

The Influence of Teachers as Role Models in Madrasah Ibtidaiyah: Impact on Students' Moral and Ethical Development

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Abstract. *This research explores the influence of teachers as role models in Madrasah Ibtidaiyah or Madrasah Ibtidaiyah and its impact on students' moral and ethical development. The study adopts a library research approach, utilizing existing literature, scholarly articles, and relevant texts to gather information and insights. The research employs a descriptive analysis method to analyze the collected data and examine the specific practices and qualities that make teachers effective role models in this context. The study also explores the long-term effects of teachers' positive moral and ethical influence on students, exploring how these effects manifest in their personal lives, relationships, and contributions to society. The research also explores how teachers can address students' contemporary moral and ethical challenges, such as social media influences, cultural diversity, and globalization, while remaining true to Islamic values and teachings. Moreover, the study describes the internalization of their teachers' moral and ethical behaviours and the subsequent impact on their moral decision-making processes and behaviour outside of the educational context. This research aims to contribute to understanding the crucial role that teachers play as role models in madrasah ibtidaiyah and its implications for students' moral and ethical development.*

Keywords: *ethical developmen; madrasah ibtidaiyah; moral development; role models.*

INTRODUCTION

Teachers play a pivotal role in shaping students' moral and ethical development, regardless of the educational context. In Islamic elementary schools (Madrasah Ibtidaiyah), where the integration of religious teachings is central, teachers hold a unique position as not only instructors but also as role models for their students. They are entrusted with imparting knowledge, nurturing character, and guiding students to lead morally upright lives following Islamic principles. This research explores the influence of teachers as role models in Madrasah Ibtidaiyah and their impact on students' moral and ethical development.

The role of teachers as moral exemplars has been a subject of debate and scholarly inquiry. Some argue that teachers should primarily focus on academic instruction, while others contend that teachers must exemplify the values they seek to instil in their students. This paradoxical viewpoint raises questions about the extent to which teachers should be involved in shaping students' moral and ethical development. By exploring these debates and paradoxes, this research sheds light on the complex dynamics between teachers' role modelling and the resulting impact on students.

Previous research indicates that effective role modelling by teachers in Madrasah Ibtidaiyah significantly influences students' moral and ethical development. Studies by Taja (2021), Castelli (2008), and Muhammad (2013) found that teachers who embody Islamic values and demonstrate ethical behaviour create a positive learning environment conducive to moral growth. Islamic elementary school teachers foster empathy, fairness, honesty, and compassion among students, enhancing moral reasoning and ethical decision-making skills.

Moreover, the long-term effects of teachers' positive moral and ethical influence extend beyond the classroom. Students who have experienced strong role modelling in elementary school tend to exhibit ethical behaviour in their personal lives, form healthy relationships, and make meaningful contributions to society. This is supported by research conducted by Munfa'ati et al. (2019) and Dewi (2022), which highlight the enduring impact of teachers as role models in shaping students' character and values.

However, contemporary moral and ethical challenges students face pose a significant dilemma for teachers in Madrasah Ibtidaiyah. The advent of social media, cultural diversity, and globalization has introduced new complexities that teachers must navigate while remaining true to Islamic values and teachings. There is a need to explore how teachers can address these challenges effectively, balance tradition and modernity, and provide guidance that resonates with students' lived experiences.

Research by Ifadah and Utomo (2019), Rohmah (2020) and Astutik (2022) explores strategies employed by teachers to address these challenges, emphasizing the importance of contextualizing Islamic teachings in contemporary settings. Furthermore, it is crucial to understand students' perceptions and internalization of the moral and ethical behaviours demonstrated by their teachers in Madrasah Ibtidaiyah. Students' reception of these role models shapes their moral decision-making processes and behaviour both within and outside the educational context. Studies by Noviannda (2020) and Zakiah (2019) underscore the significance of students' perceptions of their teachers' moral behaviour in influencing their moral development.

This research explores the influence of teachers as role models in Madrasah Ibtidaiyah and the subsequent impact on students' moral and ethical development. By exploring existing debates, paradoxes, and previous research, this study seeks to contribute to understanding the complex relationship between teachers, role modelling, and students' moral growth in an Islamic educational setting. The findings of this research will not only enhance our understanding of effective teaching practices but also provide valuable insights for educators, policymakers, and stakeholders involved in Islamic education.

