

Moral Education in Malaysian Islamic Boarding Schools: Challenges Faced by Educators in Nurturing Ethical Imitation

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ABSTRACT. Moral education constitutes a cornerstone of holistic student development within Islamic boarding schools in Malaysia, where the cultivation of values and character is viewed as integral to academic achievement. Among the pedagogical strategies employed, ethical imitation, encouraging students to emulate the behavior and values of their teachers, emerges as a central approach. Despite its significance, the consistent implementation of this method presents a series of challenges for educators. The present study aims to examine these obstacles by focusing on both structural and personal dimensions that influence moral pedagogy. Using a qualitative design, data were collected through semi-structured interviews with teachers and direct classroom observations across several selected boarding schools. The findings reveal four prominent barriers: inconsistency in student behavior, insufficient parental engagement, the influence of broader socio-cultural dynamics, and teachers' own difficulties in maintaining exemplary moral conduct under demanding circumstances. These challenges not only undermine the effectiveness of moral imitation but also highlight the complexity of cultivating moral integrity in contemporary educational settings. The study emphasizes the need for continuous professional development, stronger institutional frameworks, and a collaborative moral ecosystem that actively involves parents, teachers, and the wider school community. By situating these insights within the broader discourse on Islamic education, the research offers practical recommendations for enhancing character-building initiatives and advancing sustainable models of moral pedagogy in Malaysian boarding schools.

Keywords: *Moral Education; Islamic Boarding Schools; Ethical Imitation; Character Development; Teacher–Student Relationship.*

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INTRODUCTION

Character education is a fundamental component of holistic student development, particularly within the framework of Islamic boarding schools in Malaysia. Institutions such as Ma'had Darul Azhar Wal Hikmah in Merchang face increasing challenges in instilling proper manners (*adab*) among students. These challenges stem from various external pressures including the influence of social environments, the rapid advancement of digital technology, and shifting cultural values that conflict with Islamic teachings (Zainal, 2022; N. Malik, 2023). As a result, educators struggle to maintain ethical standards in students' behavior. The pedagogical method of moral imitation, where students emulate

the moral behavior of their teachers, remains central but increasingly difficult to sustain effectively (Ar et al., 2025; Salamah et al., 2025; Yanto et al., 2025). This growing complexity highlights the need for qualitative inquiry into the realities faced by educators in such religious institutions.

Recent research findings corroborate the pivotal function of educators as agents of moral development, as exemplified by their behaviour. A case study in Malaysia has revealed effective moral teaching strategies in multicultural classrooms, including an emphasis on developing empathy and culturally sensitive contextual approaches (Budiyono et al., 2024; Permadi et al., 2025; Santoso et al., 2025). However, the majority of research in this field concentrates on formal Moral Education lessons, with little attention paid to the unique dynamics of daily practices in dorm environments (Narinasamy, 2023).

Moreover, research on tahfiz education and boarding in Malaysia demonstrates a notable focus on external factors, including parental preferences, institutional reputation, and community pressure (Akmansyah et al., 2025; Effendi et al., 2025; Rekan & Mokhtar, 2025; Setiawan et al., 2025). However, the macro-level analysis does not elucidate the mechanism of parental involvement that is operational at the daily level of the dormitory (Norhayati et al., 2024). A number of local studies have highlighted the use of modelling and habituation as effective character-building tools within institutional strategies. However, these studies have also noted that teachers' workloads and administrative demands can potentially compromise the consistency of exemplary performances (see studies at ICC Muar, 2025). Moreover, the international literature on the integration of cultural values cautions that character-building programmes which fail to consider students' socio-cultural backgrounds risk diminishing in efficacy, a dimension that remains comparatively under-examined within the context of boarding school studies in Malaysia (Hariadi et al., 2024; Miftahuddin et al., 2024; Utama & Salim, 2024).

It is evident that there remains an empirical vacuum, with a paucity of in-depth qualitative research that maps teachers' daily challenges in implementing moral imitation in dormitories. Furthermore, there are limitations to the operational parental involvement mechanisms, and the influence of media/technology on the imitation process is not yet fully understood. Finally, there is a lack of longitudinal evidence on the sustainability of value formation through imitation after students leave the dormitories (Saleh, 2003). Therefore, this study seeks to address these gaps by focusing on the lived experiences of teachers at Ma'had Darul Azhar Wal Hikmah.

