



## THE ROLE OF PROFESSIONAL ETHICS COURSES IN PRODUCING PROSPECTIVE ISLAMIC RELIGIOUS EDUCATION TEACHERS WITH CHARACTER

Iswandi<sup>1</sup>, Syarnubi<sup>2</sup>, Ulfah Rahmawati<sup>3</sup>, Lutfiyani<sup>4</sup>, Desi Hamrah<sup>5</sup>

<sup>1,4,5</sup> STAI YAPTIP Simpang Empat Pasaman Barat, Indonesia

<sup>2</sup> Universitas Islam Negeri Raden Fatah Palembang, Indonesia

<sup>3</sup> Institut Agama Islam Negeri Kudus Jawa Tengah, Indonesia

Email: [wandii291@gmail.com](mailto:wandii291@gmail.com)

### ABSTRACT

*Educator ethics is a moral basis that directs the behavior and actions of educators in carrying out their duties. An educator or prospective educator needs to prioritize main principles such as justice, integrity and character development and apply these values in the learning process. This research aims to identify important characters that must be formed in students so that they can become prospective Islamic Religious Education (PAI) teachers who have good morals and are relevant to the demands of the times. A professional educator does not only depend on material, but also on moral qualities and the application of a professional code of ethics. This research uses a qualitative descriptive method, which describes real situations or phenomena. The research was carried out at STAI YAPTIP West Pasaman in the Islamic Religious Education study program, with a sample of sixth semester students from the class of 2021. The sampling technique used was purposive sampling (based on objectives). Research instruments include questionnaires and interview guidelines. The results of the research show that through optimally designed educational professional ethics lecture activities, students' character values can increase from less active to more active. This research reveals that professional ethics courses play a very important role in forming student character, lecturers contribute with affective assessments to instill character, students need role models from lecturers, and lecturer behavior has a significant impact on student character development. The character of today's students requires further improvement.*

**Keywords:** Implementation, Education, Islamic Boarding Schools, Islam

**\*Corresponding Author:** [wandii291@gmail.com](mailto:wandii291@gmail.com)

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### INTRODUCTION

A crucial factor in building the knowledge and skills of the younger generation to encourage the progress of a country. The educational process includes teaching and

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learning designed to prepare individuals with the knowledge, skills, attitudes, and values needed in everyday life. In practice, education is very dependent on the role of the teacher, who is an important element because he is directly responsible for delivering material to students ([Zaidan et al., 2023](#)).

Teachers play a very important role and are inseparable from efforts to educate the lives of students. Responsibilities as a teacher persist throughout life. The duties and responsibilities of teachers are not easy, involving a long process and various requirements and demands. The position of teacher includes many responsibilities both inside and outside of school. This task is not just a profession, but also a humanitarian and social mission related to professionalism in educating, teaching and training. Therefore, teachers must be able to carry out various roles, such as corrector, inspirer, informer, facilitator, guide, mediator, and supervisor, among other roles. ([Savitri, 2022](#)).

As an essential profession, a teacher must carry out his role as a teacher, guide, educator and trainer by upholding good ethics to be a professional. Therefore, it is important for teachers to have a high code of ethics to improve the quality of education. Knowledge of good ethics will reflect a good personality, which in turn helps prospective educators to become role models and have character in society ([Marjuni, 2020](#)).

Etymologically, the word ethics comes from the Greek words *ethos* and *ethikos*, which means good nature, character, customs, habits, place. Therefore, ethics is the value of human behavior towards other people or the environment which is related to the moral values and character of individuals who are assessed by other people based on whether their behavior is good or bad. If a teacher has good ethics in carrying out his duties in educating, teaching and training students, then the teacher already has expertise in his field which is called professional. In schools today, there are still a number of teaching staff or teachers who violate the code of ethics and do not show professionalism in learning. With the existence of a teacher code of ethics, it is hoped that teachers can carry out their duties in accordance with the provisions that have been set. Teaching ethics plays an important role in guiding the behavior and decisions of educators, as well as forming a strong moral foundation in every aspect of learning activities.

The problems that occur today require fundamental solutions, which include moral aspects and self-motivation. Implementing the character education movement in lectures is one solution to overcome these problems. Character education, which starts from an early age and continues to college level, is an important element in building character values. Haryanto (2011) quotes Ki Hadjar Dewantara's opinion regarding character education, which states that character education is a planned effort to help students know, care about, and internalize values, so that they can act as complete individuals with noble character.

