

Transformation of Exemplary Values of Teachers and Dormitory Supervisors in the Formation of the Morals of Students of the As'Adiyah Central Sengkang Middle School, Wajo Regency

Andi Baso Muammar Assaad¹, Syahrudin Usman², A. Marjuni³, Abdul Rahman Sakka⁴,
Mashuri Masri⁵, Andi Achruh⁶, Muhammad Rusmin B⁷, Andi Bunyamin⁸

¹Doctoral Study Program in Teacher Education, Alauddin State Islamic University, Indonesia

^{2,6} Department of Education and Teaching, Alauddin State Islamic University, Indonesia

³ Department of Islamic Education, Alauddin State Islamic University, Indonesia

⁴ Department of Hadith Science, Alauddin State Islamic University, Indonesia

⁵ Department of Biology, Alauddin State Islamic University, Indonesia

⁷ Department of Islamic Religious Education, Alauddin State Islamic University, Indonesia

⁸ Department of Islamic Religion, Muslim University of Indonesia, Indonesia

Correspondent Author: andibaso.muammar@umi.ac.id

KEYWORDS

teachers' exemplary conduct, dormitory supervisors, students' morality

ABSTRACT:

This study aims to analyze: (1) the transformation of teachers' and dormitory supervisors' exemplary values at Madrasah Tsanawiyah As'adiyah Pusat Sengkang, Wajo Regency, in shaping students' character; (2) teachers' efforts in instilling exemplary values for character development; (3) dormitory supervisors' efforts in transforming these values; and (4) the outcomes of this transformation on students' character development. Using a qualitative descriptive approach with pedagogical and phenomenological perspectives, the primary data were collected from teachers and dormitory supervisors, while secondary data included student documents and relevant references. Data collection methods included observation, interviews, and documentation, analyzed through data reduction, presentation, and comparative analysis, ensuring validity through credibility and confirmability tests. The findings indicate that the transformation of exemplary values positively impacts students' character development, fostering positive behavior, internalizing values, enhancing education quality, and promoting holistic growth. Teachers employed emotional approaches and lectures to shape students' character, while dormitory supervisors utilized activities like Arabic lessons and Quran memorization schedules after prayers. Students not only conceptualized these values but also actively practiced them through daily actions, social programs, and community service. The study suggests that all stakeholders, including school leaders, teachers, and dormitory supervisors, must exemplify positive behaviors, while students should consistently embody these values in their actions.

1. Introduction

Improving human resources is the main focus in education, as regulated in Law No. 20 of 2003 on the National Education System, Article 3. Education empowers society by increasing potential, forming character, and improving high-value civilization. This is useful for improving students' capabilities to form individuals who believe, are pious to God Almighty, have morals, and are healthy, creative, and independent. In addition, education also aims to form democratic and responsible citizens¹.

Having the primary responsibility to educate, teach, guide, direct, train, assess, and evaluate students on the formal education path is the main task of a professional teacher or educator who wants students to have good morals².

Being a teacher is a noble task, where teachers are dedicated figures, living in peace, prosperity, obedience, and their teaching profession is highly respected. Teachers have a way to improve their careers, as well as a commitment to lifelong learning. The characteristics of teachers who are considered noble can be recognized through good acceptance from students, the ability to maintain trust, effective guidance, good personality, high ambition, fairness in decision making, discipline, showing positive examples to students, and most importantly, affection for students. If a teacher has a noble nature, this is also reflected in his ability to provide examples so that students learn to form good morals³.

The teacher's exemplary behaviour has a major impact on the morals of students. Therefore, a teacher is required to continue to show good examples, because the teacher's example is very important for students to develop good morals and manners. Imam al-Ghazali explained that manners in seeking knowledge include ten aspects that must be obeyed by a student. The first obligation related to these manners is to protect oneself from habits that can degrade morals and reprehensible behaviour. To obtain knowledge and science, the first step that needs to be prioritized is maintaining the purity of the soul. Knowledge has a role in cleansing the hidden dirt of the soul so that students can be directed towards the Creator. Like prayer which is an obligation to cleanse the external organs, other spiritual worship also requires efforts to avoid bad habits and reprehensible traits that can hinder the acquisition of knowledge⁴.

Madrasah is a place where religious values are instilled and character is formed in an Islamic way, especially focusing on the formation of morals. Morals are one of the main missions of madrasah education, and success in forming good morals is the main goal of national education. In a broader perspective, morals include traits such as honesty, justice, discipline, responsibility, independence, mutual assistance, mutual respect, and mutual advice in goodness, derived from religious teachings and also the characteristics of the prophets such as Riddick, amanah, and tabligh. This approach has been implemented in all madrasahs in Indonesia (Indra, 2020). In Islamic boarding schools, children enter a new life, namely the life of the Islamic boarding school. When the child enters a new phase of life, he finds every activity is regulated in such a way by the Islamic boarding school education system. The parenting pattern experienced is a pattern of foster care because parents send their children into the education system of Islamic boarding school⁵.

