

Exemplary Model of Teachers in Fostering Student Morals in Aceh Utara District, Indonesia

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ABSTRACT

Digital globalisation has changed the paradigm, lifestyle, and value system that has resulted in the decline of the nation's morals and character, including in education. This research aims to 1) analyze the model of teacher exemplary in fostering student morals; 2) explain the strategy of moral development based on teacher exemplary; and 3) evaluate the transformation of student morals through teacher exemplary. The research uses a descriptive qualitative approach with primary and secondary data collected through observation, interviews, and documentation. The results show that exemplary personality, behavior, and speech teachers significantly foster student morals, although it is not fully realized in the classroom. Strategies based on responsibility, courtesy, and discipline require consistency and time for significant moral transformation. Programmed and explicit coaching, accompanied by teacher commitment to providing real examples, encourages students to adopt positive behaviors in their daily lives.

Keywords:

Model; Teacher's Example; Student Moral Development.

ABSTRAK

Arus globalisasi digital telah mengubah paradigma, pola hidup, serta tatanan nilai yang berimbas pada menurunnya moral dan karakter bangsa, termasuk di dunia pendidikan. Penelitian ini bertujuan untuk: 1) menganalisis model keteladanan guru dalam pembinaan akhlak siswa; 2) menjelaskan strategi pembinaan akhlak berbasis keteladanan guru; dan 3) mengevaluasi transformasi akhlak siswa melalui keteladanan guru. Penelitian menggunakan pendekatan kualitatif deskriptif dengan data primer dan sekunder yang dikumpulkan melalui observasi, wawancara, dan dokumentasi.

Hasil menunjukkan bahwa keteladanan guru dalam kepribadian, perilaku, dan tutur kata berdampak signifikan pada pembinaan akhlak siswa, meski tidak sepenuhnya terealisasi di kelas. Strategi berbasis sikap tanggung jawab, sopan santun, dan disiplin membutuhkan konsistensi dan waktu untuk menghasilkan transformasi akhlak yang signifikan. Pembinaan yang terprogram dan eksplisit, disertai komitmen guru dalam memberikan contoh nyata, mendorong siswa untuk mengadopsi perilaku positif dalam kehidupan sehari-hari.

Kata kunci:

Model; Keteladanan Guru; Pembinaan Akhlak Siswa.

1. Introduction

In the world of education, especially in the learning process, teachers as educators for students in schools are highly demanded to be able to show exemplary attitudes and good morals based on the guidance of Islamic teachings sourced from the Al-Qur'an and Hadith so that what is taught and said and practiced by the teacher can be followed, heard and imitated by his students (Sari, Januar, & Anizar, 2023; Saripah, 2016). Because exemplary is a realistic depiction of all exemplary and thought. So, educators are highly demanded to be able to apply their practices based on their opinions and advice for themselves in front of their students (To & Carless, 2016).

A teacher's main task and role is to convey knowledge to students and train them to adopt good behavior. This is because the school functions as a formal educational institution that assists in the development of the child's personality and efforts to form good morals for each student (Judrah, Arjum, Haeruddin, & Mustabsyirah, 2024). The teachers are also expected to be able to touch the hearts of the students so that they can become role models and can be relied upon as a nation's generation who, apart from being intellectual, also have noble moral character (Djollong, 2017).

As a teacher, one of his duties and responsibilities is to educate students in personality development. Therefore, teachers need to have an ideal personality and deserve to be emulated (Alamsyah, Pettalongi, & Hasnah, 2022). Students will not be easily inspired by the attitudes/teachings of their teachers if they do not see concrete evidence of the actualization of these values in their teachers. For example, students will not be disciplined in following lessons if the teacher is not disciplined, such as being late to class or starting lessons late (Basinun, 2017).

Each of us admits that a student certainly learns a lot or is influenced by the teacher and the environment, especially in the current era of globalization. Because of this, religion and the state place great emphasis on teachers, especially in the current era of globalization, to always be able to apply and show their exemplary models both during the learning process and not so that it is hoped that they will be able to produce qualified and qualified human resources in the world of education in the future (Susilo & Sarkowi, 2019).

Rapid globalization through the internet and digitalization has brought about major changes in paradigms, lifestyles, and individual values. These changes create opportunities, such as greater access to education and information resources, and challenges, including the potential weakening of

the nation's moral values and character (Haris, 2023). These challenges can also affect the younger generation, including primary school students in Aceh Utara district who are still in the developmental phase of understanding. For example, some students spend more time playing cell phones or online games in public places than attending positive activities such as recitation. Therefore, it is important to balance the use of technology with the development of strong character values so that the younger generation can face the global era without losing their identity. According to the researcher, this behavior can occur due to influences from the environment or social media that are not controlled. Students see it, so they think the teacher can do things that are not proper, let alone them (Fitri et al., 2022).

