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Educators In Islamic Education

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Abstract

This study aims to comprehensively examine the concept of educators in Islamic education, including their definition, position, rights, duties, code of ethics, and role and professionalism in shaping students' character. The research method used is a qualitative approach with a case study design through observation, interviews, and documentation techniques. The results show that educators in Islamic education have a broad meaning, not only as conveyors of knowledge, but also as guides, role models, and moral molders. The position of educators in Islam is very noble because they play a role as inheritors of the prophets' duties in conveying the values of truth. The rights, duties, and code of ethics of educators are an interrelated unit in supporting professionalism. Fulfillment of educators' rights influences motivation and performance quality, while educators' duties encompass academic and moral aspects that demand high responsibility. The code of ethics serves as a guideline in maintaining integrity and professional behavior. Furthermore, educator professionalism plays a vital role in shaping students' character through exemplary behavior, educational interactions, and mastery of pedagogical, social, and spiritual competencies. The success of Islamic education is largely determined by the quality of educators in integrating Islamic knowledge and values in a balanced manner, so as to produce a generation that is knowledgeable, faithful, and has noble morals.

Keywords: Educators; Islamic Education; Professionalism.

INTRODUCTION

Educators from an Islamic educational perspective are fundamental elements who have a strategic role in shaping the personality, intellectuality and spirituality of students.(Pujianti 2024) Conceptually, an educator is not only defined as an individual who transfers knowledge, but also as a figure who guides, directs, and instills Islamic values comprehensively. In this context, an educator encompasses anyone responsible for the educational process, both formally and informally.(Maulana et al. 2025). Thus, the definition of educator in Islamic education is broad, encompassing teachers in educational institutions, parents in the family environment, and society as a social environment that contributes to the formation of students' character.

The types of educators in Islamic education can be classified into several main categories. First, formal educators, namely teachers or teaching staff in educational institutions such as schools and madrasas. Second, informal educators, namely parents who play a primary role in providing basic education, particularly in aspects of morality and religious values.(Shahid and Kamaruddin 2020)Third, non-formal educators, such as community leaders or religious leaders who play a role in providing education through social and religious activities.(Mildawati and Tangngareng 2023)These three types of educators complement each other and contribute synergistically to developing students who are faithful, knowledgeable, and have noble character.

In Islam, the position of educators is very noble. This is based on the view that educators are the inheritors of the prophets' mission to convey knowledge and truth.(Wardiah et al. 2022)The excellence of an educator is measured not only by their professionalism but also by their intention and sincerity in carrying out their duties. Educators who are oriented towards devotion to Allah SWT will attain a high standing, both in this world and the hereafter. Therefore, the teaching profession in Islam is not simply a job, but a trust that carries the value of worship.

In carrying out their duties, educators also have rights that must be fulfilled. These rights include respect for their profession, adequate welfare, and

support for facilities and infrastructure in the learning process. Fulfilling educators' rights is crucial to ensuring optimal educational quality.(Yuliantini 2025)When educators receive their rights proportionally, they will be able to carry out their duties more effectively and professionally.

On the other hand, the duties and responsibilities of educators in Islamic education encompass various complex aspects. Educators are not only tasked with delivering subject matter, but also with fostering morals, instilling moral values, and serving as role models for students. This responsibility demands a high level of integrity, commitment, and competence.(Huda and Ulya 2025)Educators must be able to adapt learning methods to the needs of students and current developments, without ignoring the basic principles of Islamic teachings.

In line with this, the code of ethics for educators serves as an important guideline in carrying out their profession. This code of ethics reflects the moral norms and values that every educator must uphold, such as honesty, fairness, responsibility, and exemplary behavior. From an Islamic perspective, the code of ethics for educators also encompasses spiritual aspects, such as sincerity, patience, and piety.(Silalahi et al. 2023)By adhering to a code of ethics, educators can maintain their professionalism and moral integrity.

The role of educators in Islamic education is also inseparable from their primary function as agents of change. Educators play a role in shaping students' character, ensuring a balance between intellectual, emotional, and spiritual intelligence. Furthermore, educators also play a role in optimally developing students' potential, enabling them to contribute positively to community life.(Kholissoh and Khasanah, tt)This role requires educators to continuously improve their capacity and adapt to the dynamics of scientific and technological developments.

The professionalism of educators is a crucial aspect in determining educational success. Professionalism is not only related to pedagogical competence but also encompasses personal, social, and spiritual competencies. Professional educators are able to integrate scientific knowledge with Islamic values and apply them in an effective and meaningful learning process.(Fahrudin

2019). Thus, the presence of professional educators will be able to realize the goals of Islamic education, namely to shape individuals who are faithful, pious, knowledgeable, and have noble morals.