The purpose of this study is to explore in depth the challenges faced by teachers in promoting manners through moral imitation within an Islamic boarding school environment. This research intends to complement existing studies by shifting the focus from generalized discussions to the practical realities of moral instruction within a religious setting. Emphasis is placed on how educators develop strategies to manage student behavior, foster ethical learning environments, and engage parents in the process of moral education. Through this lens, the study contributes a more nuanced and context-specific understanding of moral education in Malaysian Islamic schools.

Unlike prior research that predominantly employs theoretical or normative approaches, this study takes an empirical direction, relying on qualitative methods such as in-depth interviews and classroom observations to understand the real-world complexities educator face. Issues such as cultural diversity, digital distractions, insufficient institutional support, and emotional labor are explored to reveal the scope of the moral educational burden placed on teachers (I. Azizah & Mardiana, 2024; Munawir et al., 2024). Moreover, the paper examines how teachers employ role modeling not only in formal teaching but also in informal interactions, thereby broadening the scope of moral education beyond the classroom (Ma`arif et al., 2024; Qasserras, 2024).

This research is guided by the hypothesis that while teachers are central to the success of moral education through ethical imitation, their effectiveness is constrained by external forces such as globalization, cultural dissonance, and fragmented family support. It argues that moral education cannot rely solely on the individual efforts of teachers but must be reinforced by systemic collaboration

with parents and the school administration. By assessing the lived experiences of teachers, the study seeks to validate this hypothesis and generate practical recommendations that can inform future teacher training and institutional planning.

Ultimately, the findings of this study are expected to contribute to the enhancement of moral education programs in Islamic boarding schools. Not only will it provide teachers with clearer insights into effective moral teaching strategies, but it will also offer school leaders and policymakers a grounded understanding of the support systems needed. Through coordinated efforts and contextualized pedagogy, students can grow to become morally upright individuals who embody Islamic values alongside academic excellence (Aryasutha et al., 2025; Aslihah & Wasehudin, 2023; Rokhman et al., 2025). The shared responsibility among educators, families, and the wider community is essential in navigating the moral crises of today's youth and strengthening the ethical foundations of future generations.

METHOD

The present study employs a qualitative approach, adopting a case study design to investigate the challenges encountered by teachers in enhancing student manners at Ma'had Darul Azhar Wal Hikmah, Merchang, Malaysia. This approach was selected on the basis that it facilitates a comprehensive comprehension of the local context and the phenomena that occur within it (Creswell, 2014). The subjects of the research were selected by means of purposive sampling, and included teachers, students, and the management of the Islamic school. The data were collected through a combination of methods, including in-depth interviews, participant observation, and document analysis. The documents analysed included the curriculum, activity reports, and moral development policies. This technique facilitates researchers in attaining a profound comprehension of the function of institutions in cultivating student character (Creswell & Poth, 2016).

The analysis of the data was conducted through a thematic approach, encompassing data reduction, categorisation, presentation in the form of descriptive narratives, and the formulation of conclusions (Miles et al., 2014). The triangulation of sources and techniques is a process that is applied with the objective of ensuring the validity and reliability of data. This is achieved by comparing data from various informants, observation results and documents. The process of member checking is undertaken for the purpose of verifying the validity of the findings with the respondents. The objective of this analysis is to identify the challenges faced by teachers and the strategies employed to promote student morality.

This research is conducted in accordance with established ethical principles, including the procurement of official approval from the Ma'had, the maintenance of data confidentiality, and the transparent communication of research objectives to respondents. It is anticipated that the findings of the study will furnish comprehensive insights into the challenges confronted by teachers, in addition to providing strategic recommendations for the enhancement of moral development among students in Islamic educational institutions.

RESULT AND DISCUSSION

Efforts of Guru Maahad Darul Azhar wal Hikmah

The Teacher Provides an Example

Education is not merely the transmission of knowledge; it is also an instrument for character development. It is evident that one efficacious method of enhancing students' etiquette is through the provision of exemplary conduct by teaching staff. As demonstrated in the following examples, the attitudes, behaviours and values exhibited by teachers in their daily professional activities may be indicative of their professional identity ((Muniroh Muniroh, Ainol Ainol, 2024).