Morals are the foundation of religion, and that is the main goal of the Prophet Muhammad's apostolate. The culture of the community also influences the morals of each child, the example of their parents, and the example of the teacher as an educator at school. Elementary-aged children are in the phase of imitating adult behavior, including their teachers at school. Because elementary school children now spend quite a long time at school for ± 6 hours, the influence of their interactions with teachers must also be very large (Sylvianah, 2014). The influence of teacher's behavior when carrying out daily activities must be very careful in acting so that it can become an exemplary model for students at school because without the noble character of the teachers, it is certain that it will be fatal for students. In carrying out their daily activities (Fadhilah, 2020).

In this case, the teacher's exemplary model includes teachers at public elementary schools in the Aceh Utara district, which the state needs everyone who chooses a profession to become a teacher should have a noble character, both general teachers and religious teachers. Which must also be accompanied by professional skills in their respective fields (Uge, Arisanti, & Hikmawati, 2022).

Based on observations and preliminary interviews, researchers found that State Elementary Schools in Aceh Utara District teachers have implemented exemplary behavior in their daily lives. This encourages researchers to further examine the role of teachers in developing student morals, with the hope that students can imitate these positive behaviors.

However, it is unfortunate that the researchers found that there were students at public elementary schools in Aceh Utara District whose behavior needed to fully reflect the impact or transformation of the exemplary model these teachers had practiced. For example, a phenomenon that often occurs is that some students still lack discipline, such as arriving late to school, falling asleep in class, dressing untidy, having messy hair, fighting, and not respecting each other. And even there are researchers getting students who speak harsh language and so on (Iswandi, 2019; Suyanta, 2018).

According to the researchers, these negative influences can be overcome by the teacher's role as supervisor, mentor, and educator for students. It is proven that the education provided by the teacher not only focuses on material or knowledge aspects but also involves the development of students' personality, behavior, and way of speaking. Given that school is the second environment for students, where they spend most of their time with friends and teachers, the importance of education lies in imparting new knowledge to students, correcting mistakes they make, and guiding them in developing their knowledge to improve their intelligence. (Azman, 2018).

Based on some initial observations and short interviews with researchers on several teachers and students in schools in Aceh Utara District, the temporary assumption that researchers can report is that regarding the teacher's exemplary model for fostering student morals so that they have a noble

character, of course, the researcher considers the schools have designed and formulated their respective strategies or tips to be applied to their students, both those carried out by the principal and the teacher.

Departing from the various facts above, it shows how important morals are to be nurtured starting from an early age (basic), especially in the current era of globalization. So this is where it is urgently needed to have a maximum example of a teacher who can set an example and have qualified competencies for his students to produce transformational outputs of graduates who are reliable, capable, good quality, and noble character. Because of this, the researcher's curious spirit moved to study and research more deeply about the "Teacher Model in the Moral Development of Students in Aceh Utara District."

2. Methods

2.1. Research Design

This research used a qualitative method with a descriptive approach. This approach was chosen to obtain in-depth, valid, and credible data and to avoid bias (Moleong, 2009). Qualitative research is used because it can produce descriptive data in the form of individual behavior that can be observed in writing or orally. The research process involves the main stages, namely formulating research questions, collecting specific data from participants, analyzing data inductively from specific themes to more general themes, and interpreting research results (Creswell, 2019).

2.2 Research Location

This research was conducted in three public primary schools in the Aceh Utara district: SDN 1 Tanah Jambo Aye, SDN 1 Baktiya, and SDN 1 Muara Batu. These locations were chosen based on the results of preliminary observations that showed the application of the teacher's exemplary model at these locations, which required further study. In addition, it was found that some students have not reflected the transformation of moral values expected from teacher exemplarity (Sugiyono, 2010).

2.3 Population and Sample

The research data were collected through in-depth interview techniques and observation as primary data to explore the hidden meaning of the observed phenomena and document review as secondary data to complement the information. The research subjects involved nine teachers and nine students in grades IV, V, and VI from each school selected by purposive sampling (Bungin, 2008).

2.4 Data Collection

The research data was collected through three main techniques: 1) In-depth Interviews to explore the hidden meanings of observed phenomena. Interviews were conducted with teachers and students to understand their perceptions regarding teachers' exemplary models. 2) Observation: conducted in the school environment to record the behavior of teachers and students directly, including in-class and out-of-class interactions. 3) Documentation: reviewing relevant documents

such as records of moral development activities, school reports, and learning materials to complement the information obtained from interviews and observations.

This method was chosen because it is conducted in a natural context without manipulation, involves the researcher as the main instrument, facilitates the process of determining and summarizing data, uses inductive analysis to find patterns and deep meaning, and focuses on a comprehensive understanding of the complexity of the problem (Sonhaji, 1977).