RESEARCH METHODS

This research uses a qualitative approach with a case study design to deeply understand the concept and implementation of educators in Islamic education.(Pringgar and Sujatmiko 2020)A qualitative approach was chosen because it can explore the meanings, values, and practices that develop in real-world contexts, particularly those related to the roles, duties, and professionalism of educators. Case studies are used to provide a comprehensive, contextualized and in-depth overview of the phenomenon being studied in a specific location or subject.

The research location was purposively determined at an Islamic educational institution, whether a school, madrasah, or Islamic boarding school, considered representative in implementing Islamic educational values. The research subjects included educators (teachers), students, and related parties such as school principals or institution administrators. Subjects were selected using a purposive sampling technique, based on specific considerations relevant to the research objectives, such as teaching experience, educational background, and involvement in Islamic educational activities.

Data collection techniques were conducted through three main methods: observation, interviews, and documentation. Observations were conducted directly to observe learning activities, interactions between educators and students, and the application of Islamic values in the educational process.(Fadli 2021)In-depth interviews were conducted with educators and related parties to obtain information regarding their understanding of the roles, duties, codes of ethics, and professionalism of educators in Islamic education. Meanwhile, documentation was used to supplement the data in the form of curricula, learning tools, and other documents relevant to the research.

Data analysis was conducted interactively through three stages: data reduction, data presentation, and conclusion drawing. Data reduction was

accomplished by sorting and simplifying the data obtained according to the research focus. Data presentation was conducted in the form of a systematic, descriptive narrative for easy understanding.(Rijali 2019). Next, conclusions are drawn by interpreting the data in depth to discover meanings and patterns related to the concept of educators in Islamic education.

To ensure data validity, this study employed triangulation techniques, including both source and method triangulation. Source triangulation was conducted by comparing information from various informants, while method triangulation was conducted by comparing the results of observations, interviews, and documentation.(Cahyaningrum et al. 2023)Thus, the research results are expected to have a high level of validity and credibility and to be able to provide scientific contributions to the development of Islamic education studies.

RESULTS AND DISCUSSION

Concept and Position of Educators in Islamic Education

The research results show that the concept of educator in Islamic education has a broader meaning than the understanding of educators from a general educational perspective. In Islamic education, educators function not only as transmitters of knowledge (transfer of knowledge), but also as guides (murabbi), directors (mu'allim), and character builders (mu'addib), who are responsible for the overall development of students, including cognitive, affective, and psychomotor aspects.(Mulyani, n.d.)This finding demonstrates that the concept of education in Islam is integral and holistic, encompassing intellectual, moral, and spiritual dimensions simultaneously. Thus, the presence of educators is a key element in achieving the goals of Islamic education, which emphasize a balance between knowledge and morality.

The research results also indicate that the position of educators in Islamic education is very high and respected. This is based on the view that educators are the inheritors of the prophets' mission of conveying knowledge and truth to humanity. In this context, educators not only carry out professional functions but also carry out a religious mission imbued with the values of worship.(Faruqi et al. 2023)Therefore, the position of educators is not solely measured by social or

economic status, but rather by their contribution to shaping a generation of believers, pious people, and noble morals. This finding strengthens the argument that the teaching profession in Islam has a transcendental dimension that cannot be separated from spiritual values.

In practice, the concept of educator in Islamic education also encompasses various types of educators who have distinct yet complementary roles. Research shows that there are three main categories of educators: formal educators (teachers in schools or madrasas), informal educators (parents in the family), and non-formal educators (community or religious leaders). (Arif Muezzin 2021) These three types of educators contribute synergistically to the educational process, so that the formation of students' character depends not only on formal educational institutions but also on the family and community environment. This demonstrates that Islamic education is collective and not limited to the classroom.

Further discussion reveals that the concept of educators in Islamic education demands an integration of science and Islamic values. Educators are not only required to master the subject matter but also to instill moral and spiritual values in their students. In this regard, role modeling is crucial, as students tend to imitate the behavior of their educators. (Wahyudi et al. 2024) Therefore, educators must be able to serve as role models who reflect Islamic values in their daily lives. These findings indicate that educational effectiveness is determined not only by teaching methods but also by the personal qualities of the educators themselves.

The research also shows that the high status of educators in Islam carries with it significant responsibilities. Educators are required to carry out their duties with sincerity, patience, and commitment. This is because the educational process is not only oriented towards short-term results but also towards long-term character development. In this context, educators must be able to face various challenges, such as differences in student character, technological developments, and ever-changing social dynamics. Therefore, educators are required to possess a high level of adaptability without abandoning the basic principles of Islamic education.