RESEARCH METHODOLOGY

This research uses a descriptive qualitative methodology focusing on the library research approach (Sumanto, 2014). The aim is to explore and analyse existing literature, scholarly articles, and relevant publications to gain insights into the influence of teachers as role models in Madrasah Ibtidaiyah and their impact on students' moral and ethical development. This research's primary data collection technique is a comprehensive literature review. The researcher will systematically review and analyse academic databases, scholarly journals, books, and other reputable sources related to the topic. The focus will be on gathering empirical studies, theoretical frameworks, and conceptual discussions that provide insights into the influence of teachers as role models in Madrasah Ibtidaiyah. The data collected will consist of qualitative information in the form of text, including theoretical perspectives, empirical findings, case studies, and practical examples. The researcher will extract relevant data points, arguments, and discussions from the selected literature, ensuring they align with the research objectives and questions.

The reason for using the descriptive qualitative technique and library research in this study is to gain an in-depth understanding of the topic by analysing existing knowledge and scholarly contributions (Hadi, 2002). The qualitative approach allows for a nuanced exploration of the influence of teachers as role models in Madrasah Ibtidaiyah, exploring the complexities, debates, and paradoxes surrounding the topic. It also enables the researcher to identify and synthesise patterns, themes, and emerging insights from the collected literature. Library research is particularly suitable for this study as it allows access to various academic resources, including empirical studies, theoretical frameworks, and expert opinions. By reviewing existing literature, the researcher can build upon the existing knowledge base, identify research gaps, and contribute to the scholarly discourse on the influence of teachers as role models in Madrasah Ibtidaiyah.

RESULT AND DISCUSSION

Teachers in Madrasah Ibtidaiyah have a multifaceted influence on students as role models, shaping their moral and ethical development. Through their moral character and conduct, teaching by example, emotional intelligence, guidance in ethical decision-making, fostering a culture of morality, encouraging self-reflection, nurturing a sense of responsibility, integrating Islamic teachings, encouraging critical thinking, and providing mentorship and support, teachers play a crucial role in cultivating students' moral values and ethical behaviour.

a. Category 1; Integration of Islamic Teachings and faith

Teachers integrate Islamic teachings into various aspects of the curriculum (Khasawneh, 2020), demonstrating the relevance of Islamic principles to real-life situations. They bridge the gap between theory and practice by illustrating how Islamic values can guide moral decision-making and ethical behaviour. This integration enhances students' understanding of the applicability of Islamic teachings and faith in their everyday lives.

b. Category 2; Moral Character and Conduct

Teachers in Madrasah Ibtidaiyah serve as role models for students through their moral character and conduct. Their embodiment of Islamic values and adherence to ethical principles significantly impact students' moral development (Sarjan & Hayati, 2016). Research shows that students observe and internalize the moral behaviours demonstrated by their teachers, shaping their ethical standards and behaviours.

c. Category 3; Emotional Intelligence and Empathy

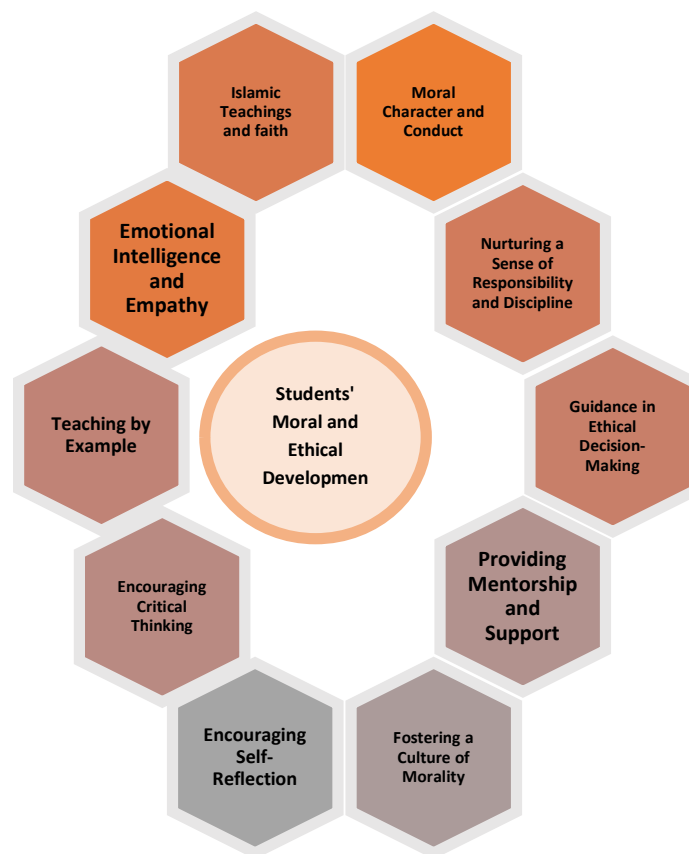
Teachers with high emotional intelligence and empathy can positively influence students' moral development. They demonstrate understanding, compassion, and fairness, fostering an environment of care and respect. Research suggests that students who perceive their teachers as empathetic and emotionally intelligent are likelier to internalize moral values and exhibit prosocial behaviour (Saarni, 2007; Eisenberg et al., 2010; Wray-Lake & Syvertsen, 2011).

