

# THE EFFECT OF TEACHER'S EXAMPLE ON THE MORALS OF MADRASAH STUDENTS ALIYAH NURUL AS'ADIYAH CALLACCU SENGGANG, WAJO REGENCY

Andi Baso Muammar Assaad, Syarifuddin Ondeng, A.  
Marjuni

UIN Alauddin Makassar

Jln. HM Yasin Limpo No. 36 Samata, Gowa

Email: andibasomuammarassaad@gmail.com;

prof.ondeng@gmail.com; marjuni@uin-alauddin.ac.id

**Abstract:** This study discusses the effect of the teacher's example on the morals of the students of Madrasah Aliyah Nurul As'adiyah Callaccu Sengkang, Wajo Regency. The type of research used in this research is *ex-post facto quantitative*. *Ex-post facto* research is research in which the independent variables have been treated, or *treatment* was not carried out at the time of the research, so this research is usually separated from experimental research. This quantitative research aims to find out how much influence between variables. In this study, the research will examine the effect of teacher's example on the morals of the students of Madrasah Aliyah Nurul As'adiyah Callaccu Sengkang, Wajo Regency. The example of the teacher is very influential on the morals of students, therefore a teacher is required to continue to show good examples, the example of the teacher is needed with the aim that students have good morals.

**Keywords:** *Morality, Teacher's Example, Madrasah Aliyah Nurul As'adiyah Callaccu*

## **INTRODUCTION**

Increasing human resources is the main goal of education, as stated in the National Education System Law No. 20 of 2003 article 3, with the aim of educating the nation's life by increasing the potential, shaping the character and civilization of a dignified nation, useful for improving the abilities of students with the aim of make people believe, fear God Almighty, have morals, are healthy, creative, independent, form democratic citizens and assume responsibility.<sup>1</sup>

Having the main task of educating, teaching, guiding, directing, training, assessing, evaluating students in the formal education path is the main task of teachers or professional educators.<sup>2</sup> A good moral students very much expected by parents, students and especially teachers. The teacher's example has an influence on the morals of students, in other words, it is impossible to have good morals if the teacher is reluctant to show a good example by the teacher because the good example of the teachers can affect the good morals of the students.

Teacher exemplary is the obligation of every teacher, it is mandatory for teachers to be able to show good examples

---

<sup>1</sup> Ministry of Education and Culture of the Republic of Indonesia, *Association of Legislations in the National Education Sector* (Jakarta: CV. Eko Jaya, 2013), p.7.

<sup>2</sup> Kunandar, *Professional Teacher: Implementation Unit Level Curriculum Education (KTSP and \_ Success in Teacher Certification u*, (Jakarta: Raja Grafindo Persada, 201 1) , p. 54.

to students with the aim of students having noble character. Having the responsibility of a teacher is a noble duty to devote oneself,

The task of being a teacher is a noble task, where the teacher is a noble who is devoted, safe, prosperous, has obedience, the teaching profession is loved, has a way of career advancement and most importantly lifelong learning. The characteristics of a noble teacher can be seen if the teacher is liked by students, can maintain the mandate given, guides, has a good personality, has high ambition, is fair in making decisions, has discipline, shows a good example to his students and most importantly loves learners. If a teacher has a noble character, it can also be seen when the teacher is able to provide an example so that students learn with the aim of having good morals.<sup>3</sup>

The example of the teacher is very influential on the morals of students, therefore a teacher is required to continue to show good examples, the example of the teacher is needed with the aim that students have good morals.

Madrasah Aliyah Nurul As'adiyah Callaccu Sengkang, Wajo Regency, in the observations of the researchers wanted to find out how the teacher's example there had an influence on the morals of the students. Due to the words of several alumni and residents around the school, there are still some students of Madrasah Aliyah Nurul As'adiyah Callaccu Sengkang, Wajo Regency who do not have good morals

---

<sup>3</sup> Zukhairina Mukhtar latif, *New Orientation for Early Childhood Education* (Jakarta: Kencana Prenada Media Group, 2014), p. 252.

because they often find bad behavior such as fighting with friends inside and outside school, skipping school. during class hours, not attending congregational prayers at school, littering, all of which require an example from a teacher.

From there, the researcher really wanted to know the truth from the words of the alumni and residents around the school, that there were still some students of Madrasah Aliyah Nurul As'adiyah Callaccu Sengkang, Wajo Regency who did not have noble character. In addition, researchers also really want to know the teachers in the the school , does it always show a good example to the students. Where so far, students are always inspired by teachers who have good behavior to serve as role models. Therefore, the good example possessed by the teacher is expected by students to have good morals. From the background described above, the researcher is interested in conducting research and putting it into a paper entitled "The Influence of Teacher's Example on the Morals of Students at Madrasah Aliyah Nurul As'adiyah Callaccu Sengkang, Wajo Regency".

## **THEORETICAL FRAMEWORK**

### **1. *Definition of Teacher's Example***

According to Mulyasa, the teacher's example has an influence on the formation of the character of students, as we know that humans are creatures who like to follow what they see, as students follow what the teacher does, the example of a teacher has become an integral part when viewed theoretically. . So it can be said that a teacher bears the

responsibility of setting a good example .<sup>3</sup>As for what Ibn Zakaria explained where uswah can be interpreted as qudwah which refers to the meaning of imitating.<sup>4</sup>

Meanwhile, according to Gardner and Cowwel, teachers who have high morale are very influential on the quality of the school .<sup>5</sup> The teacher's example is where a teacher is fostered and imitated in everything and every student really needs a teacher who is worthy of being imitated. Teacher 's example is a character, attitude in acting, and speaking that all students will imitate. <sup>6</sup>The teacher's example is a habit of daily behavior in this case: wearing neat clothes, speaking politely, appreciating someone's success with praise, it's never too late.<sup>7</sup>

The teacher's example greatly influences the morals of students with the intention of having a mutually influencing relationship. when the teacher sets an example for students, automatically the noble qualities or morals of students will be formed. On the other hand, when the teacher shows bad qualities, the students will automatically emulate these things. That is why a teacher must show good qualities with the aim

---

<sup>3</sup>Jejen Musfah, *Improving Teacher Competence: Through Training and Learning Resources Theory and Practice* (Jakarta: Kencana Prenada Media Group, 2012), p. 47.

