

OPTIMIZATION OF EXAMPLE AND ADVICE METHODS IN ISLAMIC EDUCATION: AN ANALYTICAL STUDY OF THE IMPLEMENTATION OF THE VALUES OF THE QUR'AN AND HADITH IN ISLAMIC ELEMENTARY SCHOOL ENVIRONMENT

Meidianas Saputra¹, Syafruddin², Rehani³, Zulheldi⁴, Yoga Suhendra⁵

¹Postgraduate, UIN Imam Bonjol Padang, Indonesia

²Postgraduate, UIN Imam Bonjol Padang, Indonesia

³Postgraduate, UIN Imam Bonjol Padang, Indonesia

⁴Postgraduate, UIN Imam Bonjol Padang, Indonesia

⁵Adzkie University, Indonesia

Email: meidianas.saputra@uinib.ac.id¹, syafruddin@uinib.ac.id², rehani@uinib.ac.id³, zulheldi@uinib.ac.id⁴, yogasuhendra@adzkie.ac.id⁵

E-ISSN: 3109-9777

Accepted: November 2025

Accepted: November 2025

Published: December 2025

Abstract:

The implementation of Qur'anic and Hadith values in Islamic education in Islamic Elementary Schools has long been a major concern for educators, particularly through the optimization of exemplary (uswah) and advice (mau'izhah) methods. This study aims to analyze in depth how these methods are applied in an Islamic Elementary School environment, identify the obstacles encountered, and offer recommendations for optimization strategies. Using a qualitative approach with a case study design in one Islamic Elementary School that implements education based on Qur'anic and Hadith values, data were collected through observation, interviews, and documentation studies. The research findings demonstrate the strategic role of exemplary and advice in the internalization of Islamic values, but their implementation faces obstacles such as inconsistency in actor behavior, lack of curriculum integration, and external cultural influences. The implementation of exemplary behavior is reflected in time discipline, congregational worship, and empathetic teacher behavior, while the advice method is carried out both formally and informally, although it is often still less contextual and hampered by external environmental influences. Success was achieved in the aspects of religious habits and strengthening student character. For optimization, this study recommends an integrative model based on the Quran and Hadith, strengthening the role of teachers, and active collaboration between schools and parents. The implications of this research are expected to make a tangible contribution to the formation of Islamic character and improving the quality of Islamic education in elementary schools.

Keywords: Role Model, Advice, Islamic Education, Values of the Qur'an, Values of the Hadith

INTRODUCTION

This research section contains the background, research problem, summary of previous relevant studies, knowledge gaps, and research objectives. It will reveal the current state of the art, its originality, and single-spaced APA style. Examples: (Moleong, 2016), (Sheikhalizadeh & Piralaiy, 2017), (Levina et al., 2016)

The phenomenon of the degradation of students' moral values and character is a serious issue facing the world of education today, including in



Islamic Elementary Schools (SDI). Empirically, elementary education faces the challenge of weakening the internalization of religious values in students' daily behavior. Frequent cases include low levels of religious discipline, a lack of etiquette toward teachers, and a lack of appreciation of the values of the Qur'an and Hadith in daily social interactions (Sari, 2023:58; Lestari et al., 2024:380). In practice, the implementation of Islamic Religious Education learning remains highly cognitive and normative. The Qur'an and Hadith materials focus more on literal reading, memorization, and understanding, without any practical internalization of values (Aulia & Nafiisah, 2023:73).

Research at the UPT SDN Barua No. 44 Selayar Islands (Lestari et al., 2024:382) revealed that although teachers had tried to implement the exemplary method, the internalization of Islamic religious values was not optimal because student behavior was still inconsistent. This is also reinforced by the findings of Sari (2023:67) who showed a gap between the objectives of Islamic character in the curriculum and the realization of practices in schools. Furthermore, Idharudin and Nurhasanah (2025:240) noted that instilling values based on the Qur'an and Hadith requires an applicable, contextual, and sustainable method.