d. Category 4; Guidance in Ethical Decision-Making

Teachers in Madrasah Ibtidaiyah guide ethical decision-making. Open discussions, moral reasoning activities, and case studies help students develop critical thinking skills and make informed ethical choices (Berkowitz & Bier, 2005). Teachers play a pivotal role in shaping their moral decision-making processes by teaching students how to navigate ethical dilemmas and apply Islamic teachings.

e. Category 5; Fostering a Culture of Morality

Teachers contribute to developing a moral culture within the classroom and school community (Halstead, 2007; Niyozov et al., 2009; Abu-Nimer Nasser, 2017; Bhat, 2019). They promote honesty, respect, and justice, creating an environment that encourages ethical behaviour. Research emphasizes the importance of moral culture in schools as it enhances students' moral development and fosters positive social interactions.



Picture 1. The Influence of Teachers as Role Models in Madrasah Ibtidaiyah on Students' Moral and Ethical Development

f. Category 6; Encouraging Self-Reflection

As role models in Madrasah Ibtidaiyah, teachers encourage students to self-reflect on their own moral choices and behaviours. They provide opportunities for students to critically examine their actions and consider their alignment with Islamic values. This process of self-reflection helps students develop a greater awareness of their moral responsibilities and encourages personal growth (Desautel, 2009; Fluerentin, 2012; Tutuk, 2015).

g. Category 7; Nurturing a Sense of Responsibility and Discipline

Teachers in Madrasah Ibtidaiyah nurture a sense of responsibility in students towards themselves, their communities, and the larger society. They emphasize the importance of service, social justice, and contributing positively to the world. The teachers serve as role models by embodying noble character traits. Expecting teachers to effectively shape students' behaviour without setting a positive example for themselves would be unrealistic. Teachers can demonstrate commendable practices, including timely observance of prayers, initiating and concluding activities with prayers, and discouraging superficial memorization of religious texts without grasping their deeper meanings (Karso, 2019).

h. Category 8; Teaching by Example

Teachers in Madrasah Ibtidaiyah profoundly influence students by teaching through example. They model ethical behaviours and demonstrate how to apply Islamic teachings in real-life situations (Sirin et al., 2009). Students learn through formal instruction and observing their teachers' moral choices and actions, enabling them to internalize these values.

i. Category 9; Encouraging Critical Thinking

Teachers in Madrasah Ibtidaiyah promote critical thinking skills (Prastowo et al., 2018). It encourages students to question and analyze moral issues from an Islamic perspective. They facilitate discussions that foster independent thought and provide students with the tools to evaluate ethical dilemmas critically. This approach empowers students to develop a deeper understanding of moral principles and strengthens their reasoning abilities.

j. Category 10; Providing Mentorship and Support

Teachers provide mentorship and support to students, guiding them in their moral and ethical development (Abdullah & Moh, 2005). They serve as trusted advisors, offering advice, listening attentively, and helping students navigate challenges and make ethical choices. This mentorship role allows teachers to have a significant impact on students' character development and moral growth.

