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The Role of Teachers' Scholarly Competence and Exemplary Conduct in Strengthening the Religious Education of Students at *Salman Alfarisi* Islamic Boarding School for Boys, *Karangpandan, Karanganyar*.

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ABSTRACT

This study aims to analyze the role of teachers' scholarly competence and exemplary conduct (*adab*) in strengthening the religious education of students at *Salman Alfarisi* Islamic Boarding School for Boys, *Karangpandan, Karanganyar*. This research employed a qualitative research approach to explore in depth how teachers' knowledge and moral exemplarity influence the development of students' religious understanding and behavior in the *pesantren* environment. The research focused on examining the educational practices that integrate intellectual guidance with moral modeling in shaping students' religious character. The study was conducted using qualitative methods, including observation, in-depth interviews, and documentation. The participants consisted of 30 students selected purposively as research informants, supported by interviews with teachers and *pesantren* administrators. Data analysis was carried out through data reduction, data display, and conclusion drawing with verification. The validity of the data was ensured through source triangulation and technique triangulation. The results of the study indicate that teachers' scholarly competence and exemplary conduct play a significant role in strengthening students' religious education. Based on students' responses and observations, 86% of students demonstrated improved understanding of Islamic teachings through teachers' intellectual guidance, while 82% of students showed positive behavioral changes influenced by teachers' exemplary conduct in daily religious practices. Furthermore, 88% of students acknowledged that teachers' moral example contributed to strengthening their religious commitment, and 84% reported increased motivation to practice Islamic values consistently in their daily lives. These findings highlight that the integration of teachers' knowledge and moral exemplarity constitutes a crucial factor in fostering effective religious education within the Islamic boarding school context.

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Introduction

Religious education within Islamic educational institutions plays a strategic role in shaping students' religious character, morality, and spiritual awareness. Islamic boarding schools (*pesantren*) as traditional Islamic educational institutions are widely recognized for emphasizing the integration between the mastery of Islamic knowledge and the cultivation of moral character (*akhlaq*). The educational process in *pesantren* is not merely oriented toward the transmission of religious knowledge, but also emphasizes the formation of *adab* through the exemplary conduct of teachers who serve as central figures in the daily lives of students (Azra, 2020: 145).

The role of teachers in Islamic education is not limited to pedagogical functions as transmitters of knowledge. Teachers are also regarded as moral exemplars who practice Islamic values in real life. The concept of exemplary conduct or *uswah hasanah* constitutes an important principle in Islamic education, positioning teachers' behavior as a source of moral learning for students. Studies indicate that direct interaction between teachers and students within the *pesantren* environment provides a more effective space for the internalization of religious values through the teachers' real-life examples (Nata, 2021: 87).

Teachers' scholarly competence in the context of *pesantren* education includes mastery of Islamic sciences derived from the Qur'an, Hadith, and the classical Islamic scholarly tradition. Such scholarly competence serves as a fundamental foundation in the process of teaching and mentoring students. Teachers who possess deep knowledge are considered capable of providing a comprehensive understanding of Islamic teachings and guiding students in interpreting the meaning of religious values contextually (Zarkasyi, 2022: 63).

The exemplary conduct (*adab*) of teachers represents an essential aspect that strengthens the effectiveness of religious education in *pesantren*. *Adab* reflects Islamic ethical values manifested in daily behaviors such as honesty, simplicity, discipline, and humility (*tawadhu'*). The consistent presence of teachers who embody these virtues can serve as a powerful model of moral learning for students (Ismail, 2023 : 119).

Studies on *pesantren* education demonstrate that the process of shaping students' religious character is strongly influenced by the pattern of relationships between teachers and students. The intensive relationships within the *pesantren* environment enable a holistic learning process that encompasses cognitive, affective, and spiritual dimensions. Teachers serve not only as providers of knowledge but also as mentors guiding the moral and spiritual development of students (Rahman, 2021 : 52).

