

## FORMATION OF STUDENTS' RELIGIOUS CHARACTER THROUGH THE EXAMPLE OF PAI TEACHERS AT MAN 1 PAMEKASAN

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**Abstract:** *This study aims to describe how Islamic Religious Education (PAI) teachers at MAN 1 Pamekasan implement their professional ethics and employ exemplary methods to foster religious character among students. This study employs a qualitative method, gathering data through observation, interviews, and document review. Primary data were obtained directly from teachers and students, whereas secondary data were sourced from pertinent documents and literature. The results indicate that PAI teachers at MAN 1 Pamekasan embody professional ethics through behaviors such as honesty, accountability, empathy, and attentiveness to students, all rooted in Quranic principles. Teachers implement the role-modeling approach by exemplifying good conduct in classroom instruction and everyday religious practices, including group prayers, Quran reading sessions, and fostering school-wide religious routines. Obstacles encountered encompass inconsistent teacher behaviors, limited student engagement, off-campus external factors, insufficient parental participation, excessive focus on cognitive learning, and adverse effects of technology. Thus, the ongoing practice of professional ethics via exemplary modeling by PAI teachers is essential for cultivating students' religious character.*

**Keywords:** *Professional ethics of teachers, Islamic Religious Education, role-modeling technique, religious character development, students.*

## INTRODUCTION

### Background

Islamic Religious Education (PAI) is one of the means in schools to instill Islamic understanding and values in students. Amidst the complex dynamics of society full of moral challenges, education focuses not only on imparting knowledge but also on instilling values and shaping attitudes. Through PAI, Islamic values are expected to produce students with strong faith, tolerance towards others, and noble morals. PAI teachers play a key role as agents of social transformation and moral formation, particularly in laying a solid foundation of character from elementary school through high school.<sup>1</sup> Innovation in learning often includes the application of innovative methods and approaches in assessment and evaluation processes. Furthermore, a comprehensive evaluation of the impact of learning innovations on student learning outcomes is necessary.<sup>2</sup>

Character Education is a teacher's conscious and dedicated effort to instill values in their students. In achieving educational goals, students' character strengths will naturally develop through support and encouragement from their environment. The strategic role of teachers in schools is crucial in supporting and building student character. Educators must have strong management skills in implementing the supporting components of education, particularly in developing student character. Furthermore, teachers are expected to play a role in creating activities that can lead students to compete and achieve optimally, both in academic and non-academic fields.<sup>3</sup>

Religious character is a fundamental aspect that must be instilled in children, as it serves as the foundation of religious teachings in personal, social, and national life. This character not only reflects students' relationship with the Creator but also encompasses their interactions with others, particularly within the family and school environment, as well as in the wider community.<sup>4</sup>

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<sup>1</sup>Ilham, M., Marzuk, & Hardiana, M. (2025). *Transformasi perilaku religius di sekolah dasar: Peran strategis guru PAI sebagai agen perubahan karakter*. *Pendas: Jurnal Ilmiah Pendidikan Dasar*, 10(2), 836. <https://doi.org/10.23969/jp.v10i02.279>

<sup>2</sup> Mukhid, A. (2023). *Desain Teknologi dan Inovasi Pembelajaran dalam Budaya Organisasi di Lembaga Pendidikan* (H. B. Saladin, Ed.). Pustaka Egaliter. <https://repository.iainmadura.ac.id/904/>

<sup>3</sup> Zulfikar Ihkam Al-Baihaqi, Adi Haironi, Hilalludin, *Strategi Guru Pendidikan Agama Islam Dalam Membentuk Karakter Religius*, *Jurnal Pendidikan dan Pemikiran* Vol 19 No.1 (2024)1291 <https://doi.org/10.55558/aliha.v19i1.122>

<sup>4</sup> Mujahidah, *Peran dan Upaya Guru PAI Dalam Pembentukan Karakter Religius Siswa*, *Jurnal Pendidikan & Pembelajaran Sekolah Dasar*, Vol. 4 No 4 (2025)418 <https://ojs.unm.ac.id/jppsd/index>

At Pamekasan 1 State Islamic Senior High School, routine activities such as congregational prayer and Quran recitation are designed to instill religious values in students' daily lives. Despite significant efforts to introduce religious values, their implementation among students is not yet fully equitable. Some students demonstrate dedication to worship and Islamic behavior, while others still need encouragement to increase consistency in following religious teachings.

