

The Influence of the Level of Administrators Discipline, The Level of Teachers Exemplary Behavior and The Level of Peer Students Religiosity on The Level of Students Morality at Islamic Boarding School

Yöneticilerin Disiplin Düzeyinin, Öğretmenlerin Örnek Davranış Düzeyinin ve Akran Öğrencilerin Dindarlık Düzeyinin İslam Yatılı Okullarındaki Öğrencilerin Ahlak Düzeyine Etkisi

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Öz

Bu araştırma, ahlaki eğitim ya da karakter eğitimi veya ahlak eğitiminin yeniden canlandırılması ihtiyacını yeniden inceleyen dünya genelindeki eğitimin varlığından hareketle hazırlanmıştır. Ahlakın kendisi oluşturulabilir ve insanları iyi ahlak sahibi yapmaya çalışılabilir. Endonezya'daki eğitim kurumlarından biri olan yatılı İslami okullara dayalı İslami Liseler ahlaki eğitimden ayrı tutulamaz. Öğrencilerin sahip olduğu ahlak düzeyi, günlük yaşam faaliyetlerini gerçekleştirdikleri çevrenin etkisinden ayrı tutulamaz. Çeşitli unsurlar öğrencilerde oluşan ahlakı etkileyebilir. Bu çalışmanın amacı, yöneticilerin disiplin düzeyinin, öğretmenlerin örnek davranış düzeyinin ve akran öğrencilerin dindarlık düzeyinin Surakarta Aliyah Al-Muayyad yatılı İslam okulundaki öğrencilerin ahlak düzeyi üzerindeki etkisini analiz etmektir. Bu çalışmada anket yöntemi ile nicel bir yaklaşım kullanılmıştır. Çalışmanın evreni 225 öğrencidir ve tabakalı rastgele örnekleme tekniği kullanılarak 83 öğrenciden oluşan bir örneklem alınmıştır. Veriler anketler aracılığıyla toplanmış, mülakatlar ve gözlemlerle desteklenmiştir. Toplanan veriler normallik testi, çoklu doğrusallık testi ve değişen varyans testi gibi önkoşul testlerine tabi tutulmuş, ardından çoklu doğrusal regresyon analizi kullanılarak analiz edilmiştir. Çalışmanın sonuçları, test edilen değişkenlerin yüksek bir kategori gösterdiğini, yani yöneticilerin disiplin düzeyi değişkeninin %67,5, öğretmenlerin örnek davranış düzeyi değişkeninin %98,8, akran öğrencilerin dindarlık düzeyi değişkeninin %83,1 ve öğrencilerin ahlak düzeyi değişkeninin %77,1 olduğunu göstermiştir. T-testi ve F-testi sonuçlarına göre, dört değişken arasında 0.000 veya 0.05'ten küçük bir anlamlılıkla anlamlı bir etki vardır. R2 testi sonuçları da Yatılı Bölge Ortaokulu'ndaki öğrencilerin ahlak düzeyi değişkeninin %60,8'inin yöneticilerin disiplin düzeyi, öğretmenlerin örnek davranış düzeyi ve akran öğrencilerin dindarlık düzeyi değişkenleri tarafından açıklanabildiğini, %39,2'lik farkın ise bu çalışmada incelenmeyen diğer değişkenler tarafından açıklandığını göstermektedir. Bu çalışmadaki teorik çıkarım, veri analizi sonuçlarının Albert Bandura'nın Sosyal Öğrenme Teorisi (1972), Albert Bandura'nın Modelleme Teorisi (1977), Glock & Stark'ın Dindarlık Teorisi (1969) ve Emile Durkheim'in Ahlak Eğitimi Teorisi (1990) ile uygunluğudur.

Anahtar Kelimeler: Eğitim, Ahlak, Dindarlık, Öğretmen Örneği, Yatılı Okul, Öğrenci

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Abstract

This research is motivated by the existence of education throughout the world which is currently re-examining the need for moral education or character education or morality education to be revived. Morality itself can be formed and attempted to bring people to have good morals. Islamic Senior High Schools based on Islamic Boarding Schools as one of the educational institutions in Indonesia cannot be separated from moral education. The level of morality possessed by students cannot be separated from the influence of the surrounding environment where they carry out their daily life activities. Various aspects can influence the morality formed in students. The purpose of this study is to analyze the influence of the level of administrators discipline, the level of teachers exemplary behavior, and the level of peer students religiosity on the level of students morality at Islamic Boarding School Madrasah Aliyah Al-Muayyad Surakarta. This study uses a quantitative approach with a survey method. The population of the study was 225 students and a sample of 83 students was taken using the stratified random sampling technique. Data were collected through questionnaires and supported by interviews and observations. The collected data were subjected to prerequisite tests, namely the normality test, multicollinearity test, and heteroscedasticity test, then analyzed using multiple linear regression analysis. The results of the study showed that the variables tested showed a high category, namely the variable of the level of administrators discipline of 67.5%, the variable of the level of teachers exemplary behavior of 98.8%, the variable of the level of peer students religiosity of 83.1% and the variable of the level of students morality of 77.1%. Based on the results of the t-test and F-test, there is a significant influence between the four variables with a significance of 0.000 or less than 0.05. The results of R² test also show that 60.8% of the variable of the level of students morality at Islamic Boarding School can be explained by the variable of the level of administrators discipline, the level of teachers exemplary behavior, and the level of peer students religiosity, while the difference of 39.2% is explained by other variables not examined in this study. The theoretical implication in this study is the suitability between the results of data analysis with Albert Bandura's Social Learning Theory (1972), Albert Bandura's Modeling Theory (1977), Glock & Stark's Religiosity Theory (1969), and Emile Durkheim's Moral Education Theory (1990).

