

The Influence of the Effectiveness of Moral Education and Teacher Exemplary Behavior on the Attitude of Respect (*Ta'dzim*) among Students at *Darussa'adah* Al-Islamy Islamic Boarding School, Malang

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ABSTRAK

Penelitian ini bertujuan untuk menganalisis pengaruh efektivitas pembelajaran akhlak dan keteladanan guru terhadap sikap hormat (*ta'dzim*) santri dalam menghadapi tantangan era digital. Pergeseran nilai adab santri pesantren yang dipengaruhi oleh arus globalisasi informasi menjadi permasalahan utama dalam penelitian ini. Padahal, *ta'dzim* merupakan esensi keberkahan ilmu yang harus tetap dijaga meskipun dunia digital menghadirkan berbagai tantangan. Metode penelitian yang digunakan adalah kuantitatif dengan desain kausal-asosiatif. Pengumpulan data dilakukan melalui penyebaran angket kepada 227 santri sebagai sampel penelitian, yang dipilih menggunakan teknik *Stratified Random Sampling*. Analisis data menggunakan teknik regresi linier berganda. Hasil penelitian menunjukkan bahwa efektivitas pembelajaran akhlak dan keteladanan guru berpengaruh positif dan signifikan terhadap sikap hormat santri, dengan kontribusi sebesar 55,1% ($R^2 = 0,551$) berdasarkan uji F sebesar 137,268 dengan nilai signifikansi 0,000. Secara parsial, keteladanan guru (X2) memiliki pengaruh yang lebih dominan dengan koefisien regresi sebesar 0,541 dibandingkan dengan efektivitas pembelajaran akhlak (X1). Kesimpulan penelitian ini menunjukkan bahwa pembentukan karakter *ta'dzim* santri di pesantren harus melibatkan sinergi antara sistem pembelajaran akhlak yang efektif dan keteladanan nyata dari pendidik yang dapat dijadikan contoh dalam kehidupan sehari-hari.

Kata kunci: *Efektivitas Pembelajaran Akhlak, Keteladanan Guru, Sikap Hormat Santri, Ta'lim Muta'allim.*

ABSTRACT

This study aims to analyze the influence of moral learning effectiveness and teacher role modeling on students' attitudes of respect in the face of the challenges of the digital era. The shift in the values of pesantren students' manners, influenced by the global flow of information, is the main problem in this research. In fact, *ta'dzim* is the essence of the blessing of knowledge, which must be maintained even tho the digital world brings many challenges. The research method used is quantitative with a causal-associative design, where data was collected thru questionnaires distributed to a sample of 227 students using the *Stratified Random Sampling* technique. To analyze the data, the Multiple Linear Regression technique was used. The research results indicate that the effectiveness of moral education and teacher role modeling have a positive and significant influence on students' attitudes of respect, with a contribution of 55.1% ($R^2=0.551$) based on the F-statistic test (137.268) with a significance value of 0.000. Partially, teacher role modeling (X2) has a more dominant influence (regression coefficient 0.541) compared to the effectiveness of moral learning (X1). The conclusion of this research is that the formation of student character of reverence in pesantren must involve synergy between an effective education system and real-life examples from educators, who can serve as role models in daily life.

Keywords: *Effectiveness of Moral Learning, Teacher Role Modeling, Student Reverence, Ta'lim Muta'allim.*

1. INTRODUCTION

Islamic boarding schools play a crucial role as Islamic educational institutions that focus on character and moral formation, not merely as places for transferring religious knowledge. The educational tradition in Islamic boarding schools emphasizes the value of *ta'dzim* (respect) for teachers as the main foundation for the formation of manners and morality. The life of *santri* (students) in *pesantren* is specifically designed to train discipline, simplicity, and moral responsibility. Thus, *pesantren* function as institutions that instill spiritual, social, and moral values comprehensively (Aliyah & Amirudin, 2020).

However, in reality, amid the current digital era, there has been a significant decline in the attitude of *ta'dzim* among *santri*. Wide access to social media and the internet has resulted in changes in interaction patterns and an erosion of respect for teachers. Several phenomena show that *santri* are now beginning to exhibit rude behavior, speaking without permission, and even being more preoccupied with their gadgets than paying attention to the learning process in the *majelis ilmu* (Nanda Sari & Darnoto, 2024). This phenomenon indicates a shift in the values of manners and morals that have been characteristic of *pesantren* education.