Various studies confirm that the methods of role modeling (*uswah*) and advice (*mau'izhah*) are the foundation of Islamic character education. According to Wahyuningtyas (2015:113), role modeling is highly influential in shaping students' religious attitudes because elementary school-aged children are in the phase of imitation and identification with figures around them. Prasetya and Cholily (2021:22) add that advice provided consistently and contextually can strengthen the understanding and application of Islamic values in students' lives. The integration of the role modeling and advice approaches must be carried out simultaneously by the school ecosystem (teachers, principals, education staff, parents) so that the internalization of values takes place systematically and holistically (Aula Ramadhani et al., 2025:143; Aminudin et al., 2024:80).

However, the effectiveness of these two methods remains a matter of debate in academia. Ferihana and Rahmatullah (2023:36-29) and Lestari et al. (2024:386) highlight the challenges of integrity and consistency among educators in demonstrating holistic role models. Meanwhile, the development and innovation of advice using contextual approaches and contemporary media is also beginning to receive attention (Misbah, 2025:234). Furthermore, optimizing educational strategies based on role models and advice must also be supported by programs for habituation, collaboration, and the inculcation of a school's religious culture (Wardati & Ridha, 2024:59; Khoiriah et al., 2023:56).

Reflecting on the phenomena and various study results above, optimizing the role model and advice method in SDI requires synergy between teachers, principals, parents, and the environment, based on the integration of the values of the Qur'an and Hadith. The effectiveness of both will determine the extent to which the internalization of values can be realized in real life in students' behavior, thereby maximizing the ideals of character education in Islam (Rozak, 2025:4; Aminudin et al., 2024:81). This study focuses on analyzing

the implementation, challenges, and strategies for optimizing the role model and advice method in SDI as an effort to fill the gap between the ideals of Islamic education concepts and the reality of daily educational practices.

RESEARCH METHODS

The research used a qualitative approach with a case study design at Adzкия Islamic Elementary School, which was purposively selected based on its track record of integrating religious education into the school curriculum. The research subjects consisted of the principal, Islamic Religious Education teachers, fourth-sixth grade students, and parents as supporting informants. Data collection techniques included participatory observation of school activities, in-depth interviews with key informants, and documentation of learning tools and school programs (Miles, Huberman, & Saldana, 2014:33). Data validity was strengthened through triangulation of sources and methods. Data analysis applied an interactive model: data reduction, data presentation, and conclusion drawing, so that data interpretation truly reflected field reality and authentic learning experiences (Miles et al., 2014:126).

FINDINGS AND DISCUSSION

The research results indicate that the implementation of the exemplary and advice method in SDI is divided into three main forms: personal teacher exemplary behavior, school institutional exemplary behavior, and integrated pedagogical advice.

Teacher Personal Exemplary Behavior: Demonstrated through time discipline, consistent congregational worship, polite language, empathy, and honest behavior. Many students report that they easily adopt positive values if teachers demonstrate continuity between words and actions (Wahyuningtyas, 2015:146; Ferihana & Rahmatullah, 2023:3633).

School Institutional Exemplary Behavior: This is manifested through religious practices such as the practice of Dhuha prayer, morning prayer together, or daily Quran reading. These collective habits reinforce the message of Islamic values that teachers have personally internalized (Lestari et al., 2024:384; Ismail, 2018:57).

Pedagogical Advice: Delivered by teachers in both formal (classroom learning) and informal settings (daily dialogues, morning briefings) using a reflective and dialogical approach. However, some students admitted that they were often more influenced by their environment and social media than by the teacher's verbal advice. This proves that in addition to methods, strengthening the learning environment is also crucial (Aminudin et al., 2024:80; Ramadhoni, 2023:112).