In this context, Vygotsky's theory becomes relevant because it emphasizes sociocultural and learning aspects. The concept of Zone Of Proximal Development (ZPD) and Scaffolding becomes important in understanding how students construct their knowledge under the guidance of teachers and dormitory supervisors. ZPD is the distance between actual development and the level of potential development where students can construct knowledge with adult guidance. According to Vygotsky's theory, the formation of knowledge is influenced by two factors. First, the reality and truth of the outside world guide and determine knowledge. Second, external and internal factors guide the formation of knowledge through the interaction of external (cognitive) and internal (environmental and social) factors⁶.

Understanding Vygotsky's theory, it can be concluded that the transformation of exemplary values of teachers and dormitory supervisors plays an important role in shaping the morals of students. Social interaction between teachers, dormitory supervisors, and students is the basis for instilling moral values, and the influence of the educational environment plays a key role in guiding students towards

the formation of expected morals by the values applied in Islamic education at Madrasah Tsanawiyah As'adiyah Pusat Sengkang. Based on the above phenomenon, the researcher is interested in knowing **the Transformation of Exemplary Values of Teachers and Dormitory Supervisors in the Formation of Morals of Students at Madrasah Tsanawiyah As'adiyah Pusat Sengkang, Wajo Regency.**

2. Methods

2.1. Research Design and Location

The author uses a type of qualitative research which is generally known as naturalistic inquiry⁷. This research model is qualitative descriptive. The location of the research was determined at Madrasah Tsanawiyah As'adiyah Pusat Sengkang, Wajo Regency, South Sulawesi Province, Indonesia.

2.2. Data collection instruments

The research approach that will be applied is the Pedagogical Approach through the application of Role Modeling where teachers and dormitory supervisors can be good role models in behaviour and ethics, demonstrating the desired values in everyday life. This role model can have a positive impact on the formation of students' morals, the Phenomenological approach will focus on understanding and interpreting the experience of exemplary values presented by teachers and supervisors in the process of forming students' morals. Data collection methods that can be used in this study are interview methods, documentation, and data triangulation.

3. Results

3.1. Understanding of Teachers and Dormitory Supervisors Regarding the Exemplary Values of As'adiyah Putera Middle School

3.1.1. The Integrity of Teachers at the As'adiyah Putera Middle School in Sengkang, Wajo Regency.

Based on the results of an interview with Muhammad As'ad, Head of the As'adiyah Central Junior High School, Sengkang, Wajo Regency, that:

"The integration of teachers in the concept of exemplary behaviour has a central role in achieving the goals of the madrasah's vision. The concept of exemplary behaviour reflects the core of the values that are the centre of attention in the Islamic boarding school environment, especially in the Madrasah Tsanawiyah As'adiyah Putera which is part of the Islamic boarding school. The presence of this Madrasah has characteristics that are different from other educational institutions, and the value of exemplary behaviour is reflected in the vision of the madrasah which is the main guide in developing the education system that is applied. The vision of this madrasah is the initial basis for planning and developing education in the Islamic boarding school environment, aiming to form characters who have noble morals. It should be noted that exemplary behaviour is not just a principle and belief of a particular individual but must become a culture that is accepted by the entire community in the Islamic boarding school. This involves the role of teachers, parents of students, and of course, the students themselves. Therefore, the exemplary approach is holistic in this madrasah, because the goal is to foster students who have noble morals, which are the main basis for the character that is developed. (As'ad, 2023)

From the interview results, it can be concluded that the transformation of exemplary values of teachers and dormitory supervisors has a significant positive impact on the formation of character and morals of students.

3.1.2. Discipline of Teachers at the As'adiyah Putra Middle School in Sengkang, Wajo Regency.

The core of teacher discipline is to provide positive examples to students, create a structured learning environment, and support the learning process and character development of students. Based on the results of the interview with Syamsu Yusuf that:

"The implementation of exemplary values at As'adiyah Islamic Boarding School emphasizes providing examples and being a role model for students. For example, in the context of exemplary discipline, teachers are expected to practice discipline by not being involved in violating the rules they teach students (Yusuf, 2023)

In line with the interview results expressed by Syamsu Yusuf, according to Misbahuddin:

"In the context of discipline, the implementation of discipline by teachers at As'adiyah Islamic Boarding School is a concrete example of exemplary values. Students can observe and imitate the disciplined behaviour applied by teachers as a positive example. Teacher discipline is a guide for students to develop positive behaviour, obtain goodness, and get guidance in forming behaviour by the values that are upheld (Misbahuddin, 2023)

According to the researcher's analysis, the exemplary values at As'adiyah Islamic Boarding School have a main focus on providing examples and being a role model for students. In the context of discipline, teachers are expected to practice discipline by not being involved in violating the rules they teach to students. In other words, teachers at As'adiyah Islamic Boarding School are expected to be consistent examples of the values they convey to students, thus creating an educational environment that promotes discipline as an integral part of exemplary values.

3.1.3. Discipline of the Dormitory Supervisor of the As'adiyah Putra Middle School in Sengkang, Wajo Regency

Based on the results of an interview with Ismail Saleng, Head of Care at the As'adiyah Putera Central Middle School in Sengkang, Wajo Regency.