Teachers, as role models for students, have an important role in instilling ethical values, morals and norms from an early age in every aspect of their lives. Success and effectiveness in education is greatly influenced by this role. Society views teachers as figures who always uphold ethics and morals, are expected to always be right and be role models worth emulating. Teachers are seen as pioneers of values, ethics and morals in society. To prepare prospective teachers with character in the future, it is important that teacher education in tertiary institutions is implemented well.

One effort to integrate character values in prospective teachers is through Ethics and the Education Profession courses. This course is designed to equip prospective teacher students with moral teachings, providing the critical orientation needed to develop moral understanding, feelings and actions that are relevant to the teaching profession and other educational personnel. It is hoped that students will not only understand the duties of teachers, but also be aware of the responsibilities they will carry out when they become teachers in the future. A teacher is expected not only to convey knowledge, but also to provide examples of behavior that serve as guidelines for students and the surrounding environment. A teacher's professionalism is not only measured by mastery of the material, but also by his moral quality and commitment to the professional code of ethics. Thus, teacher professionalism reflects loyalty to the nation and state in educating the younger generation in accordance with the values, ethics and laws and regulations that apply to teachers.

Teachers must adhere to good ethics. Apart from that, a teacher needs to have a professional attitude in his work. A professional teacher is one who has the right views and attitudes, always thinks and works seriously, and devotes full time with high loyalty and dedication in completing his duties. To make the nation smarter, teachers must not only have high intelligence, but also have a gentle soul and good character in providing guidance, teaching and supporting the aspirations of the nation's children. Dedication and high values of service, accompanied by subtlety of spirit, are important elements for teachers in realizing national education goals.

One of the studies regarding the role of ethics and the educational profession in forming the character values of prospective Islamic Religious Education teacher students was carried out by Dewi. This research was conducted on STAI YAPTIP West Pasaman students, especially in the Elementary School Teacher Education Study Field. In her research, Dewi found that before students were involved in the learning activities of the Educator Professional Ethics Course, the lecture was carefully designed to build the character values expected in students. Through an active learning model, this lecture succeeded in changing students' character values from previously less active to more active. Thus, it is hoped that the contribution of the Educational Ethics and Professional Course will be able to improve and develop the professional competencies required by prospective PAI teachers. ([Gibran Andika Pratama & Henry Aditia Rigiанти, 2023](#)).

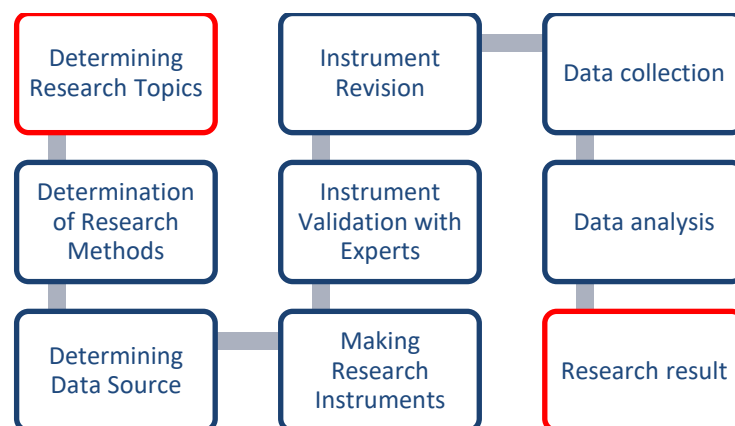
As for Sriwardona's research, through moral development of school students, the moral education learning process can improve the character of students starting from planning, organizing, implementing, supervising and evaluating moral education through guidance, direction from teachers, education staff, school leaders and collaboration with students. parent ([Lutfiyani et al., 2023](#)).

In the context of the important role of ethics and the educational profession for educators or teachers in forming character values, especially for prospective Islamic Religious Education teacher students, understanding this role is very crucial because it is directly related to character development. Therefore, this research will examine in depth the role of the Educator Professional Ethics Course in shaping student character. The focus of this research includes the role of lecturers teaching professional ethics courses in affective assessment as part of character cultivation, students' need for role models from lecturers, as well as the influence of lecturers' behavior and attitudes on the formation of student character.

## METHODS

The research method used is descriptive qualitative. This research aims to describe a real situation or phenomenon. This research was carried out at STAI YAPTIP West Pasaman, specifically in the Islamic Religious Education study program. The sample in this study consisted of sixth semester students from the class of 2021, who were selected using a purposive sampling technique (sampling based on objectives). The instruments used include questionnaires and interview guidelines. The selected informants meet four criteria: understand well the problem being researched, are still active in the field being researched, have time to provide information to researchers, and can provide information that is in accordance with facts in the field (Sugiyono, 2014). All informants are active students who are taking the Education Professional Ethics course in the sixth semester at STAI YAPTIP West Pasaman.

