

# Implementation of Islamic Religious Education Teachers' Professional Ethics in Fostering Students' Moral Character Development

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## ABSTRACT

The purpose of this study was to examine the influence of the professional ethics of Islamic Religious Education (IRE) teachers on students' morality at SDN Panglegur 2, Pamekasan, and to identify supporting and inhibiting factors in the implementation of IRE. This qualitative study employed observations, interviews, and document analysis to collect data from IRE teachers and students. Data validity was ensured through triangulation techniques. The findings reveal that IRE teachers function not only as educators but also as role models who demonstrate positive attitudes and behaviors in daily interactions. The implementation of professional ethics is reflected in teachers' discipline, responsibility, exemplary conduct, and effective communication skills. These ethical qualities contribute positively to students' moral development by enhancing discipline, politeness, learning motivation, and cooperative attitudes. In addition, teacher involvement, a supportive school environment, and consistent school routines strengthen the internalization of positive values among students. Nevertheless, several challenges remain, including students' diverse backgrounds, limited self-confidence among some learners, and restricted instructional time. Therefore, the consistent application of professional ethics by IRE teachers is essential for fostering students' moral growth and should be continuously supported to achieve optimal educational outcomes.

## 1. INTRODUCTION

Human resource education significantly influences individuals' moral, ethical, and intellectual quality. Character development is one of the primary goals of education in Indonesia. This objective is in line with the National Education System Law, which emphasizes that education is not only intended to enhance intellectual capacity but also to develop individuals who possess faith, piety, and noble character (*Undang-Undang Republik Indonesia Nomor 20 Tahun 2003 Tentang Sistem Pendidikan Nasional*, 2003). Nevertheless, character-related issues among students remain a significant concern. Some students still exhibit undesirable behaviors, such as aggressiveness, rule violations, and a lack of responsibility (Julia & others, 2025). In the educational context, teachers play a crucial role in shaping students' character and personality. This role is particularly important for Islamic Religious Education (IRE) teachers, as they are responsible not only for delivering instructional content but also for instilling ethical values in students' daily lives. Therefore, adherence to professional ethical standards is essential in the learning process. Teacher professional ethics encompass attitudes, perspectives, and responsibilities in carrying out educational duties. Teachers who consistently apply these principles can serve as positive role models for students, ensuring that the values taught are understood, accepted, and practiced in everyday life (Mirza & Saadah, 2025). Previous studies have demonstrated that teachers play a significant role in shaping students' character and behavior. Teachers who are disciplined, responsible, and effective communicators tend to create a positive learning

environment that supports students' moral development (Mukhlisin, Indah, et al., 2023; M. Mukhlisin & Sofy, 2025).

However, limited research has specifically examined professional ethics among elementary school teachers, as most existing studies focus on conceptual or general discussions of teacher professionalism. Furthermore, previous research has confirmed that the integration of religious values in education contributes positively to students' moral development. Despite these findings, there remains a lack of research exploring the influence of Islamic Religious Education teachers' professional ethics on the moral development of elementary school students, particularly through a qualitative case study approach. Therefore, further investigation is needed. This study aims to examine how Islamic Religious Education teachers implement professional ethics in classroom learning activities and how such implementation influences students' moral development. The findings are expected to provide valuable insights for teachers and school administrators in improving educational quality by emphasizing not only cognitive achievement but also students' overall character development (Mukhlisin & Atsalawi, 2026). SDN Panglegur 2 Pamekasan was chosen as the research location because the school actively integrates character education and religious values into its learning activities and school culture. However, as with the challenges faced by elementary schools in general, various student behaviors still require ongoing development, such as discipline, responsibility, and social awareness. This situation makes SDN Panglegur 2 Pamekasan a relevant location to examine the implementation of professional ethics for Islamic Religious Education teachers and its impact on student moral development.

## 2. METHODS

This study employed a descriptive qualitative approach to explore the process of internalizing teacher professional ethics through collaborative Islamic Religious Education (PAI) learning. Qualitative research was selected because it enables researchers to understand participants' experiences, perceptions, and interactions in natural educational settings. The study was conducted at SMP Negeri 7 Pamekasan during the even semester of the 2025/2026 academic year. Informants were selected using purposive sampling based on their direct involvement in collaborative PAI learning activities. The research participants consisted of 2 PAI teachers who actively implemented collaborative learning strategies and 12 students from Grades VIII and IX who regularly participated in collaborative classroom activities. The students were selected to represent diverse levels of participation, academic achievement, and interaction during the learning process. Thus, the total number of research informants was 14 participants. Data collection was conducted through interviews, observations, and document analysis. Semi-structured interviews were carried out with all informants to obtain information regarding the implementation of collaborative learning and the internalization of professional ethical values. Classroom observations were conducted six times during PAI learning sessions to examine teacher-student interactions, collaborative activities, disciplinary practices, communication patterns, fairness in classroom management, and the manifestation of ethical values during the learning process. Document analysis was conducted to strengthen and validate the findings obtained through interviews and observations.