Keywords: Education, Morality, Religiosity, Teacher Example, Boarding School, Students

Introduction

Sustainable Development Goals (SDGs) aim to end poverty, preserve all aspects that make the earth habitable, and ensure that peace and prosperity are enjoyed by all, now and in the future (Aji & Kartono, 2022). The 4th goal is related to quality education, namely "ensuring inclusive and equitable quality education and promoting lifelong learning opportunities for all".

One effort to realize quality education can be made by instilling moral education in schools. Education around the world is now also reexamining the need for moral education or character education or morality education to be revived. This is not only felt by the Indonesian nation and society but also by developed countries. Even in industrialized countries where moral ties are becoming looser, their people are beginning to feel the need for a revival of moral education which has recently begun to be neglected (Zuriah, 2017).

The level of students morality in the world is usually measured through research that evaluates ethical behavior, moral values, and perceptions of social issues among young people. One indicator of morality, namely students' attitudes towards tolerance, diversity, and discrimination, is also an important part of measuring morality among young people. According to a survey by the (Pew Research Center, 2020), in European countries such as Sweden, the Netherlands, and Germany, more than 80% of students aged 15-24 support equal rights for the LGBTQ+ community. However, in Middle Eastern countries and parts of Africa, the level of support for LGBTQ+ rights is much lower, below 20%. Regarding attitudes towards racial discrimination, 65% of students in the United States stated that racial discrimination is a major problem that still needs to be addressed, while in Japan, the figure is lower, around 40%.

Indonesia itself, as a country with cultural, religious, and ethnic diversity, views tolerance as an important aspect of student morality. However, students' attitudes towards diversity still face challenges, especially related to religious issues and cultural differences. According to the Religious Harmony Index Report by the (Ministry of Religion Indonesia, 2022), the attitude of tolerance among Indonesian students is still generally good, but several studies have found an increase in intolerance in several regions. A survey of high school students in West Java and Jakarta showed that around 25-30% of students do not fully support the rights of religious or ethnic minority groups. In addition, based on data from the (Ministry of Women's Empowerment and Child Protection Indonesia, 2020), around 41% of students in Indonesia have experienced bullying, either directly or online.

Education in Indonesia is inseparable from the existence of Islamic Boarding Schools, considering that Islamic Boarding Schools are one of the oldest and most influential educational institutions in the development of national education. Based on the latest data (Ministry of Religion Indonesia, 2022), the number of Islamic Boarding Schools in Indonesia continues to increase from year to year. Until 2022, there were more than 27,722 Islamic Boarding Schools throughout Indonesia.

Islamic Boarding Schools in Indonesia are not free from issues. According to a report by the Indonesian Child Protection Commission, there has been an increase in cases of violence at Islamic Boarding Schools, with more than 15 reports of violence and bullying received each year. In 2021, there were more than 20 cases reported. Cases of violence at Islamic Boarding Schools in Indonesia have become a serious concern in recent years. Although many Islamic Boarding Schools function as places of education and moral development, several incidents of violence have been reported that indicate problems in the educational environment. This needs special attention.

Islamic Boarding School-based Madrasah Aliyah as one of the educational institutions in Indonesia cannot be separated from moral education. The morality of students refers to (Novayanty, 2021) who states that there are five moral indicators that must be formed and possessed by a student in order to be said to be a moral student. The five indicators include discipline in obeying the rules, concern in helping others, politeness, honesty, and responsibility. Novayanty's statement is a requirement that must be possessed by a moral Islamic Boarding School student.

(Tafsir, 2013) Our current education system still produces graduates who are selfish, prone to violence, dishonest, socially insensitive, and even corrupt. Failing to embody true humanity despite holding official positions. If we look at the concept of the morality of Islamic Boarding School students, associated with what was put forward by Tafsir, it turns out that there is a gap in the morality that must be possessed.

(Mastiyah, 2018) stated that religiosity can be used as a factor that can explain various things, especially human attitudes and behaviors, including a person's morality. In this study, it can be seen that the dimensions of belief and appreciation influence ritual behavior (worship), social behavior, and behavior to avoid negative things. According to (Reza, 2013), studies show that many Madrasah Aliyah students tend to have moderate religiosity based on statistical data.

