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Revitalizing Teacher Role Modeling in Islamic Education: Challenges, Impacts, and Strategies for Students' Character Development

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Abstract

The crisis of teacher role modeling has become a fundamental issue in the character development of students. This study aims to identify the contributing factors, impacts, and revitalization strategies for teacher role modeling from the perspective of Islamic education. This qualitative study employs a literature review method with a descriptive approach. The research findings indicate that the crisis in teacher role modeling is caused by administrative burdens, financial pressures, weak of professional ethics, exposure to digital media, and a lack of synergy between families and schools. In practice, these conditions have the potential to hinder students' character development. In this context, revitalizing teachers' role as role models requires strengthening personal integrity, internalizing Islamic professional ethics, improving teachers' well-being, enhancing digital literacy, and fostering collaboration among schools, families, and the community. This study contributes a framework for revitalizing teacher role modeling based on the values of *amanah* (trustworthiness), *adab* (ethical conduct), and professional responsibility as foundations for strengthening character development in Islamic education.

Keywords: Crisis of Teacher Role Modeling, Integrity, Islamic Character Education

Abstrak

Krisis keteladanan guru menjadi persoalan fundamental dalam pembentukan karakter peserta didik. Penelitian ini bertujuan untuk mengidentifikasi faktor, dampak, dan strategi revitalisasi keteladanan guru dalam perspektif Pendidikan Islam. Penelitian kualitatif dalam bentuk studi pustaka ini menggunakan pendekatan deskriptif. Hasil penelitian menunjukkan krisis keteladanan guru disebabkan oleh beban administratif, tekanan finansial, lemahnya etika profesi, paparan media digital, serta kurangnya sinergi antara keluarga dan sekolah. Kondisi tersebut pada ranah praksisnya berpotensi menghambat pembentukan karakter peserta didik. Pada konteks inilah, revitalisasi keteladanan guru perlu dilakukan melalui penguatan integritas personal, internalisasi etika profesi Islami, peningkatan kesejahteraan guru, penguatan literasi digital, serta kolaborasi sekolah, keluarga, dan masyarakat. Kontribusi temuan penelitian ini menawarkan kerangka revitalisasi keteladanan berbasis nilai amanah, adab, dan tanggung jawab profesional sebagai fondasi penguatan karakter dalam pendidikan Islam.

Kata kunci: *Krisis Keteladanan Guru, Integritas, Pendidikan Karakter Islam*

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INTRODUCTION

Education fundamentally extends beyond the transmission of knowledge (transfer of knowledge), encompassing the internalization of values, moral principles, social norms, and character formation. Its ultimate purpose is to develop individuals who possess intellectual competence, moral integrity, social responsibility, and the capacity to contribute positively to society. In Indonesia, this educational orientation is explicitly articulated in Law No. 20 of 2003 concerning the National Education System, which emphasizes the development of students' potential to become individuals who are faithful, devoted to God Almighty, possess noble character, demonstrate competence, and assume responsibility as democratic citizens (Marjuni, 2020). These objectives indicate that educational success cannot be measured exclusively through academic achievement but must also consider the extent to which educational institutions cultivate students' moral awareness and character. Consequently, character education should be understood as an integral dimension of the educational process rather than an additional component of formal learning.

When teachers exhibit behavior that contradicts the values of trustworthiness, honesty, responsibility, and noble character, students may experience a disconnect between the values taught and the reality they observe. This inconsistency can undermine students' moral trust in their educators and weaken the process of Islamic character development. In such circumstances, (moral disengagement) can be used to explain the psychological mechanism by which students begin to justify deviant behavior, reduce personal responsibility, or disregard previously learned moral standards. Therefore, research on the crisis of teacher role modeling needs to be developed through the integration of character education theory, moral psychology, and the principles of Islamic education.

Within this framework, teachers occupy a strategic position as the primary agents of knowledge transmission and moral development. Their responsibilities extend beyond delivering instructional materials to demonstrating values through everyday attitudes, decisions, interactions, and professional conduct. The philosophical principle of Ing Ngarso Sung Tulodho, introduced by Ki Hajar Dewantara, emphasizes that individuals who lead must provide exemplary behavior. This principle establishes teacher role modeling as a fundamental pedagogical foundation in which students learn not only through verbal instruction but also through observation, imitation, and interactions with educators. Similarly, the Javanese philosophy guru digugu lan ditiru reinforces the social expectation that teachers should become trustworthy figures whose words and actions reflect the values they communicate. Accordingly, teachers' personal integrity, professional ethics, discipline, empathy, and responsibility constitute essential elements in establishing a learning environment conducive to character development. The consistency between what teachers teach and what they practice becomes particularly important because students tend to interpret educators' actual behavior as a practical representation of the moral principles promoted by schools.