This discussion also highlights the importance of a comprehensive understanding of the concept of educators in Islamic education as a foundation for developing a quality education system. The research findings indicate that some educators still perceive their role narrowly, as merely teaching subject matter. This results in a less than optimal character-building process for students.(Mukhlis 2023)Therefore, efforts are needed to improve educators' understanding of their role and position in Islamic education through ongoing training, coaching, and professional development.

It can be concluded that the concept and position of educators in Islamic education have unique characteristics that differ from the general concept of education. Educators in Islam serve not only as teachers but also as guides and role models with moral and spiritual responsibilities. This high status reflects the importance of educators in shaping a quality generation. Therefore, strengthening this concept is crucial in efforts to improve the quality of Islamic education in the future.

Rights, Duties, and Code of Ethics of Educators

The research results show that the rights, duties, and code of ethics of educators in Islamic education are three interrelated and inseparable components in shaping the professionalism and integrity of an educator. In this context, fulfilling educators' rights is a crucial foundation for optimal task performance, while the code of ethics serves as a moral guideline in carrying out this role.(Della Pebriani Simamora et al. 2025)Research findings indicate that when these three aspects operate in balance, the resulting quality of education tends to be better and has a positive impact on student development.

The rights of educators in Islamic education encompass not only material aspects, such as salary and welfare, but also social recognition, legal protection, and opportunities to develop personal competencies. Research shows that educators who receive their rights appropriately tend to have higher work motivation, stronger commitment, and the ability to carry out their duties professionally.(Budoyo et al. 2024)Conversely, non-fulfillment of rights is often a hindering factor, resulting in declining educator performance. From an Islamic

educational perspective, fulfilling educators' rights is also seen as a form of social justice, in line with the principle of balance between rights and obligations.

The role of educators in Islamic education is broad and complex. Research shows that educators are not only responsible for delivering learning materials, but also for fostering morals, instilling religious values, and guiding students toward intellectual and spiritual maturity. This task requires adequate pedagogical skills and social sensitivity to understand the diverse characteristics and needs of students.(Arifa 2022). In addition, educators also act as facilitators and motivators who are able to create a conducive and inspiring learning environment.

Further discussion reveals that the implementation of educators' duties cannot be separated from the role model dimension. Research shows that students tend to be more receptive to values that are directly exemplified than those that are only conveyed theoretically. Therefore, educators are required to maintain consistency between their words and actions, thus serving as good role models for their students. In this context, educators' duties extend beyond academics to encompass the moral responsibility inherent in every behavior they display.

The code of ethics for educators is a crucial aspect that regulates professional behavior and attitudes in carrying out tasks. Research shows that the code of ethics for educators in Islamic education not only contains formal rules but also reflects moral and spiritual values that must be internalized by every educator. These values include honesty, responsibility, justice, patience, and sincerity in carrying out tasks.(Naibaho and Nainggolan 2025)This code of ethics serves as a guideline for dealing with various situations, including decision-making related to students, colleagues, and the educational environment in general.

The research also found that the implementation of the code of ethics for educators is not yet optimal. Some educators still do not use the code of ethics as the primary basis for their actions, resulting in various problems, such as a lack of discipline, low responsibility, and a lack of commitment to their duties. This indicates that understanding the code of ethics alone is not enough; it must be accompanied by internalizing these values in everyday life. Therefore, ongoing

development efforts are needed to increase educators' awareness and commitment to their professional code of ethics.

From an Islamic educational perspective, the relationship between educators' rights, duties, and codes of ethics is synergistic and mutually reinforcing. Fulfilling educators' rights will encourage improved performance, while implementing codes of ethics will ensure that these duties are carried out responsibly and in accordance with moral values. (Marjuni 2020) Research results show that educators who are able to balance these three aspects tend to perform better and have a positive impact on student development.

This discussion emphasizes that the professionalism of educators in Islamic education is measured not only by academic ability but also by moral and spiritual integrity. Professional educators are those who not only understand their rights and duties but are also able to consistently uphold a code of ethics in various situations. (Amanda and Yahya 2025) This is important considering the role of educators as role models who have a significant influence on the formation of students' character.

It can be concluded that the rights, duties, and code of ethics of educators are the three main pillars that determine the quality and success of Islamic education. All three must be understood and implemented in a balanced manner so that educators can carry out their roles optimally. Therefore, strengthening these three aspects needs to be a primary focus in the development of the Islamic education system, thereby producing educators who are professional, possess integrity, and are committed to Islamic values.