In the process of developing students' religious character, Islamic Religious Education (PAI) teachers play a crucial role. As role models, teachers' attitudes and behaviors that reflect Islamic values can significantly influence students' character development. Modeling is an effective approach, particularly during adolescence, when students tend to imitate the behavior they see around them. However, the success of this method is influenced by various factors, including the consistency of the teacher's attitude, the student's environment, and support from the school and parents.

Therefore, this study aims to explore the application of Islamic Religious Education (PAI) teacher professional ethics and the maximization of role model methods in the formation of students' religious character at MAN 1 Pamekasan. This study uses a qualitative approach to understand this phenomenon from the perspective of students and teachers, focusing on the role of Islamic Religious Education (PAI) teachers as role models in instilling religious character and identifying factors that support and hinder the application of role models in the context of religious education.

## **THEORITICAL REVIEW**

### **RESEARCH METHODS**

This research uses a qualitative method with a case study design to examine the relationship between professional ethics, role models, and religious character formation. The research framework considers professional ethics as the basis for educator behavior, demonstrated through exemplary behavior, which then helps shape students' religious character. Participants were selected using purposive sampling, consisting of principals, teachers, and students with experience and direct involvement in the educational process and religious character formation. Participant selection continued until no new data emerged.

Data collection was conducted through semi-structured interviews, observations, and document studies. Interviews were used to deepen participants' understanding of the application

of professional ethics and good examples, observations were conducted to assess existing practices, and documents served as additional data. Data analysis followed an interactive model that included data presentation, data reduction, and conclusion drawing. To ensure the data was trustworthy and reliable, this study employed source triangulation, technical triangulation, and member checking to ensure the research findings were credible, reliable, and confirmable.

## DISCUSSION

### A. Implementation of Islamic Religious Education Teacher

Professional Ethics at MAN 1 Pamekasan in the Big Indonesian Dictionary, as explained by Mujtahid in his book "Developing the Teacher Profession," a teacher is someone who works or works as a teacher.<sup>5</sup> In addition to academic ability, a teacher must also be able to control their emotions, be wise, honest, and care about their students. Modeling is crucial for enhancing teacher professionalism and also helps shape students' character. Teachers who set good examples will create a comfortable learning environment and positively influence the development of their students' religious character.<sup>6</sup>

Islamic Religious Education (PAI) teachers play a crucial role in helping students discover their religious identity. They teach, provide guidance, and serve as role models in accordance with Islamic teachings.<sup>7</sup> Thus, exemplary behavior should not only be targeted upon graduation but should be instilled from the moment students begin school. Relationships between students and teachers should also be built on exemplary practices, both in and outside of the classroom. According to observations at MAN 1 Pamekasan, Islamic Religious Education teachers not only provide theoretical religious instruction but also demonstrate attitudes that reflect Islamic values in their daily interactions with students, such as acting politely, being disciplined, and setting a good example during worship.<sup>8</sup>

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<sup>5</sup> Nur Illahi, (2019), *Peranan Guru Profesional dalam Peningkatan Prestasi Siswa dan Mutu Pendidikan di Era Milenial*, Jurnal Asy- Syukriyyah, 21(1), 3, DOI: <https://doi.org/10.36769/asy.v21i1.94>

<sup>6</sup> Anggi Rivana, (2019), *Pentingnya Kecerdasan Emosional Pendidik Dalam Meningkatkan Pendidikan Karakter*, Jurnal Asy-Syukriyyah, 20(2), 75, DOI: <https://doi.org/10.36769/asy.v20i2.82>