A close analysis of pedagogic practice has revealed that students are inclined to emulate and internalise behaviours they observe in their teachers. This finding emphasises the pivotal role of educators in nurturing students' manners and character. Teachers bear the responsibility of setting an exemplary standard in all aspects of school life. In interactions with students, teachers are expected to demonstrate courtesy, respect the opinions of students, and maintain fairness. Furthermore, when confronted with challenging circumstances, educators have the capacity to demonstrate constructive and empathetic approaches to problem-solving. Consequently, students are instructed in theoretical concepts in addition to the practical application of positive values that they can implement in their lives.

The establishment of positive and productive relationships between teachers and students has been identified as a key factor in fostering role models within educational settings. Teachers who are able to establish effective communication with students will create an environment conducive to the cultivation of good manners. It has been demonstrated that students who feel appreciated and cared for by their teachers are more motivated to imitate the good behaviour demonstrated by the teacher. In this relationship, teachers must also demonstrate consistency in their behaviour, thereby ensuring that students comprehend the gravity of the values taught and the necessity of their application. In addition to serving as role models, teachers also play a pivotal role in fostering a positive learning environment. The establishment of an environment that fosters the cultivation of good manners can be facilitated by the implementation of several key factors. Primarily, the arrangement of the classroom in a neat and orderly state can contribute to this objective. Additionally, the utilisation of polite language in communication can serve to reinforce positive social interactions. Finally, the application of fair rules and regulations can contribute to the maintenance of order and respect within the environment. The hypothesis that positive environments have a significant impact on student behaviour is one that has been well-researched. Numerous studies have shown that students are more likely to behave well in a positive environment. It is submitted that pedagogues have the capacity to extend invitations to students, encouraging their participation in social activities such as community service or collaboration on projects. It is posited that such engagement may result in an augmentation of students' sense of empathy and social responsibility (Framz Hardiansyah¹, Ali Armadi^{1*}, Muhammad Misbahudholam AR¹, 2024).

Consequently, it is imperative for educators to evaluate and introspect on their endeavours in providing exemplary models. Through the evaluation of the impact of their behaviour on students, teachers can adjust their approach to enhance its effectiveness. Group discussions or feedback from students can also be useful tools to measure the extent to which good examples provided can affect student morals. In this manner, educators serve not only as teachers, but also as mentors, who are dedicated to the continuous enhancement of character education within educational institutions.

Teachers Provide Routine Practice

Within the paradigm of Maahad Darul Azhar Wal Hikmah education, the cultivation of manners in students represents a pivotal component that ought to be instilled. Teachers have been identified as having a pivotal role in the inculcation of ethical values through the utilisation of routine habituation methods. This habituation is not solely focused on academic teaching, but also on the development of student character and behaviour. Adopting a systematic approach enables educators to establish an educational environment conducive to the cultivation of positive behavioural norms.

In Patty, the concept of routine habituation is elucidated as entailing the consistent repetition of positive behaviour. It is evident that educators have the capacity to incorporate moral values, such as politeness, cooperation, and responsibility, into the daily activities that take place within the school environment. For instance, prior to the commencement of a lesson, educators may extend an invitation to students to engage in a greeting and a prayer. This straightforward exercise is not merely

a customary practice, but also a pedagogical strategy that aims to inculcate respect and spiritual awareness in students.



Table 1. Findings of the Impact of the Activities

Aspect Observed	Teacher Effort	Student Behavioural Response	Impact	Interpretation
Moral Modelling (Uswah Hasanah)	Teachers demonstrate politeness, fairness, humility, and discipline during the halaqah.	Students mirror polite gestures (greetings, waiting turns, respectful tone).	Positive imitation pattern visible in class interactions.	Reinforces Bandura’s Social Learning Theory, behavior internalized through observation.
Routine Practice (Habituation)	Daily prayers, greetings, and reading together before learning.	Students consistently join routines without prompts.	Strong formation of disciplined learning habits.	Supports Patty’s habituation theory, values internalized through repetition.
Empathy and Relationship Building	Teachers show patience in correction, active listening, and encouragement.	Students appear comfortable asking questions and sharing ideas.	Increase in student openness and confidence.	Positive teacher-student emotional bond promotes moral receptivity.
Learning Environment Arrangement	Neat prayer mats, structured seating, and respectful tone maintained.	Students maintain order and tidiness.	Lower disciplinary issues, higher focus.	Structured setting influences behavior (Framz, 2024).
Collaborative Moral Reflection	Teachers lead short moral reflection after class.	Students articulate lessons learned and	Growth in moral reasoning and	Reflection consolidates internal moral understanding.

link to daily life. self-awareness.