<sup>4</sup>Muhammad Yaumi, *Character Education: Foundation Pillars and Implementation* (Jakarta: Prenamedia Group 2014), p.148.

<sup>5</sup>Jejen Musfah, *Teacher Competency Improvement: Through Training and Learning Resources Theory and Practice*, p.44.

<sup>6</sup>Hasbullah, *The Basics of Education* ( Jakarta: Raja Grafindo Persada, 2012), p.29

<sup>7</sup>E. Mulyasa, *Management of Character Education* ( Jakarta: Sinar Graphic Offset, 2012), p. 169.

that students follow him, because in essence, even if only one example is shown, it is much better than millions of advice.<sup>6</sup>

Teacher exemplary is an effort to provide good examples such as the actions shown by the teacher to his students so that his students imitate the teacher's behavior. Exemplary becomes an educational software, in the context of educational science. Educational software is a behavior or act intentionally carried out with the aim of achieving educational goals. Exemplary is a non-material educational software tool for teachers to their students.<sup>7</sup>

Exemplary cannot only be an example for students, but can also be used as an example used as a moral reinforcement for students when deciding something nor act . Therefore , the application of exemplary teachers in the education unit environment is a prerequisite when it comes to fostering student attitudes . In shaping the morals of students better coherently by means of socialization, learning, education, learning, cultivating, and most importantly all elements must work together . The teacher's example that must be shown by the teacher to students includes a sense of piety, always sincere, breadth of knowledge, good manners and a sense of responsibility for the mandate given.<sup>8</sup>

---

<sup>6</sup> Danang Prasetyo, Marzuki, and Dwi Riyanti, "The Importance of Character Education through Teacher Example." *Journal of Harmony 4 no 1* (2019), p. 25.

<sup>7</sup> Novan Ardy Wiyani, *Ethics of the Teaching Profession* (Yogyakarta: Gava Media, 2015), p. 152

Teacher's example is one of the effective and efficient ways with the aim of providing knowledge to students so that understand the teachings of Islamic law properly in terms of morals, mental, emotional, especially in the social life of students. From the teacher himself, the teacher's example in education can be started. instill values that are in accordance with Islamic Shari'ah to students in schools what the teacher does and is the way it is applied with the aim of forming good character of students by showing good example to students. The teacher is made right the main obstacle because the teacher is human being who is used as an example by his students. Teacher is an role model and has become a mirror by students in all circumstances with the hope that students have good morals.<sup>9</sup>

Exemplary in *the Indonesian dictionary* is said to be "exemplary" the origin of the word from exemplary, right? a very worthy act such as actions, behaviors, various characteristics and others. Exemplary is the nature of everyone who does intentionally or unintentionally that applies to actions \_\_\_ to his daily life. Examples are examples seen by others with a purpose to be imitated or followed.<sup>10</sup>

---

<sup>8</sup> Muhammad Yaumi, *Character Education: Pillar Foundation and Implementation*, p. 150.

<sup>9</sup> Jakaria Umro, Nur Atiyah. "The Role of Islamic Religion Teachers in Internalizing Religious Values in Students at SMP Negeri 1 Grati Pasuruan." *Journal of Al-Makrifat* 6, No. 1, (April 2021).

All movements and all teacher behavior are always observed and even imitated by students, even the appearance of the teacher greatly affects the morals of students.<sup>11</sup>

The teacher's example means indirectly talking about the personality and nature of the teacher. A teacher must be able to be a good role model to his students. With the aim that students can imitate, apply what the teacher exemplifies in their lives. As for age golden *age*, students have memory good. Students are able to imitate everything the teacher does. Automatically learners notice actions taken by the teacher at school and will indirectly follow the teacher. Teachers have a full obligation to pay attention to what students do, especially in terms of cognitive, affective and psychomotor. It can be said that during the golden age, a teacher must often show good examples to students with the aim of being followed.<sup>12</sup>

The example of a teacher or the discipline of a teacher cannot only be shown once by a teacher, but the teacher must as often as possible show his example continuously as well as the exemplary discipline of a teacher can not only show an example of discipline once but if a teacher wants to instill a disciplined attitude Students must be shown that discipline repeatedly or as often as possible.<sup>13</sup>

---

<sup>10</sup> Akmal Hawi, *Competence of Islamic Religious Education Teachers* (Jakarta: PT Raja Grafindo Persada, 2013), p.93.

<sup>11</sup> Boedi Abdullah. *Developmental and Educational Psychology* (Bandung: Setia Pustaka, 2012), p. 152.

<sup>12</sup> Siti Qurratul Aini, Faizin Syamwil, "Constructing Student Character Education Through Teacher's Example in Schools." *Indonesian Journal of Educational Management*, 2 no 2, (2020). h.149-156



Teachers have a central position on the progress and development of teaching and learning of a nation, under this sky no one can replace them. The importance of the presence of a teacher in carrying out tasks, the ability of a teacher is always increasing and it can be guaranteed to give birth to students who are able to compete in the world of work. The dynamics of the educational life of the nation's children are very influential on the image of teachers in the community and the ability of future students can be seen from the ability of teachers at this time.

Ahmad D. Marimba stated that the teacher is a person who has responsibility for students while according to Made Pidarta the teacher has two meanings, namely the broad and narrow meaning, the teacher is reviewed by the broad meaning it is the duty of all teachers to foster students, a student must get guidance from the teacher with the aim that students grow by having good morals. The teacher is a person who has the responsibility of fostering students to have good morals. Meanwhile the teacher in meaning narrow is people who have been prepared to become good teachers and lecturers .<sup>14</sup>

Teachers who want to see their students develop well in terms of knowledge, of course, a teacher must be correcting, fostering as the goal of a teacher. A teacher must

---

<sup>13</sup> Dwi Febrianty, Wiputra Cendana ” Teacher's Example in Instilling Discipline in Elementary School Students Through Online Learning. *Musamus Journal of Primary Education* 3 (2) (2021) pp.81-89.

