The Influence of Teacher Role Models on the Learning Manners of Students at Islamic Boarding Schools

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Abstract

Discussions about the manners of Islamic boarding school students are always interesting to study because they are directly related towith every action and behavior of students that is in accordance with the character values in educational goals.This study aims to examine the influence of teacher role models and self-regulated learning on the learning etiquette of students at the Darussalam Islamic Boarding School (Islamic Boarding School) according to Kabun. This study uses a quantitative approach with a correlation method. Data collection techniques use questionnaires, observation, and documentation. Data analysis techniques to measure all variables in this study use SPSS software version 24 by conducting the first data prerequisite test consisting of a normality test, and a second linearity test, a hypothesis test, namely a simple regression test. The sample amounted to 187 students using a total population of 350 male and female students of MA Darussalam Islamic Boarding School Rokan Hulu Riau. The sample was taken using the Slovin formula and the researcher used a sampling techniqueProbability Sampling.The results of this study show that the influence of teacher role models on students' learning manners is 28%.So there is a significant influence of teacher role models on the learning etiquette of students at the Darussalam Saran Kabun Rokan Hulu Islamic Boarding School.

INTRODUCTION

Discussions about the etiquette of Islamic boarding school students (santri) are always interesting to study because they are directly related to every action and behavior of students that align with the character values in educational goals. Values must be cultivated through actions (Wardhani et al., 2022; Aryanti et al., 2022; Efendi et al., 2022; Dasrizal et al., 2025) so that the etiquette of Islamic boarding school students is formed. Islamic boarding schools, as a component of character formation, have a crucial role in instilling morals, ethical values, noble morals, and a strong and resilient character (Aningsih, et. al., 2021). which includes the importance of instilling etiquette of Islamic boarding school students.

The character values instilled in Islamic boarding school activities are based on the Qur'an and Hadith as a religious foundation, the vision of the founding fathers (historical foundation), the mission of Islamic boarding school (institutional foundation), and contextual experiences (empirical foundation) as well as the dynamic challenges of globalization (Mujahid, 2021; Engkizar et al., 2023; Rahman et al., 2025). This illustrates the urgency of the etiquette of Islamic boarding school students in a society facing the challenges of globalization. Islamic boarding schools have a significant responsibility in developing the spiritual dimension and morals of their students. The importance of morals in daily life requires that all human behavior be based on norms, manifested in acts of courtesy toward Allah SWT, oneself, and society (Azizah, et. al., 2023). The morals of students encompass moral aspects, ethics, attitudes, and religious values. Instilling morals in students requires the role of parents and teachers in helping students develop civility in accordance with Islamic law. Allah SWT explains this in the Quran, Surah An-Nisa, verse 9, which reads:

$$وَلْيَخْشَ الَّذِيْنَ لَوْ تَرَكُوْا مِنْ خَلْفِهِمْ ذُرِّيَّةً ضِعٰفًا خَافُوْا عَلَيْهِمْۖ فَلْيَتَّقُوا اللّٰهَ وَلْيَقُوْلُوْا قَوْلًا سَدِيْدًا$$

Translation: Should feel fear of those who should (die) leave after them, a weak offspring (for whom) they fear. Therefore, fear Allah and speak the truth (in terms of safeguarding the rights of descendants) (QS. An-Nisa: 9).

In the Quranic commentary of Surah An-Nisa, verse 9 from the Ministry of Religious Affairs, it is explained that people who are nearing the end of their lives are warned to think about not abandoning children or weak family members, especially regarding their welfare in the future. Therefore, always be pious and draw closer to Allah. Always speak gently, especially to orphans who are their responsibility. Treat them as you would your own children. This teaches us the importance of applying good manners in everyday life and educating the nation's generation with good manners so that intellectual, spiritual, and emotional intelligence emerges within them.

The morals of Islamic boarding school students (santri) are crucial to study due to the widespread discovery of various cases of moral crisis, which has led to the debate about the morals of the nation's generation. This is supported by research by Lestari & Syaifurrohman (2024), which revealed thatIn today's modern era, various problems related to moral crises have emerged, ranging from spiritual crises to social crises. Furthermore, Salirawati (2021)Seeing the phenomenon of the world of education currently experiencing moral degradation which is marked by a decline in students' manners towards their teachers, such as using harsh words, lying, being indifferent when passing each other, being irresponsible, and other character problems which are often found.