"In the framework of exemplary values, it is important for a dormitory supervisor to emphasize the principle that teachers must first show good examples to students, in line with the teachings of the Prophet Muhammad. This involves various aspects, including the teacher's actions in carrying out worship such as praying on time, dressing neatly, speaking politely, walking behaviour, and appropriate dining etiquette. In short, a teacher at the As'adiyah Islamic Boarding School is expected to provide a consistent positive example to his students (Saleng, 2023)

The dormitory supervisor is an individual who is responsible for supervising, guiding, and maintaining the discipline and welfare of dormitory residents, such as students or male students, to create a safe, supportive, and positive learning and living environment. Based on the results of an interview with Musdalifa Arif that:

"The impact of the formation of students' morals is greatly influenced by exemplary values. This is manifested through examples such as discipline in coming to school on time, and being consistent in greeting when meeting. This exemplary behaviour has an important role in creating a positive learning environment at As'adiyah Islamic Boarding School, where it is hoped that students will be able to

internalize and apply these values in aspects of their daily lives." (Alif, 2023)

This approach reflects the importance of the role of teacher role models in shaping the character and morals of students. This is in line with the purpose of discipline in education to teach obedience. When children are accustomed to giving in, it means teaching them to do something right for the right reasons. At first, the discipline that is formed is external (because it is required by parents/the external environment), but it will become something internal, integrated into the child's personality so that it is called self-discipline¹⁷.

3.1.4. The sincerity of the teachers of the As'adiyah Putera Middle School in Sengkang, Wajo Regency.

The results of the interview with Alimuddin, Deputy Head of the Santri Affairs Division of the As'adiyah Putera Central Middle School in Sengkang, Wajo Regency, According to Hamka, Deputy Head of the Madrasah for Public Relations regarding the sincerity of teachers at the Madrasah, that:

"Formation of the morals of students, the influence of role models has a crucial role. The values of role models have roots that come from educators or teachers, as well as from what is learned and understood by students. In addition, Hamka emphasized that role models are not only individual but also collective in the madrasah environment. Teachers and educators are expected to be comprehensive models, creating a learning atmosphere that is conducive to the development of the morals of students. Thus, the formation of the character of students is not only an individual responsibility, but is the result of synergy between educators, teachers, and social interactions in the madrasah environment." (Hamka, 2023)

According to the researcher's analysis, the teacher's exemplary behaviour in the formation of students' morals is closely related to the concept of sincerity. The teacher's sincerity in showing exemplary behaviour is not only individual, but also includes a commitment to contribute collectively in forming a madrasah environment that supports the development of students' morals. Teachers who act with sincerity will be able to become authentic models and motivate students to internalize positive values.

3.2. Teachers' Efforts in Transforming Exemplary Values in the Formation of Morals at the Sengkang Central As'adiyah Middle School, Wajo Regency

3.2.1. Teachers' methods and approaches in transforming exemplary values in the formation of morals of the sons of the As'adiyah Putera Sengkang Middle School, Wajo Regency

According to Muhammad As'ad, 48 years old, Head of As'adiyah Putera Central Middle School, Sengkang, Wajo Regency, regarding the teacher's approach method in transforming exemplary values in the formation of students' morals, that:

"implementing special programs and policies aimed at supporting the transformation of exemplary values for teachers and mentors in the madrasah environment. One of the strategies implemented is to integrate the exemplary values of the parents of students by inviting them to directly see the contributions made by the teachers. Appreciation for teachers is not only limited to the madrasah environment, but also involves the role of parents of students. Through this activity, the madrasah provides real support to teachers and mentors who have played a role in the mentoring process. The importance of the relationship between the madrasah, teachers, and parents of students is not only limited to the internal environment of the madrasah but also involves the role of parents at certain times" (As'ad, 2023)

The real support given to teachers and supervisors at certain times also reflects the Principal's attention to the internal development of the madrasah. Overall, this paragraph creates a positive picture of Muhammad As'ad's commitment to improving the quality of education at Madrasah Tsanawiyah As'adiyah Putera Sengkang, Wajo Regency. In line with the results of the interview with the Principal, according to Amin Samir, Deputy Head of Curriculum at Madrasah Tsanawiyah As'adiyah Putera Pusat Sengkang, Wajo Regency, that:

“Highlighting the observation of exemplary methods and approaches is a priority because the character is not only reflected in learning activities, but also in daily life in Islamic boarding schools. Concrete examples such as dress codes, discipline, and obedience in worship are the main indicators of the exemplary values desired in the context of Islamic boarding school education. Thus, this approach not only reflects effectiveness in learning, but also builds a strong character and is by the values applied in the Islamic boarding school environment.” (Samir, 2023)

3.2.2. Challenges Faced by Teachers in Shaping the Morals of the Boys of the Sengkang Central Middle School, Wajo Regency and the Strategies Taken to Overcome These Problems

The results of an interview with Ismail Saleng, Head of the As'adiyah Putera Central Middle School in Sengkang, Wajo Regency, regarding the challenges faced by teachers in forming the morals of students, according to Misbahuddin, are that:

“Speaking of the challenges in character or behaviour formation, there is a complexity that arises, especially because students who come from various regions bring various characteristics. In this context, efforts are made to align perceptions of students to direct them towards a uniform direction, namely creating good morals. Through learning activities and daily interactions, students are given a deep understanding of moral and ethical norms that are upheld in Islam.” (Misbahuddin, 2023)

In line with the results of the interview with Masdar, according to Agussalim:

" Teachers are faced with several challenges, including lack of preparation in teaching, diverse student behaviour, need for assistance in finding student interests and talents, lack of student concentration, creative teaching, lack of interaction in learning, the tendency to feel most correct, varying student absorption, and some students who are less disciplined" (Agus Salim, 2023).