<sup>14</sup> Samsul Nizar and Zainal Efendi Hasibuan, *Ideal Educators: Character Building Buildings* (Depok: Prenada Group, 2018 ), p. 2-3.

be a source of inspiration and creativity for students. Teacher's power towards students, where the eyes of the teacher's heart are very sensitive in seeing their students, and being able to shape and influence their students. Of course, all of this is carried out in conducive classroom conditions , with the aim that students can understand everything that is directed by the teacher . Therefore, if the teacher explains, the students will definitely pay attention, even better, the students will always wait for the teacher's advice, especially during the teaching and learning process and daily behavior.<sup>15</sup>

Dwi Nugroho said that teachers include religious leaders, community leaders, parents and adults. Ahmad D Marimba said that broadly it can be said that every adult in society can be called a teacher, because the teacher is a social activity, an action that is basic in nature regarding the needs of paying attention to the progress of individual students so that they can become human beings who have good manners. . The adult moral person has several characteristics in this case having perfect individuality, having good social relations, obeying the rules of decency or civility as well as respecting others, following the rules if he wants to do something and having his own responsibility in order to achieve his own success and comfort. other people or society.<sup>16</sup>

A teacher is someone who conveys knowledge to others and devotes himself. Teachers are respected people

---

<sup>15</sup>Suyanto and Asep Jihad, *Becoming Professional Teachers* , p. 18.

<sup>16</sup> Samsul Nizar and Zainal Efendi Hasibuan, *Ideal Educators: Character Building* , p. 3.

because they are authoritative, charismatic, professional in their teaching profession, potential in transferring knowledge, and living the value of honor to their students. If viewed from the perspective of Islam, the highest teacher is Allah swt who informs humans of all knowledge that is not understood through the holy book al-Qur'an, humans are given vision, mind, heart which are useful as a tool to obtain various kinds of knowledge.<sup>17</sup>

When we look at UU R I No. 14 of 2005 regarding teachers Chapter IV article 8 which has been explained has five requirements to become a teacher, namely:

**a. Have Academic Qualifications**

Academic qualification is a minimum level of education that must be achieved by a teacher as stipulated in the applicable legislation by having proof of diplomas and certificates of relevant expertise.

**b. Have Competence**

When teachers carry out their responsibilities as professional teachers, teachers must have teacher competencies, namely cognitive, affective and psychomotor abilities that must be possessed, requiring teacher appreciation and mastery of these competencies.

**c. Have Certificate**

There is an acknowledgment of the teacher which is marked by the existence of an education certificate which is submitted to the teacher as formal evidence that the teacher

---

<sup>17</sup> Samsul Nizar and Zainal Efendi Hasibuan, *Ideal Educators: Character Building*, p. 4.

has been recognized and the certificate is signed directly by the college and handed over to the teacher as a professional. People who have a profession in creating performance in accordance with the profession they are involved in, that is the meaning of professional. A person who is said to be a professional has received two recognitions, the first is formally recognized by the government and professional organizations, namely a body or institution that has the authority. From an informal perspective, it is recognized by service users of a profession and the wider community.<sup>18</sup>

**d. Physically and mentally healthy**

A teacher must have a healthy physical and mental health condition with the aim that the teacher can carry out his duties well in teaching.

**e. Have the Ability to Realize National Education Goals**

As explained in the Law of the Republic of Indonesia No. 20 of 2003 concerning the National Education System Chapter II article 3 , namely a teacher must have great potential to realize the goals of national education .

The purpose of national education is to create a dignified national civilization by educating the nation's life through increasing potential and trying to form a good character, with the aim of increasing the ability of students to have strong faith and fear of God Almighty, knowledgeable,

---

<sup>18</sup> Suyanto and Asep Jihad, *Becoming Professional Teachers* , p. 21

creative, capable, independent and become a democratic and responsible citizen.<sup>19</sup>

Both individually and classically, both at school and outside school, it is the teacher who has the authority and responsibility for the education of students in providing coaches and guidance to students.<sup>20</sup>

Teachers often deal with students who need the main knowledge, skills, and attitudes to face their life in the future. That is the main teacher's job, namely teaching and educating students in the classroom and outside the classroom.<sup>21</sup> That is why it is common practice for teachers to be nurtured and imitated in the world of education. Teachers are always used as examples such as words, behavior and even thoughts are often used as part of the culture of the surrounding community. Only a few people have the opportunity to take advantage of their potential to become teachers, in reality not everyone is able to develop their talents and potential to become professional teachers.<sup>22</sup>

Teachers are educators who can be used as role models, figures, and identification of their students. Therefore, teachers must have personal quality standards that are responsible, authoritative, independent and disciplined in

---

<sup>19</sup> Act. Number 20 of 2003 concerning the National Education System

<sup>20</sup> Hamzah and Nina Lamatenggo, *Teacher's Tasks in Learning* (Jakarta: PT Bumi Aksara, 2016), p. 2.

<sup>22</sup> Amini, *Teaching Profession*. (Cet. I Medan: Perdana Publishing, 2016), p.1.

<sup>21</sup> Jejen Mustafa, *Improving Teacher Competence* (Cet. I Jakarta: Kencana Prenada Media Group, 2011), p. 30-41.

carrying out their duties. Professional teachers must be able to assume and carry out their responsibilities as teachers to students by setting an example for students to follow. Educating, guiding, teaching, directing are the professional duties of a teacher.

## **RESEARCH METHODOLOGY**

The type of research used in this research is *ex-post facto quantitative*. *Ex-post facto* research is research in which the independent variables have been treated, or *treatment* was not carried out at the time of the research, so this research is usually separated from experimental research.<sup>8</sup> The meaning of *ex-post facto*, namely "from what is done after the fact", then this research is referred to as post-event research. *Ex-post facto* research is a study conducted to examine events that have occurred and then trace back to find out the factors that led to the occurrence of these events.<sup>9</sup>

In this study, the relationship between the independent variable and the dependent variable has occurred naturally and has been stated explicitly, to then be correlated as a relational study or predicted if the independent variable has a certain influence on the dependent variable.

