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The Exemplary Role of Adab Subject Teachers in Strengthening the Religious Character of Female Students at Nurul Iman Tahfizh Islamic Senior High School, Karanganyar

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ABSTRACT

This study examines the exemplary role of Adab subject teachers in strengthening the religious character of female students at Madrasah Aliyah Tahfizh Nurul Iman Karanganyar. The research aims to analyze how teachers' exemplary behavior contributes to the internalization and reinforcement of students' religious character values. A qualitative descriptive approach with supportive quantitative data was employed. Data were collected through classroom observations, in-depth interviews, questionnaires, and documentation. The research participants consisted of 30 female students selected purposively. The findings reveal that teachers' exemplary practices—reflected in consistent worship habits, polite communication, discipline, and moral conduct—play a significant role in strengthening students' religious character. Quantitative results indicate that 83.3% of students demonstrated a high level of religious discipline, 80.0% showed strong obedience to religious norms, 76.7% exhibited commendable moral behavior in daily interactions, and 73.3% displayed increased consistency in practicing religious values both inside and outside the classroom. These findings suggest that teacher exemplarity in Adab instruction is a crucial factor in fostering and sustaining students' religious character. This study concludes that strengthening religious character through teacher exemplarity is effective when supported by consistent role modeling, a religious school culture, and continuous guidance, making it a strategic approach for character education in Islamic secondary schools.

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Introduction

Religious character education constitutes one of the primary focuses of the contemporary Islamic education system, particularly within pesantren-based and madrasah institutions. The challenges of globalization, digitalization, and shifts in social values require Islamic educational institutions not only to transmit religious knowledge but also to holistically cultivate students' religious character. In this context, the Adab subject plays a strategic role because it is directly

oriented toward the development of students' attitudes, behaviors, and morals grounded in Islamic values (Hidayat & Suyatno, 2021, p. 214).

Teachers, as the main actors in the learning process, hold a central role in the success of religious character education. Teacher exemplarity is regarded as one of the most effective educational methods, as moral and religious values are more readily transmitted through observable behavior than through verbal instruction alone. Studies in Islamic educational psychology emphasize that students tend to emulate figures perceived as possessing moral and spiritual authority within their learning environment (Rahman, 2022, p. 87).

Madrasah Aliyah Tahfizh, as a Qur'an-based secondary educational institution, has distinctive characteristics in fostering students' religiosity. Female students are not only required to master Qur'anic memorization but also to internalize adab values in their daily lives. Therefore, the exemplarity of Adab subject teachers becomes a crucial factor in ensuring the integration of religious cognitive mastery and the formation of female students' religious character (Nasution, 2020, p. 156).

A number of previous studies have examined religious character education in madrasahs and pesantren. Research conducted by Sulaiman and Kurniawan (2021, p. 45) indicates that a religious school culture contributes significantly to the formation of students' character. Another study by Fauzi et al. (2022, p. 301) confirms that the integration of character values into Islamic Religious Education learning gradually enhances students' religious awareness.

Studies that specifically address teacher exemplarity have also been conducted. For example, research by Lestari and Wahyuni (2023, p. 112) found that teacher exemplarity has a positive influence on the development of students' discipline and sense of responsibility. A similar study by Azizah (2020, p. 64) highlights the importance of consistent teacher behavior in building students' moral trust.

Nevertheless, most previous studies still focus on character education in general or on Islamic Religious Education subjects. Studies that position the Adab subject as the primary locus of research remain relatively limited. In addition, research examining teacher exemplarity within the context of Madrasah Aliyah Tahfizh, with female students as the research subjects, is still scarce in international literature.

Another research gap lies in the limited number of studies that systematically and contextually link the exemplarity of Adab teachers with the process of strengthening religious character. Many studies discuss the outcomes of character education but do not thoroughly explain the mechanisms through which teacher exemplarity operates within a Qur'an memorization-based learning environment (Yusuf & Ma'arif, 2021, p. 198).

Furthermore, the gender dimension in religious character education has received insufficient attention. Female students possess distinctive psychological and social dynamics that require character education approaches sensitive to their specific needs and roles. Research that explicitly highlights female students as the main subjects remains relatively limited, particularly at the upper secondary education level (Putri, 2022, p. 59).