The analyzed documents included: (1) PAI lesson plans (RPP/Modul Ajar), (2) teaching journals, (3) student attendance records, (4) school code of conduct documents, (5) teacher professional ethics guidelines, and (6) documentation in the form of photographs and activity reports related to collaborative learning activities. The primary research instrument was the researcher as a human instrument, supported by interview guides, observation sheets, and document review forms. Data analysis employed the interactive model of Miles and Huberman,

consisting of data reduction, data display, and conclusion drawing/verification. The credibility of the findings was ensured through source triangulation involving teachers and students, methodological triangulation through interviews, observations, and documentation, as well as member checking to confirm the accuracy of participants' statements. Data collection was terminated when thematic saturation was achieved, indicated by recurring information and the absence of new themes emerging from subsequent interviews.

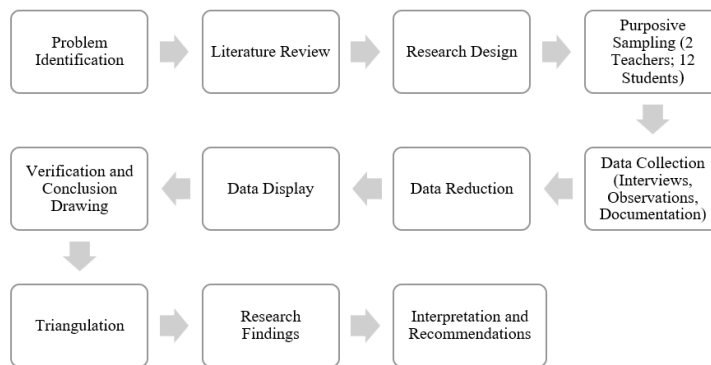


Figure 1. Flow of Research Activities

### 3. RESULTS AND DISCUSSION

#### 3.1 Implementation of Professional Ethics by Islamic Religious Education Teachers at SDN Panglegur 2 Pamekasan

Findings from observations and interviews conducted at SDN Panglegur 2 Pamekasan indicate that Islamic Religious Education (IRE) teachers consistently strive to uphold professional ethics in their teaching practices. Their commitment is reflected not only in compliance with school regulations but also in their attitudes, behavior, and interactions within the school community. Teachers demonstrate discipline by arriving on time, preparing instructional materials before classes begin, and maintaining a neat and professional appearance in accordance with school standards. Effective communication is also evident through the use of clear, respectful, and easily understandable language (Julia & others, 2025). Teaching activities extend beyond the delivery of academic content. Teachers intentionally integrate moral values into classroom routines and learning experiences. Students are encouraged to pray together, exchange greetings, and maintain order before lessons begin. Respect, honesty, discipline, and responsibility are consistently emphasized throughout the learning process. Such practices help students understand moral principles both conceptually and in their daily lives (Arsad, 2020). Interview data reveal that teachers regard exemplary behavior as a fundamental component of moral education. Positive attitudes and conduct are considered essential for shaping students' character. Teachers recognize that students are more likely to internalize moral values when these values are consistently demonstrated through real actions rather than verbal instruction alone (Hazrullah, 2023). Classroom learning is characterized by active student participation. Students are encouraged to ask questions, express opinions, and discuss challenges they encounter during learning activities. This approach fosters openness, engagement, and confidence. Teachers respond to students' concerns respectfully, avoiding judgmental reactions while providing constructive guidance. Such interactions create a supportive classroom atmosphere that promotes both academic and personal development.

Observational findings revealed that professional ethics were demonstrated not only through instructional activities but also through teachers' daily behavior at school. During classroom observations, the researcher noted that PAI teachers routinely greeted students at the classroom