<sup>7</sup> Wardatud Dihniyah, Syamsuddin, (2025), *Peran Guru Pendidikan Agama Islam Dalam Mengajarkan Nilai-Nilai Moral Agamis Di Smpn 1 Kwanyar Bangkalan*, Jurnal Ilmiah Nusantara ( JINU) 2(3), 406, DOI : <https://doi.org/10.61722/jinu.v2i3.4494>

<sup>8</sup> Asep Muljawan, Saiful Ibad, (2020), *Pengembangan Karakter Spiritual Keagamaan Siswa Dalam Perspektif Islam*, Jurnal Asy- Syukriyyah, 21(1), 51, DOI: <https://doi.org/10.36769/asy.v21i1.98>

The application of the tarbawi interpretation method in Islamic Religious Education has had a major positive impact on the development of teacher professional ethics. This impact can be seen through the following things:

1) Teacher Character Development Based on Quranic

Values One example is the instilling of the value of honesty, taken from Surah Al-Ahzab, verse 70, which urges believers to always fear Allah and speak truthfully. This value can be applied by teachers when teaching and interacting with students. For example, teachers who are honest in their assessments will gain the trust of students and parents, which in turn will improve their professional ethics. Interviews and observations at MAN 1 Pamekasan revealed that the implementation of the value of honesty was evident when Islamic Religious Education teachers assessed students based on their abilities without discrimination, communicated evaluation results honestly, and gave fair reprimands for violations at school. This behavior demonstrates a direct link between the content of Surah Al-Ahzab, verse 70, and the practice of teacher professional ethics in the learning process.

2) Developing an Attitude of Compassion and Caring

The value of compassion is evident in Surah At-Taubah, verse 128, which demonstrates the Prophet Muhammad's deep concern for his people. He felt the hardships experienced by his people and sincerely hoped for the best for them. This attitude demonstrates empathy, concern, and genuine love. In schools, teachers should be role models by demonstrating concern, care, and compassion for their students. This is crucial to their work ethic. Observations at MAN 1 Pamekasan show that this value is evident when Islamic Religious Education teachers provide extra assistance to students struggling with learning. Furthermore, teachers also motivate students who lack confidence and maintain good communication with them outside of class hours.<sup>9</sup>

These findings indicate that the value of compassion in QS. At-Taubah verse 128 is not only understood theoretically but also applied in daily life at school. The value of love is seen in QS. At-Taubah verse 128, which shows how much attention the Prophet Muhammad SAW paid to his people. He felt the difficulties experienced by the

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<sup>9</sup> Abbas, N., & Khoir, M. A. (2023). *Implementasi metode keteladanan guru dalam pembelajaran pendidikan agama islam di SMP Negeri 2 Gemolong*. At-Turots: *Jurnal Pendidikan Islam*, 5(1), 481. <https://doi.org/10.59818/jpi.v5i1.1138>

people and really wanted the best for them. This attitude shows feelings of empathy, care, and sincere love. In the school environment, teachers should be role models by showing attention, care, and compassion to their students. This is very important in their professional ethics. From observations at MAN 1 Pamekasan, these values can be seen when Islamic Religious Education teachers provide additional assistance to students who have difficulty learning. In addition, teachers also encourage students who lack confidence and establish good communication with them outside of class hours. These findings indicate that the value of love in QS. At-Taubah verse 128 is not only understood theoretically but also applied in daily life at school.

A study conducted at MAN 1 Pamekasan demonstrated the importance of professional ethics for Islamic Religious Education (PAI) teachers through the examples they demonstrate. Teachers are not only responsible for teaching subject matter, but they also serve as role models for their students. Interviews with several students revealed that teachers' honest, disciplined, friendly, and caring attitudes make students more receptive to advice and motivated to practice religious values in their daily lives. Teachers' behavior, which consistently demonstrates honesty, compassion, and attention in their daily lives, helps students understand and apply religious values in their lives. Therefore, a code of ethics for Islamic Religious Education (PAI) teachers is crucial in shaping students' religious character, particularly through the examples consistently set in schools.