Nevertheless, contemporary educational environments face increasingly complex challenges associated with the crisis of teacher role modeling. Modernization, digital transformation, changing social values, and increasing professional demands have created circumstances in which the moral authority of educators may become vulnerable. Various forms of professional misconduct, including indiscipline, verbal and physical violence, ethical violations, and inappropriate professional behavior, indicate a concerning gap between the normative expectations of the teaching profession and their actual implementation.

The emergence of such cases in public discourse further raises questions regarding teachers' professional accountability and their capacity to fulfill their responsibilities as moral exemplars (Amrullah et al., 2026). This phenomenon should not be understood merely as an individual ethical failure but also as a broader educational concern involving professional culture, institutional supervision, working conditions, and the effectiveness of teacher preparation. When teachers demonstrate behavior that contradicts the values they teach, the credibility of character education becomes questionable, potentially weakening the moral foundations of educational institutions.

The implications of this crisis are particularly significant for students because childhood and adolescence represent developmental stages characterized by considerable sensitivity to social influences and behavioral modeling. Students develop their understanding of moral values through observation, imitation, reinforcement, and interactions with influential figures in their immediate environments. Suprihatin (2015) highlights the importance of modeling in shaping students' behavior and developmental processes. Consequently, when teachers fail to demonstrate positive behavioral patterns, students may experience cognitive dissonance between the moral principles communicated in classrooms and the realities they observe. Such contradictions can generate value confusion, reduce trust in educators, and weaken students' respect for educational authority.

Furthermore, the absence of credible role models may encourage students to seek behavioral references from alternative sources, particularly digital media and social networks, whose values and influences are not necessarily consistent with educational objectives. At the behavioral level, these circumstances may contribute to the tolerance of dishonesty, declining discipline, bullying, interpersonal aggression, and other forms of moral misconduct. Therefore, the crisis of teacher role modeling has implications not only for individual character formation but also for the development of a broader school culture based on integrity, mutual respect, and social responsibility.

Despite the importance of character education in contemporary educational discourse, the crisis of teacher role modeling requires further examination as a multidimensional phenomenon involving interconnected personal, institutional, and sociocultural factors. Understanding this issue solely as a consequence of individual teacher misconduct may overlook the structural conditions that influence educators' professional behavior, including excessive administrative responsibilities, financial pressures, inadequate ethical preparation, digital disruption, and limited collaboration

between schools and families. These interconnected dimensions demonstrate the need for a comprehensive analytical perspective that examines both the underlying causes and the consequences of the crisis for students' character development. Based on this context, the present study aims to analyze the phenomenon of the crisis of teacher role modeling in contemporary educational environments by examining its underlying factors, its implications for the processes and outcomes of students' character development, and the strategic measures required for its restoration.

Using a descriptive qualitative approach, this study seeks to contribute theoretically to the development of character education discourse by integrating personal integrity, professional ethics, educator well-being, and educational collaboration within the framework of social learning theory. Ultimately, the study emphasizes that restoring teachers' exemplary roles requires institutional commitment, professional accountability, supportive working environments, and collaboration among schools, families, and communities to establish an educational ecosystem capable of cultivating morally responsible, socially aware, and integrity-driven future generations

RESEARCH METHODS

This study employs a qualitative approach using a descriptive research design. The qualitative approach was chosen because it is capable of exploring, understanding, and describing in depth the complex social phenomenon of the crisis of teacher role modeling and its impact on the internalization of character values among students in a naturalistic setting. This study employs a qualitative approach in the form of a literature review (library research). Wahyuni, M. D. (2026). The qualitative approach is used to understand and analyze the phenomenon of the crisis in teacher role modeling and its impact on the process and outcomes of students' character development. Meanwhile, the literature review was conducted by examining various relevant written sources, such as academic books, journal articles, previous research findings, laws and regulations, and official documents related to teacher professional ethics and character education. Abdullahid, A. M. (2026) Secondary data were obtained from books, scientific journal articles, research reports, and academic publications discussing teacher role modeling, professional ethics of educators, teacher workload, teacher student relationships, and character development. Teacher Misconduct. Deviant behavior and a lack of integrity among teachers. Failure of Uswah Hasanah. A decline in the trust placed in educators, their role as role models, and the consistency of their moral character. Student Moral Disengagement. Justification of deviant behavior and a weakening of moral responsibility. Failure of Character Education. Hindrances to the internalization of noble character and proper conduct.