entrance, exchanged greetings, and encouraged students to pray together before lessons began. Students were also reminded to maintain cleanliness, discipline, and respect toward their peers. One observed practice involved the teacher asking students to lead a short prayer before learning activities commenced, while other students listened respectfully and followed the activity in an orderly manner. Interview data further confirmed the importance of exemplary conduct in ethics education. One PAI teacher (T1) stated: “Students learn more from what they see than from what they hear. Therefore, we try to show discipline, politeness, and responsibility every day because children tend to imitate their teachers.” Similarly, another teacher (T2) explained: “Professional ethics are not only about teaching the subject matter. We must become role models in attitude, communication, and behavior so that students can apply those values in their daily lives.” These findings indicate that ethical values are transmitted through continuous modeling and habituation practices rather than through theoretical instruction alone. Professional ethics among IRE teachers encompass not only formal responsibilities but also social and moral dimensions. Teachers serve as facilitators of knowledge while simultaneously transmitting values that influence students’ personalities and character. This finding supports the view of Abd. Mukhid, who argues that practical examples and real-life experiences are more effective in character education than theoretical instruction alone (Mukhid, 2016). The implementation of professional ethics by IRE teachers at SDN Panglegur 2 Pamekasan has contributed positively to students’ character development. Exemplary conduct, positive habits, and constructive relationships have created an effective learning environment that supports students’ growth as morally responsible individuals.

### **3.2 Students’ Moral Character at SDN Panglegur 2 Pamekasan**

Results from observations and interviews indicate notable improvements in students’ moral behavior, although several areas still require attention. Positive changes were evident during classroom activities, where students demonstrated greater discipline, respect toward teachers, and compliance with classroom regulations. Increased readiness to participate in learning activities was also observed (Asyha & others, 2025). Classroom observations demonstrated that many students had begun to internalize positive moral values. Before learning activities, students routinely greeted teachers, prayed together, and prepared learning materials without being repeatedly instructed. During collaborative learning sessions, students were observed helping peers who experienced difficulties completing tasks and showing respect when others expressed opinions. Interview findings also reflected students’ awareness of moral behavior. Student S4 stated: “I try to greet teachers whenever I meet them because our teachers always remind us that respect is part of good character.” Another student (S7) commented: “When working in groups, we are taught not to laugh at friends’ mistakes and to help each other finish assignments.” Polite behavior has become a common practice among students. Greeting teachers, listening attentively during lessons, and showing respect toward peers have become more apparent in daily classroom interactions. Collaborative learning activities further reveal students’ growing ability to cooperate, assist one another, and complete tasks collectively. These experiences contribute not only to academic achievement but also to the development of important social values such as mutual respect, empathy, and social responsibility (M. Mukhlisin, Sofy, et al., 2023; Ruzakki, 2021).

Interview findings show that students increasingly understand the importance of appropriate behavior in the school environment. Respecting teachers, maintaining classroom order, and paying attention during lessons are perceived as essential aspects of good conduct. Such awareness suggests that students are beginning to internalize ethical values rather than merely complying with rules out of obligation. Several students, however, continue to exhibit behaviors that do not fully meet expectations. Limited concentration during lessons, side conversations, and reluctance to participate in discussions were still observed among some learners. These differences indicate

varying levels of self-confidence and discipline, highlighting the need for continuous guidance and support from teachers (Mbagho & Khulailiyah, 2021). Students' behavior is influenced by multiple factors, including family background, experiences outside school, and the values acquired through education. Differences in personal experiences and habits make schools an important setting for cultivating ethical values. Teachers play a strategic role in providing continuous guidance and direction to support students' moral growth. Development of self-confidence and moral character does not occur instantly. The process requires time, repeated practice, and consistent reinforcement of positive behaviors. Classroom interactions between teachers and students, as well as among peers, serve as important channels for transmitting and strengthening these values (Prasetya, 2016). Students at SDN Panglegur 2 Pamekasan have demonstrated significant progress in ethical behavior, particularly in terms of politeness, discipline, and teamwork. Sustained monitoring and reinforcement remain necessary to ensure that these values become deeply embedded in students' long-term behavior and character.

### **3.3 Supporting and Inhibiting Factors in the Implementation of Professional Ethics by IRE Teachers**

Interview and observation findings identified several supporting factors for the implementation of professional ethics, including teacher commitment, positive school culture, and continuous habituation activities. Daily routines such as greetings, collective prayers, respectful communication, and collaborative learning activities created opportunities for students to practice ethical values in real situations. Teacher T2 explained: "The school environment greatly helps character development because ethical values are not only taught during lessons but are practiced throughout daily school activities." On the other hand, several inhibiting factors were also identified. Differences in family background and parental supervision influenced students' responsiveness to character education. One teacher (T1) stated: "Some students receive strong moral guidance at home, while others receive less supervision. This difference affects how quickly students adapt to ethical values taught at school." Observations further revealed that some students remained passive during discussions and lacked confidence when communicating with peers. Time limitations during classroom instruction also constrained teachers' opportunities to provide deeper character-building activities. Teacher competence and commitment constitute key supporting factors. Teachers are expected not only to deliver instructional content but also to demonstrate discipline, responsibility, patience, and integrity in their daily interactions. Interview findings emphasize that moral development cannot be achieved solely through theoretical instruction; it must be reinforced through consistent behavior and practical examples. Teachers' attitudes and personal values therefore become powerful influences on students' character formation (Putri & others, 2023).