This is also supported by research showing that teacher ethics include honesty, responsibility, and setting an example that helps students trust them, so that values such as honesty, trustworthiness, and empathy can be more easily accepted by students. The results of research at MAN 1 Pamekasan showed that the values of the Qur'an taught using the tarbawi interpretation method are directly related to how teachers carry out their professional ethics in school. In this way, the development of students' religious character occurs not only during the material being taught, but also through the examples set by teachers in everyday life.<sup>10</sup>

## **B. Implementation of the Role Model Method by Islamic Religious Education**

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<sup>10</sup> Buchanan, M. T. (2017). *Teacher as moral role model in character education*. *Journal of Moral Education*, 46(4), 391. DOI: <https://doi.org/10.1080/03057240.2017.1350148>

Teachers in Shaping Students' Religious Character The role model set by Islamic Religious Education teachers is highly influential in shaping students' religious character. While it is easy to convey material, it is difficult for students to apply it if teachers do not exemplify good behavior in their daily lives.<sup>11</sup> The implementation of the role model method at MAN 1 Pamekasan is an important strategy for shaping students' religious character. Islamic Religious Education (PAI) teachers play an active role by not only teaching theory but also providing concrete examples in daily life that align with Islamic values. Teachers must be role models in the classroom and in interactions at school, demonstrating a positive attitude and discipline in worship. Teachers' involvement in religious activities, such as congregational prayer and Quran recitation, further strengthens their role as role models in shaping students' religious character. Students can directly see examples of the values taught through the behavior and attitudes of teachers, who are calm, friendly, and respectful. A comfortable and creative learning environment is crucial for the process of internalizing students' character and competencies. Teachers must always be innovative in creating an effective learning ecosystem.<sup>12</sup>

These findings show that teacher role models have a significant influence on the development of students' spiritual attitudes through the behavior they imitate.<sup>13</sup> The implementation of role modelling methods in schools is reinforced by a planned religious program. Activities such as greetings, smiling, and greetings, as well as reciting prayers before and after lessons, have become part of the school culture. Islamic Religious Education teachers serve as primary role models, guiding and demonstrating religious values to students. During the learning process, teachers also connect theory with practice, such as instilling the value of honesty through consistent behavior. This approach aligns with social learning theory, which states that students learn through observation and imitation. Consistency between teacher words and actions increases student confidence and supports the formation of religious character. Despite obstacles arising from differences in student backgrounds and the influence of external activities, teachers' efforts to provide role

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<sup>11</sup> Muchamad Rifki, Sofyan Sauri, dkk, *Pengembangan Karakter Religius Peserta Didik Berbasis Keteladanan Guru Dalam Pembelajaran Pai*, hlm. 280. DOI: <https://doi.org/10.30868/ei.v11i4.3597>

<sup>12</sup> Muhammad Teddy Bachtiar, Kambali, (2026), Implementasi Pembelajaran Agama Islam dalam Membentuk Karakter Siswa di MAN 1 Indramayu, *Journal Islamic Pedagogia*, 6(1), 50, DOI: <https://doi.org/10.31943/pedagogia.v6i1.154>

<sup>13</sup> Febriyanti, R., & Shanie, A. (2024). *Pengaruh keteladanan guru pendidikan agama Islam terhadap pembentukan karakter religius siswa*. *Jurnal Ilmu Pendidikan dan Psikologi (JIPP)*, 3(1). <https://jurnalcendekia.id/index.php/jipp/article/view/520>

models remain crucial in building student character. Research shows that consistent role model habits can shape internalized religious behavior.<sup>14</sup> The process of character formation through observation and imitation; teacher consistency is important for students' religious values.<sup>15</sup>