These categories encompass how teachers serve as role models in Madrasah Ibtidaiyah and contribute to their students' moral and ethical growth. Furthermore, the influence of teachers as role models in Madrasah Ibtidaiyah profoundly impacts students' moral and ethical development. Through various categories:

a. Category 1; Internalization of Values

Teachers as role models in Madrasah Ibtidaiyah significantly impact students' moral and ethical development by facilitating the internalization of values (Azizatur, 2018). Teachers provide students with tangible examples of how to apply these values in their own lives through their words, actions, and consistent demonstration of Islamic principles. Research suggests that students who have positive role models are more likely to adopt and embody moral and ethical values.

b. Category 2; Development of Ethical Awareness

Teachers in Madrasah Ibtidaiyah play a crucial role in developing students' ethical awareness (Munfa'ati, 2019). Teachers enable students to critically analyze moral issues and make informed decisions based on Islamic teachings by engaging in discussions, presenting ethical dilemmas, and providing guidance. This process fosters a deeper understanding of ethical principles and enhances students' ability to navigate complex moral situations.

Table 1. The Impacts of Teachers as Role Models on Students' Moral and Ethical Development in Islamic elementary school

No	Category	The Impact
1	Category 1	Internalization of Values
2	Category 2	Development of Ethical Awareness
3	Category 3	Formation of Character
4	Category 4	Empowerment for Ethical
5	Category 5	Enhanced Social Interaction and Empathy
6	Category 6	Strengthened Sense of Identity
7	Category 7	Preparation for Ethical Citizenship
8	Category 8	Resilience and Moral Courage
9	Category 9	Academic Excellence and Ethical Achievement
10	Category 10	Long-term Impact on Life Choices

c. Category 3; Formation of Character

Teachers as role models contribute to forming students' character in Madrasah Ibtidaiyah (Hashanah, 2020). Positive teacher role modelling influences students' character development by shaping their attitudes, behaviours, and ethical dispositions. Teachers who consistently exhibit moral character traits such as honesty, compassion, and fairness inspire students to emulate these qualities, cultivating virtuous character traits.

d. Category 4; Empowerment for Ethical Agency

Teachers empower students to become agents of positive change by demonstrating moral and ethical behaviours (Lubis & Nasution, 2017; Rukmana, 2020). Through their influence, teachers instil in students a sense of responsibility and encourage them to take action for the betterment of society. By modelling ethical decision-making and showing the impact of their actions, teachers inspire students to become proactive individuals who actively contribute to their communities.

e. Category 5; Enhanced Social Interaction and Empathy

Teachers who serve as role models in Madrasah Ibtidaiyah foster enhanced social interaction and empathy among students. Teachers create a supportive and inclusive learning environment by modelling respectful communication, empathy, and tolerance. Positive role models can enhance students' social skills and ability to build meaningful relationships (Jennings & Greenberg, 2009).

f. Category 6; Strengthened Sense of Identity

As role models in Madrasah Ibtidaiyah, teachers contribute to students' strengthened sense of identity. Through their teachings and exemplification of Islamic values, teachers help students develop a strong connection to their faith and cultural heritage (Tambak et al., 2020). This sense of identity provides a solid foundation for students' moral and ethical development, as it shapes their perspectives, values, and behaviour.

g. Category 7; Preparation for Ethical Citizenship

Teachers in Madrasah Ibtidaiyah prepare students to become ethical citizens who contribute positively to society (Halstead, 2004; Demina et al., 2019; Prihartini et al., 2020; Rukmana, 2020). By modelling civic virtues such as social responsibility, justice, and compassion, teachers inspire students to actively engage in acts of kindness, community service, and addressing social issues. This preparation equips students with the necessary skills and mindset to become responsible members of society.

h. Category 8; Resilience and Moral Courage

Teachers who serve as role models in Madrasah Ibtidaiyah foster resilience and moral courage in students. By demonstrating perseverance, integrity, and standing up for what is right, teachers empower students to overcome ethical challenges and make principled decisions. By providing opportunities for meaningful student participation and setting and communicating high expectations, providing caring and support, teaching life skills, setting clear, consistent boundaries, and increasing prosocial bonding, teachers build resiliency in the environment for students (Thomsen, 2002). This resilience and moral courage are essential traits for students to navigate the complexities of the modern world while upholding their moral and ethical values.

i. Category 9: Academic Excellence and Ethical Achievement

Teachers as role models in Madrasah Ibtidaiyah contribute to students' academic excellence and ethical achievement. Research suggests positive teacher role modelling enhances students' motivation, self-efficacy, and academic performance (Urdu, 2006; Jennings & Greenberg, 2009; Maehr & Midgley, 1991). By demonstrating a strong work ethic, integrity, Goal structures, social relationships and academic integrity, teachers inspire students to strive for excellence in their academic pursuits and ethical conduct.

j. Category 10: Long-term Impact on Life Choices

Teachers' role modelling in Madrasah Ibtidaiyah has a long-term impact on students' life choices. Research indicates that positive role models influence students' career choices, community involvement, and commitment to ethical behaviour in adulthood (Stiegelbauer, 1992). The guidance and values imparted by teachers shape students' perspectives, aspirations, and moral compass, ultimately influencing the trajectory of their lives.