In this study, the relationship between the independent variable (*independent variable*) and the dependent

---

<sup>8</sup> Syamsuddin and Vismaia S. Damaianti, *Language Education Research Methods* (Bandung: Rosdakarya Youth, 2011), p. 164.

<sup>9</sup>Sugiyono, *Administrative Research Methods equipped with R&D Methods* (Cet. XXIII; Bandung: Alfabeta, 2016), p. 7.

variable ( *dependent variable* ) has been stated explicitly, to then be linked as a relational research or predicted if the independent variable has a certain influence on the dependent variable.<sup>10</sup> This quantitative research aims to find out how much influence between variables. In this study, the research will examine the effect of teacher's example on the morals of the students of Madrasah Aliyah Nurul As'adiyah Callaccu Sengkang, Wajo Regency.

## RESULTS AND DISCUSSION

The results of the research are based on information and data found in the field obtained from research instruments related to the variables of Teacher Exemplary (X) and Student Morals (Y) at Madrasah Aliyah Nurul As'adiyah Callaccu Sengkang, Wajo Regency.

The results of this study are the answers to the problem formulations that have been previously determined and hypotheses or temporary answers are made. This study is to determine the effect of the teacher's example on the morals of students. The researcher took data on the two variables using a *Likert scale* through a questionnaire. After the data is collected, the next analyzed use analysis descriptive for knowing description from each variable and statistics inferential use test hypothesis. Results research obtained is:

---

<sup>10</sup>Hamid Darmadi, *Educational Research Methods* ( Cet. II, Bandung: Alfabeta, 2011), p. 35-36.

### 1. An Exemplary Description of the Madrasah Aliyah Teacher Nurul As'adiyah Callaccu Sengkang, Wajo Regency

Score data that describes the exemplary teacher at Madrasah Aliyah Nurul As'adiyah Callaccu Sengkang, Wajo Regency obtained from 54 respondents from class X, XI and XII . Made in table as well as calculated amount score each respondents. The data processed with results as following :

**Table 4.1**

#### **Number of Questionnaire Data Teacher's Example**

<b>Score</b>	<b>Amount</b>
<b>Lowest</b>	<b>54</b>
<b>Highest</b>	<b>80</b>

Based on the results of the data above obtained score highest from scale *Likert* used = 80 , and score lowest = 54 of amount sample (n) = 54.

a. Data range (R)

$$\begin{aligned} R &= x_t - x_r \\ &= 80 - 54 \\ &= 26 \end{aligned}$$

b. Number of Class Intervals (K)

$$\begin{aligned} K &= 1 + 3.3 \log n \\ &= 1 + 3.3 \log 54 \\ &= 1 + 3.3 (1, 73) \\ &= 6, 716 = 7 \end{aligned}$$



c. Class Length (P)

$$\begin{aligned} P &= \frac{R}{K} \\ &= \frac{26}{7} \\ &= 3,714 = 4 \end{aligned}$$

**Table 4. 2**  
**Data Table Teacher 's Example**

<i>interval</i>	<i>f<sub>i</sub></i>	Percentage (%)
54-60	4	7.4%
61-66	16	29.6%
67-73	24	44.4%
74-80	10	18.5%
<b>Amount</b>	<b>54</b>	<b>100%</b>

From the table above, it can be seen that the percentage with a value of 54 to 60 is 7.4%, a value of 61-66 is 29.6%, a value of 67-73 is 44.4%, a value of 74-80 is 18.5%. This means that the teacher's example is generally in the GOOD category. That is between 61 to 66 and 67 to 73 or 29.6% and 44.4

a. Descriptive Test

The results of the descriptive analysis of the effect of Teacher Exemplary with SPSS version 23 windows can be seen in the following table:

**Table 4. 3**  
**Results Descriptive Teacher's Example**

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Teacher's Example	54	54	80	68.37	5.842
Valid N (listwise)	54				

Based on results descriptive use SPSS software table version 23 Windows obtained score lowest 54 , score highest 80 , with the *mean* is 68.37 and standard deviation of 5,842.

b. Normality test

The normality test aims to test whether in the regression model, the residual variable has a normal distribution or not. The data normality test is used to determine whether the data used by the researcher comes from a population that is normally distributed or not. The data is normally distributed if  $\text{sig} > 0.05$  and vice versa, the data is said to be not normally distributed if  $\text{sig} \leq 0.05$ . Testing the normality of the data is carried out using the SPSS 23 application . Based on the analysis of the prerequisite tests obtained, the conclusions of the normality test results can be seen in the table below:

**Table 4. 4**  
**Teacher's Exemplary Normality Test**

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistics	df	Sig.	Statistics	df	Sig.
Exemplary	.086	54	.200 *	.985	54	.753

\*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Categorization score respondent used for make it easy knowing description Exemplary Teacher. An illustration of the influence of the teacher 's example could seen on table following:

*Skor Tertinggi-Skor Terendah*  
*Jumlah Kategorisasi*

Testing for normality can be seen from the results of the Teacher's Example. The previously determined level of significance is = 0.05. Based on the results of processing using SPSS version 20 with the Kolmogorov-Smirnov test, the sign for Teacher Exemplary = 0.753, thus it can be concluded that the data from teacher exemplary is normally distributed because the sign value is greater than or (0.753 > 0.05). Furthermore, the categorization analysis of the exemplary Aliyah Madrasah Teacher Nurul As'adiyah Callaccu Sengkang, Wajo Regency is presented in the following table :

**Table 4. 5**  
**Categorization Teacher's Example**

<b>interval</b>	<b>Categorization</b>	<b><math>f_i</math></b>	<b>Percentage</b>
76-100	Very high	6	11.1%
51-75	Tall	48	88.9%
26-50	Low	0	0%
1-25	Very low	0	0%
<b>Amount</b>		<b>54</b>	<b>100%</b>

Source : Teacher Exemplary Questionnaire Analysis Data

The data in tab el 4.4 shows that 54 respondents where there are 6 respondents are in the very high category with a percentage of 11.1 % and 48 respondents were in the

high category of 88.9 % , and 0 respondents were in the low category and very low 0%, so it can be concluded that the exemplary teacher of Madrasah Aliyah Nurul As'adiyah Callaccu Sengkang, Wajo Regency is in the High category.