3.2.3. Teachers' methods and approaches in transforming exemplary values in the formation of morals of students at the As'adiyah Puteri Sengkang Middle School, Wajo Regency

Based on the results of an interview with Sitti Radhiyah Ilyas, Head of the As'adiyah Puteri Central Madrasah, Sengkang, Wajo Regency, the teacher's methods and approaches in transforming exemplary values in the formation of the morals of students, it was found that:

“In implementing exemplary values in interactions with students in the madrasah environment, it should be noted that there have previously been agreed upon regulatory rules and rules. Regarding the question of how the madrasah principal inspires, several concrete examples can be given that can be illustrated. One approach that is applied is to give awards at the flag ceremony to individuals who are considered to provide examples of guiding behaviour in the classroom. Teachers and instructors in the classroom are also expected to guide their children with creativity, and sincerity, and provide motivating ideas and thoughts. This approach does not involve strategies or actions that are repellent, but rather the implementation of policies that support the transformation of exemplary values among teachers and instructors in the Madrasah environment” (Ilyas, 2023)

According to the researcher's analysis, the implementation of exemplary values in interactions with students in the madrasah environment. Sitti Radhiyah Ilyas emphasized that regulatory rules and rules have been drawn up based on mutual understanding to create a conducive educational environment. The appreciation approach at the flag ceremony as a concrete example shows the efforts of the madrasah principal in positively inspiring students and motivating teachers and supervisors to guide with creativity and sincerity.

3.2.4. Challenges Faced by Teachers in Shaping the Morals of Students at the Sengkang Central As'adiyah Puteri Middle School, Wajo Regency and the Strategies Taken to Overcome the Problems

Based on the results of an interview with Sitti Radhiyah Ilyas S. regarding the challenges faced by teachers in shaping the morals of students, that :

"As the Head of Madrasah Tsanawiyah As'adiyah Puteri Pusat Sengkang, Wajo Regency, he has successfully overcome various obstacles in promoting the transformation of exemplary values among teachers and instructors in the madrasah environment. This approach involves a series of strategic steps, including developing efficient communication with teachers and instructors through an open and continuous exchange of ideas. This effort also includes providing instructions and guidance on exemplary values, professional ethics, and the role of teachers and instructors in shaping the character of students. In addition, focus is also given to the formation of clear ethical guidelines and rules for teachers and instructors. Providing awards and appreciation to individuals who show positive examples in educating students, as well as involving routine supervision of the performance of teachers and instructors, is an integral part of this effort. Not only that, this approach also includes providing emotional and mental assistance to individuals who face difficulties in implementing exemplary values" (Ilyas, 2023)

According to the researcher's analysis, the exemplary values of teachers and mentors are also part of this strategy. Periodic self-assessment is carried out to measure progress in promoting exemplary values, with corrective steps taken if necessary. Through this series of steps, the madrasah principal successfully overcomes the challenges of creating an educational environment that reflects the desired exemplary values.

3.3. The Supervisor's Efforts in Transforming Exemplary Values in the Formation of the Morals of Students of the As'adiyah Central Sengkang Middle School, Wajo Regency

3.3.1. The Supervisor's Efforts in Transforming Exemplary Values in the Formation of Morals of the As'adiyah Putera Central Madrasah, Sengkang, Wajo Regency

Based on the results of an interview with Ismail Saleng, Head of the As'adiyah Putera Central Madrasah, Sengkang, Wajo Regency, regarding the efforts of the mentors in transforming exemplary values in the formation of the morals of students, that:

"The instructors at As'adiyah Islamic Boarding School often direct students towards positive activities. For example, after the Ashar prayer, students are invited to learn Arabic and carry out the schedule for memorizing the Qur'an. After the Maghrib prayer, students are involved in the pesantren's religious study activities. Meanwhile, after the Isya prayer, they take part in learning in their respective dormitories, including lectures, Barzanji readings, tajwid learning, calligraphy art, worship practices, and various other positive activities. All of these activities are integrated with the rules and regulations in force at As'adiyah Islamic Boarding School. In addition, students are also required to carry out the

schedule for cleaning the environment. This aims to accustom students to have the habit of maintaining cleanliness, creating a clean environment, and teaching the values of togetherness in everyday life.” (Saleng, 2023).