Based on observations and interviews, inconsistencies were found among a number of teachers in optimally displaying exemplary behavior. Teachers admitted that administrative demands sometimes prevented them from fully focusing on exemplary behavior (Interview Data, 2025). Furthermore, the advice given was often not contextualized to the current

problems students faced, thus reducing its effectiveness. The influence of external culture and the use of social media also proved to be challenges (Misbah, 2025:241).

However, habituation methods such as congregational prayer programs, religious morning talks, and the habit of reading the Qur'an have provided real strengthening of students' religious character, forming values of obedience, patience, responsibility, and mutual cooperation (Ramadhoni, 2023:116; Hasanah, 2024:65).

The findings of the implementation of the exemplary and advice methods at Adzkie Elementary School can be described in the following table:

Table: 1 Implementation of the Role Model and Advice Method at Adzkie Elementary School

No	Aspect	Exemplary behavior	Advice
1	Implementation	Frequent, approaching consistent	Routine, sometimes non-contextual
2	Curriculum Section	Already integrated	Already integrated
3	Obstacle	Teacher readiness & commitment	Student resistance, culture

Synergy between principals and parents is necessary for monitoring and evaluation to build a systemic, holistic, and contextual system for internalizing the values of the Quran and Hadith (Saragih, 2025:46; Wardati & Ridha, 2024:61). Media innovation and contextualization of advice are key strategies for delivering meaningful messages (Misbah, 2025:237; Prasetya & Cholily, 2021:24).

The findings of this study affirm that exemplary behavior is one of the most effective methods of character education, as it operates through a natural process of modeling. In the context of Islamic education, teachers function not only as transmitters of knowledge but also as moral and spiritual figures who are directly observed by students. When teachers consistently demonstrate exemplary behavior, Islamic values are not merely understood cognitively but are also internalized affectively and manifested in students' behavior.

Nevertheless, the results also reveal that personal exemplary behavior among teachers has not been evenly implemented. This condition indicates a gap between the ideal role of teachers as *uswah hasanah* and the realities of modern professional demands, particularly administrative workloads. These findings reinforce the view that strengthening students' character cannot be placed solely on individual teachers but requires systemic support from school

management.

On the other hand, pedagogical advice continues to play an important role; however, its effectiveness declines when it is not aligned with the context of students' lives. Normative advice that lacks relevance to current challenges – such as the influence of social media, peer interaction, and digital culture – tends to have a limited impact. Therefore, advice needs to be delivered in a contextual and dialogical manner and supported by media that are close to students' daily experiences in order to become more meaningful.

The success of religious habituation programs demonstrates that a consistently religious learning environment is capable of serving as a primary buffer against negative external influences. Habituation acts as a bridge between exemplary behavior and advice, as the values modeled and conveyed through advice are reinforced through repeated practices in everyday school life.

Thus, the findings emphasize the importance of synergy among school principals, teachers, and parents in conducting continuous monitoring and evaluation of character education. A holistic, systemic, and contextual approach is required so that the values of the Qur'an and Hadith are not only taught but truly embodied in students' behavior (Saragih, 2025:46; Wardati & Ridha, 2024:61). Media innovation and the contextualization of advice emerge as key strategies for strengthening the relevance of Islamic character education in the digital era (Misbah, 2025:237; Prasetya & Cholily, 2021:24).

CONCLUSION

Optimizing the role model and advice methods in implementing the values of the Quran and Hadith in Islamic elementary schools requires commitment from all stakeholders, strengthening synergy between schools and families, and consistent teacher behavior as role models. Updated strategies for delivering advice need to be adapted to current developments and the psychological needs of students.

This research emphasizes the need for full integration of Islamic values into the curriculum and school culture, where successful internalization is reflected in students' actual behavior. For future research, the authors recommend exploring digital models and multi-stakeholder collaboration to strengthen the effectiveness of role-modeling and advice methods in Islamic elementary education.