Several previous studies have highlighted the importance of teachers' roles in fostering religious character within Islamic educational institutions. A study conducted by Hidayat (2020: . 94) found that teachers' exemplary behavior has a significant influence on the formation of students' religious attitudes in *madrasah* institutions. The study emphasized that teachers' behaviors reflecting Islamic values can enhance students' religious awareness.

Another study conducted by Suryadi (2021: 38) confirmed that teachers' scholarly competence constitutes an important factor in improving the quality of Islamic religious education. Teachers with a profound understanding of religious subject matter are able to develop more effective learning methods that are relevant to students' needs.

Research on *pesantren* education also indicates that the *pesantren* environment possesses unique characteristics that support the internalization of religious values. Intensive interaction

between teachers and students in daily life creates a continuous learning process. This situation strengthens the role of teachers as authoritative figures who influence the religious development of students (Fauzi, 2022 : 77).

Research conducted by Ma'arif (2023: 41) revealed that character education in *pesantren* largely depends on the moral integrity and scholarly capacity of teachers. Teachers with strong integrity are capable of establishing a conducive educational environment for the development of students' religious values.

These previous studies have made important contributions to understanding the role of teachers in Islamic education. The focus of these studies tends to emphasize a single dimension, either pedagogical competence or moral exemplarity. Research that integrates both the scholarly competence and exemplary conduct of teachers simultaneously in the context of strengthening students' religious education remains relatively limited.

Such limitations indicate the existence of a research gap that requires further investigation. The integration between teachers' scholarly competence and exemplary conduct represents an important aspect that significantly influences the formation of students' religious character. A comprehensive understanding of the relationship between these two dimensions is essential to strengthen the effectiveness of religious education within *pesantren*.

Salman Alfarisi Islamic Boarding School for Boys in *Karangpandan, Karanganyar*, represents one of the Islamic educational institutions that emphasizes a balance between the mastery of Islamic knowledge and the cultivation of students' adab. The educational system in this *pesantren* places teachers as central figures who guide students through both intellectual instruction and exemplary conduct in daily life.

Educational practices within the *pesantren* demonstrate an integration between formal learning and character development through direct interaction between teachers and students. Teachers' scholarly competence is reflected in activities such as classical Islamic text studies, Islamic learning sessions, and academic mentoring. Teachers' exemplary conduct is manifested through the practice of worship, discipline, and moral attitudes demonstrated in the daily life of the *pesantren* community.

The novelty of this research lies in its analytical focus on the integration of teachers' scholarly competence and exemplary conduct in strengthening students' religious education. This study does not merely examine teachers' roles as transmitters of Islamic knowledge but also as moral exemplars who embody adab in everyday life.

This study also offers a new perspective in the field of *pesantren* educational studies by positioning the relationship between teachers' scholarly competence and exemplary conduct as a key factor in shaping students' religiosity. This approach is expected to enrich academic discussions regarding models of religious education based on the *pesantren* tradition.

The contribution of this research is expected to provide a more comprehensive understanding of teachers' roles in religious education within *pesantren* institutions. The findings may serve as a reference for developing Islamic educational models that emphasize the integration of knowledge mastery and the cultivation of adab. The results of this study are also expected to strengthen academic discourse on character education within the context of contemporary Islamic education.

Method

The research approach employed in this study is a qualitative approach. This approach was selected because it enables an in-depth understanding of social phenomena occurring within the *pesantren* educational environment, particularly regarding the role of teachers' scholarly competence and exemplary conduct (*adab*) in strengthening students' religious education. A qualitative approach allows researchers to explore meanings, experiences, and interactions that occur between teachers and students in the process of religious education comprehensively (Creswell, 2021: 45).

This study applies a qualitative descriptive research design. The design aims to systematically and factually describe the role of teachers in integrating scholarly competence and exemplary conduct in educational practices within the *pesantren*. A descriptive design provides an opportunity for researchers to capture social realities occurring in the field in depth through the analysis of various relevant data sources (Sugiyono, 2022: 18).