The challenges of digital globalization also have a complex influence on the relationship patterns between students and teachers as well as among students themselves. Traditional values of etiquette are increasingly eroded by the influence of popular culture and the global flow of information, which poses a serious threat to Islamic boarding schools as centers of character education (Dinana & Nurhidin, 2023). An attitude of *ta'dzim* (respect) is central to the success of Islamic education, so this shift in behavior requires serious attention in order to preserve the spirit of Islamic boarding school education.

In facing these challenges, the effectiveness of moral education has a very strategic position. Moral education in Islamic boarding schools is not only conveyed through the transfer of theory, but must also be realized in the form of internalization of real values. Moral education is considered effective if it is able to instill moral values that are reflected in the daily behavior of students, ensuring that they have a strong moral foundation in facing information disruption (Nurfadillah et al., 2025).

In addition to the effectiveness of learning, the success of character building also depends heavily on the exemplary behavior (*uswah*) of teachers. Moral education in Islamic boarding schools is manifested in the form of real examples set by clerics and teachers. This exemplary behavior is the most effective means of instilling moral and spiritual values. Teachers who have integrity and consistency in their values will have a significant influence on the process of internalizing noble moral values in students, considering that students tend to imitate figures they respect (Fatwatul Fitroh & Sirojudin, 2023; Waris, 2025).

Theoretically, the ideas in Al-Zarnuji's book *Ta'lim al-Muta'allim* are highly relevant in explaining this crucial relationship between teachers and students. Al-Zarnuji emphasizes that the blessings of knowledge do not only depend on intellectual intelligence, but also on manners and respect for teachers. Students who lack manners will lose the blessings of the knowledge they have acquired. Thus, Al-Zarnuji's teachings become a fundamental basis for rebuilding the character of *santri*, which has begun to fade in the digital era (Dinana & Nurhidin, 2023; Mufidah & Sulalah, 2025).

Based on previous studies, most research is still qualitative or descriptive and tends to examine one aspect separately, either only moral learning or teacher exemplarity (Ibrahim, 2024; Syarifah, 2024). This study is novel in that it quantitatively tests the simultaneous (combined) influence of the effectiveness of moral learning and teacher role models on *santri*'s attitude of *ta'dzim*. This approach will provide a more holistic and measurable understanding of the dominant factors that influence *santri*'s manners in the contemporary era.

This paper aims to analyze how the effectiveness of moral education and teacher role models can influence the attitude of respect among students at the Darussa'adah Al-Islamy Islamic Boarding School. Based on the above problem description, the initial hypothesis of this study is that there is a positive and significant relationship, whereby the more effective the moral education and the stronger the teacher's exemplary behavior, the higher the students' attitude of respect will be. It is hoped that the results of this study can contribute scientifically to the development of a moral-based Islamic boarding school education system in the digital era.

2. RESEARCH METHOD

The type of analysis used in this study is a quantitative method with a causal associative design. This study aims to test hypotheses and measure the strength of the relationship between the variables studied objectively through numerical data. The research was conducted at the Darussa'adah Al-Islamy Islamic Boarding School, which focuses on character building for students. The sampling technique used in this study was stratified random sampling, which was used because the population of students was divided into several strata or different class levels (Ibtida' and Tsanawi). The population in this study was all 526 students enrolled in the 2025/2026 academic year. The sample size was calculated using the Slovin formula with a 5% margin of error, resulting in a sample size of 227 students distributed proportionally across each grade level. The data collection instrument consisted of a questionnaire or survey with a Likert scale filled out by the respondents. The data obtained was then verified using a validity test with the Corrected Item-Total Correlation technique and a reliability test using Cronbach's Alpha (> 0.60) to ensure data reliability. Data analysis was performed using SPSS version 25 software, which included classical assumption tests (normality, linearity, multicollinearity, heteroscedasticity) as prerequisites.