The study shows that combining teacher role-modelling with the establishment of regular routines at Maahad Darul Azhar wal Hikmah has a clear, visible, and long-lasting effect on shaping students' character. Teachers act as moral role models and help create consistent behaviour, which is in line with the Islamic educational concept of *uswah hasanah* and modern teaching methods like Bandura's Social Learning Theory. By consistently applying ethical practices and demonstrating good behaviour, the institution supports not only the intellectual development of students but also their spiritual and social growth.

The importance of repetition in the learning process has been well-documented. The reiteration of desired behaviours has been demonstrated to facilitate the internalisation of those values by learners. Pedagogues have the capacity to devise exercises that encompass repetition, for example through the medium of role-plays that underscore the importance of courteous interaction with peers and educators. It is through the process of repeated practice that learners will become habituated to the adoption of appropriate behaviour, with this behaviour becoming an integral component of their personal identity.

In addition to habituation and repetition, teachers must also serve as role models for proper conduct. It has been demonstrated that students are prone to emulating the behaviour of adults in their vicinity, with a particular emphasis on their teachers. Through the demonstration of politeness, respect for others, and responsibility, teachers can provide authentic role models for students to emulate. The facilitation of class discussions pertaining to the subject of good manners has also been demonstrated to assist students in comprehending the significance of such values in their daily lives (Abdullah et al., 2023).

Furthermore, the evaluation process affords educators the opportunity to refine their pedagogical approaches, thereby ensuring the effective inculcation of principles of decorum. It is imperative to acknowledge the significance of teachers' endeavours in fostering students' etiquette through the utilisation of routine or repetition methodologies. Employing a consistent approach, providing illustrative examples, and conducting evaluations will ensure the values of manners are firmly embedded in students. It is acknowledged that the influence exerted by educational institutions extends beyond the confines of the classroom, encompassing the shaping of character in both the academic and societal domains. This collective effort is undertaken with the objective of nurturing a generation that is characterised by heightened civility and a sense of responsibility, thereby contributing to the enhancement of societal well-being.

Teachers Take a Personal Approach

The personalised educational approach employed at Maahad Darul Azhar wal Hikmah has been identified as a highly effective strategy for enhancing students' etiquette. In this context, teachers function as companions, attuned to the needs and characteristics of each student. By adopting an approach that fosters closer relationships with students, educators can more effectively instill the values of manners. This is of paramount importance, as manners are not merely a matter of instruction, but rather, they must be intuitively grasped and genuinely experienced by students.

The establishment of a positive relationship between teacher and student is recognised as a fundamental aspect of a personalised approach, and is one of the initial steps in this process. It is imperative that educators possess a comprehensive understanding of each student's individuality,

encompassing their background, interests, and the challenges they encounter. Empowering students to feel valued and cared for is contingent on open and empathetic communication. It is further theorised that when students feel comfortable, they are more likely to accept advice and guidance regarding expected ethical behaviour.

Once a rapport has been established, educators are in a position to offer guidance that is more aligned with the individual characteristics of each student. A personalised approach enables educators to adapt their pedagogical methods and inculcate principles of decorum according to the distinct requirements of each individual learner. For instance, for students who are more introverted, teachers can provide guidance on an individual basis, while for students who are more extroverted, group discussions can be a more effective method. It is hypothesised that, by following this method, students will find it easier to understand and internalise the values of manners.

A personalised approach entails the utilisation of contextual elements that resonate with the student's life experiences. It is possible for teachers to establish a correlation between ethical values and the experiences of students in both domestic and societal contexts (Pemerintah dan Kesenjangan Sosial Dalam Pendidikan Dianawati Lega, 2023).