A group of people also argue that morality can be formed and attempted to bring people to have good morals. This opinion is widely followed today, especially by education experts in Indonesia. The central figure in formal educational institutions or schools is the teacher. According to a research by (Sutisna, Deni, & al, 2019), teachers should strive to be role models, examples, and reflections of true character. The Ministry of Education and Culture conducted a survey on teachers' attitudes and behaviors towards students from various ethnic and religious backgrounds. The survey involved hundreds of schools across Indonesia. The report noted that 10% of teachers admitted to having treated students differently based on their ethnic background, and many students reported feeling discriminated against in terms of assessment and attention in the classroom (Ministry of Education and Culture Indonesia, 2020). The findings from Sutisna's research show that there is a gap regarding teacher exemplary behavior.

In addition to the teacher's exemplary behavior, Islamic Boarding School administrators also have an important role, namely as parents of students when they are in the Islamic Boarding School environment. (Mahfudhiyah, 2022) in his research stated that Islamic Boarding School administrators have a role in fostering the morals of students, including as educators and mentors of students, as parents of students, and as leaders of student worship. This role must be carried out by Islamic Boarding School administrators with discipline, otherwise it will greatly affect the behavior of students. Research related to the level of discipline of Islamic Boarding School administrators in (Amrulloh & Umam, 2018) shows that the discipline of administrators is relatively poor, this is shown by the percentage results of 32.40%. This percentage reflects the proportion of administrators who demonstrated adequate discipline, suggesting that the majority lacked proper disciplinary practices.

MA Al-Muayyad Surakarta is a school based on Islamic Boarding School. Students of Islamic Boarding Schools, especially Al-Muayyad Surakarta Islamic Boarding School, must be able to have morality in accordance with the goals aspired to by the Islamic Boarding School. The level of morality possessed by students cannot be separated from the influence of the surrounding environment where they carry out their daily life activities. Various aspects can influence the morality formed in students. These aspects include the level of

administrators discipline, the level of teachers exemplary behavior, and the level of peer students religiosity. Based on the explanation above, the researcher is interested in studying "The Influence of the Level of Administrators Discipline, the Level of Teachers Exemplary Behavior and the Level of Peer Students Religiosity on the Level of Students Morality at Islamic Boarding School". And equipped with an analysis of Albert Bandura's Social Learning Theory (1972), Albert Bandura's Modeling Theory (1977), Glock & Stark's Theory of Religiosity (1969), and Emile Durkheim's Moral Education Theory (1990).

Theoretical Studies

The level of morality possessed by the students is inseparable from the influence of the surrounding environment where they carry out their daily activities. Various aspects can influence the morality formed in the students. These aspects include the level of administrators discipline, the level of teachers exemplary behavior, and the level of peer students religiosity. Discipline is a person's obedience in following regulations or rules according to the right time (Arikunto, 1980). According to Abdullah, discipline is a way of establishing and following applicable regulations (Abdullah, 2013). So it can be interpreted that discipline is a person's obedience in following applicable regulations and on time.

The administrator of an Islamic Boarding School is a person entrusted by the caretaker to help run the school and care for the students (Ningsih, 2019). According to Amrulloh & Umuna, level of administrators discipline refers to their compliance with school regulations and punctuality in fulfilling their responsibilities (Amrulloh & Umam, 2018). Teachers exemplary behavior, according (Karso, 2019) the practice of instilling morals through respectful speech, attitudes, and actions that students can emulate. (Benny & Riyanti, 2019) further explain that teacher exemplary behavior involves teachers acting as role models through positive actions and attitudes. In summary, teacher exemplary behavior is the display of respect and good conduct by teachers, serving as a model for students and the broader school community.

Related to the variable of the level of religiosity of peer students, religiosity is an individual difference in terms of a person's interest in a particular religion which includes the level of belief, religious practice, experience, religious knowledge, and behavioral consequences according to religious commands (Prasetyo & Riyanti, 2019). Stark & Glock put forward the opinion that religiosity is the extent of knowledge, level of belief in religious teachings, and appreciation of religious values that are internalized in the persistence of implementing religious teachings (Mastiyah, 2018). So, religiosity can be interpreted as an individual difference in terms of a person's interest in a particular religion which includes the level of belief, religious practice, religious knowledge, and behavioral consequences according to religious teachings.

Peer students at Islamic Boarding School is defined as someone who studies religious knowledge, monotheism, fiqh, tasawuf, and morals at Islamic Boarding Schools (Azizah, 2021). Anah also expressed her opinion regarding santri, namely a Muslim who follows and obeys the teachings of *kiai* and studies at Islamic Boarding Schools (Anah, 2021). So, peer students at Islamic Boarding can be interpreted as someone who studies at an Islamic Boarding School. As for peer students, they are students who interact and carry out daily activities with their peers

Morality according to (Poespoprodjo, 1999) is the quality in human actions that indicates whether the action is right or wrong. In the context of students, (Novayanty, 2021) identifies five key indicators of morality: discipline in obeying rules, concern for helping others, politeness, honesty, and responsibility. These indicators

are essential for students in Islamic Boarding Schools to be considered moral individuals. Therefore, morality in students can be understood as the embodiment of these five values in their actions.