REFERENCE

Aminudin, M. D., Hilmi, H., Lestari, D., Safitri, D., & Komala, I. K. I. (2024). The Concept of Moral Education in the Qur'an and Hadith: A Literature

- Review of Implementation in Schools. *ATH-THALIB: STIT Tanggamus Student Journal*, 2(1), 78-82.
- Aula Ramadhani, T., Azwar, B., & Nurjanah, N. (2025). The concept of the Prophet Muhammad's educational pattern as a model of character education in Indonesia (Doctoral dissertation, State Islamic Institute of Curup).
- Aulia, M. G., & Nafiisah, J. (2023). Internalization of the values of learning the Qur'an and Hadith in students' lives. *Heutagogia: Journal of Islamic Education*, 3(1), 63-75.
- Ferihana, F., & Rahmatullah, A. S. (2023). The Formation of Santri Manners Based on Teacher Exemplary Behavior at the Hamalatul Qur'an Islamic Boarding School in Yogyakarta. *Al Qalam: Journal of Religious and Social Sciences*, 17(5), 3627-3647.
- Hasanah, P. M. N. (2024). Implementation of Character Values Through the Method of Habituating Congregational Dhuha Prayer at Muhammadiyah Condongcatur Elementary School (Doctoral dissertation, Islamic University of Indonesia).
- Idharudin, A. J., & Nurhasanah, M. (2025). Integrative Education Methods in Shaping Elementary School Students' Morals. *As-Sulthan Journal of Education*, 2(2), 237-252.
- Ismail, R. (2018). Implementation of religious culture in improving students' noble character. *Tadbir: Journal of Islamic Education Management*, 6(1), 53-68.
- Khoiriah, B. H., Sutarto, S., & Wanto, D. (2023). Teacher Strategies in Instilling Religious Values in Students at Ra Tunas Literasi Qur'ani (Doctoral dissertation, Curup State Islamic Institute).
- Lestari, A., Nurhidayah, N., & Nurhaeni, N. (2024). Internalization of Islamic Religious Education Values in Mental Development Through the Exemplary Method at UPT SDN Baruaia No. 44 Selayar Islands. *Synthesis Journal: Journal of Scientific Publication*, 1(4), 379-379.
- Miles, M. B., Huberman, A. M., & Saldana, J. (2014). *Qualitative Data Analysis: A Methods Sourcebook*. Sage.
- Misbah, M. (2025). Improving Meaningful Learning Through Islamic Religious Education Learning Based on the Stories of the Prophet. *Pendas: Scientific Journal of Elementary Education*, 10(04), 231-244.
- Prasetya, B., & Cholily, Y. M. (2021). The most effective religious character education method in schools. Academia Publication.
- Ramadhoni, F. R. (2023). Implementation of Faith Education Through Morning Talk Activities in the Formation of Religious Character of Students of the Islamic Elementary School of Tahfizh Cahaya Quran Depok, West Java (Doctoral dissertation, Institut PTIQ Jakarta).
- Rozak, A. (2025). The Role of Islamic Religious Education in Improving Students' Moral and Spiritual Quality. *Aisyah Journal of Intellectual Research in Islamic Studies*, 3(1), 1-14.

- Saragih, I. (2025). The Role of Parents and Educators in Shaping the Islamic Character of Early Childhood: A Review of the Qur'an-Based Curriculum. *Journal of Modern Islamic Studies*, 12(2), 41-51.
- Sari, M. (2023). Instilling Islamic religious values in the formation of character and ethics of students at the elementary school level. *Al-Mujahadah: Islamic Education Journal*, 1(1), 54-71.
- Wahyuningtyas, U. (2015). Internalization of Islamic religious values through exemplary and habituation methods: A multi-case study at SMA Negeri 2 Pare Kediri and SMA PSM Plemahan Kediri (Doctoral dissertation, Maulana Malik Ibrahim State Islamic University).
- Wardati, A. R., & Ridha, N. A. (2024). Internalization of Islamic Educational Values Through the Uswatun Hasanah Model in Early Childhood. *AL-FALAH: Journal of Islam and Society*, 24(1), 57-70.