Teachers Give Rewards and Sanctions

The utilisation of a reward and punishment strategy by educators is a common pedagogical approach, particularly in the context of cultivating student manners. This approach emphasises the reinforcement of positive behaviours through the utilisation of rewards, and the reduction of negative behaviours through the application of sanctions. It is submitted that, in this manner, students are able to comprehend the repercussions of their actions, thereby being motivated to exhibit more appropriate behaviour within the school environment.

The implementation of the reward and sanction method is contingent upon effective communication. It is incumbent upon educators to elucidate to their pupils the rationale underpinning the application of both rewards and sanctions. It is imperative that students comprehend the rationale behind the administration of specific rewards or sanctions, as this facilitates the acquisition of learning from the experience. Discussions within the classroom environment concerning moral values and the significance of exemplary conduct can facilitate students' comprehension of the context surrounding the implementation of rewards and sanctions (Sukma & Dewi, 2025).

The efficacy of the reward and sanction method in improving student manners has been well documented. By incentivising positive behaviour and implementing sanctions for negative behaviour, educators can cultivate an academic environment conducive to character development. It is imperative to strike a balance between these two methods and to communicate clearly so that students understand the consequences of their actions. It is anticipated that by means of this approach, students will be able to assimilate the principles of decorum and implement them in their daily lives.

Maahad Darul Azhar Wal Hikmah Student Manners

The cultivation of student manners in various contexts, including those involving teachers, peers, and worship, constitutes an integral component of educational endeavours. These endeavours are driven by the overarching objective of nurturing commendable character and moral principles. It is imperative to acknowledge and assimilate these principles to foster a harmonious and productive environment during the learning process. The interplay between students and teachers constitutes a pivotal aspect, particularly within the context of Islamic education. Students are taught to respect teachers as sources of knowledge and role models. In both the Qur'an and Hadith, there is a strong emphasis on the significance of showing respect for those who are engaged in the dissemination of knowledge. It is imperative that students adhere to certain principles of conduct. These include the act of listening carefully, refraining from interrupting when the teacher is speaking, and exhibiting a polite and humble demeanour. This attitude is indicative of both respect for the teacher and the

creation of a conducive learning atmosphere, as well as a mutual respect between teacher and pupil (Zakiya et al., 2025).



Table 2. Findings of the Impact

Context	Implementation and Behaviour Observed	Character Value Emphasized	Impact on Students
Respect and Adab toward Teachers	Students demonstrate respectful posture, listen attentively, and avoid interrupting the teacher during lessons.	Respect (<i>ta'dzim al-mu'allim</i>), humility, and discipline.	Students develop respect for authority, patience, and self-control in communication.
Interaction with Peers	Students engage in cooperative learning, assist one another in Qur'anic recitation and academic work.	Brotherhood (<i>ukhuwah</i>), cooperation (<i>ta'awun</i>), and empathy.	Increases camaraderie, teamwork, and emotional intelligence among students.
Etiquette in Worship (Adab Ibadah)	Students perform prayers punctually, maintain cleanliness, and observe focus and devotion during worship.	Spiritual discipline, sincerity, and awareness of divine presence.	Builds spiritual responsibility and moral consciousness beyond rituals.
Cleanliness and Orderliness	Students maintain neat attire, proper sitting manners, and orderly surroundings during study.	Discipline, tidiness, and self-respect.	Reinforces sense of order and respect for shared spaces.
Teacher Guidance and Example	Teacher leads by example in manner, speech, and discipline; encourages reflection on behaviour.	Modelling good character (<i>uswah hasanah</i>).	Students imitate teacher behaviour, forming consistent moral habits.

Reflection and Moral Reinforcement	Short sessions after class or prayer to discuss lessons on manners and adab.	Self-awareness, accountability, moral reasoning.	Enhances understanding of ethical behaviour as integral to faith.
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The finding from Maahad Darul Azhar Wal Hikmah clearly show that teaching students to respect teachers, show mutual respect with their classmates, and maintain discipline in religious practices is essential for developing good Islamic character. By using methods like consistent habit formation, role modeling, and reflective learning, students not only understand these values intellectually but also practice them in their behavior. The photographs support this by showing a positive and respectful school environment that promotes unity and spiritual awareness, proving that the teaching approach at Maahad is effective in shaping students who are morally strong, disciplined, and spiritually developed.