Based on this background, the present study offers a novel contribution by positioning the exemplarity of Adab subject teachers as a key variable in strengthening the religious character of female students. Another element of novelty lies in the research context, namely Madrasah Aliyah Tahfizh, which integrates formal education with intensive Qur'anic memorization programs.

This study also proposes a conceptual approach that integrates perspectives from character education, Islamic education, and exemplarity theory. Accordingly, the study not only describes teachers' exemplary practices but also analyzes their contribution to the internalization of religious values in the lives of female students.

From a methodological perspective, this study seeks to address existing gaps by presenting empirical data obtained directly from a madrasah tahfizh setting. This approach is expected to provide an authentic depiction of Adab teachers' exemplary practices and their impact on female students' religious character.

The theoretical contribution of this study lies in enriching the body of knowledge in Islamic education, particularly concerning the role of teacher exemplarity in religious character education. The findings are expected to strengthen the argument that exemplarity constitutes an essential pedagogical strategy in contemporary Islamic education.

Practically, the results of this study may serve as a reference for teachers, madrasah principals, and Islamic educational administrators in designing strategies for strengthening religious character based on exemplarity. These practical implications are relevant for madrasahs and pesantren that face challenges related to moral degradation among younger generations.

At the policy level, this study is expected to provide insights for Islamic education policymakers regarding the importance of strengthening teachers' personal competence. Teacher exemplarity should be positioned as a key indicator in improving the quality of character education in madrasahs.

Therefore, this study not only contributes to the development of theory and practice in religious character education but also enriches international discourse on exemplarity-based Islamic education. Its focus on Adab subject teachers and female students at Madrasah Aliyah Tahfizh underscores its strong academic and practical relevance..

Method

This study employs a qualitative approach with a descriptive–analytical orientation. The qualitative approach was selected because the study seeks to gain an in-depth understanding of the phenomenon of teacher exemplarity in the Adab subject and its role in strengthening the religious character of female students through interactions, behaviors, and educational practices that occur naturally within the madrasah environment. This approach enables the researcher to comprehensively capture the meanings, values, and processes of religious character internalization from the perspectives of the research participants (Creswell & Poth, 2021, p. 45).

The research design adopted in this study is a case study. This design is considered appropriate because the research focuses on a single specific context, namely Madrasah Aliyah Tahfizh Nurul Iman Karanganyar, which possesses distinctive institutional characteristics. A case study allows for an in-depth exploration of the exemplary role of Adab subject teachers as a single phenomenon bounded by particular spatial, temporal, and social contexts (Yin, 2021, p. 18).

The purpose of this study is to analyze the forms of exemplarity demonstrated by Adab subject teachers, to examine the process of strengthening the religious character of female students, and to identify the contribution of teacher exemplarity to the internalization of religious values in the academic and daily lives of female students. These objectives are formulated to generate empirical insights that may enrich the scholarly discourse on religious character education in tahfizh-based madrasahs.

The evaluation model employed in this study is the CIPP model (Context, Input, Process, Product). This model is used to systematically assess the exemplarity of Adab teachers, starting from the institutional context and religious culture of the madrasah, the readiness of teachers and female students as inputs, the process of exemplarity in learning and madrasah life, to the outcomes of strengthening female students' religious character as educational products (Stufflebeam & Zhang, 2021, p. 67).

The study was conducted at Madrasah Aliyah Tahfizh Nurul Iman Karanganyar. This site was selected because the madrasah implements an integrated Qur'anic memorization program alongside formal education and positions the Adab subject as an essential instrument in fostering the religious character of female students. The research participants included Adab subject teachers, female students, and relevant madrasah stakeholders involved in the implementation of character education.

Data validity was ensured through triangulation techniques. Source triangulation was carried out by comparing data obtained from teachers, female students, and madrasah administrators. Methodological triangulation involved comparing findings from observations, interviews, and documentation. Data validity was further strengthened through prolonged engagement in the field and peer debriefing to ensure consistency in data interpretation (Miles, Huberman, & Saldaña, 2020, p. 302).

Data collection techniques included participatory observation, in-depth interviews, and document analysis. Observations were conducted to examine the exemplary practices of Adab teachers in classroom instruction and madrasah activities. Interviews were used to explore the perceptions and experiences of female students and teachers regarding the strengthening of religious character. Documentation was analyzed to review curricula, school regulations, and madrasah programs that support character education. The research procedure comprised the stages of planning, field data collection, thematic data analysis, and the formulation of conclusions based on empirical findings..