We can understand the breadth and depth of this impact through various categories. Firstly, teachers facilitate the internalization of values by providing tangible examples of how to apply Islamic principles in students' lives. They also play a crucial role in developing students' ethical awareness by engaging them in discussions and presenting ethical dilemmas. Moreover, teachers contribute to forming students' character by shaping their attitudes, behaviours, and ethical dispositions. Teachers empower students to become agents of positive change by demonstrating moral and ethical behaviours and instilling a sense of responsibility (Rukamana, 2020).

Additionally, they foster enhanced social interaction, empathy, and a strengthened sense of identity by modelling respectful communication and tolerance and connecting students to their faith and cultural heritage. Teachers in Madrasah Ibtidaiyah also prepare students for ethical citizenship by modelling civic virtues and inspiring community service (Halstead, 2004; Demina et al., 2019; Prihartini et al., 2020). Furthermore, teachers cultivate resilience and moral courage in students, enabling them to navigate ethical challenges with integrity and make principled decisions. Their positive role modelling enhances students' academic excellence, motivation, and self-efficacy. Ultimately, the influence of teachers as role models has a long-term impact on students' life choices, including career paths, community involvement, and commitment to ethical behaviour in adulthood.

Role Modeling in Islamic Elementary School: Teachers' Impact on Students' Moral Development

Teachers in Madrasah Ibtidaiyah play a crucial role as role models for students' moral and ethical development. Research and previous studies have highlighted various practices and qualities that make teachers effective in this role. One key practice is the embodiment of Islamic values in their behaviour. When teachers consistently demonstrate ethical conduct, honesty, compassion, and fairness, students are more likely to internalize these qualities and incorporate them into their lives.

According to Azyumardi Azra, Socializing and familiarizing the school environment with the cultivation of proper moral and ethical values through teacher role modelling and teachers consistently explaining various positive and negative values to students, as well as implementing them through character education, can influence a child's self-worth (Nashir, 2013). Moreover, teachers who actively engage in moral discussions and provide reflection and critical thinking opportunities contribute to students' moral and ethical development. By facilitating open dialogues on ethical dilemmas, teachers encourage students to analyze and evaluate moral situations in light of Islamic teachings. This approach fosters moral reasoning skills and helps students apply ethical principles to real-life scenarios.

Another important quality that makes teachers effective role models in Madrasah Ibtidaiyah is their ability to establish a supportive and nurturing learning environment. When teachers show empathy, respect, and understanding towards their students, it cultivates a sense of trust and enhances the students' willingness to engage in moral and ethical growth (See also McAllister & Irvine, 2002; Campbell, 2003; Pala, 2011). Teachers who create a safe space for students to express their thoughts, concerns, and values contribute to their moral development.

Teachers who actively involve parents and the broader community in moral and ethical education have a greater impact on student's development. Collaboration with parents and community members strengthens the moral values taught in the classroom and reinforces their application in different contexts (Mustinah, 2015; Novitasari, 2017). This partnership between teachers, parents, and the community establishes a holistic moral and ethical education approach. Furthermore, teachers who integrate Islamic teachings and values across the curriculum foster moral and ethical development in students (Nim, 2019; Tambak et al., 2020). By connecting subject matter to Islamic principles and teachings, teachers help students understand the relevance of these values in various aspects of life. This integration enables students to comprehensively understand morality and ethics rooted in Islamic teachings.

Additionally, the use of storytelling, real-life examples, and narratives from Islamic history and traditions can effectively convey moral and ethical lessons. Such pedagogical strategies captivate students' interest, stimulate their imagination, and enable them to connect with moral values on a deeper level. Moreover, teachers who demonstrate commitment, dedication, and passion for their profession have a greater influence on students' moral and ethical development. When students witness their teachers' enthusiasm and genuine care for their growth, they are more likely to emulate these qualities in their own lives.