2.5 Data Analysis

Data was analyzed using descriptive interpretation techniques involving the following stages: 1) Data organization: grouping data according to research needs; 2) Data selection: sorting out relevant data from irrelevant data; and 3) Inference drawing: drawing conclusions based on the results of interviews, observations, field notes, and documentation (Maunah, 2009). Analyses were conducted systematically to gain an in-depth understanding of the research results and link them to relevant theories.

This approach is carried out systematically to gain an in-depth understanding of the research results and connect them with relevant theories. This research aims to comprehensively understand the application of the teacher's exemplary model, student moral development strategies, and the transformation of moral values amid the challenges of the globalization era (Tanzeh, 2009).

3. Results and Discussion

The quality of a good teacher is reflected in their personality, attitude, and actions, both inside and outside the school environment. Teachers must realize that they are role models for everyone, especially students at school. Teachers are educators and act as “spiritual parents” who shape students' spirituality. The spiritual quality of students is highly dependent on the coaching and guidance provided by the teacher. In other words, a teacher has a great responsibility as an architect in shaping students' morals and personality (Badrudin & Shidiq, 2022; Nuryani, 2019).

According to the exemplary theory conveyed by Jamal Ma'mur Asmani, exemplary is something that is not only informed but also realized and believed so that it becomes real in practice (Asmani, 2016). Exemplary is very important for teachers in showing personality, behavior, and good speech, which students in everyday life can imitate. This theory is in line with Albert Bandura's theory, which states that individuals learn through observation and imitation of the behavior of others, especially authoritative figures or role models (Kamal, 2017).

This study is designed to test and prove the relevance of the two theories by highlighting three main aspects as indicators of teacher exemplarity: personality, behavior, and speech. For example, a teacher who consistently shows discipline in arriving on time, speaking politely, and being fair to all students provides a real model to emulate. In this way, abstract theories become more relevant and concrete in the context of education, where the role of the teacher as a role model determines the formation of students' character and moral values (Danim, 2011; Harmita, Nurbika, & Asiyah, 2022).

Through well-organized data collection based on observations, interviews, and documentation with school principals and class teachers at SD Negeri 1 Tanah Jambo Aye, SD Negeri 1 Baktiya, and SD Negeri 1 Muara Batu regarding the teacher's exemplary model in fostering student morals, researchers can describe the results of his research as follows.

3.1 *Teacher Models in the Era of Globalization in Developing Student Morals in Aceh Utara District*

In the era of globalization, the teacher's exemplary model refers to standards and examples of behavior expected of a teacher as a role model for students. This model involves the aspects of personality, behavior, and speech reflected in the teacher's daily actions in teaching and interacting with students. The teacher's exemplary model in the era of globalization emphasizes the importance of teachers as agents of change who can develop students' personal qualities in the context of an increasingly globally connected world. The exemplary model of teachers in the era of globalization refers to patterns of behavior, personality, and teaching practices that are considered role models or role models for students in facing challenges and changes in the ever-evolving global era (Aghnina & Lukman, 2023).

In the context of globalization, teachers must be able to face various changes and challenges involving increasingly connected and diverse technologies, cultures, and environments. Therefore, the teacher's exemplary model is crucial in forming a generation ready to face an increasingly complex world. The exemplary model shown by someone will have a positive impact on the lives of others. Likewise, the teacher's example to students at SD Negeri 1 Tanah Jambo Aye, SD Negeri 1 Baktiya, and SD Negeri 1 Muara Batu is expected to have a positive impact on changing students' attitudes and behavior both at school when participating in the learning process and after they return to their families and communities.

As respected and emulated individuals, teachers have a central role in the classroom and become student role models. Their further wish is to see their teacher as a role model. Therefore, a teacher must always consider his behavior because all his actions will be a highlight for the people around him. It is necessary to know that teachers will not only be role models for their students but will also become role models for fellow teachers, principals, and other school staff (Yusuf & Ahsan, 2023). Therefore, every teacher's words and actions must reflect good things, attract attention, and be fun. To shape the good character of students, especially in the current era of globalization, it is necessary to have a consistent role model from a teacher, both inside and outside the classroom (Prasetyo, Marzuki, & Riyanti, 2019).

The seriousness of the teacher in carrying out his duties is the main capital in the progress of education. The role of the teacher in schools must be replaced by sophisticated technology. Teachers play an important role in instilling character education values in students, especially in forming students with integrity and noble character.

3.1.1 *SD Negeri 1 Tanah Jambo Aye*

The results of observations and interviews with Mrs. LR as the class teacher (homeroom teacher) in class IV SD Negeri 1 Tanah Jambo Aye, namely the researcher saw that Mrs. LR, before learning took place in the class made a habit of giving opening and closing greetings, reading prayers before and after learning, can also be seen when giving explanations regarding the material being taught with effective communication skills, good speech and easy for students to understand.