Method

This study is a quantitative approach study, using a survey method with an explanatory research type. According to (Sugiyono, 2017) explanatory research is a study that explains the position between the variables studied and the relationship between one variable and another through testing the formulated hypothesis. This study aims to see the influence of the level of administrators discipline, the level of teachers exemplary behavior, and the level of peer students religiosity on the level of students morality at Islamic Boarding Schools. This study took place in Madrasah Aliyah Al Muayyad Surakarta, Central Java, Indonesia.

The population in this study were students of grades X, XI, and XII from 9 classes totaling 225 students. The sample in this study was taken from 83 respondents using stratified random sampling technique. This study was conducted at MA Al-Muayyad Surakarta, where there are three classes, namely X, XI, and XII. Each class has three classes, so the total of all classes is 9. The independent variables in this study are the level of administrators discipline, the level of teachers exemplary behavior, and the level of peer students religiosity, while the dependent variable in this study is the level of students morality .

There are both primary and secondary data sources used in this study. The primary data were obtained using a questionnaire. A questionnaire is a set of specific questions that are arranged completely and systematically. The answers to these questions can also be classified according to certain categories systematically so that quantitative comparisons are possible. The questions in this research questionnaire were arranged using a Likert scale. Primary data in this study are also supported by the results of interviews and observations that function as a complement to the questionnaire method which is the main data collection method. In addition, the study collected secondary data from books, archives, and journals.

The instrument tests conducted are reliability and validity tests. Reliability tests are the extent to which measurement results using the same object will produce the same data (Sugiyono, 2017). While validity tests are a degree of accuracy of an instrument. A questionnaire is declared valid if the questionnaire questions can reveal something that is measured by the questionnaire (Ghozali, 2011).

The data obtained were then tested for classical assumptions. The purpose of the classical assumption test is to determine whether the variables used in this study are feasible or not. The classical assumption tests used are the normality test, multicollinearity test, and heteroscedasticity test. The normality test is to test whether, in the regression model, the interfering variables or residuals have a normal distribution. Good and feasible data in research are those that have a normal distribution. The multicollinearity test is to test whether the regression model finds a correlation between independent variables or free variables. Also, the heteroscedasticity test aims to test whether in the regression model there is inequality of variance from the residuals of one observation to another.

After conducting the classical assumption test, data analysis was carried out using the technique multiple linear regression analysis is a data analysis technique used to predict unknown data values. This analysis is used when the dependent variable is influenced by various independent variable. Multiple linear regression analysis from the t-test (partial test) and R^2 test (coefficient of determination). The t-test aims to determine whether or not there is a partial direction given by the independent variable (X) to the dependent variable (Y). The

determination coefficient test is used to determine what percentage of influence variable X has simultaneously on variable Y.

Results And Discussion

1.1 Results

This research was conducted at Madrasah Aliyah Al-Muayyad Surakarta, which is located in the center city of Surakarta, Indonesia. Madrasah Aliyah Al Muayyad Surakarta, as an educational institution with Islamic characteristics, needs to consider the expectations of students, parents of students, foundations, institutions that utilize madrasa graduates, and the community in formulating its vision. The vision is "The realization of a madrasah education that is friendly to religious, dignified, literate students, superior in achievement, loves the environment, is skilled in entrepreneurship, and becomes a world reference in the integration of knowledge and technology."

Based on student data from Madrasah Aliyah Al-Muayyad Surakarta, the number of students based on gender is as follows:

Table 4.1. Composition of the Number of Students Based on Gender

Gender	
Male	130
Female	107
Amount	237

Source: Madrasah Aliyah Al-Muayyad Data, 2024

Based on the primary data obtained, the gender of the respondents is presented in the SPSS statistical test is as follows:

Table 4.2 Respondent Description Based on Gender

Gender	Frequency	Percentage (%)
Male	43	51.8%
Female	40	48.2%
Amount	83	100%

Source: Primary Data Analysis, 2024

Based on the results of the statistical test of the respondent gender category, it was obtained that of the 83 respondents in this study, 43 were male and 40 were female. So the number of respondents is almost the same between males and females with only a difference of 3.

Based on the primary data obtained, the ages of respondents presented in the SPSS statistical test are as follows:

Table 4.3 Respondent Description Based on Age

Age	Frequency	Percentage (%)
14 years	1	1.2%
15 years	28	33.7%
16 years	14	16.9%
17 years	33	39.8%
18 years	7	8.4%
Amount	83	100%

Source: Primary Data Analysis, 2024

Based on the results of the statistical test of the respondent's age category, it was obtained that out of 83 respondents in this study, there were 5 age variations. 1 respondent was 14 years old, 28 respondents were 15 years old, 14 respondents were 16 years old, 33 respondents were 17 years old and 7 respondents were 18 years old.