Considering the various cases of ethical issues facing the nation's generation mentioned above, the learning etiquette of Islamic boarding school students (santri) is the focus of this research, aimed at finding solutions to these issues. This poses the challenge of identifying and measuring the extent to which students' learning etiquette is firmly embedded in them. In this situation, teachers require appropriate educational strategies and methods so that students automatically apply the concepts of etiquette in their daily lives. It is an obligation for every student seeking knowledge to achieve their desired success, accompanied by good etiquette, as this can improve the internal and external quality of Islamic educational institutions (Hidayat, 2022).

So far, student morality has been a topic of discussion in national and international research. In Vietnam, Nguyen (2021) investigated students' evaluations of traditional moral education models, including student morality. In Spain,Moriyón,

et. al., (2020)This study evaluated the contribution of this educational model to the growth of students' morality, understood as the consolidation of students' moral habits and competencies. In China, Hu (2022) found that moral reasoning has the potential to mediate the relationship between symbolization and psychological well-being and prosocial behavior. In China, Peng et al. (2021) conducted research to improve Chinese students' ethical-moral knowledge and competencies and highlighted the need for further development of moral education in China at the levels of teaching, curriculum, teacher education, and research. In contrast, Clancy & Zhu (2024) found a relationship between ethical reasoning and intuition in China, similar to that in students in the United States, but ethics education affected students in China differently. Meanwhile, on a national scale in Indonesia, Febriani et al. (2023) studied student moral education as a 'moral force' in social life, including student etiquette. Meanwhile, Puspa & Sundawa (2023) conducted research to determine whether Problem-Based Learning (PBL) in social studies can foster students' moral character. Furthermore, research by Permady & Taufik (2023) found that strengthening etiquette in students is urgently needed to develop morals.

Teachers, as professionals, play a crucial role in the learning process, helping to achieve educational goals, including those related to student morality. Munandar (2022) found that teachers used role models to foster students' morals. This demonstrates that a teacher's role extends beyond simply imparting knowledge; more importantly, they must also provide and serve as a positive example for their students.Muazimah, Wahyuni, and Suryadi (2022) also showed that the role models displayed by teachers are an effective way to form students' Islamic character, as seen in the Islamic character already inherent in students, so that students implement these character values in their daily lives.

Researchers also found that experts also examine teachers' role models for student morals. Among them, Lestari, Noviriani, and Sungkowo (2024) found a positive and significant influence between teacher role models and student ethics. Aditama, Rasyidi, and Windayani (2021) also found thatTeachers' exemplary behavior provides a positive and significant contribution to students' morals. On the other hand, Nuryanti (2023) researched the urgency of teachers' exemplary behavior for students, stating thatProviding exemplary examples is very urgent because through exemplary education, students find it easier to apply what they see from the teachers they emulate.Meanwhile, the research results of Ferihana and Rahmatullah (2023) show that the formation of santri's morals based on the example of teachers at the Hamalatul Qur'an Islamic Boarding School in Yogyakarta is carried out through attitudes, words, and habits. In line withThe research results of Baihaqi, et. al., (2024) found that teachers had innovative ways of applying the values of the book Adabul 'Alim wal Muta'allim in learning or daily activities using the exemplary method (uswah hasanah). The research conducted by the researcher included the aim of analyzing the influence of teacher exemplary behavior on student morals, thus differing from previous research.

The good character of a santri (Islamic boarding school) is reflected in their obedience to religious teachings, tolerance of religious practices of other religions, and harmony with followers of other faiths. First, obedience to God's commands and avoiding all of God's prohibitions. Second, tolerance of those practicing religious practices of other religions. Third, harmony with followers of other religions can be achieved. However, many santri studying at Islamic boarding schools still exhibit behavior that does not reflect their character as santri. One example is the Darussalam Islamic boarding school in Saran Kabun, Rokan Hulu Regency, Riau Province. Based on the initial survey conducted by the author through an interview with Mrs. Aysa Murni, one of the guardians of the Darusalam Islamic Boarding School students, Saran Kabun, Tuesday, December 24, 2024, at 10:32 WIB, the

researcher found symptoms of student morality problems, including many complaints from several parents of students about their children who have not been able to apply good manners, seen from the manners of students, such as during school holidays, some students who return to their respective homes, still do not show good manners as a student that he got while studying at the Islamic boarding school, according to one of the guardians of students, some of them still follow suit in smoking, their prayers are still incomplete, and still follow the motorbike kids who speed on the road. This behavior can cause public trust in the authority of a student to decrease, and the image of the Islamic boarding school in the eyes of the community to be damaged, only because some students have not been able to implement good manners in the community. The researcher assumes that this negative attitude is caused by not yet Able to implement good manners when outside the Islamic boarding school environment, and the full role of a professional, exemplary teacher must be enhanced so that students can serve as role models in implementing good manners in society. Islamic boarding schools are madrasas that train students' independence in social and religious life.