According to the researcher's analysis based on the results of the observations and interviews, the researcher can explain that Ms. LR has implemented an exemplary model indicator in the field of behavior, namely religious and in the field of speech, namely saying well, which according to the researcher says that every other teacher should own this behavior.

Regarding the exemplary model, the researcher also observed Ms. JL as the class teacher (homeroom teacher) in class V SD Negeri 1 Tanah Jambo Aye, the researcher can describe the results namely, the researcher saw that Mrs. JL when she was in class with students, the class atmosphere was a bit rowdy. However, after the researchers observed more comprehensively, it turned out that Mrs. JL was actively involved in holding discussion and question-and-answer methods, which were occasionally interspersed with ice-breaking activities (interludes) accompanied by music that all students in the class attended to encourage and inspire them. Students so they don't get bored. Interestingly, Mrs. JL seemed to be able to manage the class atmosphere well. In teaching and learning activities, it was seen that Mrs. JL was not favoritism (fair), disciplined, and fun to make students feel happy.

According to the researcher's analysis based on the results of the observations and interviews, the researcher can explain that Mrs. JL has implemented an exemplary model indicator in the Personality field, namely not favoritism (fair), and in the field of behavior, namely discipline, which should also be owned by every other teacher so that students can be inspired to get used to imitating something good from their teachers.

Next, the researcher also observed Mrs. JM, who was also a class teacher (homeroom teacher) but in class VI at SD Negeri 1 Tanah Jambo Aye. According to the observations of the researcher, Mrs. JM, when she was in class with the students, especially when the teaching and learning activities were taking place, it was seen that the students were very enthusiastic about learning, even though there were visible students who were sleepy. However, with an attitude of professional ethics that includes gentleness and responsibility and accompanied by the politeness she highlights, Mrs. JM, including her aura, can attract students' attention so that most students look more serious about participating in ongoing learning.

So, according to the researcher's analysis based on the results of the observations and interviews, the researcher can explain that Ms. JM has also tried to apply the indicators of a personality model, namely gentleness, responsibility, and areas of behavior, namely courtesy, which every teacher should have. Others so that students are trained by themselves to get used to imitating something good from their teachers.

From the results of observations, interviews, and documentation that the researchers obtained regarding the exemplary model of teachers in the era of globalization at SD Negeri 1 Tanah Jambo Aye, the researchers can explain that the teacher, in this case the class teacher (homeroom teacher) in grades IV, V and VI in SD Negeri 1 Tanah Jambo Aye when in class with students it was clear that there was an exemplary model attached to each of these teachers. The exemplary model in question is the existence of professional ethics, effective communication skills, involvement, and inspiration accompanied by religious attitudes,

fairness, courtesy, discipline, good speech, and good at controlling or managing the class well.

3.1.2 *SD Negeri 1 Baktiya*

The following are the results of observations and interviews with Mrs. CY as a class teacher (homeroom teacher) in class IV SD Negeri 1 Baktiya, namely: The researcher saw that Mrs. CY was very consistent in her behavior and daily speech, such as always showing courtesy, responsibility and Respect others in various situations. Not only in her actions, Mrs. CY also showed her consistent communication skills, such as when explaining lessons using good and correct language.

According to the researcher's analysis based on the results of the observations and interviews, the researcher can explain that Ms. CY has implemented exemplary model indicators in the personality field, namely responsibility, in the field of behavior, namely politeness, and the field of speech, namely saying good and true, which according to researchers, this behavior should be owned by every other teacher as well.

Regarding the teacher's exemplary model in the era of globalization, the researcher also observed Mrs. IW as the class teacher (homeroom teacher) in class V SD Negeri 1 Baktiya; the researcher can describe the results, namely, the researcher sees that Mrs. IW is very energetic and has professional ethics when in class, Mrs. IW also looks very respected by her students, regardless because she is a teacher who teaches the subject of mathematics. However, it can be seen that the classroom management atmosphere that he applied attracted the attention of students (Sufiani, Putra, & Ilham, 2022). It turned out that after the researchers observed more comprehensively, Mrs. IW, in terms of guiding students, seemed quite serious, always relying on her professional ethics accompanied by a gentle attitude; Mrs. IW also never yelled at her students and the end of each lesson Mrs. IW was always seen giving in-depth advice to generate motivation and inspiration for each of her students.

According to the researcher's analysis based on the results of the observations and interviews, the researcher can explain that Mrs. IW is also seen applying exemplary model indicators in the Personality field, namely gentleness, and in the field of behavior, namely being religious and in the field of speech, namely saying good things and never snapping.