The implementation of the role model method by Islamic Religious Education (PAI) teachers at MAN 1 Pamekasan has been successful through various activities inside and outside the classroom. Teachers' exemplary behavior helps students understand the material and fosters religious attitudes in their daily lives. This method is effective in shaping character in Islamic schools. The internalization of religious character values is carried out by providing examples of polite behavior and continuous practice. Teachers use various methods, such as direct explanations and stories containing politeness values, to provide examples for students.<sup>16</sup>

### C. Supporting Factors in the Process of Implementing the Role Model Method

Several education experts agree that the role model method is the most effective in the educational process. The reason is simple: humans tend to grasp and emulate things that are clearly visible to them more quickly than abstract concepts conveyed verbally. Like any other process, implementing this method in the classroom is not without its challenges. There are always supporting factors that strengthen it, as well as inhibiting factors that weaken its effectiveness during the teaching and learning process.<sup>17</sup>

Supporting factors for the implementation of the role model method are classified into two: internal factors originating from within the students themselves and external factors originating from the external environment. Research findings indicate that students' intrinsic awareness is a key internal factor in building disciplined character through role models. Externally, good collaboration between teachers is the primary factor that plays a significant role in strengthening the successful implementation of this method.<sup>18</sup> Various research findings in Islamic education studies confirm that the success of the role model

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<sup>14</sup> Rifki, M., Sauri, S., Abdussalam, A., Supriadi, U., & Parid, M. (2022). *Pengembangan karakter religius peserta didik berbasis keteladanan guru dalam pembelajaran PAI*. Edukasi Islami: Jurnal Pendidikan Islam, 11(4). <https://jurnal.staialhidayahbogor.ac.id/index.php/ei/article/view/3597>

<sup>15</sup> Bandura, A. (2001). *Social cognitive theory: An agentic perspective*. Annual Review of Psychology, 52(1), 1–26, 26. DOI: <https://doi.org/10.1146/annurev.psych.52.1>

<sup>16</sup> Muchamad Rifki, Sofyan Sauri, dkk, (2023), *Internalisasi Nilai-Nilai Karakter melalui Metode Keteladanan Guru di Sekolah*, JURNAL BASICEDU, 7(1), 97, DOI: <https://doi.org/10.31004/basicedu.v7i1.4274>

<sup>17</sup> Dr. Zubairi, M.Pd. I, *Keteladanan Seorang Guru dalam Proses Pembelajaran*, Jurnal Asy-Syukriyyah, 29, DOI: <https://doi.org/10.36769/asy.v16i1.219>

<sup>18</sup> Salsabilla, M., & Ariffudin, M. (2022). *Penanaman karakter disiplin melalui metode keteladanan*. FATAWA: Jurnal Pendidikan Agama Islam, 3(1), 39. <https://jurnal.istaz.ac.id/index.php/fatawa/article/view/1014>

method is greatly influenced by two factors: the strength of the students' internal awareness and the extent of support provided by their educational environment. In other words, role models will only be optimal when there is synergy between the students' intrinsic motivation and conducive external conditions.<sup>19</sup>

Based on the results of observations and interviews regarding supporting factors for educators in forming students' worship discipline, especially in carrying out congregational prayers, the following were identified:

1. There is a regulation from the head of the madrasah that forces all teachers and students to pray Dhuha in congregation at the mosque.
2. The facilities and infrastructure available are quite adequate, such as a sufficient supply of clean water and adequate ablution facilities, as well as a large madrasa mosque that can accommodate all teachers and students.
3. Cooperation between Fiqh teachers, madrasah principals, deputy madrasah principals, all educators, and educational staff in providing examples to increase participation in congregational Dzuhur prayers.<sup>20</sup>

Apart from strengthening factors, there are several obstacles that can reduce the effectiveness of the role model method in the learning process, namely:

1. Inconsistency in educator behavior also acts as a barrier. The gap between what teachers say and what they do can undermine student trust. This weakens the effectiveness of role models, as students
2. Low student awareness and motivation also hinder the internalization of values. Not all students are ready to accept and emulate the values taught. Internal factors such as mini
3. An unfavorable social environment also hinders the development of students' religious character. Influences outside of school, such as unhealthy social circles and negative digital content, often conflict with this.
4. In addition, low parental involvement is also an inhibiting factor. Minimal attention and supervision from families leads to a misalignment between the values instilled in schools and the values they learn.