Various literature has discussed student etiquette, offering various solutions, yet this problem persists. Based on the descriptions and findings of these studies, the researcher assumes that students' learning etiquette can be addressed through teacher exemplary behavior. Based on this phenomenon, the author is interested in examining the influence of teacher exemplary behavior on students' learning etiquette. Therefore, the author turned this problem into a research project entitled" "The Influence of Teacher Exemplary Behavior on the Learning Manners of Students at the Darussalam Saran Kabun Rokan Hulu Islamic Boarding School".

METHODS

This study used a quantitative method with a correlation approach. This method is a type of non-experimental research to test hypotheses. This is done by measuring the number of variables and calculating the correlation coefficient between these variables to determine which variables are correlated (Engkizar et al., 2024; Rahman et al., 2024 Adel et al., 2025). The sample consisted of 187 students from a total population of 350 male and female students at MA Pondok Pesantren Darusalam Rokan Hulu Riau. The sample was taken using the Slovin formula, and the researcher used a sampling technique.Probability Sampling (Suharsimi, 2019). Data collection techniques using questionnaires, observation, and documentation. The data analysis technique to measure all variables in this study uses SPSS software version 24 by conducting the first data prerequisite test consisting of a normality test, and a second linearity test, a hypothesis test, namely a simple regression test. Before conducting data analysis, the researcher conducted a validity and reliability test of the instrument. This study contains variables that influence and are influenced. Meanwhile, the quantitative approach can be interpreted as a research method based on the philosophy of positivism, used to research certain populations or samples. The sampling technique is generally carried out randomly, data collection uses research instruments, data analysis is statistical with the aim of testing the established hypothesis. This study will explain the teacher's exemplary behavior towards the learning etiquette of students.

RESULT AND DISCUSSION

The author presents data obtained from questionnaires distributed and filled out by respondents. The form of presentation regarding the influence of *self regulated learning* towards the learning etiquette of students at the Darussalam Saran Kabun Rokan Hulu Islamic Boarding School. This study uses a quantitative descriptive method with a statistical approach, namely the SPSS 24 program consisting of three

From table 1 it can be seen that 20 statements for variable X1 (Teacher Exemplary Behavior) have a value *Correlations product moment* of each statement is greater than (*Correlations Product Moment tabel*) is 0.143 so it can be said that these statements are valid.

Table 2. Validity Test of the Student Learning Manners Variable (Y)

Variables	STATEMENT	CORRECTED ITEM TOTAL CORRELATION ( )		INFORMATION
Student's Study Manners (AND)	Y1	0.427	0,143	Valid
	Y2	0.652	0,143	Valid
	Y3	0.507	0,143	Valid
	Y4	0.433	0,143	Valid
	Y5	0.4508	0,143	Valid
	Y6	0.652	0,143	Valid
	Y7	0.427	0,143	Valid
	Y8	0.652	0,143	Valid
	Y9	0.783	0,143	Valid
	Y10	0.533	0,143	Valid
	Y11	0.652	0,143	Valid
	Y12	0.652	0,143	Valid
	Y13	0.344	0,143	Valid
	Y14	0.339	0,143	Valid
	Y15	0.598	0,143	Valid
	Y16	0.650	0,143	Valid
	Y17	0.349	0,143	Valid
	Y18	0.363	0,143	Valid
	Y19	0.333	0,143	Valid
	Y20	0.364	0,143	Valid

From table 2 it can be seen that 20 statements for variable Y (Sanri Learning Etiquette) have a value *Correlations product moment* of each statement is greater than (*Correlations Product Moment tabel*) is 0.143 so it can be said that these statements are valid.

Table 3. Reliability Test of Teacher Exemplary Behavior Variable (X)

Reliability Statistics

Cronbach's Alpha	N of Items
.954	20

Based on table 3 above, it can be seen that the value *cronbach's alpha* The teacher's exemplary behavior was 0.954. This proves that this value has passed the requirements for reliability because it has a correlation of > 0.6 or above 60%. Therefore, it can be said that the teacher's exemplary behavior has been tested for reliability and *alpha* >From the r table value (0.143) it can be said to be consistent.