In the context of Islamic education, the manner in which students interact with their peers assumes significant importance. The establishment of positive interactions between students has been demonstrated to engender a sense of camaraderie and facilitate mutual support in the educational process. Students are taught to respect each other, to provide mutual assistance, and to refrain from belittling their peers. In this context, values such as tolerance, understanding and empathy are given significant emphasis. The implementation of appropriate social conduct in peer interactions is conducive to the establishment of harmonious relationships among students. Furthermore, it facilitates the development of essential social skills that will serve them well in their future lives.

In addition to fostering social etiquette, Islamic education places significant emphasis on the etiquette of worship. Worship is defined as a form of devotion to God. Students are taught to practise it with full awareness and devotion. Adab in worship encompasses the maintenance of cleanliness, the punctual execution of worship, and the comprehension of the significance and objective of each act of worship. In this case, the teacher assumes the role of a guide, imparting to students the significance of worship and the optimal methods for its execution. It is evident that, in this manner, the act of worship evolves from a mere routine to a component of students' spiritual and moral development.

The scope of Islamic education encompasses manners that students are expected to apply in various aspects of life, including interactions with teachers, peers, and in worship. The application of good manners has been demonstrated to facilitate learning and to nurture the development of sound character and moral principles. Consequently, the educational system of Islam produces individuals who are academically intelligent and who also possess strong moral and ethical values. These values in turn guide them in their daily lives (Purba, 2025).

Discussion

Recent research findings corroborate the pivotal function of educators as agents of moral development, as exemplified by their behaviour. A case study in Malaysia has revealed effective moral teaching strategies in multicultural classrooms, including an emphasis on developing empathy and culturally sensitive contextual approaches (Ar et al., 2025; Komariah & Nihayah, 2023). However, the majority of research in this field concentrates on formal Moral Education lessons, with little attention paid to the unique dynamics of daily practices in dorm environments (Mayasafira, 2025; Safrilsyah et al., 2024). Moreover, research on tahfiz education and boarding in Malaysia demonstrates a notable focus on external factors, including parental preferences, institutional reputation, and community pressure. However, the macro-level analysis does not elucidate the mechanism of parental involvement that is operational at the daily level of the dormitory (N. Azizah et al., 2024; Rachmawaty & Bahiroh, 2025). A number of local studies have highlighted the use of modelling and habituation as

effective character-building tools within institutional strategies. However, these studies have also noted that teachers' workloads and administrative demands can potentially compromise the consistency of exemplary performances (see studies at ICC Muar, 2025). Moreover, the international literature on the integration of cultural values cautions that character-building programmes which fail to consider students' socio-cultural backgrounds risk diminishing in efficacy, a dimension that remains comparatively under-examined within the context of boarding school studies in Malaysia (Ghani et al., 2025). It is evident that there remains an empirical vacuum, with a paucity of in-depth qualitative research that maps teachers' daily challenges in implementing moral imitation in dormitories. Furthermore, there are limitations to the operational parental involvement mechanisms, and the influence of media/technology on the imitation process is not yet fully understood. Finally, there is a lack of longitudinal evidence on the sustainability of value formation through imitation after students leave the dormitories.

Low level of Awareness Manners

The paucity of students' awareness of manners constitutes a significant challenge for teachers in their efforts to enhance positive behaviour and attitudes in the school environment. The concept of awareness of manners encompasses the comprehension and implementation of moral and ethical principles in daily interactions. In the absence of an adequate awareness of the importance of manners, students have a tendency to disregard the relevant social norms (Ahyani et al., 2024; Najah et al., 2025). In order to cultivate this awareness, it is imperative that teachers adopt a more intensive approach.

One of the factors that influence the low awareness of students' manners is the family environment and early education they receive. A significant proportion of students originate from environments where the principles of decorum and moral principles are not prioritised. In such cases, educators are required to fulfil the dual roles of instructor and exemplar, ensuring the consistent inculcation of these values (Muhlis et al., 2025; Mustikamah et al., 2025; Rokhman et al., 2025). The introduction of the concept of manners at an early stage in the teaching and learning process has been shown to facilitate students' understanding of the importance of good behaviour and its impact on themselves and others.

