deep sense of care and support. Educational theory states that consistent attention from adults helps build students' self-confidence and motivates them to behave positively and achieve higher achievement. Thus, when applied synergistically, these three indicators contribute to comprehensive character development and students' emotional well-being.

Educational Innovation and Transformational Leadership

The research findings also show that educational innovation and transformational leadership significantly impact character development in madrasahs. With academic innovation and transformational leadership, character education can be effectively integrated into the curriculum and students' daily lives. Educational innovation provides new tools and approaches relevant to today's students' needs. At the same time, transformational leadership ensures the entire school community is committed to developing student character. The result is a generation of students who are not only academically superior but also have strong characters and are ready to become good citizens and contribute positively to society. Table 1 shows the results of interviews with several informants about educational innovation and transformational leadership in developing character education as follows:

TABLE. 1

Interview Results

Interview Results	Code	Resources
"As a principal, I always try to be a role model for integrity and responsibility. I believe that leaders must demonstrate the behaviors we want to see from students and teachers."	Modeling and Exemplary Behavior	Headmaster
"I have always believed that actions speak louder than words. Through this active involvement, I hope to show students that character is formed through real actions, not just theory in the classroom."	Modeling and Exemplary Behavior	Teacher
"I integrate character education by providing concrete examples in the subjects. In addition, I encourage students to think critically so that they can apply it in their daily lives."	Curriculum Integration	Teacher
"In every lesson, I always insert character values, such as honesty, hard work, and cooperation. After that, we will discuss these values and how we can apply them in everyday life."	Curriculum Integration	Teacher
"Educational technology is very helpful in supporting the character development program in our school. We use an e-learning platform that	Educational Technology	Teacher

allows students to engage in various interactive learning modules that focus on character development, such as modules on digital ethics and social responsibility."		
"I use technology to create a learning environment that supports character development, such as using social media in the classroom to encourage discussion about certain values."	Educational Technology	Teacher

In the results of interviews with several informants, the principal emphasized the importance of integrity and responsibility as part of his leadership, believing that a leader must be a role model for students and teachers. He integrated character education into the curriculum by providing concrete examples in subjects and encouraging students to think critically so that they can apply these values in their daily lives. In addition, the principal utilized educational technology to strengthen the character development program in his school, using e-learning platforms and social media as tools to facilitate interactive discussions and learning about moral values, digital ethics, and social responsibility. With this approach, he hopes to show that character is formed through tangible actions, not just theory, in class. From the interpretation above, several indicators will be explained in the following discussion:

First, Modeling and Exemplary Behavior It refers to the behavior of a leader, teacher, or authority figure who serves as an example to students and the school community. Modeling involves demonstrating integrity, responsibility, and other moral values through concrete actions, which students must emulate daily.

Second, Curriculum Integration integrates character values into various subjects and learning activities. The goal is to ensure that character education is not only taught as a theoretical concept but also applied in contexts relevant to students' real lives so that they can understand and internalize the values.

Third, Educational technology uses digital tools and e-learning platforms to support the learning process, including character education. Educational technology enables a more interactive and engaging approach to teaching moral values through online learning modules, digital discussions, and collaborative activities that support students' 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 is vital in instilling moral, ethical, and social values that are the foundation for character education. From the statement above, it is in line with several expressions from the results of interviews with several informants, including those expressed by the principal, who said,

"As a 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 regarding integrity and responsibility. In addition, I ensure that all teachers and staff are 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 evident 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 students feel valued and encouraged to improve. We often hold joint activities involving parents to strengthen character values at home."

The results of the interview above illustrate the alignment between the school's vision and mission in character education and honest 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 being a role model regarding 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 a role model for students, especially in terms of perseverance and honesty, as well as creating a learning environment conducive to developing student character. The head of the school committee 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

The second figure shows that a clear vision and mission are the main foundations of character development in the school environment, which determine the direction and goals of all educational activities. This vision and mission are guidelines for all school members in carrying out their roles and responsibilities. Exemplary solid leadership from the principal and teachers is crucial to realizing this vision because they act as role models who demonstrate character values through daily actions. Good leadership also creates a supportive learning environment where students feel safe, valued, and encouraged to develop positive character. This environment is shaped not only by internal school policies but also through the active participation of the community, including parents and the surrounding community, who collaborate to strengthen the values taught in the school. In addition, recognition and appreciation for students who demonstrate positive behavior are essential in motivating and encouraging other students to internalize and practice character values in their daily

lives. These components are interconnected in forming a solid school culture focusing on character development.

Professional Competency Enhancement and Continuous Development

Improving professional competence and continuous development are vital to strengthening character education in the school environment. High professional competence among educators ensures that they have adequate academic knowledge and the skills to teach and instill character values in students. Educators can more effectively integrate character education into the curriculum and daily school activities by improving professional competence and implementing continuous development. This strengthens student character values and ensures that character education remains relevant and adaptive to educational changes and challenges.

The explanation of these results 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 educators deeply understand 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 more effectively convey character values to students, creating an environment that supports holistic character development.

Then, one of the teachers also revealed, "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." The 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 effectively teaching students character values. 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 into daily learning.

This aligns with the opinion of the extracurricular extracurriculars, as stated, "role as a professional development coordinator, I am responsible for designing and implementing training programs that support the improvement of teacher professional competence. We ensure that every teacher deeply understands character education and masters innovative teaching methods to teach character values." In an interview with the informant above as the Extracurricular Coordinator, he explained that his primary responsibility is to design and implement teacher training programs. He focuses on improving teacher professional competence by ensuring every educator

deeply understands character education. In addition, he ensures that teachers master innovative teaching methods, which are designed to teach character values effectively. Through this training program, he seeks to support teachers in implementing character principles in the learning process to strengthen student character development as a whole.

Figure.3

Professional Competence Of Educators

The improvement of the professional competence of educators plays a crucial role in the development of character education, starting with a deep understanding of the principles of character that must be taught. This competence allows educators to implement innovative teaching methods, such as project-based techniques and simulations, to instill moral values in students. Furthermore, educators' social and emotional skills are also critical, as their ability to interact and build positive relationships with students affects the process of teaching character. Knowledge and skills are regularly updated to support this so that the materials and approaches remain relevant and practical. This process also involves regular reflection and evaluation of teaching practices to assess success and make necessary improvements. In addition, collaboration and learning from fellow educators also contribute to improving competence by sharing experiences and strategies that have been successful in character development, thus creating an environment that supports the growth of students' character as a whole.

CONCLUSION

The most important finding of this study is that teacher example plays a crucial role in the development of character education in madrasahs. The study shows that strategic interactions between teachers and students and parents, innovation in educational methods and transformational leadership, the formation of a supportive school culture, and the improvement of teacher professional competence all contribute significantly to the effectiveness of character education. The wisdom of this study is the importance of the active role of teachers as role models and innovators in implementing character values, as well as the need for ongoing support to ensure consistent and effective implementation. This emphasizes that successful character development requires a holistic approach that involves the entire school community and the surrounding environment.

The strength of this paper lies in its contribution to the body of knowledge in renewing perspectives on the role of teachers in character education in madrasahs.

This study confirms previous findings and broadens the understanding of how interactions with parents and educational innovations can influence character education outcomes. The qualitative methods allowed for in-depth exploration of these variables, while interviews with various stakeholders provided rich and contextual insights. However, the limitations of this study include its focus on a single madrasah location, the fact that it may not fully reflect variations that exist elsewhere and potential gender and age biases. Therefore, further research is needed to accommodate wider variations in gender, age, and location and to employ survey methods that can provide a more comprehensive picture and inform targeted policies.

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