Next, the researcher also made observations of EM's mother, who was also a class teacher (homeroom teacher) but in class VI at SD Negeri 1 Baktiya. According to the observations of researchers, he seems to be very well-liked by students because when he communicates with students in an effective, gentle and polite way of communication. EM mothers can communicate openly and inspiringly. This can be seen from the good use of language, paying attention to listeners, and building good relationships with students.

According to the researcher's analysis based on the results of the observations and interviews, the researcher can explain that Ms. EM has applied the indicators of the personality model, namely gentleness, the area of behavior, namely being polite, and the area of speech, namely saying good things that should also be owned by every other teacher so that students are accustomed to imitating something good from their teachers.

From the results of observations, interviews, and documentation that the researchers obtained regarding the teacher's exemplary model at Baktiya 1 Public Elementary School, the researcher can explain that the teacher, in this case the class teacher (homeroom teacher) in grades IV, V and VI at Baktiya 1 Public Elementary School, when in class with students it is clear that there is an exemplary model applied to him, of course, with the hope that the exemplary model applied can have an impact on his students. The exemplary model in question is the existence of professional ethics, effective communication skills, openness, involvement, inspiration, gentleness, fairness, courtesy, and discipline accompanied by good speech and controlling or managing the class well.

3.1.3 SD Negeri 1 Muara Batu

The following are the results of observations and interviews with Mrs. HZ as the class teacher (homeroom teacher) in class IV of SD Negeri 1 Muara Batu namely the researcher saw that Mrs. HZ interacted with her students with great patience and gentleness. Mrs. HZ, in explaining the material, was not in a hurry, was very tolerant, and was willing to give sufficient time and attention to each of her students. Apart from that, Mrs. HZ also saw that when there were students whose speech was not good, she did not necessarily scold them but advised them with good and correct words.

According to the researcher's analysis based on the results of the observations and interviews, the researcher can explain that Mrs. HZ has applied exemplary model indicators in the personality area, namely gentleness, and speech, namely saying good and true. Consistency in actions and speech shows the teacher's sincerity in applying the exemplary model.

Furthermore, in other classes, the researcher observed Mrs. MS as the class teacher (homeroom teacher) in class V SD Negeri 1 Muara Batu. Regarding the exemplary model of teachers in the globalization era, researchers can explain that researchers see that the figure of MS mothers is very modest tolerant; if she communicates in good words and, accepts feedback openly, and tries to improve herself, is not defensive when receiving constructive criticism or suggestions, and also uses the feedback for personal growth and professional ethics. Mrs. MS, in terms of guiding, also looks very serious and painstaking and never shows favoritism.

According to the researcher's analysis based on the results of the observations and interviews, the researcher can explain that Mrs. MS also seems to apply exemplary model indicators in the Personality field, namely acting fairly and in the field of behavior, namely being religious and in the field of speech, saying kind things and never saying harshly.

Next, the researcher also made observations of AM's mother who was also a class teacher (homeroom teacher) but in class VI at SD Negeri 1 Muara Batu. According to the researcher, Mr. AM also seemed well-liked by the students; he was the only male homeroom teacher at the Public Elementary School. Mr. AM seems to prioritize professional ethics, including responsibility and discipline, in class on time. With him in the class, it seems that no one dares to be nosy. If students are found evil, they will deal directly with him and be resolved with his tricks; one is by gently advising him, even by calling parents/guardians.

According to the researcher's analysis based on the observations and interviews, the researcher can explain that he has also applied the indicators of the personality model, namely gentleness and responsibility, the field of behavior, and discipline. A role model teacher wholeheartedly commits to their students' academic and personal success.

From the results of observations, interviews, and documentation that the researchers obtained regarding the exemplary model of the teacher at SD Negeri 1 Muara Batu, the researcher can explain that the teacher, in this case, the class teacher (homeroom teacher) in grades IV, V and VI at SD Negeri 1 Muara Batu, when in class it is clear that there is also an exemplary model of globalization that is applied especially to him in the hope that his students can imitate and follow him.

The results of interviews, observations, and documentation obtained by researchers from each teacher in three public elementary schools show the existence of an exemplary model that includes aspects of personality, behavior, and speech, as well as the application of integrated exemplary, which has an impact on fostering student morals. However, not all expectations of role models from classroom teachers are fully realized for students in the classroom. It is important to note that being a role model is not about achieving perfection but rather about a commitment to continue to be the best and be able to inspire others.

In the era of globalization, teachers play a very important role in shaping and developing students' personality, behavior, and speech. Teacher exemplification in these three aspects significantly influences students' personal and social development. Based on the research findings, the exemplary model of teachers in grades IV, V, and VI in the three public elementary schools shows that teachers can practice this exemplary model in real terms, both in personality, behavior, and speech.