Teachers who consistently provide constructive feedback and guidance play a vital role in shaping students' moral and ethical behaviour. By recognizing and reinforcing positive moral choices and addressing lapses in ethical conduct, teachers help students develop self-awareness and a sense of accountability. Furthermore, teachers must display cultural competence and sensitivity in their approach to moral and ethical education. By embracing cultural diversity and promoting inclusivity, teachers contribute to students' moral development in multicultural settings (Kurdi et al., 2020). Given the diverse student population, teachers must recognize and respect different cultural perspectives while maintaining the principles of Islamic ethics.

Teachers in Madrasah Ibtidaiyah serve as influential role models for students' moral and ethical development through various practices and qualities. Teachers can effectively nurture students' moral and ethical growth by embodying Islamic values, facilitating moral discussions, creating a supportive environment, involving parents and the community, integrating Islamic teachings, utilizing engaging pedagogical strategies, demonstrating dedication, providing constructive feedback, and embracing cultural sensitivity.

Long-Term Effects: Teachers' Influence on Islamic Students' Moral and Ethical Growth

The positive moral and ethical influence of teachers in Madrasah Ibtidaiyah can have long-term effects on students, shaping their personal lives, relationships, and contributions to society. Previous research and studies provide valuable insights into these effects and their manifestations. Firstly, teachers' positive moral and ethical influence can impact students' personal lives by shaping their character and values. Students who have experienced positive role models in their teachers are likelier to develop a strong sense of integrity, discipline, respect, empathy, and social responsibility (Yasin, 2018; Wibowo, 2020; Rukmana, 2020). These qualities contribute to their personal growth and guide their decision-making process. Secondly, the influence of teachers extends to students' relationships. Teachers who model respect, kindness, and fairness foster an environment of mutual respect and empathy among students.

Students who have experienced such positive influences are likelier to exhibit prosocial behaviours, form healthy relationships, and contribute positively to their communities. Moreover, teachers' positive moral and ethical influence on students can be observed in their contributions to society. Students whom morally upright teachers have influenced are more likely to engage in community service, philanthropic activities, and advocacy for social justice (Cipolle, 2010; Allsup & Shieh, 2012). Their moral values and ethical principles guide their actions and inspire them to contribute positively to society.

Furthermore, the long-term effects of teachers' positive moral and ethical influence can be seen in the students' ability to navigate moral dilemmas and make ethically informed decisions. When exposed to teachers who have modelled moral reasoning and critical thinking, students develop the skills and confidence to analyze complex moral issues (See also Brookfield, 2011; Juhji & Suardi, 2018). This empowers them to make principled decisions and follow Islamic values in various contexts.

In addition, teachers' positive influence in Madrasah Ibtidaiyah can contribute to forming a morally conscious and responsible citizenry (See also Rukmana, 2020; Halstead, 2004; Demina et al., 2019; Prihartini et al., 2020). Students who have internalized the teachings and examples of their teachers are more likely to become active participants in promoting justice, equality, and ethical conduct within society. Their contributions may include advocating for human rights, promoting social harmony, and challenging unethical practices. Moreover, the long-term effects of teachers' positive moral and ethical influence are not limited to individuals but can also extend to the wider community. Students' morally upright teachers have influenced may become catalysts for positive change within their families, neighbourhoods, and social circles. They can inspire others by exemplifying moral values, promoting ethical behaviour, and spreading awareness about important social issues.

Furthermore, the long-term effects of teachers' positive moral and ethical influence can be observed in the students' professional lives. Research suggests that students who have had morally upright teachers are more likely to demonstrate ethical conduct in their chosen professions (See also Stiegelbauer, 1992). They uphold professional ethics, contribute positively to their workplaces, and become role models for their colleagues and subordinates. Additionally, the influence of teachers' positive moral and ethical guidance can contribute to preserving and transmitting Islamic values across generations. Students who have internalized these values from their teachers are more likely to pass them on to future generations, thus ensuring the continuity of ethical teachings and practices.

Teachers' positive moral and ethical influence in Madrasah Ibtidaiyah can significantly affect students. These effects manifest in their personal lives through the development of character and values. They influence students' relationships, contribute to their active participation in society, enhance their moral decision-making skills, shape their professional lives, and contribute to preserving and transmitting Islamic values.