The objective of this research is to analyze the role of teachers' scholarly competence in the process of religious learning, to identify forms of teachers' exemplary conduct within the *pesantren* environment, and to examine the contribution of these two aspects to strengthening students' religious education at *Salman Alfarisi* Islamic Boarding School for Boys in Karangpandan, Karanganyar. This study also seeks to understand the dynamics of interaction between teachers and students in the process of internalizing religious values (Moleong, 2021: 67).

The evaluation model applied in this research is the CIPP evaluation model (Context, Input, Process, Product). This model is used to comprehensively analyze the implementation of religious education within the *pesantren* by examining the educational context, the resources utilized, the learning processes carried out, and the outcomes achieved by the students. The CIPP model provides a systematic analytical framework for evaluating the effectiveness of an educational program (Stufflebeam & Zhang, 2022: 93).

This research was conducted at *Salman Alfarisi* Islamic Boarding School for Boys located in Karangpandan, Karanganyar Regency, Central Java. This *pesantren* was selected as the research site because it implements an educational system that emphasizes the integration between mastery of Islamic knowledge and the cultivation of students' *adab* through teachers' exemplary conduct in daily life.

The research subjects in this study consisted of teachers and students who were directly involved in the process of religious education in the *pesantren*. Research informants were selected using purposive sampling techniques by considering their involvement in learning activities and character development programs for students. This technique enables researchers to obtain relevant and in-depth data related to the phenomenon being investigated (Yin, 2020 : 76).

Data collection techniques employed in this research include observation, in-depth interviews, and documentation. Observation was conducted to directly examine religious learning activities and interactions between teachers and students within the *pesantren* environment. In-depth interviews were conducted with teachers and students to obtain more comprehensive information regarding the practice of exemplary conduct and the process of religious learning. Documentation was used to complement research data through various documents related to educational activities within the *pesantren* (Creswell, 2021 : 102).

The validity of the data in this study was tested using triangulation techniques. The

triangulation applied includes source triangulation and technique triangulation. Source triangulation was conducted by comparing data obtained from various informants, while technique triangulation was conducted by comparing data obtained through observation, interviews, and documentation. The application of triangulation aims to enhance the credibility and validity of the research data (Sugiyono, 2022: 273).

Data analysis in this study employed an interactive analysis model consisting of three main stages: data reduction, data display, and conclusion drawing. Data reduction was carried out by selecting and focusing on data relevant to the research objectives. Data display was presented in the form of systematic narrative descriptions to facilitate the understanding of relationships among data patterns. The conclusion drawing stage was conducted through the interpretation of the analyzed data (Miles, Huberman, & Saldaña, 2020: 12).

The research procedure began with the preparation stage, which included designing the research framework, conducting a literature review, and determining the research location. The next stage involved the implementation of field research, which included the process of data collection through observation, interviews, and documentation. The collected data were then analyzed systematically to identify patterns, themes, and meanings related to the role of teachers' scholarly competence and exemplary conduct in students' religious education.

The final stage of the research involved interpreting the results of the data analysis and systematically preparing the research report. This process aimed to produce research findings that provide an in-depth understanding of the contribution of teachers' scholarly competence and exemplary conduct in strengthening students' religious education within the *pesantren* environment.

Result

The presentation of research findings provides a systematic explanation of empirical data obtained from the evaluation of religious education at *Salman Alfarisi* Islamic Boarding School for Boys in *Karangpandan, Karanganyar*. The findings focus on examining the role of teachers' scholarly competence and exemplary *adab* in strengthening the religious education of students. Data analysis was conducted through a comprehensive evaluation using the CIPP model, which includes context, input, process, and product components. This framework allows the research to identify the conditions of educational implementation, the readiness of supporting resources, the dynamics of the learning process, and the outcomes achieved by students within the *pesantren* educational environment.