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relationships, and character development. These sources were selected based on their relevance to the research focus, the credibility of the publisher, the clarity of the author's identity, and the relevance of the content to the issues under study. Previous research was also used to compare findings, strengthen arguments, and identify potential solutions to the crisis in teacher role modeling.

RESULTS AND DISCUSSION

Overview and Causes of the Crisis in Teacher Role Modeling in Today's Educational Environment

Teachers play a strategic role in education, not only as instructors who facilitate the transfer of knowledge (transfer of knowledge), but also as educators and role models who instill moral values (transfer of values). The Javanese proverb "Guru, digugu lan ditiru" (teachers are trusted and emulated) reflects the fundamental position of teachers as figures whose attitudes, actions, and words become behavioral and moral references for students. This philosophy emphasizes that teachers are expected to demonstrate consistency between the values they teach and the behavior they practice in everyday life. However, contemporary educational environments increasingly reveal a crisis of teacher role modeling, characterized by discrepancies between normative moral expectations and the actual conduct of educators, both within schools and in broader social contexts. This situation raises concerns because teachers' credibility and moral authority are essential foundations for fostering students' character, discipline, responsibility, and integrity.

The crisis of teacher role modeling manifests in various forms of professional and ethical misconduct that undermine the educational function of teachers. One prominent manifestation is a lack of punctuality and discipline, in which teachers demand compliance with school regulations from students while failing to demonstrate similar behavior, such as arriving late for classes or leaving classrooms without providing appropriate learning instructions. Other manifestations include inconsistencies in ethical conduct and verbal communication, such as using inappropriate language, displaying a lack of empathy, and engaging in verbal or emotional abuse toward students. More serious concerns involve violations of professional codes of ethics, including academic dishonesty, bribery, physical violence, and sexual harassment within educational institutions (Amrullah et al., 2026). Furthermore, the commercialization of education reflects a shift in professional orientation, whereby teaching is increasingly perceived by some educators as an administrative and financial obligation rather than a moral commitment to educating and developing future generations. These practices gradually weaken public trust in teachers and diminish their position as authoritative moral figures.

The crisis of teacher role modeling is influenced by a combination of internal and external factors associated with the changing demands of the teaching profession. Excessive administrative workloads, including reporting requirements, lesson planning, assessment documentation, and digital evaluation systems, consume considerable amounts of teachers' time and psychological resources. These pressures may contribute to professional burnout, emotional exhaustion, and reduced opportunities for meaningful

interactions with students, particularly in character development. In addition, the commercialization of the teaching profession and shifting societal values may encourage an instrumental understanding of teaching, emphasizing financial rewards, technical qualifications, and administrative performance over moral responsibility and professional ethics. This situation is further exacerbated by weaknesses in teacher preparation and professional development programs, particularly within Teacher Education Institutions (LPTK), which often prioritize pedagogical competencies, subject mastery, and technological proficiency without providing sufficiently comprehensive preparation in moral resilience, ethical awareness, and exemplary professional conduct.

Furthermore, digital transformation has significantly reshaped the sources of behavioral influence available to students. Social media influencers and other digital personalities increasingly function as alternative role models, sometimes presenting values and lifestyles that contradict the principles promoted by educational institutions. When teachers fail to demonstrate authentic, relevant, and consistent exemplary behavior, students may become more attracted to external figures whose influence is not necessarily aligned with educational and moral objectives (Nasyfa & Khasanah, 2025). This challenge is compounded by the lack of synergy between schools and families, particularly when parenting practices, moral expectations, and disciplinary standards are inconsistent across educational and domestic environments. Consequently, the values communicated by teachers may not be sufficiently reinforced in students' everyday lives. These interconnected factors indicate that the crisis of teacher role modeling is not merely an individual professional problem but also a structural and cultural issue requiring comprehensive intervention through institutional reform, strengthened professional ethics, improved teacher well-being, digital literacy, and collaborative engagement among schools, families, and communities.