Based on the primary data obtained, the classes presented in the SPSS statistical test are as follows:

Table 4.4 Respondent Description Based on Class

Class	Frequency	Percentage (%)
Class X	32	38.6%
Grade XI	25	30.1%
Grade XII	26	31.3%
Amount	83	100%

Source: Primary Data Analysis, 2024

Based on the results of the statistical test of the respondent age category, it was obtained that of the 83 respondents in this study consisted of 3 classes, namely class X, XI, and XII. 32 respondents were class X, 25 respondents were class XI and 26 respondents were class XII.

The following is a categorization of the variables in this study, as follows:

Table 4.5 Category Level of Administrators Discipline Variable

Category	Range	Frequency	Percentage
Low	<16	0	0%
Medium	16 – 25	27	32.5%
High	>25	56	67.5%
Total		83	100%

Source: Primary Data Analysis, 2024

As can be seen from the table above, the level of administrators discipline is categorized as high, as stated by respondents at 67.5%.

Table 4.6 Category Level of Teachers Exemplary Behavior Variable

Category	Range	Frequency	Percentage
Low	<16	0	0%
Medium	16 – 25	1	1.2%
High	>25	82	98.8%
Total		83	100%

Source: Primary Data Analysis, 2024

As can be seen from the table above, the level of teachers exemplary behavior is included in the high category, as stated by respondents at 98.8%.

Table 4.7 Category Level of of Peer Students Religiosity Variable

Category	Range	Frequency	Percentage
Low	<19	1	1.2%
Medium	19-29	13	15.7%
High	>29	69	83.1%
Total		83	100%

Source: Primary Data Analysis, 2024

As can be seen from the table above, the level of peer students religiosity is included in the high category, as stated by respondents at 83.1%.

Table 4.8 Category Level of Students Morality Variable

Category	Range	Frequency	Percentage
Low	<19	0	0%
Medium	19-29	19	22,9%
High	>29	64	77,1%
Total		83	100%

Source: Primary Data Analysis, 2024

As can be seen from the table above, the level of students morality is included in the high category, as stated by respondents at 77,1%.

The data analysis of this study was carried out using normality test, linearity test, multicollinearity test, t-test, F test, and R² test. The analysis used SPSS assistance. In this study, the normality test used the P-P Plot approach and the Kolmogorov-Smirnov statistical test. Based on the data processing that has been carried out, the results of the normality test are shown as follows:

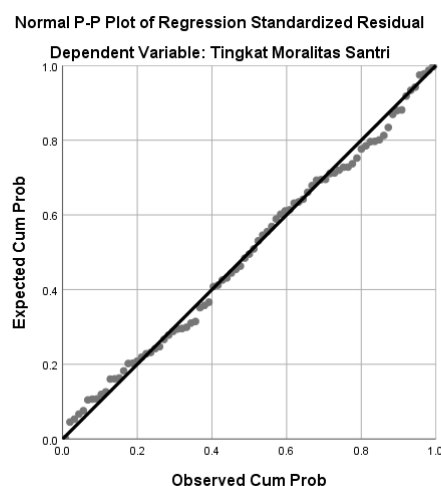


Figure 4.1 Normal Curve P-Plot

Source: Primary Data Analysis, 2024

Based on Figure 4.1 above, it can be concluded that in the normal P-P Plot graph, the points are seen to be spread around the diagonal line and the spread is not too far or wide so that the graph shows that the regression model meets the normality assumption and is suitable for use.

This study also uses the non-parametric method of one sample Kolmogorov-Smirnov (one sample KS). If the KS value is significant then the residual is not normal, but if KS is not significant then the residual is normally distributed (Ghozali, 2012:174). If the significance is more than 0.05 then the residual is normally distributed.

Table 4.9 Kolmogorov Smirnov Test Results

No.	Test	Sig.	Critical Limit	Decision
1.	One-Sample Kolmogorov Smirnov Test	0.200	0.05	Normal

Source: Primary Data Analysis, 2024

Based on Table 4.9 above, the results of the Kolmogorov-Smirnov test are seen from the significance value of 0.200, meaning that it can be concluded that the residuals are normally distributed.

Multicollinearity test aims to test whether the regression model finds a correlation between independent variables. It can be seen from the tolerance value and its opposite, Variance Inflation Factor (VIF). If the tolerance value < 0.10 or $=$ VIF value > 10 , it indicates multicollinearity (Ghozali, 2006:91). The results of the VIF and tolerance tests from the regression model in this study can be seen in Table 4.25.