The technique used in this study to analyze data and test the hypothesis results was multiple linear regression analysis with the formula: $Y = \alpha + \beta_1X_1 + \beta_2X_2 + e$. Where: Y = Santri Ta'dzim attitude, X_1 = Effectiveness of Moral Learning, X_2 =Teacher Exemplarity, α = Constant, β = Regression coefficient, and e = Error (error rate). Hypothesis testing was conducted by partially (t-test) and simultaneously (F-test) as well as the coefficient of determination (R^2) to see the magnitude of the influence of independent variables on dependent variables.

3. RESULTS AND DISCUSSION

Based on the results of the questionnaire distribution conducted at the Darussa'adah Al-Islamy Islamic Boarding School, the respondent profiles based on grade levels are shown in Table 1 below.

Table 1. Respondent Profile

Grade Level	Sample Size (Frequency)	Percentage
1 Ibtida'	77	33.9
2 Ibtida'	44	19.4
3 Ibtida'	54	23.8
1 Tsanawi	31	13.7
2 Tsanawi	14	6.2
3 Tsanawi	7	3.0
Total	227	100

Based on Table 1, it is known that the total number of respondents was 227 students. The most dominant group of respondents came from grade 1 Ibtida', numbering 77 students (33.9%), and grade 3 Ibtida', numbering 54 students (23.8%). Meanwhile, the smallest number of respondents came from the 3rd grade of Tsanawi, totaling 7 students (3.0%). This sample distribution represents the proportion of the student population in each grade level proportionally.

Table 2. Validity Test Results

Variable	Item	Table r Value*	Calculated r Value	Description
X1	X1.1	0.130	0.547	Valid
	X1.2	0.130	0.438	Valid
	X1.3	0.130	0.608	Valid
	X1.4	0.130	0.481	Valid
	X1.5	0.130	0.443	Valid
	X1.6	0.130	0.619	Valid
	X1.7	0.130	0.599	Valid
	X1.8	0.130	0.569	Valid
	X1.9	0.130	0.663	Valid
	X1.10	0.130	0.597	Valid
X2	X2.1	0.130	0.573	Valid
	X2.2	0.130	0.552	Valid
	X2.3	0.130	0.491	Valid
	X2.4	0.130	0.618	Valid
	X2.5	0.130	0.454	Valid
	X2.6	0.130	0.524	Valid
	X2.7	0.130	0.598	Valid
	X2.8	0.130	0.550	Valid
	X2.9	0.130	0.506	Valid
Y	Y.1	0.130	0.626	Valid
	Y.2	0.130	0.525	Valid
	Y.3	0.130	0.358	Valid
	Y.4	0.130	0.593	Valid
	Y.5	0.130	0.626	Valid
	Y.6	0.130	0.545	Valid
	Y.7	0.130	0.623	Valid
	Y.8	0.130	0.567	Valid
	Y.9	0.130	0.546	Valid

Based on the validity test results of all statements consisting of 28 items on the variables of Moral Learning Effectiveness (X1), Teacher Exemplarity (X2), and Santri Ta'dzim Attitude (Y), it was found that all items had a calculated r value greater than the table r value. Based on the decision, if the table r is smaller than the calculated r, then the data can be accepted as valid. These results can be seen in Table 2 above.

Table 3. Reliability Test Results

Variable	Cronbach's Alpha	Description
Effectiveness of Moral Education (X1)	0.75	Reliable
Teacher Exemplarity (X2)	0.698	Reliable
Attitude of Respect of Students (Y)	0.722	Reliable

Based on Table 3 above, all variables in this study have a Cronbach's Alpha value > 0.60. The Morality Learning Effectiveness variable (X1) has a value of 0.756, the Teacher Exemplarity variable (X2) has a value of 0.698, and the Attitude of Respect of Students (Y) has a value of 0.722. This means that all variables in the study are reliable, meaning that their reliability and validity have been established, so they are suitable for use in the current study.

Before conducting a preliminary test (hypothesis), it is better to conduct a preliminary test to ensure that the resulting regression model is BLUE (Best Linear Unbiased Estimator). The following are the results of the classical assumption tests that have been conducted.