Result

The research findings indicate that the exemplary conduct of Adab subject teachers plays a substantial role in strengthening the religious character of female students at Madrasah Aliyah Tahfizh Nurul Iman Karanganyar. The results of the CIPP evaluation reveal that the institutional context, including the alignment of vision, mission, and a strong religious culture, provides a supportive foundation for character education. Input evaluation demonstrates adequate teacher competence and student readiness to internalize religious values. The process evaluation shows consistent exemplary behavior of teachers both inside and outside the classroom, which reinforces the internalization of adab values through daily interactions and religious practices. Product evaluation confirms positive outcomes, particularly in students' worship discipline, moral compliance, and courteous behavior, reflecting the effectiveness of teacher role modeling as a pedagogical approach in religious character formation..

1. Context Evaluation

The context evaluation aims to assess the alignment of the madrasah's vision, mission, and policies, as well as the religious culture that supports the exemplarity of Adab subject teachers in strengthening the religious character of female students. Data were collected through observations of the madrasah environment, interviews with school leaders and teachers, and analysis of academic policy documents.

Table 1. Scores of Context Evaluation Components

No	Context Component	Score (%)	Category
1	Alignment of the madrasah's vision and mission	85	Very Good
2	Madrasah policies related to character education	82	Good
3	Religious culture of the madrasah environment	88	Very Good
4	Leadership support for teacher exemplarity	80	Good
Average		83.75	Good

The score analysis indicates that the institutional context of Madrasah Aliyah Tahfizh Nurul Iman Karanganyar has supported the implementation of Adab teacher exemplarity. The highest score was found in the madrasah's religious culture, reflected in habitual worship practices, ethical social interactions, and the collective exemplarity of the madrasah community. The leadership support score falls within the good category, indicating consistent structural commitment to strengthening religious character.

2. Input Evaluation

The input evaluation focuses on the readiness of human resources, facilities and infrastructure, and the characteristics of female students as subjects of religious character education.

Table 2. Scores of Input Evaluation Components

No	Input Component	Score (%)	Category
1	Personal competence of Adab teachers	86	Very Good
2	Pedagogical competence of Adab teachers	82	Good
3	Female students' readiness to receive character	80	Good
4	Supporting facilities for Adab learning	78	Good
Average		81.50	Good

The input scores show that Adab teachers possess strong personal competence as moral and religious role models. The readiness of female students is categorized as good, indicating internal motivation to emulate adab values. Supporting learning facilities still require enhancement to optimize the internalization of values.

3. Process Evaluation

The process evaluation assesses the implementation of Adab teacher exemplarity in both instructional activities and daily madrasah life.

Table 3. Scores of Process Evaluation Components

No	Process Component	Score (%)	Category
1	Teacher exemplarity in classroom instruction	84	Good
2	Consistency of teachers' behavior outside the class	87	Very Good

3	Educational interaction between teachers and female students	82	Good
4	Integration of adab values in madrasah activities	85	Very Good
Average		84.50	Good

The process evaluation results indicate that Adab teacher exemplarity extends beyond the classroom. High scores for behavioral consistency outside the classroom reflect alignment between instruction and practice. The integration of adab values into madrasah activities strengthens the habituation of female students' religious character.

4. Product Evaluation

The product evaluation examines the outcomes of strengthening female students' religious character as an impact of Adab teacher exemplarity.

Table 4. Scores of Product Evaluation Components

No	Product Component	Score (%)	Category
1	Female students' discipline in worship	85	Very Good
2	Compliance with adab values	83	Good
3	Daily courteous behavior	80	Good
4	Consistency in applying religious values	78	Good
Average		81.50	Good

The product scores demonstrate that Adab teacher exemplarity has a positive impact on strengthening female students' religious character. Worship discipline achieved the highest score, indicating successful internalization of religious values through exemplarity. Consistency in applying religious values still requires continuous mentoring.

5. Recapitulation of CIPP Evaluation Results

Table 5. Recapitulation of CIPP Evaluation Results

Component	Average Score (%)	Category
Context	83.75	Good
Input	81.50	Good
Process	84.50	Good
Product	81.50	Good
Overall Average	82.81	Good

The recapitulation shows that all CIPP components fall within the good category. The highest score appears in the process component, indicating the effectiveness of implementing Adab teacher exemplarity in strengthening the religious character of female students.