The research process was carried out as follows.



**Figure 1. Research Process**

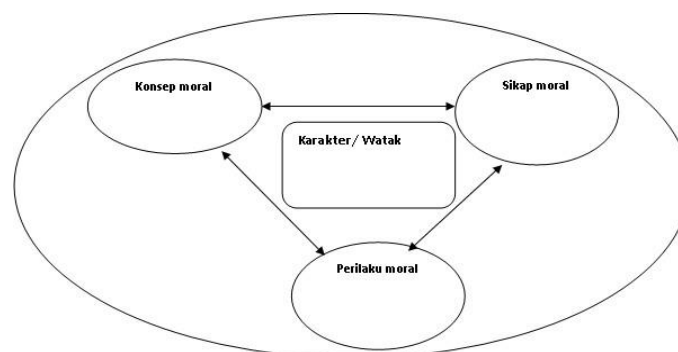
Based on the picture above, the research process begins with determining the research topic, which in this case is the Role of Educational Professional Ethics Courses in Producing Candidates for Islamic Religious Education Teachers with Character. Next, determine the research method, namely field research. Next, determine the data source, namely references related to the role of educational professional ethics courses in producing prospective Islamic religious education teachers. Next, create a research instrument and validate the instrument with experts. In this case, discussions were held with experts regarding the research instruments that had been created. The next process is data collection, namely looking for references related to the Role of Educational Professional Ethics Courses in Producing Candidates for Islamic Religious Education Teachers. Next is the data analysis process, which is carried out by combining, comparing and analyzing references related to the research title. The final stage is to obtain research results and write the research results in the form of research reports and articles.

## RESULTS AND DISCUSSION

### The role of student character as prospective Islamic religious education teachers

According to Philips (in [Syarbini, 2014](#)), character is a combination of values that form a basic system that influences the way a person thinks, feels, behaves and acts. Musfiroh, as quoted by Syarbini, describes character as a collection of attitudes, behavior, motivation and skills. Character includes traits or disposition, thought patterns, and behavior that differentiate a person from other people.

Character education is a process that aims to shape or develop personality through understanding, loving and applying good values. This process involves three main aspects: moral knowledge, moral feelings, and moral action. At an early age, character education focuses on instilling good behavior, including how to worship, being a responsible citizen, interacting positively with other people and the environment, as well as behavior that supports life success. Lickona explains that character consists of three main components: moral knowledge, moral attitude and moral behavior. Good character is based on an understanding of goodness, the urge to do good, and the implementation of good actions. The following diagram illustrates the relationship between these three components: Top of Form



**Table 1: Relationship between moral components in order formation of good character according to Lickona**



There are 18 values in character education which include: 1. Religious, 2. Honesty, 3. Tolerance, 4. Discipline, 5. Hard work, 6. Creativity, 7. Independence, 8. Democracy, 9. Curiosity, 10. National spirit, 11. Love for the homeland, 12. Appreciation for achievements, 13. Social/communicative skills, 14. Love of peace, 15. Love of reading, 16. Concern for the environment, 17. Social concern, and 18. Responsibility.

Islamic religious education plays an important role in the formation of students' *akhlakul karimah* or character, because it can increase students' piety and faith in Allah SWT through teaching about morals. On the other hand, character education also greatly influences the success of teachers or educational institutions in implementing the learning process. Educational institutions are expected to be able to integrate character values in every aspect of lectures. Through schools we can build students' character ([Bahera, 2023](#)). The education process is not only at school but can also be done at Islamic boarding schools which are places where Islamic teachings are taught for students ([Lutfiyani, 2018](#)). Learning should not only be limited to transferring knowledge, but also forming the nature, character, personality and inner state of students in accordance with normative values that are considered noble and praiseworthy. Character values are not only obtained from institutions but can also be taken from the moral message of an activity. Moral messages that are full of character values can be obtained from anywhere, as long as they are good and can be put into practice ([Iswandi, Hidayat et al., 2023](#)).

The world of education has a significant role in the moral and character development of the younger generation. All elements in education need to provide attention and assistance to students to form morals or behavior that are in accordance with applicable values and norms. Character education should start at an early age and continue into adulthood, with character continuing to develop according to changes in the environment. The character education process involves three interrelated components: school or campus, family, and community. In schools, character education can be implemented through cultivating daily activities that are in accordance with the school's vision and mission. In the classroom, character education can be integrated with other learning ([Gunawan Dharman I Gede, Pranata, 2019](#)). In line with this, STAI YAPTIP West Pasaman has a vision of the Islamic Religious Education (PAI) study program to become the leading one in the Serumpun Melayu State in creating a Bachelor of Education who is professional, dynamic and has good morals by 2042.