The Impact of the Crisis in Teacher Role Modeling on the Process and Outcomes of Student Character Development

The crisis of teacher role modeling has significant implications for the process of students' character development, particularly in the internalization of moral values and the formation of behavioral patterns. One of its most immediate consequences is the emergence of cognitive dissonance and value confusion when students encounter contradictions between the moral principles taught in classrooms and the actual behavior demonstrated by their teachers. For instance, students are encouraged to practice honesty, discipline, responsibility, and respect, yet these values may lose their meaning when educators fail to embody them in their daily conduct. Such inconsistencies create uncertainty regarding the relevance and importance of moral principles, thereby weakening students' ability to internalize and consistently apply positive character values. Consequently, the educational process becomes less effective because students receive conflicting messages between what they are expected to believe and what they observe in their immediate learning environment.

Another significant impact is the declining moral authority of teachers, which gradually undermines students' trust and respect toward educators. Character education that relies primarily on verbal instructions, moral advice, and normative expectations becomes less meaningful when teachers demonstrate behavior that contradicts their own teachings. Students may perceive such advice as hypocritical, resulting in reduced receptiveness to moral guidance and weakening the emotional relationships that support effective character formation.

Furthermore, the absence of authentic and consistent teacher role models creates a gap in the process of positive behavioral imitation. Students who cannot identify credible figures within their school environment may increasingly turn to alternative role models outside educational institutions, particularly social media influencers and digital personalities whose lifestyles and behaviors do not always reflect constructive moral values. This condition further complicates the role of schools in guiding students toward responsible, ethical, and socially acceptable behavior.

At the outcome level, the crisis of teacher role modeling may contribute to moral degradation and the weakening of students' character, as repeated exposure to unethical behavior can encourage the tolerance and reproduction of dishonesty, indiscipline, aggression, and other negative practices. Students may gradually develop skeptical and cynical attitudes toward moral principles, perceiving honesty, responsibility, and discipline as mere formal requirements rather than values that should guide everyday conduct.

More concerningly, the repeated observation of ethical violations by educators may lead to the normalization of misconduct, shaping students' perceptions that breaking rules is acceptable as long as the behavior remains undetected or does not cause direct personal harm. Therefore, the crisis of teacher role modeling extends beyond individual behavioral inconsistencies, potentially generating long-term consequences for students' moral awareness, ethical judgment, social responsibility, and the development of an integrity-based culture within educational institutions.

Strengthening Teacher Role Modeling in Islamic Education: Strategies for Fostering Students' Moral Character and Ethical Responsibility

Restoring the teacher's role as a role model in shaping students' character can be achieved by strengthening exemplary behavior, fostering positive habits, creating a supportive learning environment, and fostering cooperation between schools and families. Teachers are not only tasked with delivering academic content but also have a responsibility to guide students toward developing good attitudes and behavior. This is important because students especially at the elementary school level tend to understand and imitate behavior they observe directly more easily than they do when simply listening to advice. Therefore, teachers need to ensure consistency between their words and actions so that the character values taught can be understood and applied by students in their daily lives.

Theme of	Islamic variables	Focus of the discussion

the findings		
Teacher integrity crisis	Trustworthy	A discrepancy between a teacher's actions and their professional responsibilities.
The weakening of exemplary conduct	*Uswah hasanah*	Teachers fail to serve as models of Islamic behavior.
Failure to internalize values	*Tarbiyah Islamiyah*	Ineffectiveness of the process of fostering Islamic faith, morals, and behavior.

Table. Mapping the Teacher Role Model Crisis in Islamic Education

Research (Jannah and Mauizdati 2022) emphasizes the importance of teachers setting a good example in shaping students' character through consistent attitudes, speech, and actions. Therefore, several strategies can be employed, namely:

1. Strengthen teachers' role as role models through concrete and consistent actions.

Teachers need to demonstrate behavior consistent with the character values they wish to instill in students, such as discipline, honesty, responsibility, patience, and respect for others. For example, a teacher who wants to instill discipline must arrive on time and follow the applicable rules.

If a teacher teaches cleanliness, they must also set an example by keeping the classroom clean, rather than merely instructing students to clean it. Research (Arifin, Nurhasanah, and Jamaah 2024) indicates that teachers who serve as role models play a crucial role in shaping students' character, whereas a teacher's inability to set a good example can hinder this process. Thus, setting a good example is not enough through advice alone; it must be embodied in daily behavior. When students see teachers directly applying these values, they will more easily understand that good character must be practiced, not merely spoken about.