However, a more holistic approach is needed to apply this role model to be more relevant to the challenges faced by an increasingly connected global society. Teachers who act as role models not only help students overcome the negative impacts of globalization but also encourage them to think critically, build strong relationships, and instill sustainable moral values (Hamid, Lombogia, Takaredase, & Angmalisang, 2022).

On the other hand, it needs to be recognized that the implementation of this role model is challenging. Factors such as students' social backgrounds, limited resources, and the complexity of classroom dynamics may limit its impact. In addition, the research would be stronger if it integrated measurable impact indicators, such as student learning outcomes, and explored the limitations of implementing this exemplary model in real practice. A more balanced analysis of successes and obstacles will provide richer and more comprehensive insights into the role of the exemplary teacher model in students' moral formation.

3.2 Teacher Model-Based Student Moral Development Strategy in Aceh Utara District

In education, especially when the learning process occurs, teachers as educators in schools must show good, exemplary attitudes based on Islamic guidance originating from the Al-Qur'an and Hadith (Lubis, 2022). The aim is that what is taught, said, and practiced by teachers can be followed, heard, and imitated by every student because an exemplary attitude is a realistic depiction of all exemplary

thoughts. So, every educator must apply his practice based on his opinions and advice in front of his students (Maisyanah, Syafa'ah, & Fatmawati, 2020).

The development of good morals in children is increasingly seen as necessary, especially for students in the current era of globalization, who always seem to face serious moral and ethical problems, which, if left unfiltered, will destroy the nation's future. Every parent and teacher should be strategic and alert to this increasingly advanced era of moral development; moreover, the influence of technology that is increasingly advanced and rapidly will slowly erode each child's personality in a negative direction if it is not seriously monitored.

The character-building strategy for an exemplary teacher is an effort or action taken by the teacher himself to foster the morals of his students so that they have noble and commendable morals, or in other words, become individuals with good morals. A moral development strategy can also be understood as an act of realizing one's character, which is rooted in the soul and encourages it to do something in the right direction. Talking about the teacher's exemplary-based student moral development strategy, based on the results of the interviews and documentation that the researchers conducted, the researchers can describe some of the results of the interviews with researchers at the three public elementary schools which were the locations of this research so that the researchers can explain that:

- a. In general, the teacher, in this case, the class teacher (homeroom teacher) in grades IV, V, and VI at SD Negeri 1 Tanah Jambo Aye, when in the classroom already implemented a student moral development strategy, most of which, according to observations by researchers, students were seen to have applied the teacher's exemplary behavior towards themselves while in class. The exemplary behavior in question includes a religious attitude, responsibility, fairness, courtesy, and discipline accompanied by good speech.
- b. From the results of the interviews and documentation that the researchers obtained at SD Negeri 1 Baktiya, the researcher can explain that it is clear that in this case, the teacher is the class teacher (homeroom teacher) in grades IV, V, and VI at SD Negeri 1 Baktiya when in class it is clear that there is a strategy for developing student morals which includes an attitude of responsibility, gentleness, fairness, courtesy, discipline, telling the truth and being accompanied by having good speech and being good at mastering or managing the class well.
- c. From the results of several interviews and documentation that the researcher obtained regarding the strategy for developing student morals at SD Negeri 1 Muara Batu, the researcher can explain that the teacher, in this case, the class teacher (homeroom teacher) in grades IV, V and VI at SD Negeri 1 Muara Batu, when in class it is also clear that there is a strategy for developing student morals. The strategy in question is having a gentle attitude, responsibility, fairness, courtesy, discipline and good words when communicating with fellow teachers and students in the class.

In the context of fostering students' morals, it can be seen that some teachers apply an integrated exemplary strategy, as practiced by teachers at SD Negeri Baktiya and SD Negeri Muara Batu, especially in class V. This strategy shows the importance of creating an inclusive, supportive and open classroom environment. This strategy shows the importance of creating an inclusive, supportive, and open classroom environment. Teachers not only serve as role models in behavior but also provide continuous and positive feedback to encourage students' moral development effectively (Karso, 2019).

However, to deal with the complexities of modern education, this strategy needs to be enriched with more diverse approaches relevant to the times' challenges. The moral framework should include universal values such as empathy, social responsibility, justice, and the ability to think critically when dealing with dilemmas. This strategy should also bridge traditional morals with the challenges of the digital era so that students behave well in the local context and are ready to face global dynamics.

It is important to note that moral coaching strategies should be flexible and tailored to the specific needs of the class or school. Teachers can adopt practical approaches such as Moral Project-Based Learning, which engages students in projects that promote moral values, such as social activities or environmental projects, to help them understand the real impact of their actions; Daily Reflection, which encourages students to reflect on their behavior through daily journals or group discussions, so that they can identify areas of improvement and celebrate their moral successes; Positive Technology Integration that uses digital media to teach ethics, such as interactive simulations about moral decision-making, so that students learn to apply moral values in a virtual world context; or Parent and Community Engagement that integrates moral coaching into collaborations with parents and communities, so that students experience consistent moral support across multiple environments.