The Role and Professionalism of Educators in Character Formation

The research results show that the role of educators in Islamic education is highly strategic in the process of character formation for students. Educators function not only as transmitters of knowledge but also as agents of change, contributing to the formation of personalities based on Islamic values. This finding confirms that educational success is not solely determined by academic achievement, but also by the success in developing character that reflects noble morals. (Mushtofa et al. 2022) In this context, educators have a major

responsibility to integrate cognitive, affective, and psychomotor aspects in the learning process.

The research findings reveal that the role of educators in character formation is inextricably linked to the interactions between educators and students. Educational, communicative, and humanistic interactions are crucial factors in creating a conducive learning environment. Educators who are able to build positive relationships with students tend to be more effective in instilling moral and spiritual values. This demonstrates that a student-centered pedagogical approach is key to successful character formation.

Character building in Islamic education requires educators to lead by example. Research shows that students are more likely to imitate behavior that is demonstrated directly than behavior that is only conveyed through theory.(Hidayati, n.d.)Therefore, educators are required to possess integrity and consistency between words and actions. This exemplary behavior encompasses various aspects, such as discipline, honesty, responsibility, and religious attitudes in daily life. Thus, educators serve not only as instructors but also as role models who serve as a reference for students in their behavior.

In relation to professionalism, research results show that professional educators have the ability to manage learning effectively and efficiently, and are able to adapt teaching methods to the needs of students.(Hamidah and Hasanah 2024)This professionalism encompasses pedagogical competence, personal competence, social competence, and professional competence. These four competencies are interrelated and serve as key indicators in assessing the quality of an educator. Educators with strong pedagogical competence are able to design engaging and meaningful learning, while personal competence reflects their integrity and emotional maturity.

Social competence enables educators to interact effectively with students, colleagues, and the community, while professional competence demonstrates mastery of teaching materials and the ability to develop oneself continuously. (Sitanggang and Naibaho 2023) Research results show that educators who possess these four competencies in balance tend to be more successful in shaping students'

character. This is because they are able to integrate knowledge with moral values in every learning process.

The research also found that challenges remain in improving educator professionalism, particularly in the face of increasingly complex technological developments and social change. Some educators still struggle to adapt innovative, technology-based learning methods. This results in a suboptimal learning process, thus hindering student character development. Therefore, efforts to improve competency through ongoing training and professional development are necessary.

This discussion also highlights the importance of integrating professionalism and Islamic values within educators. Professionalism in Islamic education is measured not only by technical aspects but also by commitment to spiritual values. Professional educators, from an Islamic perspective, are those who carry out their duties with full responsibility, sincerity, and an orientation toward devotion to Allah SWT.(Putra et al., tt). Thus, professionalism is not only worldly, but also has a hereafter dimension that forms the foundation of every action.

Research results show that the role of educators in character formation is also influenced by a supportive educational environment. A conducive environment, whether at school, in the family, or in the community, will strengthen the role of educators in instilling positive values. Therefore, synergy between various parties is needed to create an educational ecosystem that supports character formation. In this regard, educators act as a liaison, integrating these various elements into a harmonious whole.

It can be concluded that the role and professionalism of educators significantly contribute to the formation of students' character. Professional educators are not only capable of transferring knowledge but also of shaping character based on Islamic values. Therefore, strengthening the role and professionalism of educators is crucial in efforts to improve the quality of Islamic education. This effort must be carried out continuously through competency development, moral development, and strengthening commitment to Islamic

values, so that educators can optimally fulfill their role in shaping a generation that is knowledgeable, faithful, and virtuous.

CONCLUSION

Based on the results and discussion regarding educators in Islamic education, it can be concluded that educators play a fundamental and strategic role in achieving holistic educational goals. From an Islamic perspective, educators serve not only as transmitters of knowledge but also as guides, role models, and character builders of students, grounded in values of faith and noble morals. The broad concept of educators encompasses various parties, such as teachers, parents, and the community, who collectively contribute to the educational process.

The rights, duties, and code of ethics of educators are three interrelated pillars that support educator professionalism. Fulfilling educator rights is a crucial factor in enhancing motivation and performance, while carrying out duties, which encompass both academic and moral aspects, demands a high level of commitment and responsibility. Furthermore, the code of ethics serves as a guideline for maintaining the integrity and morality of educators, enabling them to carry out their roles professionally and ethically.

The role and professionalism of educators significantly contribute to the development of students' character. Professional educators possess not only pedagogical competence but also balanced personal, social, and spiritual competencies. Role modeling is key to the internalization of moral values, ensuring that students not only understand but also practice these values in their daily lives.

Thus, it can be emphasized that the success of Islamic education depends heavily on the quality of its educators. Therefore, ongoing efforts are needed to improve the competence, well-being, and moral awareness of educators so they can optimally fulfill their role. This is crucial for creating a generation that is not only intellectually intelligent but also possesses strong character, faith, and noble morals.

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