Balancing Tradition and Modernity: Teachers' Strategies for Addressing Moral Challenges in Islamic Elementary School

Teachers in Madrasah Ibtidaiyah face the important task of addressing contemporary moral and ethical challenges students face while remaining true to Islamic values and teachings. To accomplish this, several strategies can be employed. Firstly, teachers can promote critical thinking and media literacy skills to help students navigate the influence of social media. Research has shown that providing students with the ability to critically evaluate online content and understand its ethical implications can empower them to make informed decisions (See also Tour, 2015; McGrew et al., 2018; Fallon, 2020; Bawden, 2021). By integrating media literacy education into the curriculum, teachers can equip students with the necessary tools to engage responsibly with social media while upholding Islamic values.

Secondly, teachers can foster an inclusive and respectful learning environment that embraces cultural diversity. Madrasah Ibtidaiyah can emphasise respecting different cultures, fostering empathy, and promoting intercultural dialogue. Multicultural should be used as a strategy in culture management by schools offering cultural transformation strategies (Muqarramah, 2015). By encouraging students to appreciate diversity and recognise the value of cultural pluralism, teachers can address contemporary challenges related to cultural diversity while maintaining Islamic values. Furthermore, teachers can engage students in discussions and activities exploring globalisation's ethical implications (See also Bence & Carter, 2011). They can encourage students to critically examine the impact of globalisation on society, economics, and the environment while emphasising the Islamic principles of justice, fairness, and environmental stewardship. By helping students understand the ethical dimensions of globalisation through an Islamic perspective, teachers can guide them in navigating its challenges while remaining true to Islamic values.

Teachers can also integrate Islamic teachings and values into the curriculum to address contemporary moral and ethical challenges (Kurdi, 2020). Islamic elementary school provides a strong foundation for addressing ethical dilemmas by drawing upon the rich moral teachings of Islam (Kurdi, 2018). By incorporating Islamic principles into lessons and discussing their

relevance to contemporary issues, teachers can guide students in applying Islamic values to real-life situations. Moreover, teachers can collaborate with parents and the community to reinforce moral and ethical teachings. The involvement of parents and community members in supporting students' moral development is crucial (See also Mustinah, 2015; Novitasari, 2017). By fostering partnerships with parents and engaging the community, teachers can create a cohesive support system that collectively upholds Islamic values and addresses contemporary challenges.

Teachers can also use experiential learning and real-life examples to demonstrate the application of Islamic values in moral and ethical decision-making (See also Halstead, 2007). Experiential learning methods, such as case studies, pictures, story media, and role-playing, can enhance students' understanding of ethical dilemmas and their ability to make morally sound choices (See also Bos, 2006; Fariyatul & Bandon, 2017; Prieß-Buchheit et al., 2020). By providing students with practical experiences that reflect real-world challenges, teachers can help them navigate contemporary moral and ethical issues in alignment with Islamic teachings. Teachers can also model ethical behaviour and serve as role models for their students. By consistently demonstrating Islamic ethics in their behaviour, teachers can inspire students to emulate these values and make ethical choices.

Furthermore, teachers can encourage students to engage in community service, e.g. Gotong Royong and Save the Nature (Rahman, 2010; Fitriadi, 2020). For example, Clean-up campaigns, where students can organise or participate in clean-up campaigns in their school or local community. This involves picking up litter, sorting waste, and properly disposing it. It helps keep the environment clean and raises awareness about the importance of waste management. Another activity is tree planting; teachers can organise initiatives to increase the green cover in their school surroundings. They can collaborate with local authorities, organisations, or environmental clubs to identify suitable areas for planting trees. This activity helps combat deforestation and contributes to a healthier ecosystem. By involving students in activities that address societal issues and promote positive change, teachers can instil a sense of social responsibility guided by Islamic values (Rukmana, 2020). Through these activities, students can actively contribute to addressing contemporary moral and ethical challenges while upholding Islamic teachings.

Teachers in Madrasah Ibtidaiyah can address contemporary moral and ethical challenges students face while remaining true to Islamic values and teachings through various approaches. These include promoting media literacy, fostering cultural diversity, exploring the ethical dimensions of globalisation, integrating Islamic teachings, collaborating with parents and the community, utilising experiential learning, modelling ethical behaviour, and encouraging community service.