## **2. Description of Student Morals at Madrasah Aliyah Nurul As'adiyah Callaccu Sengkang, Wajo Regency**

Score data describing the Morals of Students at Madrasah Aliyah Nurul As'adiyah Callaccu Sengkang, Wajo Regency , obtained from 54 respondents and made in a table and calculated the total score of each respondent. The data processed with results as following:

**Table 4. 6**  
**Amount of Student Moral Data**

<b>Score</b>	<b>Amount</b>
<b>Lowest</b>	<b>62</b>
<b>Highest</b>	<b>87</b>

Based on the results of the data above obtained score highest from scale *Likert* used = 87 , and score lowest= 62 of amount sample (n) = 54

a. Data range (R)

$$\begin{aligned} R &= x_t - x_r \\ &= 87 - 62 \\ &= 25 \end{aligned}$$

b. Number of class intervals (K)

$$\begin{aligned} K &= 1 + 3.3 \log n \\ &= 1 + 3.3 \log 54 \\ &= 1 + 3.3 (1,73) \\ &= 6.716 = 7 \end{aligned}$$

c. Class Length

$$\begin{aligned} P &= \frac{R}{K} \\ &= \frac{25}{7} \\ &= 3.57 = 4 \end{aligned}$$

**Table 4. 7**  
**Student Moral Data Table**

<i>interval</i>	<i>Fi</i>	<b>Percentage (%)</b>
62-68	13	24.1%
69-75	21	38.9%
76-81	14	25.9%
82-87	6	11.1%
<b>Amount</b>	<b>54</b>	<b>100%</b>

From the table above, it can be seen that the percentage results with a value of 62 to 68 are 24.1%, a value of 69-75 is 38.9%, a value of 76-81 is 25.9%, a value of 82-87 is 11.1%. This means that the morals of students are generally in the GOOD category. That is between 69 to 75 and 76 to 81 or 38.9% and 25.9%.

a. Descriptive Test

Results analysis descriptive morals of students with SPSS version 2 3 Windows can seen in the following table:

**Table 4.8**  
**Descriptive Results of Student Morals**

Descriptive Statistics						
	N	Range	Minimum	Maximum	Mean	Std. Deviation
Student Morals	54	25	62	87	73.74	6.265
Valid N (listwise)	54					

Based on results descriptive using SPSS Windows software obtained score lowest 62 , score highest 87 , with the *mean* is 73.74 and standard deviation of 6.265 and Range of 25.

b. Normality test

The normality test aims to test whether in the regression model, the residual variable has a normal distribution or not. The data normality test was used to determine whether the data used by the researcher came from a normally distributed population or not. The data is normally distributed if  $\text{sig} \geq 0.05$  and vice versa, the data is said to be not normally distributed if  $\text{sig} \leq 0.05$ . Testing the normality of the data is carried out using the SPSS 2 3 application . Based on the analysis of the prerequisite tests obtained, the conclusions of the normality test results can be seen in the table below:

**Table 4. 9**  
**Morality Normality Test for Students**

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistics	df	Sig.	Statistics	df	Sig.
Student Morals	.114	54	.080	.968	54	.158

a. Lilliefors Significance Correction

Categorization score respondent used for make it easy knowing description Student Morals. Description Student Morals could seen on table following:

*Skor Tertinggi-Skor Terendah*  
*Jumlah Kategorisasi*

Testing for normality can be seen from the morals of students. The previously determined level of significance is = 0.05. Based on the results of data processing using SPSS version 23 with the Kolmogorov-Smirnov test, the sign for the students' morals = 0.158, thus it can be concluded that the data from the students' morals is normally distributed because the sign value is greater than or ( $0.158 > 0.05$ ).

**Table 4.1 0**  
**Categorization Student Morals**

interval	Categorization	$f_i$	Percentage
76-100	Very high	20	37%
51-75	Tall	34	63%
26-50	Low	0	0%
1-25	Very low	0	0%
<b>Amount</b>		<b>54</b>	<b>100%</b>

Table 4.10 data shows that 54 respondents where 20 respondents are in the very high category with a percentage of 37 % and 34 respondents were in the high category of 63%, and 0 respondents in the low category and very low in the 0 % category, so it can be concluded that the Morals of Madrasah Aliyah Students Nurul As'adiyah Callaccu Sengkang, Wajo Regency, are in the High category.

### **3. Overview of the Effect of Teacher's Example on the Morals of Students at Madrasah Aliyah Nurul As'adiyah Callaccu Sengkang , Wajo Regency.**

Analysis inferential with use analysis regression simple with destination see significant influence Among exemplary with student morals. With thereby formulated hypothesis statistics as following:

$$H_0: \beta = \beta_0 = 0$$

$$H1: \beta = \beta_{0\_}$$

Information:

$H_0$  = No there is influence significant between the teacher's example of the morals of the students.

$H_1$  = There is significant influence between the teacher's example towards the morals of students

For manage data above writer use formula simple linear regression :



**Table 4.11**  
**Regression Equation Significance Test**  
**Coefficients <sup>a</sup>**

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1 (Constant)	27,463	7.916		3.469	.001
Teacher's Example	.677	.115	.631	5.867	.000

a. Dependent Variable: Student Morals

From the SPSS output above, the constants and coefficients of the linear regression equation are obtained from column B, so that the regression equation:  $\bar{Y} = 27.463 + 0.677X$ . From the analysis results obtained  $t_{arithmetic} = 5.867$  while  $t_{table} = 1.675$  means that the value of  $t_{count}$  is greater than  $t_{table}$ .