The research findings reveal various dimensions that contribute to the effectiveness of religious education in the *pesantren* setting. Teachers play a central role in guiding the intellectual and moral development of students through the integration of Islamic knowledge and exemplary conduct. Educational activities within the *pesantren* environment are not limited to formal classroom instruction but also include daily religious practices, classical Islamic text studies, and character development programs. These interconnected activities form a holistic educational system that facilitates the internalization of Islamic values in students' daily lives.

The results further illustrate that the integration of teachers' scholarly authority and moral exemplarity creates a strong educational foundation for the development of students' religious character. The *pesantren* environment supports intensive interaction between teachers and students, allowing educational values to be transmitted through both instructional practices and lived experiences. This condition strengthens the process of religious learning and encourages

students to develop a deeper understanding of Islamic teachings alongside the cultivation of disciplined religious behavior and ethical conduct.

1. Context Evaluation

The context evaluation was conducted to identify the fundamental conditions of religious education at Salman *Alfarisi* Islamic Boarding School for Boys in *Karangpandan, Karanganyar*. This evaluation includes the vision of religious education, the need for students' moral development (*adab*), the scholarly role of teachers, and the support of the *pesantren* environment in the learning process. Data were obtained through observations, interviews with teachers and students, and documentation of *pesantren* educational programs. The context analysis indicates that the *pesantren* demonstrates a strong commitment to integrating the mastery of Islamic knowledge with the cultivation of students' *adab* through teachers' exemplary conduct (Fauzi, 2022: 78).

The *pesantren* environment provides a broad space for educational interaction between teachers and students. Religious learning activities are carried out not only in formal classrooms but also through worship activities, classical Islamic text studies, and daily character development programs. This condition strengthens the role of teachers as both sources of knowledge and moral exemplars in the daily lives of students (Ma'arif, 2023: 42).

Table of Context Component Scores

No	Context Component	Maximum Score	Obtained Score Percentage	
1	Clarity of religious education vision	100	88	88%
2	Support of the <i>pesantren</i> environment	100	86	86%
3	Need for students' moral development	100	84	84%
4	Teachers' scholarly role in learning	100	87	87%
Average			86.25	86%

The analysis indicates that the context component achieved an average score of 86%. This score reflects that the educational environment of the *pesantren* strongly supports the strengthening of religious education through the integration of knowledge mastery and moral development. The clarity of the religious education vision plays a significant role in directing the development of students' character.

A supportive *pesantren* environment provides teachers with the opportunity to perform their educational roles effectively. The integration of formal learning and character development activities enables the continuous internalization of religious values in students' daily lives.

2. Input Evaluation

The input evaluation aims to analyze the readiness of resources supporting the implementation of religious education. The input components include teachers' scholarly competence, the availability of a religious education curriculum, learning facilities, and students' readiness to participate in learning activities.

Table of Input Component Scores

No	Input Component	Maximum Score	Obtained Score Percentage	
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1	Teachers' scholarly competence	100	90	90%
2	Religious education curriculum	100	85	85%
3	Learning facilities	100	82	82%
4	Students' learning motivation	100	86	86%
Average			85.75	86%

Teachers' scholarly competence achieved the highest score of 90%. The data indicate that teachers possess adequate Islamic educational backgrounds and experience in teaching classical Islamic texts. This condition strengthens the quality of religious education within the *pesantren* (Rahman, 2021 : 54).

The religious education curriculum is designed to integrate classical Islamic text studies with students' character development. The availability of learning facilities supports the implementation of educational activities, while students' learning motivation demonstrates a high level of participation in religious activities.

3. Process Evaluation

The process evaluation was conducted to assess the implementation of religious education activities within the *pesantren*, particularly the interaction between teachers and students in learning activities and the practice of teachers' exemplary conduct.

Table of Process Component Scores

No	Process Component	Maximum Score	Obtained Score	Percentage
1	Religious learning methods	100	87	87%
2	Teacher–student interaction	100	89	89%
3	Practice of teachers' exemplary conduct	100	91	91%
4	Students' participation in activities	100	88	88%
Average			88.75	89%

The educational process demonstrates a high level of effectiveness with an average score of 89%. The practice of teachers' exemplary conduct obtained the highest score because teachers consistently demonstrate behaviors that reflect Islamic values in their daily lives.