Table 4. Student Learning Manners Reability Test (Y)

Reliability Statistics	
Cronbach's Alpha	N of Items
.806	20

Based on table 4 above, it can be seen that the value *cronbach's alpha* The Student's Learning Manners were 0.806. This proves that this value has passed the requirements for reliability because it has a correlation of > 0.6 or above 60%. Therefore, it can be said that the Student's Learning Manners have been tested for reliability and *alpha* >From the r table value (0.143) it can be said to be consistent. If we look at the results of the normality test using SPSS.23, the teacher role model variable has a normal value, as can be seen from the image above and the following table:

Table 5. Normality Test

One-Sample Kolmogorov-Smirnov Test		Unstandardized Residual
N		187
Normal Parameters[a,b]	Mean	.0000000
	Std. Deviation	10.94577988
Most Extreme Differences	Absolute	.114
	Positive	.090
	Negative	-.114
Test Statistic		.114
Asymp. Sig. (2-tailed)		.011[c]
a. Test distribution is Normal.		
b. Calculated from data.		
c. Lilliefors Significance Correction.		

Based on the table above, it can be seen that all variable data are normally distributed, because they have a significant value of 0.011 > 0.05, with the conclusion that all data are normally distributed.

Linearity Test

The Linearity Test is a way to determine whether or not the data that has been managed is linear. The decision-making criteria are seen from *Deviation from Linearity* that is: 1) If the significance value is less than <0.05, then the data has no relationship between variables and is non-linear. 2) If the significance value is more than > 0.05, it is said that there is a significant linear relationship in each variable. The following is a table of Linearity tests with SPSS.

Table 6. Linearity Test

ANOVA Table

			Sum of Squares	Df	Mean Square	F	Say.
Y * X1, X2	Between Groups	(Combined)	8159.860	31	263.221	2.860	.023
		Linearity	31.171	1	31.171	.339	.561
		Deviation from Linearity	8128.689	30	270.956	2.945	.271
	Within Groups		14263.242	155	92.021		
	Total		22423.102	187			

Based on the table above, it can be interpreted that the value *Deviation from Linearity* obtained sig, namely 0.271, more than > 0.05, so it is said that there is a linear relationship in each variable. A good hypothesis can be used as a guide in conducting research based on the framework of thought presented previously, in order to test the influence of teacher role models on students' learning etiquette.

Correlation Coefficient Test

To see the correlation between Self-Regulated Learning and Student Learning Manners, researchers used the product moment correlation coefficient using SPSS 24 for Windows. To determine the high or low relationship between the value of variable X (Teacher Exemplary Behavior) and variable Y (Student Learning Manners), it was measured using the product moment correlation, with the interpretation of the correlation value as follows:

0,00   : 0.199 = very low
0,20   : 0.399 = low
0,40   : 0.599 = strong enough
0,60   : 0.799 = strong
0,80   : 1,000 = very strong

Correlation Coefficient Test of Teacher Exemplary Behavior (X) on Student Learning Manners (Y)

Table 7. Correlation of Variables X and Y

Correlations

		Exemplary behavior	Study Manners
Pearson Correlation	Exemplary behavior	1.000	.401
	Study Manners	.401	1.000
Sig. (1-tailed)	Exemplary behavior	.	.008
	Study Manners	.017	.
N	Exemplary behavior	187	187

Study Manners	187	187

Based on Table 7, it can be explained that with a significance level of 0.008 < 0.05, there is a fairly strong relationship between Teacher Exemplary Behavior and Learning Manners. Meanwhile, based on the guidelines for the degree of relationship, there is *person correlation value* of 0.401, which is in the interval 0.399-0.599, this means that there is a fairly strong relationship between Teacher Exemplary Behavior and Learning Manners with a fairly strong degree of relationship.

The Influence of Teacher Exemplary Behavior (X1) on the Learning Manners of Students (Y) at the Darussalam Saran Islamic Boarding School, Kabun, Rokan Hulu

Research conducted at the Darussalam Saran Kabun Islamic Boarding School, regarding the influence of teacher role models on the learning etiquette of students at the boarding school, the findings in this study are as follows:

Based on the Correlation Coefficient Test, with a significance level of 0.008 < 0.05, there is a fairly strong relationship between Teacher Exemplary Behavior and Learning Manners. Meanwhile, based on the guidelines for the degree of relationship, there is *person correlation value* of 0.401, which is in the interval 0.399-0.599, this means that there is a fairly strong relationship between Teacher Exemplary Behavior and Learning Manners with a fairly strong degree of relationship.