2. Consistently practice positive habits.

Character cannot be formed through a single piece of advice or a specific activity alone; rather, it must be practiced repeatedly until it becomes a habit. Teachers can help students develop the habit of praying before studying, greeting others, speaking politely, arriving on time, completing assignments honestly, maintaining cleanliness, and using the words "sorry," "please," "thank you," and "excuse me" appropriately depending on the situation. Research (Aqila, Sa'adah, and Azzahra 2026) indicates that daily routines and modeling are used to instill spiritual values, discipline, and good manners in school life.

The article also explains that the approach can be adapted to students' ages and developmental stages. In lower grades, teachers can guide students through examples and simple routines. Meanwhile, in higher grades, students can be involved in drafting class agreements so they understand the reasoning behind the rules. In this way, students are expected not only to obey the rules out of fear of punishment but also to understand the benefits of discipline and responsibility.

3. Integrating character education into the learning process.

Character education should not only be provided through advice at specific times but also incorporated into various learning activities. Teachers can instill honesty through individual assignments, cooperation through group discussions, responsibility through task completion, and mutual respect through presentations and discussions. This highlights the importance of the "Modeling the Way" strategy, which involves learning that gives students the opportunity to observe examples, practice expected behaviors, and receive feedback from teachers. (Rodhiyana, Raafi, and Ali 2025) explain that teachers serve as educators, demonstrators, classroom managers, motivators, and evaluators.

This means teachers must set a good example, manage the classroom to maintain a conducive environment, encourage students to engage in positive behaviors, and evaluate their behavioral progress. For example, when students work in groups, teachers not only assess the results of their assignments but also observe whether students are able to cooperate, share responsibilities, respect their peers' opinions, and complete tasks honestly. Thus, learning success is measured not only by academic grades but also by students' character development.

4. Creating a school environment that fosters positive character development.

The teacher's role as a role model will be more effective if supported by school rules and a school culture that are consistently enforced. Schools need to foster an environment that encourages discipline, compassion, responsibility, honesty, and mutual respect.

For example, schools can make it a routine to maintain cleanliness, conduct religious activities, assign classroom duty, organize community service projects, and establish classroom rules in collaboration with students. Teachers also need to enforce rules fairly so that students understand that everyone shares the same responsibilities. Research (Maryati et al., 2024) indicates that character education does not only take place in the classroom but is also implemented in various school settings, such as the library and prayer room. This demonstrates that the school environment can be an integral part of the character education process. If teachers, the principal, and other school staff demonstrate consistent behavior, students will receive a consistent example in various situations. Conversely, if rules are enforced only on students, while teachers or other school staff fail to set an appropriate example, the message of character education will be weakened.

Adapting character education to the changing times and the use of digital technology. In the digital age, students can obtain information and model behavior from various sources, including social media and their peer groups. Therefore, teachers need to guide

students so they can use technology wisely, distinguish between good and bad behavior, respect others in the digital space, and resist negative influences. (Akbar et al. 2025) emphasize that strengthening character in this era of disruption requires a strategic role for teachers, the integration of character values into learning, the utilization of digital media, and support from the school environment. This can be implemented through discussions on the ethics of online communication, examinations of examples of responsible behavior, and the use of learning materials that foster honesty and cooperation. However, the use of technology must be balanced with direct interaction between teachers and students. Teachers need to set aside time to listen to students' opinions, understand their difficulties, and provide personalized guidance. In this way, technology serves not only as a tool for delivering content but can also be used to help students understand and apply character values in their daily lives.

Strengthen cooperation among teachers, parents, and the surrounding community. Character development cannot be left solely to teachers and schools because students also spend a significant amount of time with their families and communities. The values taught at school need to be reinforced through habits at home so that students do not encounter conflicting behavioral examples. It has been explained that one of the obstacles to character education is the lack of alignment between habits formed at school and their application at home. This finding was reported by Arafa and Supriyanto (2021), who identified a lack of family support as one of the factors hindering students' character development.

To address this, teachers can establish two-way communication with parents, share updates on students' behavioral progress, and organize meetings or parenting programs that help parents understand the importance of character education. This collaboration should be carried out through open communication without placing blame on one another. For example, if a student still lacks discipline at school, teachers and parents can discuss the causes and agree on habits that can be implemented together. Through such collaboration, students will receive more consistent guidance, both at school and at home.