### **Preparation of Professional and Educational Ethics Lecture Guidelines by Instilling Character Values**

Lecture guidelines function as a key element in the implementation of professional and educational ethics courses which aim to instill character values. The teaching team will carry out various needs analyzes to ensure that lectures run effectively. Planning for Instilling Character Values in the Education Professional Ethics Course, done in several ways:

Development of Semester Learning Plan (RPS). The Semester Learning Plan (RPS) is a document designed to provide guidance to students in carrying out lectures for

one semester in order to achieve the learning objectives that have been set. This process involves a team of lecturers who analyze the basic competencies that students must achieve in professional ethics and education courses, as well as integrating character values in lectures. The RPS will be adjusted to the academic calendar to ensure the learning process runs smoothly, and ultimately produce a comprehensive RPS for professional ethics and education courses. The lecturer tries to develop student learning outcomes by including elements of character values in the learning plan.

The lecturers have determined several character values that students are expected to apply in their daily lives, especially as prospective Islamic Religious Education (PAI) teachers. These values include: Devotion and religious attitudes: Students are expected to demonstrate adherence to religious teachings and apply religious attitudes in every aspect of their lives, 1) Courtesy and respect for human values: This means mutual respect and tolerance in everyday interactions, both in academic and social settings, 2) Responsibility for duties, rights and obligations: As prospective PAI teachers, students must demonstrate responsibility in completing academic assignments and fulfilling their obligations well. 3) Competency development: Students are expected to continue to improve their skills and knowledge to become quality educators.

To instill these character values in students, the teaching team modifies lecture activities by using teaching models that are relevant to these values. These modifications include: 1) Instilling Character Values in Lecture Material: Integrating character values into learning material, so that students not only learn theory, but also how to apply these values in practice. 2) Values-Focused Teaching Approach: Using teaching methods that encourage the application of character values, such as ethical discussions, case studies on religious attitudes and tolerance, and activities that emphasize the importance of these values.

Contribution Steps for Professional Ethics and Education Courses in Instilling Character Values. In an effort to realize character values in prospective PAI teacher students, support from the entire academic community, study programs and students is very important. The character education implemented must be in line with the vision and mission of the institution. The character values that will be applied in ethics and professional courses require strategic steps to ensure effective implementation. The following are the steps that will be taken to apply character values through lectures on professional ethics and education; 1) Integration of Character Values in the Curriculum: Develop a lecture curriculum that includes character values explicitly in professional ethics and education courses, so that students understand and internalize these values in the context of their profession. 2) Teaching Methods that Prioritize Character Values: Use teaching methods that support the application of character values, such as case studies, role-playing, and group discussions that focus on ethical dilemmas and professional situations. 3) Character-Based Assessment: Assess students not only based on academic knowledge but also based on the application of character values in assignments, projects, and daily interactions. 4) Character Based Activities and Simulations:

Holding practicum activities, simulations and training that facilitate students in applying character values practically in real situations or professional simulations. 5) Continuous Self-Development: Encourage students to continue to develop themselves through additional training, seminars or workshops related to professional ethics and strengthening character values. 6) Evaluation and Feedback: Conduct regular evaluations of the effectiveness of implementing character values in lectures and provide feedback to students for further improvement and development. 7) Collaboration with Stakeholders: Working together with related parties, such as professional practitioners, alumni and other educational institutions, to ensure that the character values taught are relevant and can be applied in the real world.

With these steps, it is hoped that character values will be well instilled in prospective PAI student teachers, preparing them to become educators who are not only academically competent, but also have high integrity and professional attitudes. The steps that will be implemented as a way of implementing character values through professional ethics and education lectures are as follows:

No	Type	Activity Stage
1	Planning	Develop a Semester Learning Plan by implementing character values into Educational Professional Ethics lectures
2	Implementation	Implement lectures according to the lecture model which has been modified based on character values will be achieved
3	Evaluation	Evaluate lectures through the percentage of student satisfaction

**Tabel 2. Stages of Character Education Development**

Integrity of Professional Ethics and Education Courses in Building Student Character. Integrity reflects the character of a person or organization that is visible from daily actions and behavior. This shows harmony between what is said and the beliefs reflected in action. Sometimes, someone just talks without reflecting their true feelings, such as pride, envy, or anger. People with integrity usually think carefully before speaking, so that their behavior and actions match their words. Integrity is often tested through various challenges, such as position, relationships, wealth, family, money, or other difficulties. Integrity also includes patience and gratitude; A person with integrity will be patient when facing trials and grateful when experiencing happiness. In the context of character education, integrity means thinking, speaking, behaving and acting in the right way and following a code of ethics and moral principles. Integrity starts from the process of thinking before speaking. Thinking produces knowledge, understanding, values, beliefs, and principles. Speaking without deep thought can result in future regret, hurt other people's feelings, and even cause hatred.