With these more concrete strategies, teachers have a greater chance of creating a lasting impact on students' moral development. This helps students develop good personality, behavior, and speech and equips them with the ability to interact positively in an increasingly complex global society. The impact will be felt during formal education and in students' future personal and professional lives.

3.3 Transformation of Student Morals Based on Teacher Example in Aceh Utara District

Transformation of student morals based on teacher example can have a significant impact in the areas of personality, behavior, and student speech. Student moral transformation aims to produce individuals with strong morality positive behavior, and positively influence the surrounding environment. Through proper moral development, students can develop an attitude of respect, mutual respect, empathy, responsibility, and integrity in their social interactions.

The teacher's exemplary model strongly influences the transformation of student morals. Teachers who are role models in good moral behavior can inspire, motivate, and encourage students to develop better morals. Through positive relationships and a supportive learning environment, teachers can become change agents in shaping students with noble character and morals. Furthermore, the teacher's exemplary model in the fields of personality, behavior, and speech has an important role in the moral transformation of students. In this case, the teacher is not only an educator in the academic aspect but also an example and role model in developing good personality, behavior, and speech.

Talking about the moral transformation of students based on teacher example. In this case, researchers based on the results of observations, interviews, and documentation that researchers conducted, researchers can describe some of the results of observations and interviews of researchers at the three public elementary schools which were the locations of this study.

3.3.1 SD Negeri 1 Tanah Jambo Aye

As far as the researcher's observations, the researcher can explain that when students are in class with the strategy of developing student morals that is applied and modeled by the

teacher, in terms of religious attitudes, it can be seen that students in the class become more confident and accustomed to religious attitudes even without being asked to do it, such as saying good and true, reading prayers before and after learning. There is also an attitude of respect for the opinions of other different students when there is a discussion process in class.

While the results of observations and interviews with researchers in class V SD Negeri 1 Tanah Jambo Aye, the researcher can explain that the students seem to be the majority of students becoming more organized, disciplined, and responsible in carrying out their daily routines. However, in this case, there are still one or two people who still need to do homework in terms of doing it.

Next, the results of observations and interviews with researchers in class VI of SD Negeri 1 Tanah Jambo Aye, the researcher can also explain that the majority of students seem to be more concerned with the management of responsibilities, ethics, social and manners in daily interactions, both among their peers in the classroom and with the teacher. However, researchers also found that one or two students let out bad words, such as those who used swear words towards their classmates.

3.3.2 *SD Negeri 1 Baktiya*

As far as the researcher's monitoring, the researcher can explain that the students, when in class, the majority of students look very serious about learning. They also learn to speak softly and respond with sensitivity to the needs and feelings of others. However, the researchers also found that some students seemed to pay less attention, meaning they were less focused, and some felt sleepy in the study room.

Furthermore, the results of observations and interviews with researchers in class V SD Negeri 1 Baktiya, the researcher can explain that the majority of students look religious, and in communicating, they are used to using good words and are seen trying to provide support and encouragement to others through positive and constructive speech.

Next, the results of observations and interviews with researchers in class VI of SD Negeri 1 Tanah Jambo Aye, the researcher can also explain that the majority of students seem to be more honest and value honesty as an important value. They also seem to learn to speak the truth, admit mistakes, and hold a commitment to always behave honestly in all situations.

3.3.3 *SD Negeri 1 Muara Batu*

In line with the results of the observations and interviews above, in class IV SD Negeri 1 Muara Batu, the researcher explained that when most students were in class, they seemed to be more sensitive to other people's feelings and tried to understand their perspectives. They also seem to learn to express themselves gently, respect differences, and maintain good relationships.

Furthermore, the results of observations and interviews with researchers in class V SD Negeri 1 Muara Batu, the researcher can explain that the majority of students seem to be more sensitive to honesty and avoid lying in any situation. They also learn to get used to admitting their mistakes, speak kindly and honestly, and build trust with others through being honest and sincere.

Next, the results of observations and interviews with researchers in class VI at SD Negeri 1 Muara Batu, the researcher can also explain that most students seem to be more organized in carrying out their daily routines and learning to respect their own time and that of others. They also seem to develop regular habits, persistently completing tasks and responsibilities, and try to comply with existing rules.

According to the researcher's analysis based on what the researcher did, the researcher can say that regarding the moral transformation of students based on the example of teachers at SD Negeri 1 Tanah Jambo Aye, SD Negeri 1 Baktiya, and SD Negeri 1 Muara Batu, it is clear that in the majority there has been a transformation of the teacher's exemplary model, namely the impact regarding the development of student morals. However, there are still some students in the three public elementary schools whose morals still need to be as expected. For more details, in the following, the researcher presents a table of the findings of Student Moral Transformation based on the Teacher's Example.