Table 4.10 Multicollinearity Test Results

No.	Independent Variables	Tolerance	VIF
1.	Level of Discipline Administrators	0.666	1,501
2.	Level of Teachers Exemplary Behavior	0.645	1,550
3.	Level of Peer Students Religiosity	0.953	1,050

Source: Primary Data Analysis, 2024

The results of Table 4.10 above the calculation of the Variance Inflation Factor (VIF) value show that the VIF value of the level of administrators discipline is 1.501, the VIF value of the level of teachers exemplary behavior is 1.550, the VIF value of the level of peer students religiosity is 1.050. This shows that there is not a single independent variable that has a VIF value of more than 10. So, it can be concluded that there is no multicollinearity between the independent variables in the regression model. The calculation results also show the tolerance value of each variable, namely the level of administrators discipline of 0.666, the level of teachers exemplary behavior of 0.645, and the level of peer students religiosity is 0.953. This means that there are no independent variables that have a tolerance value of less than 0.1. So, according to the tolerance value, there is no multicollinearity in the regression model.

The heteroscedasticity test using the Glejser test is if the significance value (Sig.) is greater than 0.05, then the conclusion is that there is no symptom of heteroscedasticity in the regression model. Conversely, if the significance value (Sig.) is less than 0.05, then the conclusion is that there is a symptom of heteroscedasticity in

the regression model. A good regression model should not have symptoms of heteroscedasticity. The results of the heteroscedasticity test in this study can be seen in the following table:

Table 4.11 Heteroscedasticity Test Results

No.	Independent Variables	Sig.	Critical Limit
1.	Level of Administrators Discipline	0.682	0.05
2.	Level of Teachers Exemplary Behavior	0.359	0.05
3.	Level of Peer Students Religiosity	0.694	0.05

Source: Primary Data Analysis, 2024

Table 4.11 above shows the results of the calculation of the significance value of each variable, namely the level of administrators discipline of 0.682, the level of teachers exemplary behavior of 0.359, and the level of peer students religiosity of 0.694. This means that there are no independent variables that have a significance value of less than 0.05. So, it can be concluded that there are no symptoms of heteroscedasticity in the regression model.

Based on the calculation of multiple regression between the level of discipline of administrators, the level of teachers exemplary behavior, and the level of peer students religiosity on the level of students morality using the SPSS For Windows version 26.0 program, the following results were obtained:

Hypothesis testing with the t-test using the SPSS For Windows version 26.0 program obtained the following results:

Table 4.12 Hypothesis Testing Results with t-Test

No.	Independent Variables	Sig.	count
1.	Level of Discipline Administrators	0,000	-5,869
2.	Level of Teachers Exemplary Behavior	0,000	5.487
3.	Level of Peer Students Religiosity	0,000	-3,779

Source: Primary Data Analysis, 2024

Based on Table 4.12 above, it is known that the significance value for the influence of the level of administrators discipline (X_1) on the level of students morality at Islamic Boarding School (Y) is $0.000 < 0.5$ and the value of $-t_{count} -5.869 < -t_{table} -1.664$. The calculation shows that H_a is accepted, meaning that the variable of the level of administrators discipline partially has a positive and significant effect on the level of students morality at Islamic Boarding School.

The significance value for the influence of the level of teachers exemplary behavior (X_2) on the level of students morality at Islamic Boarding School (Y) is $0.000 < 0.5$ and the t_{count} is $5.487 > t_{table} 1.664$. The calculation shows that H_a is accepted, meaning that the variable of the level of teachers exemplary behavior partially has a positive and significant effect on the level of students morality at Islamic Boarding School.

The significance value for the influence of the level of peer students religiosity (X_3) on the level of students morality at Islamic Boarding School (Y) is $0.000 < 0.5$ and the value of $-t_{count} -3.779 > -t_{table} -1.664$. The calculation shows that H_a is accepted, meaning that the variable of the level of students morality at Islamic

Boarding School partially has a positive and significant effect on the level of students morality at Islamic Boarding School.

Hypothesis testing with the F Test using the SPSS For Windows version 26.0 program obtained the results as in Table 4.12.

Table 4.13 Hypothesis Testing Results with F Test

No.	Independent Variables	Dependent Variable	Sig.
1.	Level of Administrators Discipline	Level of Students	0,000
2.	Level of Teachers Exemplary Behavior	Morality at Islamic Boarding School	
3.	Level of Peer Students Religiosity		

Source: Primary Data Analysis, 2024

The conclusion of the test results in Table 4.13 can be obtained from the comparison of sig. values with a significance level (α) of (0.000). Because the sig. value $< \alpha$ has a probability smaller than 0.05, it can be concluded that H_a is accepted and H_0 is rejected. This means that the three independent variables, namely the level of administrators discipline (X_1), the level of teachers exemplary behavior (X_2), and the level of peer students religiosity (X_3) together (simultaneously) influence the dependent variable, the level of students morality at Islamic Boarding School (Y).