For determine level real ( $\alpha$ ) and score  $t_{table}$  is as following:

$$= 10\% = 0,1 \rightarrow / 2 = 0.05$$

$$db = n - 2$$

$$= 54 - 2$$

$$= 52$$

$$t_{0.05(52)} = 1.675$$

From result calculation obtained  $t_{arithmetic} = 5.867 > t_{0.05(52)} = 1.675$  for 1% significance level. Because  $t_{count}$  more big from  $t_{table}$  so could concluded that  $H_0$  is rejected and  $H_1$  is

accepted. This means that there is an influence the teacher's example towards the morals of the students of Madrasah Aliyah Nurul As'adiyah Callaccu Sengkang, Wajo Regency.

**Table 4.1 2**  
**Correlation Test**

**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.631 <sup>a</sup>	.398	.387	4.906

a. Predictors: (Constant), exemplary

Based on the table above, it is known that the percentage of the influence of the teacher's example on the morals of students, can be seen in the value of R Square = 0.398, which means that the percentage of the influence of the teacher's example on the morals of students is 39.8% while the remaining 60.2% is influenced by another variable.

## **RESEARCH DISCUSSION**

### **1. The Effect of Exemplary Madrasah Aliyah Teacher Nurul As'adiyah Callaccu Sengkang, Wajo Regency.**

Based on the results of research that has been carried out on Teacher Exemplary with 54 respondents using a

questionnaire instrument consisting of 20 statements, the results obtained that the maximum score for learning outcomes is 80 and the minimum score is 54 with an average value of 68 , 37 and a standard deviation of 5 , 842 . Also obtained a variance value of 21.86 and a range of 23 there is 6 respondents rated it very high with a percentage of 11.1 %, there were 48 respondents who rated it high with a percentage of 8.9 %, and 0 respondents who rated it low and very low with a percentage of 0 %. So it can be concluded that the exemplary teacher of Madrasah Aliyah, Nurul As'adiyah, Callaccu Sengkang, Wajo Regency is in the high category.

Theoretically the teacher's example according to Mulyasa, the teacher has an influence on the formation of the character of students, as we know that humans are creatures who like to follow what they see, as students follow what the teacher does, the example of a teacher has become an integral part when viewed theoretically. Meanwhile, according to Gardner and Cowwel, teachers who have high morale are very influential on the quality of the school .<sup>11</sup> The teacher's example is where a teacher is fostered and imitated in everything and every student really needs a teacher who is worthy of being imitated. This shows that the teacher's example has a positive influence in Madrasah Aliyah Nurul As'adiyah Callaccu Sengkang, Wajo Regency. The teacher first forms a good personality in himself, then instills the values of akhlakul karimah by exemplifying to students how to say and

---

<sup>11</sup>Jejen Musfah, *Teacher Competency Improvement: Through Training and Learning Resources Theory and Practice*, p.44.

do good. In terms of words, such as speaking kind and gentle words, while in terms of actions such as politeness, discipline, patience, wisdom, compassion, friendliness, and diligent worship.

All teachers at Madrasah Aliyah Nurul As'adiyah Callaccu Sengkang, Wajo Regency, are role models for their students. The actions and behavior of the Madrasah Aliyah teacher Nurul As'adiyah Callaccu Sengkang, Wajo Regency, are very religious where obedient attitudes and behavior in carrying out their religion, such as being active in performing the five daily prayers, the teacher advising students in good and polite language. Not only that, the Madrasah Aliyah teacher Nurul As'adiyah Callaccu Sengkang, Wajo Regency, also has a very tolerant attitude towards the implementation of worship of other religions, and lives in harmony with followers of other religions such as the teacher being friendly to anyone he meets, even to non-Muslims. That kind of religiosity should be shown by the teacher so that students can imitate it and Alhamdulillah, that religiosity is owned by the Private Madrasah Aliyah teacher Nurul As'adiyah Callaccu Sengkang, Wajo Regency, who the students there imitated.

The example of the Madrasah Aliyah teacher Nurul As'adiyah Callaccu Sengkang, Wajo Regency, seen from his discipline is also very good where the teacher has a feeling of obedience and obedience to the values that are believed to be his responsibility at school like the teacher is never late for class when he wants to teach and the teacher is always dressed tidy to school. This kind of discipline that is already owned by

Madrasah Aliyah teacher Nurul As'adiyah Callaccu Sengkang, Wajo Regency, must be maintained and is certainly very good to follow.

The exemplary teacher of Madrasah Aliyah Nurul As'adiyah Callaccu Sengkang, Wajo Regency is very concerned about the environment where the attitudes and actions of teachers who always try to prevent damage to the school environment such as teachers always maintain the facilities at school and not only that Madrasah Aliyah teacher Nurul As'adiyah Callaccu Sengkang, Wajo Regency also has attitudes and actions that always try to keep the school environment clean, like the teacher is very clean, such as making garbage in its place. This kind of caring attitude towards the environment should be maintained by Madrasah Aliyah Teacher Nurul As'adiyah Callaccu Sengkang, Wajo Regency with the aim that students imitate him.

The role model of Madrasah Aliyah teacher Nurul As'adiyah Callaccu Sengkang, Wajo Regency also has a socially caring attitude where attitudes and actions are always willing to provide assistance to others in need, such as Madrasah Aliyah teacher Nurul As'adiyah Callaccu Sengkang, Regency likes to help and donate for people in need. affected by a disaster and as for the parents of students who died the teacher always came to takziah to pray for the parents of students. This social care attitude must be maintained by Madrasah Aliyah teacher Nurul As'adiyah Sengkang, Wajo Regency with the aim that students imitate him with the aim that students have a good social care attitude.

The example of Madrasah Aliyah teacher Nurul As'adiyah Callaccu Sengkang, Wajo Regency, namely having an honest attitude where being honest in words and actions like a fair teacher in giving grades and keeping promises to students

## **2. The Morals of Madrasah Aliyah Students Nurul As'adiyah Callaccu Sengkang, Wajo Regency**

Based on the results of research that has been carried out on Student Morals with 54 respondents using a questionnaire instrument consisting of 22 statements, the results obtained that the maximum score for Student Morals is 87 and the minimum score is 62 with an average score of 68,37 and a standard deviation of 6.265. Also obtained the value of the variance of 21.86 and range of 25 there are 20 respondents who rate very high with a percentage of 37%, there are 34 respondents who rate high with a percentage of 63%, and 0 respondents who rate low and very low with a percentage of 0%. So it can be concluded that the Morals of Madrasah Aliyah Students Nurul As'adiyah Callaccu Sengkang, Wajo Regency are in the high category.