Based on the explanation of the findings above, in the opinion of researchers, the moral transformation of students based on teacher example requires time and consistency. When teachers consistently show positive examples and interact with students well, students will be inspired to adopt the same behavior daily. To achieve student moral transformation, continuous effort and continuity of the exemplary model applied by the teacher is needed. This process takes time but involves planning, implementing a moral development program, and ongoing evaluation to ensure students' moral development.

3.4 The Role of Teacher Exemplary Models in the Development and Transformation of Student Morals in Elementary Schools

The discussion of teacher exemplary models, student moral development strategies, and student moral transformation at SD Negeri Tanah Jambo Aye, SD Negeri Baktiya, and SD Negeri Muara Batu shows that the country needs every individual who chooses the teaching profession to have a noble character, both general and religious teachers, who are also equipped with professional skills in their respective fields. The exemplary model of teachers in fostering student morals includes integrated aspects of personality, behavior, speech, and example. This has an impact on the moral development of students. However, not all exemplary expectations desired by classroom teachers can be fully realized in students in the classroom. Students' moral development strategies include the application of attitudes of responsibility, gentleness, justice, politeness, discipline, truth, and the use of good speech in communication between fellow teachers and students. Nevertheless, students' moral transformation only happens slowly, requiring time and consistent teacher coaching. Most students show better moral development than before, but there are still students whose behavior needs to reflect the expected, exemplary attitude fully.

According to the researcher, if moral development is carried out with a programmed and structured approach, in addition to the teacher maintaining their exemplary behavior, the teacher must explicitly direct students with concrete actions that can be exemplified and documented in a special notebook for moral development. In this way, students' moral transformation can be more directed and effective. Commitment and consistency in showing positive role models, especially in student interactions, will make it easier for students to adopt similar behaviors daily. However, it is important

to recognize that there are various obstacles to implementing this strategy. Factors such as time constraints, differences in students' socio-economic backgrounds, and challenges in managing diverse classroom dynamics often affect the consistency of exemplary model implementation. Teachers are also often faced with the pressure to complete the subject matter in a limited amount of time, which can reduce the focus on students' moral development.

To overcome these challenges, more concrete and flexible strategies are needed. For example, teachers can implement moral project-based learning strategies that involve students in real activities that teach moral values, such as social projects or community service activities. In addition, daily reflection in the form of journals or group discussions can be an effective tool to encourage students to evaluate their behavior and identify areas for improvement. With these approaches, students' morals can develop more measurably. Using educational technology, such as learning apps that teach ethics through simulation or role-playing, can also be an alternative to creating more interesting and applicable learning in this digital era (Alimin & Muzammil, 2020).

Empirical evidence supporting the application of these methods is essential to reinforce the relevance and effectiveness of the proposed strategies. Further research involving long-term observation and analysis of the concrete impact of moral coaching strategies, such as their influence on changes in students' behavior outside the classroom, will help clarify the extent to which these approaches can be widely applied. In addition, it is also important to explore broader contextual implications, such as the influence of the social environment and technological developments on students' character formation. Overall, this research provides a strong basis for further exploration of effective moral education strategies in primary schools, which have the potential to impact educational practice significantly, shaping students' character and addressing the increasingly complex challenges of the times.

4. Conclusion

In each teacher at the three Public Elementary Schools, an exemplary model is evident, encompassing personality, behavior, speech, and integrated self-application. It is important to note that being a role model does not require perfection but rather a commitment to strive for the best and inspire others. The schools also demonstrate clear strategies for developing student morals, including gentle attitudes, responsibility, fairness, courtesy, discipline, and good and proper speech when communicating with colleagues and students. For example, teachers at SD Negeri Baktiya and SD Negeri Muara Batu apply integrated exemplary strategies, particularly in grade V classrooms. These strategies must be tailored to the specific needs and context of the class or school. By consistently fostering morals through exemplary behavior, interactive learning approaches, and active student involvement, teachers help students develop positive personalities, behaviors, and communication skills, enabling them to navigate an increasingly complex global society effectively.

The transformation of the teacher's exemplary model is visible in the overall moral development of students, though some students at the three Public Elementary Schools still fall short of expectations. For instance, challenges remain with class VI students at SD Negeri 1 Tanah Jambo Aye and class IV students at SD Negeri 1 Baktiya and SD Negeri 1 Muara Batu. According to researchers, the moral transformation of students requires time, consistency, and ongoing effort. This process does not happen instantly but involves planning, implementing moral development programs,

and conducting continuous evaluations to ensure progress. When teachers consistently set positive examples and engage with students meaningfully, students are inspired to adopt similar behaviors in their daily lives, fostering lasting moral growth.

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