A supportive school environment also contributes significantly to the successful implementation of professional ethics. School routines that emphasize religious values, including greetings, prayers, and courteous behavior, create a positive atmosphere that encourages students to embrace ethical principles. Positive relationships between teachers and students further enhance the effectiveness of learning and character education (Nihaya & others, 2026). Consistent habituation practices represent another important supporting factor. Opportunities to work collaboratively, respect differing opinions, and engage in positive social interactions provide students with direct experiences in applying moral values. Character education becomes more effective when reinforced through repeated practice and meaningful experiences (Hamdan & others, 2021). Several challenges nevertheless affect the implementation process. Differences in students' family backgrounds and home environments often result in varying behavioral patterns and moral awareness. Some students receive limited moral guidance outside school, creating additional

challenges for teachers in promoting ethical development (Abduloh & others, 2022). Variations in students' self-confidence also present obstacles. Some learners remain passive and reluctant to participate actively in classroom discussions. Limited engagement may hinder the development of social and moral competencies, reducing students' involvement in character-building activities. Time constraints constitute another significant challenge. Teachers must balance the delivery of academic content with efforts to instill moral values within limited instructional periods. Academic targets occasionally receive greater emphasis, reducing opportunities for comprehensive character development during each lesson. Research findings demonstrate that successful implementation of professional ethics is influenced by multiple interconnected factors, including teacher characteristics, student conditions, and the overall learning environment. Character development is a complex process that requires the active involvement of various stakeholders. Teachers continue to address these challenges by providing closer guidance, offering encouragement, and creating inclusive learning environments that engage all students. Such efforts reflect their commitment to improving educational quality and supporting students' continuous moral development (M. P. Mukhlisin, 2024; Safrudin & others, 2023). Supporting factors outweigh inhibiting factors in the implementation of professional ethics at SDN Panglegur 2 Pamekasan. Existing challenges remain manageable through appropriate and sustainable educational strategies. Teacher commitment, a conducive school environment, and consistent habituation practices serve as fundamental elements in fostering students' moral character.

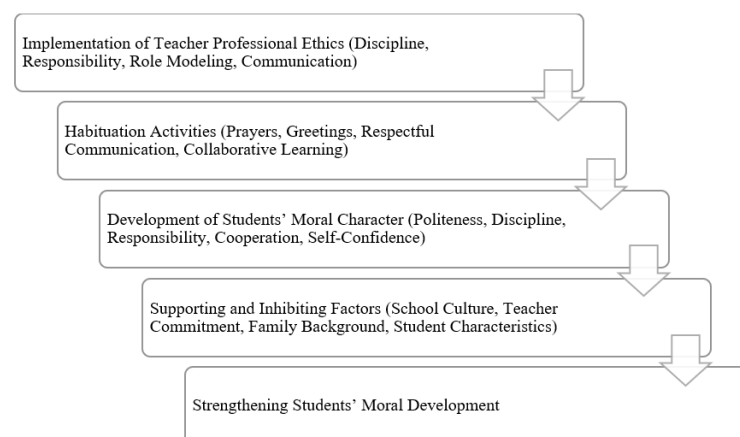


Figure 2. Research Findings on the Implementation of Professional Ethics by PAI Teachers

Based on the findings, professional ethics practiced by PAI teachers play an important role in strengthening students' moral character through continuous habituation and exemplary conduct. The development of ethical behavior is supported by positive school culture and teacher commitment, although several challenges remain, particularly those related to family background and student characteristics. Therefore, sustained collaboration between teachers, schools, and parents is essential to optimize students' moral development.

#### 4. CONCLUSION

The findings indicate that the professional ethics of Islamic Religious Education (PAI) teachers play an important role in strengthening students' moral character at SDN Panglegur 2 Pamekasan. Through discipline, responsibility, exemplary conduct, and effective communication, teachers contribute to the development of students' politeness, discipline, cooperation, and self-confidence. The success of this process is supported by teacher commitment and a positive school environment, although differences in students' backgrounds and limited instructional time remain

challenges. This study is limited to one elementary school and a specific number of informants, which may restrict the transferability of the findings to broader contexts. Therefore, future research is recommended to involve more schools and participants from different educational settings, as well as to employ broader methodological approaches to gain a more comprehensive understanding of the role of teacher professional ethics in character development.

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