Theoretically Imam al-Ghazali defines the morals of students as rules that must be obeyed by a student which consists of ten types, the first obligation of a student's manners is to keep oneself from habits that demean morals and other despicable behavior. Efforts to acquire knowledge and other knowledge through the practice of the soul. Namely, prioritizing the sanctity of the soul from despicable morals. As for the science of cleaning the hidden impurities

of the soul, it is able to lead students to the Creator, Swt. Like prayer, this obligation is carried out by the external organs as well as other spiritual worship, where the source for obtaining this knowledge cannot be achieved without getting rid of bad habits and despicable qualities that surround it.<sup>12</sup>

According to the author, the morals of the students of Madrasah Aliyah Nurul As'adiyah Callaccu Sengkang, Wajo Regency are already good, in this case the morals of students towards Allah and the Apostles are always praying and dhikr to Allah swt like getting used to praying before studying, always doing dhikr after prayer, always put their trust in Allah after making efforts in exams and students always have a good suspicion of Allah for all the trials given to him.

Morals of Madrasah Aliyah Students Nurul As'adiyah Callaccu Sengkang, Wajo Regency towards themselves where they are confident, optimistic and work hard like not always expecting help from friends, Madrasah Aliyah Students Nurul As'adiyah Callaccu Sengkang, Wajo Regency also have a Tawadhu/Low attitude The heart doesn't look down on his friends , not only that . Participant of Madrasah Aliyah Nurul As'adiyah Callaccu also has the attitude of Always apologizing if he makes a mistake, whether it's a mistake made to his friend or teacher.

Morals of Madrasah Aliyah Students Nurul As'adiyah Callaccu Sengkang Wajo Regency towards fellow human beings where Always knitting ukhuwah or brotherhood such

---

<sup>12</sup> al-Ghazali, *Ihya Ulumuddin: Reviving the Religious Sciences Volume I* . p.109.

as being polite, loving and respecting others, Madrasah Aliyah Students Nurul As'adiyah Callaccu Sengkang, Wajo Regency also likes to help their friends who if they get into trouble, such as lending money to a friend in need, not only that. Students of Madrasah Aliyah Nurul As'adiyah Callaccu Sengkang, Wajo Regency also have a habit of forgiving each other, such as not holding grudges for their friends' mistakes.

The Morals of Madrasah Aliyah Students Nurul As'adiyah Callaccu Sengkang, Wajo Regency, towards the environment in this case make the best use of nature, such as students not throwing trash anywhere.

### **3. The Effect of Teacher's Example on the Morals of Students at Madrasah Aliyah Nurul As'adiyah Callaccu Sengkang, Wajo Regency**

Based on the results of Inferential Statistics, hypothesis testing from the calculation results is obtained  $t_{arithmetic} = 5.867 > t_{0.05(52)} = 1.675$  for 1% significance level. Because  $t_{count}$  more big from  $t_{table}$  so could concluded that  $H_0$  is rejected and  $H_1$  is accepted. This means that there is an influence the teacher's example towards the morals of the students of Madrasah Aliyah Nurul As'adiyah Callaccu Sengkang, Wajo Regency. The results of the Correlation Test of the Effect of Teacher's Example on the Morals of Students, can be seen in the value of  $R\text{ Square} = 0.398$ , which means that the percentage of the influence of teacher's example on the morals of students is 39.8% while the remaining 60.2% is influenced by other variables.



Theoretically, according to M. Fathurrohman, the teacher's example is a factor in instilling religious values. Without the teacher's example, students will be less moral and have no noble character.<sup>13</sup> Therefore, the research above shows that the teacher has a greater influence on the morals of students compared to other factors, with a good picture of the morals of students at Madrasah Aliyah Nurul As'adiyah Callaccu Sengkang, Wajo Regency. especially Madrasah Aliyah Nurul As'adiyah Callaccu Sengkang, Wajo Regency, is a boarding school, where teachers have an important position in setting an example for the morals of students.

The teacher's example has a very big influence on the personal growth and development of students. Exemplary teachers have a very important role and function in directing students to have good morals. By showing good examples so that students can follow them and it all affects the good morals of students

## **CONCLUSION**

1. Based on the results of research that has been carried out on Teacher Exemplary with 54 respondents using a questionnaire instrument consisting of 20 statements, the results obtained that the maximum score for learning outcomes is 80 and the minimum score is 54 with an average value of 68.37 and standard deviation 5.842 . Also obtained a variance

---

<sup>13</sup> Muhammad Fathurrohman, *Religious Culture in Improving the Quality of Education*, p. 60.

value of 21.86 and a range of 23 there are 6 respondents who rate very high with a percentage of 11.1%, there are 48 respondents who rate high with a percentage of 88.9%, and 0 respondents who rate low and very low with a percentage of 0%. So it can be concluded that the exemplary teacher of Madrasah Aliyah, Nurul As'adiyah, Callaccu Sengkang, Wajo Regency is in the high category.

2. Based on the results of research that has been carried out on Student Morals with 54 respondents using a questionnaire instrument consisting of 22 statements, the results obtained that the maximum score for Student Morals is 87 and the minimum score is 62 with an average value of 68.37 and a standard deviation of 6.265. It also obtained a variance value of 21.86 and a range of 25, there were 20 respondents who rated it very high with a percentage of 37%, there were 34 respondents who rated it high with a percentage of 63%, and 0 respondents who rated it low and very low with a percentage of 0. %. So it can be concluded that the Morals of Madrasah Aliyah Students Nurul As'adiyah Callaccu Sengkang, Wajo Regency are in the high category.
3. Based on the results of Infrensial Statistics hypothesis testing from the calculation results obtained  $t_{count} = 5.867 > t_{0.05(52)} = 1.675$  for a significant level of 1%. Because  $t_{count}$  is greater than  $t_{table}$ , it can be concluded that  $H_{0is}$  is rejected and  $H_{1is}$  is accepted. This means that

there is an effect of the teacher's example on the morals of the students of Madrasah Aliyah Nurul As'adiyah Callaccu Sengkang, Wajo Regency. The results of the Correlation Test of the Effect of Teacher's Example on the Morals of Students, can be seen in the value of R Square = 0.398, which means that the percentage of the influence of teacher's example on the morals of students is 39.8% while the remaining 60.2% is influenced by other variables.