Testing the R^2 (Coefficient of Determination) test using the SPSS For Windows version 26.0 program obtained the following results:

Table 4.14 Hypothesis Testing Results with R^2 Test (Coefficient of Determination)

No.	Independent Variables	Dependent Variable	R^2
1.	Level of Administrators Discipline	Level of Students	0.608
2.	Level of Teachers Exemplary Behavior	Morality at Islamic Boarding School	
3.	Level of Peer Students Religiosity		

Source: Primary Data Analysis, 2024

The R^2 (Coefficient of Determination) test aims to determine how much the independent variables are able to explain the dependent variable. From Table 4.14 above, the adjusted R Square value shows 0.608. This result shows that 60.8% of the variable of the level of students morality at Islamic Boarding School can be explained by the variable of the level of administrators discipline, the level of teachers exemplary behavior, and the level of peer students religiosity, while the difference of 39.2% is explained by other variables not examined in this study.

1.2 Discussion

1.2.1 The Influence of the Level of Administrators Discipline on the Level of Students Morality at Islamic Boarding School

According to Bandura, social learning theory emphasizes the importance of observing and imitating others' behaviors, attitudes, and emotions. It extends traditional behavioral learning theory (behaviorism) by introducing the concept of learning through observation. Individuals acquire certain behaviors by watching

others who serve as models, demonstrating that learning is influenced by social interactions and the environment. (Bandura, 1977).

Social learning theory explains human behavior in the context of continuous reciprocal behavioral interactions between cognitive behavior and environmental influences. Based on the context of this study, the administrators become one of the figures or models in observing the behavior of the students. This is relevant to the results of this study where the level of discipline of the administrators partially or simultaneously has a positive and significant effect on the level of morality of the students. This study also shows that the administrators of the Al-Muayyad Islamic Boarding School in Surakarta have a fairly high percentage in terms of discipline, namely 67.5%.

Durkheim's theory of moral education states that morality is not only about distinguishing good from bad but also about the existence of social norms that shape systematic behavior. Durkheim identified several methods for moral education that can influence the level of morality, one of which is the habituation method, or building discipline. According to (Durkheim, 1990), two key elements contribute to developing discipline: the desire for order in the environment and self-control. Discipline serves as the foundation of morality, aiming to establish order in human behavior and instill moral values. This theory is relevant to the current study, as the level of discipline among Islamic Boarding School administrators creates a habitual environment for students, forming the basis for developing a high level of morality.

This study confirms the opinions above that the discipline of administrators, which includes indicators such as obeying the rules in force at Islamic Boarding Schools, obeying the schedules to wake up to perform tahajud and dawn prayers, obeying the time in performing the five daily prayers in congregation, being ready on time in participating in activities at Islamic Boarding Schools, being active in obligations as administrators, directing students at the specified activity hours, and reminding students if they do something inappropriate is included in the high category. The results of this study can be concluded that the high level of administrators discipline has an effect on increasing the students morality, as evidenced by the results of the t-test where the sig. value is 0.000 which is below 0.05 and the $-t_{count}$ value is $-5.869 < -t_{table} -1.664$.

1.2.2 The Influence of the Level of Teachers Exemplary Behavior on the Level of Student Morality at Islamic Boarding School

Bandura explains that humans learn most of their behavior through imitation so that many learning events occur through the mediation of others. An individual will learn by watching and imitating the behavior of others and then taking those others as models for themselves. In the context of a child's life as a student, parents and teachers play an important role as models and figures to imitate behavior (Bandura, 1977).

According to Bandura, there are several ways of imitation, namely direct imitation, indirect imitation, combined imitation, momentary or instantaneous imitation, and continuous imitation. Bandura's imitation concept is closely related to this study, students who, through imitation or modeling from teachers at school, can develop new behaviors that are in accordance with values and norms so that they can affect the level of students morality . The results of this study indicate that the level of teacher exemplarity partially and simultaneously has a positive and significant effect on the level of global diversity character. In conclusion, teachers who have a high level of exemplarity are increasingly significant to the level of students morality .

Durkheim, in the theory of moral education, states that morality is not only about good and bad but also the existence of facts that are manifested so that systematic behavior arises by provisions. Durkheim mentioned

that there are several methods that can be applied in moral education which can then affect the level of morality (Durkheim, 1990). One of them is the exemplary method. In Durkheim's moral education, the exemplary behavior shown by an educator is an important factor that influences the success or failure of moral education. Durkheim believed that the process of teaching morals can be facilitated by explaining how teachers are able to teach it by providing examples of their personal character and behavior.

This study also shows that teachers at Madrasah Aliyah Al Muayyad Surakarta have a high percentage in providing exemplary behavior, which is 98.8%. The level of teachers exemplary behavior has an influence on the level of students morality, as evidenced by the results of the t-test where the sig. value is 0.000, which is below 0.05, and $t_{\text{count}} 5.487 > t_{\text{table}} 1.664$. The level of teachers exemplary behavior includes the role model of teachers to respect other people's opinions, respect other people's work, respect other people's physical differences, respect other people's differences in origin, believe in human equality, behave fairly towards anyone and be able to listen to advice from others.