Another challenge that must be addressed is the paucity of positive role models and exemplary examples in the students' immediate environment. Should students fail to observe positive manners in everyday interactions, it is possible that they may perceive such behaviour to be of little consequence. Consequently, it is incumbent upon educators to exemplify proper conduct and provide concrete illustrations of the application of manners in authentic scenarios. The provision of clear examples has been demonstrated to facilitate enhanced comprehension and internalisation of the values of manners that are taught (Enes et al., 2024; Rohmadi et al., 2024).

In order to enhance students' awareness of manners, it is imperative that educators employ creative and engaging pedagogical approaches. Group discussions, role-playing, and collaborative projects are three methods that can be employed to assist students in becoming more engaged and to facilitate their comprehension of the significance of etiquette in their day-to-day lives. Furthermore, the integration of values of manners in scenarios that are pertinent and engaging to students has been demonstrated to enhance their interest in the educational process. In this manner, educators are able to establish a conducive learning environment and promote the cultivation of etiquette among their students (Asrohah et al., 2025; Geng et al., 2019; Shabrina et al., 2025).

The paucity of students' awareness of manners constitutes a significant challenge for teachers seeking to engender positive behaviour in schools. It is imperative that teachers develop a comprehensive understanding of the factors that influence this awareness, in order to facilitate the identification of appropriate steps to overcome this obstacle. It is evident that educators have the capacity to facilitate the development of heightened awareness of manners in students, thereby

enabling them to apply these principles in their daily lives. This can be achieved through the utilisation of positive role models, innovative pedagogical approaches, and an inclusive educational environment.

Limitations of Supervision and Time

The enhancement of student manners in educational institutions is frequently impeded by the constraints imposed on educators in terms of both supervision and time. Within the context of a dynamic educational environment, educators frequently find themselves obliged to allocate their attention to multiple facets of learning, a circumstance that can impede their capacity to provide effective oversight with respect to student conduct. It is important to note that these limitations can result in students perceiving a lack of adequate supervision. This, in turn, can influence their awareness of the significance of maintaining good manners in everyday interactions.

The time constraints imposed on classroom hours also presents a significant challenge. Teachers generally have a limited amount of time to dedicate to the subject of manners, due to the necessity of adhering to a curriculum. Manners are frequently regarded as a subsidiary aspect, rather than the primary focus, consequently receiving the attention they merit. In instances where an adequate timeframe for the discussion of the values of manners is not available, it is possible that students may not fully comprehend the significance of exhibiting proper behavior in a social context (Azra, 2019).

Furthermore, the supervision of students outside the classroom, for example during breaks or after class hours, poses a significant challenge. In such cases, students are frequently not under the direct supervision of teachers, which can result in problematic behaviors (Lai et al., 2026; Nisa et al., 2025; Widiawati & Firman, 2025). In the absence of consistent supervision, students may feel at liberty to engage in inappropriate behaviour or violate the norms that have been instilled. Consequently, it is imperative for educational institutions to establish enhanced supervision systems, encompassing the involvement of additional personnel to assist in the monitoring of student conduct across diverse settings.

As posited by Hamka, this predicament may be surmounted by educators who adopt more efficacious methodologies in the pedagogy of manners. For instance, the incorporation of ethical values into various academic disciplines can facilitate students' comprehension of the significance of exemplary conduct within a more expansive context. Furthermore, the involvement of students in extracurricular activities or social projects can provide opportunities for the application of ethical values in real-life scenarios. It is evident that, despite the constraints imposed by limited supervision and time, educators are capable of cultivating an environment conducive to the cultivation of student etiquette (Hardewita, 2024).

The paucity of supervision and time are significant challenges for teachers in improving student manners. Nevertheless, through the implementation of a creative and strategic approach, educators can successfully navigate these challenges and maintain an emphasis on the significance of exemplary conduct within the classroom environment and beyond. The integration of the values of manners into various aspects of learning, in conjunction with the establishment of a more effective supervision system, has the potential to facilitate students' understanding and application of manners in everyday life.