## REFERENCES

- Abdullah, Boedi. *Psikologi Perkembangan dan Pendidikan* Bandung: Pustaka Setia, 2012
- Almafahir Ahmad, Alpiansyah Ari, "Manajemen Pembinaan Akhlak Peserta Didik di Madrasah Ibtidayah." *Journal of Primary Education*, 2 No.2, (Oktober 2021).
- Ahmad bin Hanbal, *Musnad Ahmad bin Hanbal*, Beirut Lebanon: Dar Al-Fikr, 1992-1994.
- Amri, Muhammad dan Andi Baso Muammar Assaad, "Pengaruh Keteladanan Guru terhadap Akhlak Peserta Didik Kelas IX Mts As'adiyah Puteri 1 Sengkang Kabupaten Wajo." *Jurnal*, Volume IX, Nomor 1, Januari – Juni 2020.
- Aisyah, St.BM. *Antara Akhlak, Etika dan Moral*, Makassar: Alauddin University Press, 2014.
- Aini, S. Q., & Syamwil, F. "Konstruksi Pendidikan Karakter

- Siswa Melalui Keteladanan Guru Di Sekolah. *MANAGERE: Indonesian Journal of Educational Management*, 2(2),(2020). h. 149-156.
- Darmadi, Hamid. *Metode Penelitian Pendidikan*. Cet. II; Bandung: Alfabeta, 2011.
- Fathurrohman, Muhammad. *Budaya Religius dalam Peningkatan Mutu Pendidikan*, Yogyakarta: Kalimedia, 2015.
- Febrianty, D., & Cendana, W. Exemplary Teachers in Instilling Discipline for Elementary School Students through Online Learning. *Musamus Journal of Primary Education*, 3 no 2, (2021).
- al-Ghazali. *Ihya Ulumuddin : Menghidupkan Kembali Ilmu-Ilmu Agama*, Jilid I Cet IV: Jakarta PT. Gramedia 2018.
- Hakim, Lukman Nol. "Peran Keteladanan Guru Dalam Upaya Membentuk Karakter Peserta Didik di SMA Negeri 12 Surabaya", *Jurnal Educate* Vol. 4 No. 1 Januari 2019.
- Ibrahim, Nasbih. "*Tbnu Maskawaih (Filsafat al- Nafs dan Filsafat al-Akhlak)*". *Journal.uin-alauddin.ac.id* 11 Mei 2015.
- Ilyas Yunahar, *Kuliah Akhlaq*. Yogyakarta: Pustaka Pelajar Offset, 2011.
- Kementerian Agama RI., *al-Qur'an dan Terjemahnya*, Jakarta: Lajnah Pentashihan Mushaf al-Qur'an, 2019.
- Kementrian Pendidikan dan Kebudayaan RI, *Himpunan Peraturan Perundangan di Bidang Pendidikan Nasional* Jakarta: CV. Eko Jaya, 2013.

- Kunandar, *Guru Profesional: Implementasi Kurikulum Tingkat Satuan Pendidikan KTSP dan Sukses dalam Sertifikasi Guru*, Jakarta; Raja Grafindo Persada, 2011
- Latif, Zukhairina Mukhtar. *Orientasi Baru Pendidikan Anak Usia Dini*, Jakarta: 2014
- Lamatenggo, Hamzah dan Nina. *Tugas Guru dalam Pembelajaran* Jakarta: PT Bumi Aksara, 2016
- Al Maraghi, Ahmad Mustafa. Terjemahnya Tafsir Al Maraghi, Juz 21 Semarang: CV. Toha Putra, 1992
- Mujib Abdul dan Mudzakkir Jusuf. *Ilmu Pendidikan Islam*. Jakarta: Cet IV Kencana Prenamedia Group, 2014
- Maulana, Gama Septian. "Peran Keteladanan Guru dalam Upaya Membentuk Karakter Peserta Didik di SMA Negeri 12 Surabaya", *Jurnal*, Volume 03 Nomor 02 tahun 2014.
- Mansur. *Pendidikan Anak Usia Dini dalam Islam*, Yogyakarta: Pustaka Belajar, 2011.
- Mulyasa, E. *Standar Kompetensi dan Sertifikasi Guru* Bandung: Rosda, 2007
- \_\_\_\_\_. *Menjadi Guru Profesional, Menciptakan Pembelajaran Kreatif dan Menyenangkan* Cet. X; Bandung: Remaja Rosdakarya, 2011.
- Mukniah. *Materi Pendidikan Agama Islam*, Sleman Jogjakarta: 2011
- Mustafa, Jejen. *Peningkatan Kompetensi Guru* Cet. I; Jakarta: Kencana Prenada Media Group, 2011.
- Mahjuddin. *Akhlak Tasawuf*, Jakarta: Cet II Kalam Mulia 2012

- Musfah Jejen. *Peningkatan Kompetensi Guru: Melalui Pelatihan dan Sumber belajar Teori dan Praktik* (Jakarta: Kencana Prenada Media Group, 2012
- Nizar, Samsul dan Zainal Efendi Hasibuan. *Pendidik Ideal: Bangunan Character Building*, Depok: Prenada Group, 2018.
- Naim, Ngainun. *Menjadi Guru Inspiratif* Yogyakarta: Pustaka Pelajar, 2013.
- Nur, Uhbiyati. *Dasar-dasar Ilmu Pendidikan Islam* Semarang: Pustaka Rizki Putra, 2013.
- Nata, Abuddin. *Ilmu Pendidikan Islam*. Jakarta : Prenada Media Group, 2010.