According to the researcher's analysis, the integration of religious and cultural activities in the daily schedule of students shows an effort to create a holistic environment in the Islamic boarding school. The obligation to clean the environment also provides added value in accustoming students to cleanliness and responsibility for their environment. Overall, Ismail Saleng is seen as a leader who plays an active role in guiding and shaping the character of students at the As'adiyah Islamic Boarding School.

3.3.2. The Efforts of the Dormitory Supervisor in Transforming Exemplary Values in the Formation of Morals of the As'adiyah Puteri Central Madrasah, Sengkang, Wajo Regency

Based on the interview results according to Sitti Radhiyah Ilyas S, the Head of the Sengkang Central As'adiyah Puteri Middle School, Wajo Regency, that:

“Playing a major role in facilitating communication and cooperation between teachers and dormitory supervisors to share experiences in shaping the morals of students. In carrying out his duties, the head of the madrasah takes strategic steps, including initiating regular meetings and discussion forums to encourage open dialogue between the two parties. This effort aims to promote active collaboration between teachers and dormitory supervisors in planning a holistic moral development program, which includes aspects of formal and non-formal learning in shaping the character of female students. In addition, the role of the head of the madrasah involves the preparation of joint guidelines that include the principles of moral formation, as well as ensuring the participation of teachers and dormitory supervisors in decision-making related to moral development policies” (Ilyas, 2023).

In line with the results of the interview above, according to Sitti Maryam, Deputy Head of Infrastructure for the As'adiyah Puteri Sengkang Middle School, Wajo Regency, that:

“The Dormitory Supervisor at As'adiyah Islamic Boarding School provides guidelines for character building and demonstrates exemplary behaviour by religious values and social norms. Active involvement in the daily lives of female students helps create an environment that supports the process of moral formation. The teacher council meeting forum and internal meetings at As'adiyah Islamic Boarding School are used to coordinate, exchange ideas, and design development strategies. This opportunity allows the dormitory supervisor together with the educational team at As'adiyah Islamic Boarding School to face and overcome the challenges of moral formation together, making development efforts not only focused on the individual level but also collectively ” (Maryam, 2023)

Her emphasis on facilitating communication and collaboration between teachers and dormitory supervisors to share experiences in shaping the morals of students is very relevant. The strategic steps she took, such as initiating meetings and discussion forums, demonstrate her activeness in advancing open dialogue between the two parties. The point about active collaboration in planning a holistic moral development program, involving formal and non-formal learning aspects, creates a comprehensive approach in shaping the character of female students.

3.4 Results of the Transformation of the Exemplary Behavior of Teachers and Dormitory Supervisors in the Formation of the Morals of Students at the As'adiyah Central Sengkang Middle School, Wajo Regency

3.4.1. Results of the Transformation of the Exemplary Behavior of Teachers and Dormitory Supervisors in the Formation of Morals of the Central Sengkang As'adiyah Putera Middle School, Wajo Regency

Based on the results of the interview with Muhammad As'ad, as the Head of Madrasah, that:

“Has designed programs and policies aimed at supporting the transformation of exemplary values for teachers and supervisors in the madrasah environment. This effort includes actively involving parents of students in implementing these exemplary values, as seen in the practice of inviting parents of students to observe the contribution of teachers in the educational process. Appreciation for teachers is not limited to the madrasah environment, but also involves the role of parents of students, as seen in their presence at the end-of-semester report card submission event. This interaction is not only limited to the internal environment of the madrasah, but also involves the role of parents at certain times, forming a positive synergy between the madrasah, teachers, supervisors, and parents. At certain moments, such as these events, parents express their appreciation through snacks or gifts, showing the difference in appreciation between teachers and supervisors” (As'ad, 2023).

The paragraph reflects Muhammad As'ad's efforts as the Head of the Madrasah in designing programs and policies that support the transformation of exemplary values for teachers and mentors. Involving parents of students actively and giving awards to teachers not only in the madrasah environment, but also involving the role of parents, creates positive synergy.

3.4.2. Results of the Transformation of the Exemplary Behavior of Teachers and Dormitory Supervisors in the Formation of Morals of the As'adiyah Puteri Central Madrasah in Sengkang, Wajo Regency

Based on the results of the interview with Sitti Radhiyah, that:

“Programs and policies to support the transformation of exemplary values among teachers and supervisors in the madrasah environment. This initiative involves the active participation of parents of female students in implementing these exemplary values, including through invitations to observe the contribution of teachers in the educational process. Recognition of the performance of teachers is not only limited to the madrasah context, but also involves the role of parents of female students which is manifested in their participation in the end-of-semester report card submission event. This interaction forms a positive synergy between the madrasah, teachers, supervisors, and parents, including moments of appreciation such as snacks or gifts given by parents to teachers, showing the difference in appreciation between teachers and supervisors. Sitti Radhiyah, with her determination, participated in supporting efforts to improve the quality of education in the madrasah, and the appreciation she conveyed was concrete evidence of appreciation for the contribution of teachers and supervisors in shaping the character and achievements of female students.” (Ilyas, 2023).

According to the researcher's analysis, the transformation of exemplary values between teachers and mentors, by involving the active participation of parents of female students. Parents are allowed to observe the role of teachers in education and participate in important events such as report card submission, which creates positive synergy between the madrasah, teachers, and parents. In

addition, this interaction shows appreciation for teachers through the giving of gifts, which reflects the difference in appreciation between teachers and mentors.