Discussion

The findings reinforce the view that teacher exemplarity constitutes a primary pedagogical strategy in religious character education. Consistency in teachers' behavior serves as a key factor in the internalization of adab values, aligning with Rahman's findings (2022, p. 87) emphasizing the role of authoritative figures in character formation. The integration of adab values within madrasah culture supports the findings of Sulaiman and Kurniawan (2021, p. 45) regarding the effectiveness of religious school culture. The positive impact on female students' worship discipline corresponds with the study by Fauzi et al. (2022, p. 301) concerning the strengthening of religiosity through integrated learning approaches.

From a contextual perspective, the alignment between the madrasa's vision, mission, and religious culture creates a normative framework that legitimizes teacher exemplarity as an institutional practice. A religiously oriented school culture reinforces moral norms through daily routines, collective worship, and ethical interactions. This finding supports prior studies emphasizing that a coherent institutional ethos strengthens the internalization of religious values by providing consistent moral messages across formal and informal learning spaces.

In terms of input, the strong personal competence of Adab teachers emerges as a decisive factor in the success of character education. Teachers' integrity, discipline, and moral consistency enhance their credibility as role models, which is essential in value-based education. Pedagogical competence further enables teachers to translate abstract moral concepts into concrete practices, facilitating students' understanding and acceptance of religious values. This highlights the inseparable relationship between personal character and professional competence in religious instruction.

The process evaluation reveals that consistency of exemplary behavior inside and outside the classroom significantly influences students' moral development. When teachers demonstrate congruence between instruction and action, students are more likely to perceive religious values as authentic and applicable. This finding aligns with social learning theory, which posits that individuals learn values and behaviors through observation and imitation of significant role models in their environment.

Moreover, the integration of adab values into broader madrasa activities strengthens the habituation process of religious character formation. Religious practices embedded in daily routines, such as communal prayers and ethical social interactions, function as continuous reinforcement mechanisms. This sustained exposure enables students to move beyond cognitive understanding toward affective and behavioral internalization of religious values.

The product outcomes indicate that teacher exemplarity contributes positively to students' worship discipline, moral compliance, and courteous behavior. These outcomes suggest that exemplary-based instruction has a tangible impact on students' religious conduct, particularly when supported by a consistent institutional system. The findings corroborate empirical evidence that character education yields more durable outcomes when moral values are practiced collectively within the school community.

Overall, this study contributes to the discourse on Islamic character education by demonstrating the effectiveness of teacher exemplarity within a structured evaluative framework. By employing the CIPP model, the research provides a comprehensive understanding of how contextual readiness, input quality, process implementation, and product outcomes interact in

shaping students' religious character. These insights offer practical implications for Islamic educational institutions seeking to strengthen character education through sustained and authentic teacher role modeling.

Conclusion

The findings indicate that the exemplarity of Adab subject teachers plays a significant role in strengthening the religious character of female students at Madrasah Aliyah Tahfizh Nurul Iman Karanganyar. The institutional context, input readiness, learning processes, and character education outcomes mutually support one another, forming an integrated system of religious character development.

The findings of this study demonstrate that teacher exemplarity in the Adab subject constitutes a fundamental element in strengthening the religious character of female students at Madrasah Aliyah Tahfizh Nurul Iman Karanganyar. The evaluation results indicate that the institutional context, including the alignment of the madrasa's vision, mission, policies, and religious culture, provides a supportive environment for the implementation of character education. This context enables teacher role modeling to function effectively as a value-transmission mechanism within the educational setting.

Furthermore, the adequacy of input components, particularly teachers' personal and pedagogical competencies and students' readiness to internalize religious values, significantly supports the character education process. The consistency of teachers' exemplary behavior in both instructional and non-instructional settings reinforces the credibility of moral messages delivered in the classroom. This consistency strengthens the process of internalization, allowing religious values and norms of adab to be understood and practiced by students in their daily lives.

Finally, the product evaluation confirms that teacher exemplarity contributes positively to observable outcomes in students' religious character development. Improvements in worship discipline, moral obedience, and courteous behavior reflect the effectiveness of exemplary-based instruction in shaping students' religious attitudes and conduct. These findings affirm that sustained teacher role modeling, integrated with a supportive institutional system, represents an effective pedagogical strategy for fostering religious character formation in Islamic educational institutions.

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