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<sup>19</sup> Wulandari, Febriyantika, dkk. (2024), *Implications of Civic Education for the Formation of Students' Religious Character in the Digital Era*. Jurnal Asy-Syukriyyah, 25(2), 2–8. DOI: <https://doi.org/10.36769/asy.v25i2.470>

<sup>20</sup> Daulay, R. M. S., & Rohman, F. (2023). *Keteladanan guru membentuk kedisiplinan beribadah siswa: Analisis implementasi pada siswa Madrasah Aliyah*. Hikmah, 20(1), 76. <https://doi.org/10.53802/hikmah.v20i1.194>

5. Rapid technological developments also pose external obstacles. Social media and the internet often spread values that contradict Islamic educational teachings. Without supervision and guidance.
6. The tendency of the educational system to focus on cognitive aspects is a major obstacle. When schools place more emphasis on academic achievement and test scores, the formation of.<sup>21</sup> This statement is further strengthened by research findings which state that the effectiveness of teacher role models will increase significantly if supported by a systematic education system.<sup>22</sup>

## CONCLUSION

The implementation of professional ethics by Islamic Religious Education teachers at MAN 1 Pamekasan serves as a fundamental foundation for instilling deeply religious values in students. Teachers view ethics not merely as formal norms, but as the realization of the teachings of the Quran and Hadith. By implementing honesty in assessments and the teaching process, teachers successfully instill the value of responsibility in students. Furthermore, teachers' empathy and compassion for the diversity of student characters create a warm and inclusive learning environment, allowing Islamic values such as brotherhood and tolerance to develop organically within and outside classroom interactions.

The role model strategy is the most important and efficient method because teachers act as role models in the school environment. Success in developing student character can be seen from teachers' persistence in actively participating in religious activities, such as leading congregational prayers and reciting the Quran, which conveys a clear message that worship is important to be carried out together. Character development is also carried out by creating a culture of mutual respect between individuals and orderly time management. Through continuous observation of teachers' honesty and noble character, students tend to emulate them, so that their religiosity is internalized as part of themselves, not just a school obligation.

The success of instilling religious values is supported by various internal and external factors. Internal factors such as student motivation and enthusiasm play a crucial role, while

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<sup>21</sup> Marauleng, A., Hakim, A., Hasan, S., & Hasibuddin, M. (2024). *Peran guru dalam menginternalisasikan nilai-nilai karakter pada siswa*. Education and Learning Journal, 5(1), 1–10. <https://jurnal.fai.umi.ac.id/index.php/eljour/article/view/875>

<sup>22</sup> Shanti, M. F., & Shohib, M. W. (2026). *The role of Islamic education teachers as role models in character building for students*. Journal of Educational Sciences, 10(1), 519–529. DOI: <https://doi.org/10.31258/jes.10.1.p.519-529>

external factors such as adequate infrastructure and solid collaboration from all members of the madrasah community provide significant support. However, this study also identified several significant issues, particularly the mismatch between examples: the discrepancy between what teachers say and do can diminish the effectiveness of values teaching. Other issues include the negative impact of uncontrolled social media and a lack of parental attention outside of school, which often contradicts the values taught in the madrasah.

To enhance students' religious development, madrasahs are advised to hold regular meetings between teachers and parents through organized communication, ensuring ongoing supervision and instillation of religious values both at home and at school. Teachers should be more mindful of their own moral responsibility in setting an example, to reduce inconsistencies seen by students. Furthermore, it is important to improve students' ability to use digital technology based on Islamic values as a safeguard against unsafe social media content. Finally, schools should continually improve their religious instruction to meet students' needs and engage them, while maintaining the importance of role models, a hallmark of madrasahs.

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