Table 4. Normality Test Results

Variable	Skewness	Kurtosis	Description
Effectiveness of Moral Education (X1)	-0.056	-0.199	Normal
Teacher Role Modeling (X2)	-0.085	0.099	Normal
Attitude of Respect of Students (Y)	-0.575	0.405	Normal

Based on Table 4, considering the large sample size (N=227), normality was detected using the Skewness and Kurtosis ratios. It is known that all values are in the range of -2 to +2 according to the criteria of George and Mallery (2018) (George & Mallery, 2018). Thus, it can be concluded that the research data is normally distributed. Next, a linearity test was conducted to see the relationship between variables.

Table 5. Linearity Test Results

Variable	Sig. Deviation from Linearity	Description
(X1).(Y)	0.24	Linear
(X2).(Y)	0.347	Linear

Based on Table 5, the results of the linearity test show that both variables have a Deviation from Linearity value greater than 0.05. This indicates that there is a linear relationship between Moral Learning Effectiveness (X1) and Respectful Attitude (Y) with a value of 0.244, and the Teacher Exemplarity variable (X2) also has a linear relationship with variable (Y) with a value of 0.347.

Next, multicollinearity and autocorrelation tests were conducted to ensure that there was no correlation between independent variables or disturbance errors.

Table 6. Multicollinearity and Autocorrelation Tests

Variable	Tolerance	VIF	Durbin-Watson	Description
Learning Effectiveness (X1)	0.498	2.009	-	Free of Multicollinearity
Teacher Exemplarity (X2)	0.498	2.009	-	Free of Multicollinearity
Model Summary	-	-	2.087	Free of Autocorrelation

Based on Table 6, the Tolerance value of both variables is 0.498 (> 0.10) and the VIF value is 2.009 (< 10.00), so it can be concluded that there is no multicollinearity. The Durbin-Watson value of 2.087, which is around 2 ($du < dw < 4-du$), indicates that the model is free from autocorrelation. Finally, based on the scatterplot analysis, the data points are scattered randomly above and below 0 on the Y-axis and do not form a specific pattern, indicating that the regression model is free from heteroscedasticity.

After the prerequisite tests are met, the next step is to perform multiple linear regression analysis to test the research hypothesis.

Table 7. Multiple Linear Regression Test Results Coefficients

Model	Unstandardized Coefficients (B)	Std. Error	Standardized Coefficients (Beta)	t	Sig.
(Constant)	7.628	1.864		4,092	0.000
Learning Effectiveness (X1)	0.240	0.056	0.271	4.265	0.000
Teacher Exemplarity (X2)	0.541	0.065	0.525	8.27	0
a. Dependent Variable: Attitude of Respect Among Students					

Based on Table 7, the constant value is 7.628, while the regression coefficient of the Moral Learning Effectiveness variable (X1) is 0.240 and the Teacher Exemplarity variable (X2) is 0.541. Thus, the regression equation can be written as follows: $Y = 7.628 + 0.240 X1 + 0.541 X2$. This means that the constant of 7.628 contains information that if there is no learning effectiveness and teacher exemplarity, the consistency of santri ta'dzim attitude is 7.628. The regression coefficient X1 of 0.240 indicates that for every 1-unit increase in learning effectiveness, the students' attitude of respect will increase by 0.240. The regression coefficient X2 of 0.541 indicates that for every 1-unit increase in teacher exemplarity, the attitude of respect will increase by 0.541.

To see the relationship between the variables of Moral Learning Effectiveness (X1) and Teacher Exemplarity (X2) on Santri's Ta'dzim Attitude (Y) together, calculations were performed using a *summary model* by considering the R^2 *R square* value, as shown below.

Table 8. Results of the Coefficient of Determination Test (R^2) Summary Model

Model	R	R Square	Adjusted R-Square	Standard Error of the Estimate
1	0.742	0.551	0.547	2.481
a. Predictors: (Constant), Teacher Role Models, Effectiveness of Moral Education				

Based on the model output summary, the *R Square* (coefficient of determination) is 0.551, indicating that the independent variable (X) has an effect of 55.1% on the dependent variable (Y). Conversely, it was found that 44.9% of the variance was caused by other variables not used by the researcher. To understand the significance of the model simultaneously, an F test was used, as shown in the table below.