4. Discussion

a. Understanding of Teachers and Dormitory Supervisors Regarding the Exemplary Values of As'adiyah Putera Middle School

The understanding of teachers and dormitory supervisors regarding role models is the awareness that teachers must be role models for their students in terms of morals and ethics. Teacher role models can be reflected in attitudes, behaviour, and speech. Therefore, teacher role models can have a positive effect on students by forming good characters shown in good actions and behaviour in everyday life⁸.

Based on the views of informants regarding the Integrity of Teachers at the As'adiyah Putera Central Middle School, Sengkang, Wajo Regency above, the researcher assesses that there is a strong relationship between teacher role models and the formation of good morals in students, especially in the context of Madrasah Tsanawiyah As'adiyah Putera. The statement that teacher role models influence students' morals to be good highlights the positive influence that teachers have as role models in guiding students' behaviour. The concept of role models, as the core values in the Islamic boarding school environment, provides a deep understanding of the importance of these values in forming the character of students.

The formation of exemplary behaviour, needs to be accompanied by discipline. This discussion relates to the discipline of dormitory supervisors referring to the ability and willingness of a supervisor, both as a teacher and educational staff, to provide guidance, set rules, and apply certain norms to students in the dormitory. Discipline is one of the important characteristics that must be possessed by human resources with character in building a better and more advanced nation¹⁸.

According to the researcher's view, the importance of teacher role models in shaping students' morals also involves deep interpersonal aspects. Through positive role models, teachers create emotional bonds and trusting relationships with students. This not only strengthens the connection between teacher and student, but also opens up space for open and deep communication. With a positive relationship, students tend to be more open to accepting the guidelines and values taught by the teacher, accelerating the process of character formation and moral development. Therefore, teacher role models are not only an instrument for moral formation, but also a strong foundation for creating an educational environment that promotes holistic growth and student well-being.

This is by the results of research conducted by Kamaluddin, 2020 that the application of teacher role models can improve and shape the morals of students in Madrasahs from the attitude of teachers who are disciplined in various matters and the application of teacher role model values in these two schools has been carried out well through a personal approach and during teaching and outside of learning, implementing various school activity programs both daily, weekly, monthly, and even annually⁹.

b. Teachers' Efforts in Transforming Exemplary Values in the Formation of Morals at the Sengkang Central As'adiyah Middle School, Wajo Regency

The methods and approaches used by a teacher in transforming exemplary values in the formation of students' morals at the As'adiyah Putra Sengkang Middle School, Wajo Regency, such as modelling, teachers can be good examples for students by demonstrating behaviour that is by the desired moral

values. By doing this, teachers provide direct examples to students on how to apply exemplary values in everyday life. So, in addition to teachers providing direct examples, other approaches also focus on the effectiveness of learning as the formation of solid character by the values of the Islamic boarding school.

The results of this study are in line with research conducted by Suhada, et al., 2024 which shows that the exemplary role of religious and moral teachers is effective in improving students' morals, because students are not only given theory but their exemplary role from religious and moral teachers, but students also get an exemplary role from religious and moral teachers who become role models in everyday life¹⁰.

The method used by a teacher in transforming exemplary values in the formation of students' morals at the As'adiyah Puteri Junior High School is an emphasis on providing character education and regulatory rules and regulations that have been prepared based on mutual understanding to create a conducive educational environment. The appreciation approach at the flag ceremony as a concrete example shows the efforts of the head of the school in providing inspiration to students in a positive way and motivating teachers and supervisors to guide with creativity and sincerity.

This is by research conducted by Marjuni, 2020, which explains that through Islamic education, students will grow in awareness as Muslims who are responsible for themselves, society, and the community as a whole. In addition, character education forms individuals who have strong integrity, are wise, and can avoid nihilistic, hedonistic mental attitudes, and intellectual alienation¹¹.

The challenges faced by teachers in developing the morality of male students and implementing moral education in madrasahs are that students from various regions bring various characteristics. In this context, efforts are made to align perceptions of students to direct them towards a uniform direction, namely creating good morals.

According to the researcher's analysis, efforts to unify the perceptions of students through the delivery of Islamic and universal values aim to create a strong foundation for character formation through religious teachings and universal values. The practice of Islamic teachings as a whole (kaffah) is a real form of the character of a Muslim, which is exemplified by the characteristics of the Prophet Muhammad, namely Shiddiq, Tabligh, Amanah, and Fathonah¹².

As adults who guide students, teachers need to have good knowledge of moral subjects, and teaching pedagogy, and they must be emotionally mature and able to interact with students and communicate with parents. Therefore, they need to know more about their roles and challenges in developing students' morality. Teachers can have better direction in carrying out their roles and trying to solve the challenges they face in developing students' morality in the classroom¹³.