Professional and Educational Ethics is one of the courses in the Elementary School Teacher Education study program. This course discusses important moral principles



to provide students with moral understanding, feelings and actions that are relevant to the profession of teachers and other educational personnel. In this lecture, lecturers and the teaching team modify teaching methods with the aim that students can achieve the desired competencies through the integration of character values. The learning model used is active learning, which involves students directly so that lectures become more interactive and not boring.

Competency achievements that have been integrated with character values include:

- 1) Basic Understanding of Ethics in Education; Students can understand the basic concepts of ethics and their application in an educational context. At this stage, lectures are carried out through lecture and group discussion methods. Students are expected to be responsible for the agreements reached in lectures, be active in seeking information, and be responsible for the information obtained.
- 2) The Relationship Between Values, Norms, and Sanctions in the Teacher Professional Code of Ethics; Students can understand the relationship between values, norms and sanctions as well as the values in the teacher professional code of ethics. At this stage, students conduct observations in schools to study the relationship between values, norms and sanctions in society and how teachers apply professional codes of ethics. The expected result is that students can imitate and apply the politeness and exemplary values obtained from the teacher, as well as being responsible and working together in preparing group observation reports.
- 3) Knowledge of the Duties, Rights and Obligations of Education Personnel; Students can understand the duties, rights and obligations of educational staff. At this stage, students are given the task of jointly identifying the roles and duties of educational staff at school using class discussion and role playing methods. The expected results are that students will show intelligence in analyzing the roles and tasks of educational staff, apply the value of cooperation in role playing, respect differences as a form of tolerance, and be responsible and confident in presenting the results of group discussions.
- 4) Teacher Concepts and Professionalism; Students can understand the concept of the teaching profession and the characteristics of professional teachers. At this stage, students analyze the concept of teachers and professionalism by matching teacher competencies with the professional code of ethics. Students are expected to apply the values of responsibility, independence and honesty in individual assignments, as well as being open and tolerant of other people's opinions.

### **Evaluation of the Process of Implementing Professional Ethics and Education Courses in Character Development**

According to the Big Indonesian Dictionary (KBBI), evaluation is an assessment process to determine the quality of services, information or products based on user needs. It involves collecting and analyzing a variety of evidence to assess the impact and effectiveness of an object, program, or process according to predetermined specifications and requirements. Abdul Basir (1996) explains that evaluation is a systematic and gradual process of collecting descriptive, informative and predictive data to determine policies that can improve education.

Suharsimi Arikunto (2003) defines evaluation as a series of activities aimed at measuring the level of success of an educational program. Stages before evaluation ;

1) Program Start: At this stage, an assessment is carried out before the program begins to determine the priority scale of various alternatives and ways to achieve previously formulated goals. 2) Program Implementation; Assessments are carried out during the program to evaluate progress and compare implementation with the initial plan. 3) End of Program; In the final stage, an assessment is carried out to review the program's achievements and evaluate the extent to which the program addresses the problems faced and assesses the efficiency and effectiveness of achieving goals.

After implementing character values in the Ethics and Educational Profession lecture in accordance with the established guidelines, the evaluation stage was carried out by distributing a questionnaire to measure student satisfaction with the lecture. The results of the questionnaire filled out by students show the following information:

No	Pertanyaan	Yes (%)	No (%)
1	Professional ethics and education courses really build student character	65	35
2	Lecturers engage affective assessment as cultivation character	60	40
3	Students need role models from lecturers	68	32
4	The behavior and attitudes of lecturers greatly influence the development of student character	60	40
5	The character of today's students really needs to be improved	68	32

**Table 3: Results of the questionnaire on the role of ethics lectures and the educational profession**

From the table above, it can be seen that the four statements related to character values obtained a percentage above 60%. This shows that students provide positive responses to the lecturer's contribution in forming noble character. However, students still need a lecturer who can be a role model and role model in the process of character formation.

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