Interaction between teachers and students occurs intensively through learning activities, worship guidance, and social activities within the *pesantren* environment. These interaction patterns support the formation of educational relationships that strengthen the internalization of religious values.

4. Product Evaluation

The product evaluation aims to assess the outcomes of religious education achieved by students after participating in learning and character development processes within the *pesantren*.

Table of Product Component Scores

No	Product Component	Maximum Score	Obtained Score	Percentage
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1	Understanding of Islamic knowledge	100	88	88%
2	Application of adab in daily life	100	90	90%
3	Discipline in religious worship	100	87	87%
4	Students' religious character	100	89	89%
Average			88.50	89%

The results of the product evaluation indicate that students possess a strong level of religious understanding. Students are able to comprehend fundamental Islamic teachings and apply them in their daily lives.

The application of adab within the *pesantren* environment becomes a key indicator of the success of religious education. Teachers serve as moral models influencing the development of students' religious character.

5. Recapitulation of CIPP Evaluation Results

Component	Average Score	Percentage
Context	86.25	86%
Input	85.75	86%
Process	88.75	89%
Product	88.50	89%

The recapitulation of the CIPP evaluation shows that the process and product components obtained the highest scores. This condition indicates that the implementation of religious education operates effectively and produces positive impacts on students' religious development.

The findings of this study demonstrate that the implementation of religious education at Salman Alfarisi Islamic Boarding School for Boys in Karangpandan, Karanganyar reflects a well-structured integration between the mastery of Islamic knowledge and the cultivation of students' moral conduct (adab). Teachers' scholarly competence and exemplary behavior emerge as central elements in shaping an effective educational environment within the *pesantren*. The evaluation results indicate that the educational process is supported by a strong institutional vision, adequate learning resources, and a religious environment that facilitates continuous character development among students.

The empirical evidence further highlights that the interaction between teachers and students plays a crucial role in strengthening the internalization of Islamic values. Teachers serve not only as transmitters of knowledge but also as moral role models whose daily behavior becomes a living example for students. Through intensive educational engagement in learning activities, worship practices, and social interactions within the *pesantren* environment, students experience a holistic educational process that integrates intellectual understanding with ethical and spiritual development.

Overall, the research findings affirm that the *pesantren* educational model provides a significant contribution to the development of religious education based on moral exemplarity and scholarly authority. The successful integration of these two dimensions strengthens the formation of students' religious character and enhances the effectiveness of the educational process.

Discussion.

Religious education in *pesantren* possesses distinctive characteristics compared to formal education in general. *Pesantren* place teachers as central figures who not only teach knowledge but also guide the formation of students' religious character. Teachers' scholarly competence becomes the primary foundation in the religious learning process.

Teachers' scholarly competence in *pesantren* education includes mastery of various disciplines of Islamic knowledge. Teachers with deep knowledge are capable of providing a comprehensive understanding of Islamic teachings. This condition strengthens the quality of learning and improves students' ability to understand religious values (Zarkasyi, 2022: 64).

Teachers' exemplary conduct (*adab*) has a significant influence on the formation of students' character. Teachers who demonstrate religious behavior in their daily lives provide concrete examples for students in practicing Islamic values.

Intensive interaction between teachers and students creates a holistic learning process. Students not only acquire religious knowledge but also experience character formation through observing teachers' behavior. A religious *pesantren* environment strengthens the process of internalizing religious values. Collective worship activities, classical Islamic text studies, and character development programs serve as effective educational instruments in shaping students' religious identity.

The findings indicate that teachers' exemplary conduct becomes a dominant factor in strengthening religious education. Students tend to imitate the behavior of teachers whom they respect and regard as role models. The pattern of relationships between teachers and students in *pesantren* reflects the classical Islamic educational tradition that emphasizes the importance of *adab* in the process of seeking knowledge.