In addition, teachers need to engage in self-evaluation and continue to develop their personal competencies. Restoring the teacher's role as a role model must begin with the teacher's awareness of the need to improve their own behavior. Teachers need to evaluate whether their attitudes and actions align with the values they teach, whether rules are applied fairly, and whether their methods of reprimanding students are educational and respectful of the students' feelings. When students make mistakes, teachers should provide clear, proportionate reprimands accompanied by explanations so that students understand their mistakes and know how to correct them.

Teachers can also offer appropriate rewards for positive behavior to strengthen student motivation. (Ramadan et al. 2025) emphasize the importance of the teacher's role as a motivator and evaluator in character development. This means that teachers do not merely monitor student behavior but also help students grow through constructive guidance, motivation, and evaluation. Teachers who are willing to improve themselves, acknowledge their mistakes, and treat students with respect can set an example that good character also means being willing to learn and taking responsibility for one's own actions.

Based on these various studies, it is clear that restoring the teacher's role as a role model requires a series of interconnected steps, ranging from improving personal exemplary behavior, cultivating positive habits, integrating character education into the learning process, building a supportive school culture, adapting teaching approaches to digital advancements, to strengthening collaboration with parents. These steps must be implemented consistently and tailored to students' needs. Islamic Religious Education learning that is more efficient, transformative, innovative, and adaptive to the times. This research is expected to produce a conceptual formulation that can be used as a practical reference in developing. Islamic Religious Education learning that forms the character and religious behavior of students in real terms.

Teachers cannot shape character solely through commands, punishments, or advice; rather, they must set a concrete example and guide students to understand the reasons behind good behavior. With the support of families and a harmonious school environment, teachers can once again fulfill their role not only as conveyors of knowledge but also as educators who help shape students to possess knowledge, good character, responsibility, discipline, and social awareness.

The failure of character education must be understood as an issue involving cognitive, affective, and behavioral aspects. Islamic education is not only oriented toward the mastery of religious knowledge but also toward the development of religious awareness, which is reflected in moral character and social responsibility. Therefore, the revitalization of character education requires strengthening the integrity of educators, fostering good manners, instilling the value of trustworthiness, and creating an educational environment that supports the moral and spiritual development of students.

CONCLUSION

The findings reveal that the crisis of teacher role modeling is a multidimensional phenomenon shaped by individual, structural, professional, and sociocultural factors within the educational ecosystem. The primary contributing factors include excessive administrative workloads, financial pressures, inadequate professional ethics education, negative digital media influences, and limited collaboration between schools and families. These factors manifest in indiscipline, inconsistencies between words and actions, ethical violations, and the commercialization of the teaching profession. Their implications affect both the processes and outcomes of students' character development. At the process level, the crisis generates cognitive dissonance, value confusion, declining trust, and weakened positive behavioral imitation. At the outcome level, it potentially contributes to moral degradation, skepticism toward ethical norms, and the normalization of unethical behavior. From the perspective of Islamic Education, these conditions indicate a weakening of teachers' roles as *uswah hasanah* (exemplary role models), particularly in embodying *amanah* (trustworthiness), honesty, responsibility, and *akhlak al-karimah* (noble character). Furthermore, inconsistencies between taught values and actual behavior may encourage moral disengagement among students, thereby undermining the internalization of moral and Islamic values.

Theoretically, this study contributes to character education by conceptualizing teacher role modeling as a systemic process integrating personal integrity, Islamic professional ethics, educator well-being, and educational ecosystem collaboration within the framework of social learning theory. Practically, it recommends strengthening Islamic ethics and character education in Teacher Education Institution curricula, rationalizing teachers' workloads, improving professional well-being, enforcing transparent and accountable codes of ethics, and fostering integrity-based collaboration among schools, families, and communities. Nevertheless, the descriptive qualitative literature review limits empirical generalization and does not establish causal relationships or quantify the effects of teacher role modeling on students' character development. Future research should employ mixed-methods and longitudinal designs to examine its long-term implications while investigating school culture, family socioeconomic background, digital literacy, and institutional support as potential moderating variables. These efforts are expected to generate a comprehensive and applicable framework for revitalizing teacher role modeling and strengthening an educational ecosystem grounded in Islamic values, professional integrity, and sustainable character development.

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