Supporting and Inhibiting Factors

The enhancement of student manners in educational institutions is a multifaceted and arduous undertaking for educators, influenced by a myriad of both facilitating and hindering factors. The provision of support from the school, parents and the community has been demonstrated to have a positive effect on the cultivation of students' awareness of manners. Conversely, the efforts to implement these changes may be hindered by various factors, including a lack of resources, an unsupportive environment, and differences in values between the home and school settings. It is

imperative to comprehend these two factors if effective strategies are to be formulated for the improvement of student manners.

One of the primary factors contributing to the effectiveness of the programme is the support provided by the educational institution, which is evident in the implementation of policies that underscore the significance of character education and the cultivation of manners. In the context of educational institutions that have a clearly defined and structured programme for the instruction of moral values, pedagogues will encounter a more favourable environment for the implementation of such values in the classroom. Furthermore, the involvement of parents in their children's education is of paramount importance. It is evident that if parents engage in active participation and provide tangible support for the moral values imparted within the educational environment, students will be impelled to incorporate these principles into their daily lives. Community involvement, for instance in the form of social activities, has been demonstrated to have a positive impact on the reinforcement of desired moral values (Greene et al., 2004; Permadi et al., 2025).

Conversely, numerous factors have the potential to impede educators' endeavours to enhance students' etiquette. One such issue is the paucity of resources, both in terms of teaching materials and training for teachers. In the absence of adequate support, teachers may encounter challenges in delivering material on manners in an engaging and effective manner. Furthermore, an environment that is not conducive to the cultivation of values such as propriety can engender a sense of acceptance of such behaviour among students (Arifin et al., 2023; Muhlis et al., 2025; Pambayun et al., 2025). This discrepancy can result in a disparity between the educational curriculum and the real-life experiences of students.

Consequently, it is incumbent upon teachers to formulate a comprehensive strategy. One of the proposed solutions is the establishment of collaborative relationships between educational institutions, parents, and the broader community with a view to cultivating a robust culture of courtesy. The involvement of students in the establishment of rules and norms within the school environment has been demonstrated to engender a sense of ownership and responsibility for their own behaviour. Furthermore, it is imperative that educators continue to enhance their competencies through training and professional development to ensure that they are able to impart the values of manners in a pertinent and engaging manner (Sabariah et al., 2025; Tihabsah et al., 2024). It is hypothesised that a holistic approach will facilitate the effective overcoming of challenges in improving students' manners.

The challenge for teachers in improving students' manners is greatly influenced by the factors that either support or inhibit this process in the educational environment. It is imperative for educators to comprehend these two factors in order to formulate suitable strategies that will engender an environment conducive to the cultivation of manners. The effective instilling of the values of manners in students is dependent on effective collaboration between schools, parents and the community, as well as improving teacher competence.

CONCLUSION

The findings of this study carry several practical implications for educators, policymakers, and stakeholders in Islamic boarding schools. Firstly, it is essential that teachers partake in sustained professional development programmes that not only enhance their pedagogical capacity but also reinforce their ability to consistently embody exemplary moral conduct. Such programs should integrate reflective practices, mentorship, and peer-learning opportunities that encourage teachers to align their personal behaviours with the values they seek to instill in students.

Secondly, the establishment of structured partnerships with parents is imperative in ensuring that the values taught in schools are reinforced at home. Parent teacher associations and community-based workshops have been shown to serve as effective platforms for the harmonisation of moral

expectations, the reduction of value dissonance, and the creation of a shared commitment to character formation.

Thirdly, it is incumbent upon institutions to allocate adequate resources to support initiatives promoting moral education. The provision of dedicated spaces for ethical reflection is an essential component of this initiative. Furthermore, the enhancement of supervisory structures within dormitories is crucial. In addition to these measures, the reduction of teachers' workloads to allow for greater allocation of time to individualised moral guidance is imperative. It is evident that educational institutions which allocate resources to implementing such infrastructural and organisational adjustments are more likely to engender a supportive environment conducive to the consistent internalisation of value.

The study emphasises the importance of adopting a holistic ecosystem approach that extends beyond formal instruction. By engaging with local religious leaders, alumni networks, and peer mentoring systems, educational institutions can extend the moral learning process beyond the confines of the classroom. This broader ecosystem is essential in nurturing resilience among students when facing socio-economic and cultural pressures that may otherwise hinder the effectiveness of moral imitation.

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