Table 9. F Test Results ANOVA

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	1691.8	2	845.9	137.443	0
Residual	1378.8	224	6,155		
Total	3070.6	226			
a. Dependent Variable: Santri's Attitude of Respect					
b. Predictors: (Constant), Teacher Exemplarity, Effectiveness of Moral Education					

The decision-making technique can be seen by comparing the Fcount value with the Ftable value or by comparing the significance value (Sig.). In the table above, the Fcount value is 137.443, while the Ftable value using the formula $F(k; n-k) = F(2; 224)$ is 3.04. Based on the above results, it is determined that the calculated value of 137.443 > the table value of 3.04 and the Sig. value of 0.000 < 0.05. This indicates that there is a simultaneous significant effect between the effectiveness of moral learning and teacher exemplarity on the attitude of respect among students at the Darussa'adah Al-Islamy Islamic Boarding School.

Based on the results of the hypothesis test in this study, it can be concluded that there is a significant and positive influence between the effectiveness of moral learning and teacher exemplarity on the attitude of respect among students. This conclusion is supported by the results of the regression significance test, which is less than the threshold of 0.05, and the F-count is greater than the F-table.

The effect of the effectiveness of moral education (X1) on the attitude of respect (Y) shows that the appropriate curriculum and teaching methods in Islamic boarding schools are able to shape students' cognition regarding the importance of manners. When learning is designed systematically, starting from curriculum planning, appropriate methods, to evaluation, students have a complete understanding that knowledge will not be useful without respect for teachers. This is in line with the concept of *Ta'lim Muta'allim*, which emphasizes that knowledge and manners are two sides of an inseparable coin.

An interesting finding can be seen in the Teacher Exemplarity (X2) variable, which has a greater regression coefficient (0.541) than moral learning (0.240). This indicates that in the context of shaping students' character, the "real example" (*uswah hasanah*) of a teacher has a stronger impact than simply transferring knowledge in the classroom. Students tend to observe and imitate their teachers' behavior, in accordance with Albert Bandura's *Social Learning Theory*. When teachers demonstrate disciplined, polite, and *respectful* behavior towards their elders, students unconsciously internalize these values into their daily behavior.

The results of this study are in line with previous studies conducted by Waris (2025) and Sulistiyo (2025), which found that teacher role modeling is the most effective method in moral education in Islamic boarding schools (Sulistiyo, 2025; Waris, 2025). It also reinforces the findings of Nurfadillah et al. (2025) that effective classical Islamic text learning contributes positively to character (Nurfadillah et al., 2025). The implication is that Islamic boarding schools should not only improve their curriculum but also consistently maintain the spiritual quality and behavior of their teachers to remain good role models for the students.

These findings are reinforced by significant simultaneous test results (F-test) and a Coefficient of Determination (R²) of 55.1%. This figure confirms that the combination of Moral Learning Effectiveness and Teacher Exemplarity is a major determining factor in shaping ta'dzim attitudes. However, the remaining 44.9% influenced by variables outside the model indicates that other factors also play a role, such as family environment, peer group influence, or students' digital literacy. Therefore, efforts to improve respectful attitudes in Islamic boarding schools must involve comprehensive program synergies and not be limited to teacher-student interactions in the *madrasah* environment.

4. CONCLUSION

Based on research on the influence of the effectiveness of moral learning and teacher role models on the ta'dzim attitude of students at the Darussa'adah Al-Islamy Islamic Boarding School, the results of the analysis show that these two variables have a positive and significant influence. Specifically, these findings reveal that teacher role models have a more dominant impact on shaping students' character than simply effective classroom learning. This indicates that amid the challenges of the digital age, the most effective educational method is not simply the transfer of knowledge, but rather through *uswah hasanah* (real examples) from educators.

Through the synergy between systematic learning and teachers with integrity, Islamic boarding schools can create a solid foundation to fortify the morals of students. The researchers suggest that pesantren administrators should not only focus on improving the academic curriculum, but also prioritize spiritual guidance programs and capacity building for teachers. Teachers are expected to always maintain good manners and behavior because they are the main role models for santri in terms of ta'dzim (respect).

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