The Impact: Students' Reception of Moral Behaviors in Islamic Elementary School

Students' perception and internalization of moral and ethical behaviours demonstrated by their teachers in Islamic elementary schools play a crucial role in shaping their moral decision-making processes and behaviour outside of the educational context. Previous studies provide insights into how students perceive and internalize these behaviours and their impact on their moral development. Firstly, students perceive and interpret their teachers' moral and ethical behaviours through observation and social learning processes (Tutuk, 2015; Saripah, 2016; Jannah, 2019). Students closely observe and model the behaviours of their teachers, considering them role models for ethical conduct. By consistently observing teachers who demonstrate moral integrity, kindness, fairness, and compassion, students internalize these values and incorporate them into their moral frameworks. Secondly, the relationship between students and teachers in Islamic elementary schools significantly influences students' perception and internalization of moral and ethical behaviours (See also Elhoshi et al., 2017; Toifor, 2017; Miskiah, 2018). When teachers establish positive and supportive relationships with students, students are more likely to admire and emulate their teachers' moral conduct. A nurturing and respectful teacher-student relationship fosters trust, making students more receptive to internalizing ethical values demonstrated by their teachers.

Moreover, the impact of teachers' moral and ethical behaviours extends beyond the classroom. Research suggests that students who perceive and internalize these behaviours are more likely to exhibit ethical conduct in their daily lives (Reynolds, 2007), both within and outside the educational context. The ethical behaviours observed in the classroom serve as guiding principles for students, shaping their decision-making processes and influencing their interactions with peers, family members, and the broader community.

Furthermore, students' perception and internalization of teachers' moral and ethical behaviours can enhance their moral reasoning skills. By observing teachers who engage in moral discussions, encourage critical thinking, and provide ethical guidance, students develop their ability to analyze ethical dilemmas and make informed moral decisions (Berkowitz & Bier, 2005). This internalization process enables students to navigate complex moral issues with a deeper understanding of Islamic values and principles.

Additionally, the influence of teachers' moral and ethical behaviours on students' moral decision-making processes can extend into adulthood. Longitudinal studies have shown that the positive influence of teachers in moral education has long-lasting effects on students' moral development (Rissanen et al., 2018; DeRoche & Williams, 2001). The internalized ethical values and decision-making processes developed during their educational years continue to shape their behaviour and moral choices as they grow older. Moreover, teachers' moral and ethical behaviours impact individual students. Research suggests that students who internalize these behaviours are more likely to demonstrate prosocial behaviour and act with kindness and altruism towards others (Bashori, 2017; Nugraha, 2020). They become agents of positive change, promoting ethical behaviour and contributing to the betterment of their communities.

Furthermore, the consistency of teachers' moral and ethical behaviours plays a significant role in students' perception and internalization. Research has emphasized the importance of teachers being consistent in their actions, as students are more likely to internalize ethical values when they observe consistent moral behaviours from their teachers (Wardhani & Wahono, 2017). Consistency builds trust and reinforces the moral and ethical lessons' credibility. Additionally, integrating Islamic teachings and values into the educational process further strengthens students' perception and internalization of moral and ethical behaviours. When teachers explicitly connect moral conduct with Islamic principles and teachings, students develop a deeper understanding of the moral foundations of their actions (Ashfaq et al., 2020). This integration reinforces the importance of Islamic values and their application in various life situations, enhancing students' moral decision-making processes.

Students perceive and internalize the moral and ethical behaviours demonstrated by their teachers in Madrasah Ibtidaiyah through observation, social learning, and the teacher-student relationship. These behaviours shape students' moral decision-making processes and influence their behaviour within and outside the educational context.

CONCLUSION

The influence of teachers as role models in Madrasah Ibtidaiyah significantly impacts students' moral and ethical development. Through their behaviour, teachers shape students' perceptions and internalization of moral values, fostering a sense of ethical responsibility and guiding their decision-making processes. The research highlighted the importance of positive teacher-student relationships, consistent demonstration of moral behaviours, integration of Islamic teachings, and effective pedagogical strategies to promote ethical conduct. By serving as exemplars of Islamic values and principles, teachers contribute to the holistic development of students, equipping them with the tools to navigate moral challenges and make ethical choices in their personal lives and wider society. Understanding the pivotal role of teachers as role models can enhance the effectiveness of Madrasah Ibtidaiyah in nurturing morally responsible individuals.

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