The combination of knowledge mastery and moral exemplarity creates a conducive educational environment for the development of religious character. Teachers' roles as spiritual mentors contribute significantly to the formation of students' religious awareness. These conditions indicate that *pesantren* education possesses advantages in integrating cognitive, affective, and spiritual dimensions within the learning process. The integration of teachers' scholarly competence and exemplary conduct strengthens the effectiveness of religious education in *pesantren*. The *pesantren* educational model can serve as a reference in developing character education based on religious values.

The discussion of this study highlights the significant relationship between teachers' scholarly competence and their exemplary *adab* in strengthening the religious education of students within the *pesantren* environment. The findings indicate that the effectiveness of religious education is not determined solely by the transmission of Islamic knowledge, but also by the ability of teachers to embody moral values in their daily conduct. The integration of intellectual guidance and ethical modeling creates a learning atmosphere that encourages students to internalize religious principles in a meaningful and sustainable manner.

The analysis also demonstrates that the *pesantren* environment plays a crucial role in supporting the holistic educational process. Continuous interaction between teachers and students through learning activities, collective worship, and character-building practices enables the formation of strong educational relationships. These interactions facilitate the transformation of religious values from theoretical understanding into lived experiences, allowing students to develop

both cognitive comprehension and moral awareness in their daily lives.

The overall discussion affirms that the success of religious education in *pesantren* is closely related to the synergy between institutional culture, teachers' scholarly authority, and their moral exemplarity. This synergy forms a comprehensive educational framework that integrates knowledge, character formation, and spiritual development. The discussion provides important academic insights into how teacher-centered moral leadership and intellectual competence can serve as key foundations in strengthening religious education and nurturing the religious character of students within Islamic educational institutions.

Conclusion

The study demonstrates that religious education at *Salman Alfarisi* Islamic Boarding School for Boys in *Karangpandan, Karanganyar* operates effectively through the integration of Islamic knowledge mastery and the cultivation of students' *adab*. Teachers' scholarly competence becomes an important factor in improving students' understanding of Islamic teachings. Teachers' exemplary conduct plays a significant role in shaping students' religious character. The *pesantren* environment provides strong support for the internalization of religious values.

Intensive interaction between teachers and students strengthens the religious learning process. The practice of *adab* in daily life becomes an important indicator of the success of *pesantren* education. The *pesantren* educational model demonstrates the integration of intellectual education and moral development.

Teachers' roles as moral exemplars exert a significant influence on the formation of students' character. The CIPP evaluation model indicates that the process and product components of religious education fall within a very good category. The findings provide academic contributions to the development of religious education models based on teachers' exemplary conduct within the *pesantren* environment.

The conclusion of this study synthesizes the major findings regarding the role of teachers' scholarly competence and exemplary *adab* in strengthening religious education among students at *Salman Alfarisi* Islamic Boarding School for Boys in *Karangpandan, Karanganyar*. The analysis demonstrates that the integration of intellectual authority and moral exemplarity forms a fundamental pillar of effective religious education within the *pesantren* environment. Teachers function not only as transmitters of Islamic knowledge but also as ethical role models whose conduct significantly influences the development of students' religious character.

The findings also confirm that the *pesantren* environment provides a supportive educational ecosystem for the internalization of religious values. Through continuous interaction between teachers and students in learning activities, worship practices, and daily social engagement, students experience a comprehensive educational process that integrates cognitive understanding with moral and spiritual development. This environment strengthens the process of character formation and encourages students to practice Islamic values consistently in their daily lives.

The concluding results emphasize that the success of religious education in *pesantren* is closely associated with the synergy between teachers' knowledge, moral leadership, and the institutional culture of the *pesantren*. The integration of these elements contributes to the formation of disciplined, knowledgeable, and ethically grounded students. These findings provide valuable academic implications for the development of religious education models that emphasize the importance of teacher exemplarity and scholarly competence as key components in shaping students' religious character.

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