1.2.3 The Influence of the Level of Peer Students Religiosity on the Level of Students Morality at Islamic Boarding School

This study shows that the peer students at MA Al Muayyad Surakarta have a high level of religiosity, which is 77.1%. This is in accordance with the theory according to (Stark & Glock, 1968), that religiosity is a form of supernatural belief in which there is an appreciation in everyday life by internalizing it and reflecting in everyday life. The religiosity of students of the same age refers to obedience and commitment to their religion, meaning that the peer students religiosity basically shows more about the processes of internalizing religious values which then unite in a person and then form everyday behavior.

This study also shows that the level of peer students religiosity partially and simultaneously has a positive and significant effect on the level of students morality. The results of the analysis of the research data are relevant to Durkheim, who said that morality begins in life in a group because only there do indifference and devotion have meaning. Moral life begins with membership in a group, no matter how small the group is, so it can be said that the group is ourselves or the best part of ourselves, because humans only become humans according to their level of civilization (Durkheim, 1990). Based on the context of this study, peer students become one of the groups in the lives of students themselves. The morality of students begins in life in groups.

The level of peer students religiosity has an influence on the level of students morality, as evidenced by the results of the t-test where the sig. value is $0.000 < 0.5$ and the $-t_{\text{count}}$ value is $-3.779 > -t_{\text{table}} -1.664$. The peer students religiosity refers to students of the same age performing the obligatory five daily prayers, performing the Ramadan fast, carrying out all the commands of Islamic teachings, being afraid of committing sins, knowing the Qur'an and its translation, knowing the meaning of the five daily prayers, trying to give alms, and trying to help people.

The results of this study indicate that the level of students morality at Islamic Boarding School Madrasah Aliyah Al Muayyad Surakarta is in the high category, namely 77.1%. Morality according to (Poespoprodjo, 1999) is quality in human actions that indicates whether the action is right or wrong. The morality of students refers to Novayanty (2020), who stated that there are five moral indicators that must be formed and possessed by a student in order to be said to be a moral student. The five indicators include discipline in obeying the rules, concern in helping others, politeness, honesty, and responsibility. Novayanty's statement is a requirement that must be possessed by a moral Islamic Boarding School student.

This study, based on the results of the R^2 Test (Coefficient of Determination), shows that the level of students morality at Islamic Boarding School Madrasah Aliyah Al Muayyad Surakarta is influenced by the level of administrators discipline, the level of teachers exemplary behavior and the level of peer students religiosity by 60.8% so that there are 39.2% other influences that can improve the morality of students. For example, the influence of the level of education of parents, the influence of the caretakers of Islamic Boarding Schools, influences that come from within oneself, and so on.

Conclusion

Based on the results of the research that has been conducted with the results of the analysis and discussion, the following conclusions can be drawn:

1. The level of administrators discipline, the level of teachers exemplary behavior, the level of peer students religiosity, and the level of students morality at Islamic Boarding School Madrasah Aliyah Al Muayyad Surakarta are in the high category.
2. There is a significant influence between the level of administrators discipline on the level of students morality at Islamic Boarding School Madrasah Aliyah Al Muayyad Surakarta. This influence is formed because the administrators have discipline, namely obeying the rules that apply in the Islamic Boarding School, obeying the schedules to wake up to perform the tahajud and dawn prayers, obeying the time in performing the five daily prayers in congregation, being ready on time in participating in activities at the Islamic Boarding School, being active in their obligations as administrators, directing students at the specified activity hours, and reminding students if they do something inappropriate.
3. There is a significant influence between the level of teachers exemplary behavior on the level of students morality at Islamic Boarding School Madrasah Aliyah Al Muayyad Surakarta. This influence is formed because teachers provide role models to students and school residents to respect each other and behave well.
4. There is a significant influence between the level of peer students religiosity on the level of students morality at Islamic Boarding School Madrasah Aliyah Al Muayyad Surakarta. This influence is formed because morality begins in life in a group. So that peer students become a group of students themselves. Activities carried out by peer students such as fasting Ramadan, carrying out all the commands of Islamic teachings, being afraid of committing sins, knowing the Qur'an and its translation, knowing the meaning of the five daily prayers, trying to give alms, and trying to help people in trouble. These things affect the level of morality possessed by students.
5. There is a significant influence between the level of administrators discipline, the level of teachers exemplary behavior, and the level of peer students religiosity on the level of students morality at Islamic Boarding School Al-Muayyad Surakarta Islamic Boarding School at 60.8% based on the results of the Determination Coefficient test.

Author Contributions

Design of Research (CRediT 1): Author-1 (50%)- Author-2 (30%) Author-3 (20%)

Data Collection (CRediT 2) : Author-1 (50%)- Author-2 (30%) Author-3 (20%)

Research - Data Analysis - Validation (CRediT 3-4-6-11): Author-1 (45%)- Author-2 (30%) Author-3 (25%)

Writing the Article (CRediT 12-13): Author-1 (60%)- Author-2 (20%) Author-3 (20%)

Text Development and Revision (CRediT 14): Author-1 (40%)- Author-2 (30%) Author-3 (30%)

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