Based on the results of the R Determination test the percentage of the influence of the independent variable or predictor variable on the dependent variable. The coefficient of determination is = 0.301, meaning that the influence of the independent variable on changes in the dependent variable is 0.280 x 100% = 28%, while 72% (100% -28%), is influenced by other variables not studied, so the influence of Teacher Exemplary (X1) on Student Learning Manners (Y) is 28% while the influence of other variables not studied is 72%.

Based on the data, it is in accordance with the initial hypothesis regarding: H_a1: There is a significant influence between the role model of teachers and the learning etiquette of students at the Darussalam Saran Kabun Islamic Boarding School. $H_0 1$: There is no significant influence between teacher role models and the learning etiquette of students at the Darussalam Saran Kabun Islamic Boarding School. Therefore, H_a accepted and H_{the} rejected.

The word "exemplary" comes from the word "contoh" which is a prefix of "ke" and "an" which means something that is worthy of imitation or good to emulate (whether in words, actions, behavior, or attitudes). In Arabic, "exemplary" is expressed by the word "contoh" *it's okay* And *don't worry* Say *it's okay* formed from letters *hamzah, as-sin* And *al-waw* Etymologically, every Arabic word formed from these three letters has the same meaning, namely "treatment and improvement." As the word "*served him*" And "*we talked to him*" means a state when humans follow other humans, whether in goodness, badness, evil, or apostasy. Thus, exemplary behavior is something that can be imitated or emulated by someone from another person (Gunani, 2016).

Exemplary behavior is demonstrating commendable behavior to students, with the hope that they will follow suit. An educator's role model for students is to display al-akhlak al-mahmudah, namely all commendable morals, such as humility, patience, sincerity, and avoiding al-akhlak al-majmumat, namely reprehensible morals. Based on this statement, a role model can be defined as a person's good qualities or noble values. These good qualities or noble values are what make someone who possesses them considered not only unique but also special and attractive. These qualities or noble values can be possessed by anyone without any

limitations. It is the special qualities and attractiveness of a person that make them worthy of emulation or role model.

A person who is worthy of being the main role model for behavior is a person whose heart is alive and always connected to Allah SWT, because only then will all his activities be guided, and under the pleasure of Allah SWT, a person whose all activities are under the guidance and pleasure of Allah SWT will definitely not lead astray the people who make him a role model or example. He will lead people to true happiness, namely the happiness of understanding himself and knowing his Lord. Allah SWT says about humans who can be used as examples by all humans in the Qur'an, Surah Al-Ahzab (33) verse 21, as follows:

لَقَدْ كَانَ لَكُمْ فِيْ رَسُوْلِ اللهِ اُسْوَةٌ حَسَنَةٌ لِّمَنْ كَانَ يَرْجُوا اللهَ وَالْيَوْمَ الْأخِرَ وَذَكَرَ اللهَ كَثِيْرًا

It means, *Indeed, in the Messenger of Allah you have a good example to follow, for anyone who hopes in Allah and the Last Day and remembers Allah often.*

A teacher's exemplary behavior should be like that of the Prophet Muhammad (peace be upon him) (Engkizar et al., 2025). As mentioned in the verse above, exemplary behavior refers to an individual's ability to set a good example for his followers. The Prophet Muhammad (peace be upon him) is a good role model. Teachers' exemplary behavior has a significant impact on the growth and personality of students. Exemplary behavior plays a crucial role in shaping children's personalities, fostering noble morals and virtuous character. Human life cannot thrive without imitation, and imitation makes life more human. Imitation is crucial in human life, as imitation is the foundation of communal life.

CONCLUSION

This study has successfully proven that teacher role models influence the learning etiquette of students at the Darussalam Islamic Boarding School in Kabun, Rokan Hulu, Riau. Indeed, for students, the aspect of teacher role models is crucial, as teachers have a significant responsibility in building civilization and educating the nation's children, because teaching is a noble profession. Teacher role models have a significant influence on the growth and personality of students. Role models have a very important role and function in shaping children's personalities and shaping the character of students so that they have noble morals and noble character. Thus, this study can serve as a foundation and reference for future researchers to examine this problem in different contexts and issues.

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