Meanwhile, Madrasah Tsanawiyah Puteri succeeded in overcoming various obstacles in promoting the transformation of exemplary values among teachers and supervisors in the madrasah environment. This approach involves a series of strategic steps, including the development of efficient communication with teachers and supervisors through an open and continuous exchange of ideas. This effort also includes providing instruction and coaching on exemplary values, professional ethics, and the role of teachers and mentors in shaping the character of students. In addition, focus is also given to the formation of clear ethical guidelines and rules for teachers and mentors.

This is in line with research conducted by Suwandi, 2024 with the results of the study, namely the proposed solution to transform the exemplary values of teachers into students including the integration

of moral education in all subjects, increasing collaboration between teachers and parents, and the implementation of a more contextual and experience-based learning approach. By implementing these solutions, moral education is expected to be more effective in shaping the character and positive values of students from an early age¹⁴.

c. The Supervisor's Efforts in Transforming Exemplary Values in the Formation of the Morals of Students at the Central As'adiyah Middle School in Sengkang, Wajo Regency

Mentors in this context refer to individuals or groups who are responsible for mentoring, guiding, and supervising in transforming exemplary values in the formation of morals. They are usually educators, counsellors, or community leaders who have an active role in guiding and shaping the character and morality of individuals or groups, in this case, students at the As'adiyah Central Sengkang Middle School, Wajo Regency. Mentors are tasked with providing encouragement, role models, and direction to students in recognizing, understanding, and applying the desired positive values, as well as helping them overcome challenges and obstacles in the process of forming morals.

From the results of the study of the mentor's efforts in transforming exemplary values in the formation of morals in male students, it was found that the integration of religious and cultural activities in the students' daily schedules shows an effort to create a holistic environment in Islamic boarding schools. The obligation to clean the environment also provides added value in accustoming students to cleanliness and responsibility for their environment.

According to the researcher's analysis, female students are role models in character formation by religious values and social norms. Active involvement in the daily lives of female students at the As'adiyah Islamic Boarding School is the key to creating an environment that supports the process of moral formation. The teacher council meeting forum and internal meetings at the As'adiyah Islamic Boarding School are used to coordinate and design coaching strategies, demonstrating a collective approach.

These findings are the results of research conducted by Purwanto and Alimni, 2023, which explains that the forms of activities carried out by each instructor at the Islamic boarding school to shape the morals of students involve various activities, such as halaqah, dawn studies, morning and afternoon Al-ma'tsurat, Muhadharah, dormitory cleanliness, the mandate to activate student organizations, hadrah art, and commemorating Islamic days by holding competitions or religious lectures. Thus, the strategies and activities implemented at the Islamic boarding school provide a holistic approach to fostering the morals of students, covering spiritual, social, and practical aspects¹⁵.

d. Results of the Transformation of the Exemplary Behavior of Teachers and Dormitory Supervisors in the Formation of the Morals of Students of the As'adiyah Central Sengkang Middle School, Wajo Regency

The results of the transformation of the exemplary behaviour of teachers and dormitory supervisors in the formation of morals of the As'adiyah Tsanawiyah male and female central Madrasah in Sengkang, Wajo Regency, are to design programs and policies that support the transformation of exemplary values for teachers and supervisors. Actively involving parents of students to observe the role of teachers in education and participate in important events such as report card submission, which creates positive synergy between the madrasah, teachers, and parents and gives awards to teachers not only in the Madrasah environment, but also involves the role of parents, creating positive synergy.

The results of this study are in line with the results of research conducted by Syaifudin., et al, 2023, namely the role of Madrasah, teachers and dormitory supervisors in the formation of students' morals is very important. Students who live in dormitories receive additional learning and various religious activities, as well as the presence of dormitory supervisors as second parents in the formation of students' morals, the methods used in the formation of students' morals include: advice method, exemplary method and habituation method. However, the obstacles experienced by the Darul Huda Lubuk Harjo Islamic Boarding School in the formation of morals are: cooperation between parents and supervisors is less than optimal, lack of motivation and enthusiasm for students in learning ¹⁶.

5. Conclusion

a. Transformation of Exemplary Values of Teachers and Supervisors of As'Adiyah Central Middle School, Sengkang, Wajo Regency

Based on the results of research conducted at Madrasah Tsanawiyah As'Adiyah Pusat Sengkang, Wajo Regency, it can be concluded that the transformation of exemplary values of teachers and dormitory supervisors has a significant positive impact on the formation of character and morals of students.

b. Teachers' Efforts in Transforming Exemplary Values in the Formation of the Morals of Students at the Central As'Adiyah Middle School in Sengkang, Wajo Regency

Based on the results of research conducted at Madrasah Tsanawiyah As'Adiyah Putera Pusat Sengkang, Wajo Regency, it can be concluded that the efforts of teachers in transforming exemplary values in the formation of students' morals are very relevant. In the context where students come from various regions in Indonesia, an emotional approach is considered the main key to forming good morals. Teachers at the As'Adiyah Islamic boarding school are wise in adopting the lecture method to provide advice to students by considering the diversity of students' characters. This approach is carried out with full feeling and empathy, creating a comfortable space for students so that they can accept advice with an open heart.

c. The Supervisor's Efforts in Transforming Exemplary Values in the Formation of the Morals of Students at the Central As'Adiyah Middle School in Sengkang, Wajo Regency

Based on the results of research conducted at Madrasah Tsanawiyah As'Adiyah Pusat Sengkang, Wajo Regency, the efforts of the mentors in transforming exemplary values in the formation of students' morals are manifested through directions directed to students to engage in positive activities. For example, after the Asr prayer, students are invited to participate in Arabic language learning and the Al-Qur'an memorization schedule.

d. Results of the Transformation of the Exemplary Behavior of Teachers and Dormitory Supervisors in the Formation of the Morals of Students of the As'Adiyah Central Sengkang Middle School, Wajo Regency

The results of the study conducted at Madrasah Tsanawiyah As'Adiyah Pusat Sengkang, Wajo Regency, the implementation of the transformation of exemplary values in female students has a significant positive impact on changes in their behaviour and morals. Various self-development activities based on Islamic moral and ethical values are concrete examples of these changes.

References

1. Ministry of Education and Culture of the Republic of Indonesia. Collection of Legislation in the Field of National Education. In: CV. Eko Jaya; 2012.
2. Kunandar. *Professional Teachers: Implementation of the School Level Curriculum (KTSP) and Preparation for Teacher Certification*. Raja Grafindo Persada.; 2007.
3. Mukhtar Latif Z. *New Orientation of Early Childhood Education*. Kencana Prenada Media Group; 2014.
4. Ghazali I. *Reviving Religious Sciences*. PT. Gramedia 2018.; 2018.
5. Kasim A, Sakka AR, Pallawagau B, Rahim A. Implementation of the Theory of Wihda and Furu'iyah in Arabic Language Teaching in Modern and Shalaf Islamic Boarding Schools in South Sulawesi. *Shaut al Arab*. 2023;11(1):55-72. doi:10.24252/saa.v11i1.37882
6. Hyun CC, Tukiran M, Wijayanti LM, Asbari M, Purwanto A, Santoso PB. Piaget versus Vygotsky: Educational Implications between Similarities and Differences. *J Eng Manag Sci Res*. 2020;1(2):286-293. <https://journals.indexcopernicus.com/search/article?articleId=2661032>
7. Moleong LJ. Qualitative research methodology. In: Remaja Rosdakary; 2017.
8. Yusuf NM, Ahsan AA. Description of Student Characteristics Through Teacher Exemplars. *Didakt J Kependidikan*. 2023;12(4):441-452. <https://jurnaldidaktika.org/441>
9. Kamaludin K. The Exemplary Behavior of Islamic Religious Teachers in Forming Students' Noble Morals. *Al-Hasanah Islam Relig Educ J*. 2020;5(2):34-43. doi:10.51729/529
10. Suhada, Maulida A, Samsuddin. Application of the Model Method of Aqidah Akhlak Teachers in Improving the Noble Morals of Students at Nurul Walidain Ciampea Bogor Middle School. 2024;4(1):32-41.
11. Marjuni A. Instilling Islamic Educational Values in Character Building of Students. *Al asma J Islam Educ*. 2020;2(2):210. doi:10.24252/asma.v2i2.16915
12. RIDWAN A, SYAHRUDDIN, YUSPIANI. Implementation of school culture management in a special high school for sports talents in South Sulawesi. 2024;4(SEPTEMBER):109-123.
13. Gui AKW, Yasin M, Abdullah NSM, Saharuddin N. Roles of teachers and challenges in developing students' morality. *Univers J Educ Res*. 2020;8(3 3C):52-59. doi:10.13189/ujer.2020.081606
14. Suwandi. Challenges and Solutions in Teaching Moral Education in Elementary Schools. 2024;5(3):319-324.
15. Purwanto P, Alimni A. Strategy for Moral Development of Santri at Al-Quraniyah Islamic Boarding School Manna, South Bengkulu. *Tahdzib Al-Akhlaq J Islamic Educator*. 2023;6(2):342-350. doi:10.34005/tahdzib.v6i2.3447
16. Syaifudin I, Fuady S, Huda A, Misbahul Ulum Gumawang JIrigasi Tanah Merah Village, Belitang Madang Raya District, East OKU Regency, South Sumatra Province S. The Role of Dormitory Supervisors in the Formation of the Morals of Students at the Darul Huda Islamic Boarding School, Lubuk Harjo, Belitang Madang Raya District. *Tarbiyatul Misbah (Journal of Educational Science Studies)*. 2023;16(1):48-71.

<https://jurnal.stitmugu.ac.id/index.php/pai/article/view/331>

17. Ngainun N. *Optimizing the Role of Education in the Development of Knowledge and Formation of National Character* . Ar-Ruzz Media; 2012.
18. Nesi Alia Pitri, Jasmienti Jasmienti, Alimir Alimir, Nurhasnah Nurhasnah. The Strategy of Dormitory Supervisors to Instill Discipline in Students in Congregational Prayer at the Nurul Yaqin Siti Manggopoh Islamic Boarding School, Lubuk Basung District, Agam Regency. *ALADALAH J Polit Sos Huk and Hum* . 2023;1(4):220-227. doi:10.59246/aladalah.v1i4.557