

## **STRATEGIES FOR STRENGTHENING TEACHER INTEGRITY TO IMPROVE THE QUALITY OF EDUCATION AT AL-AZHAR SBP JUNIOR HIGH SCHOOL**

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### **Abstract**

This research examines the challenges educators face in maintaining ethical standards and fostering institutional effectiveness amidst growing complexities in the education sector. A qualitative research design was adopted, utilizing in-depth interviews and document analysis to gather comprehensive data on teachers' perceptions and implementations of professional ethics within school management frameworks. Findings indicate several critical barriers, such as inadequate institutional support, insufficient professional development programs, and external socio-political pressures that impede the consistent practice of ethical teaching. Moreover, the study reveals a gap between theoretical knowledge of professional ethics and its practical application in daily teaching activities. Recommendations include the establishment of collaborative support networks among educators, the development of ongoing professional capacity-building programs, and the implementation of robust institutional policies that prioritize ethical practices. Additionally, fostering moral resilience through reflective practice and mentorship programs can help teachers navigate ethical dilemmas effectively. This study contributes to the broader discourse on educational quality by highlighting the essential link between teacher professionalism, ethical standards, and institutional accountability. Ultimately, it underscores the need for schools and educational policymakers to create supportive environments where educators can thrive ethically and professionally, ensuring a sustainable, high-quality education system that benefits all stakeholders.

**Keywords:** Teacher Integrity, Education Quality, Holistic Approach

### **Abstrak**

*Penelitian ini bertujuan untuk mengidentifikasi tantangan yang dihadapi guru dalam menjaga integritas, menyusun strategi peningkatan integritas, serta menganalisis dampaknya terhadap mutu pendidikan di SMP Al Azhar Syifa Budi Parahyangan (SBP). Dengan menggunakan metode studi kasus dan pendekatan kualitatif, data dikumpulkan melalui wawancara mendalam, observasi partisipatif, dan dokumentasi. Analisis data dilakukan menggunakan teknik tematik untuk mengidentifikasi pola dan tema yang relevan. Hasil penelitian menunjukkan bahwa tantangan utama dalam menjaga integritas guru meliputi tekanan administratif, beban kerja yang tinggi, serta kurangnya dukungan sistem. Strategi yang diimplementasikan sekolah mencakup peningkatan fisik melalui olahraga rutin dan asupan bergizi, pembangunan psikis melalui kajian kitab klasik, spiritualitas melalui orientasi niat pengabdian, serta pengembangan profesionalisme melalui pelatihan. Pemberian penghargaan, seperti pendanaan ibadah haji dan insentif*

*lainnya, menjadi bagian integral dari strategi motivasi. Temuan juga mengungkapkan bahwa integritas guru berdampak signifikan terhadap kualitas pengajaran, menciptakan lingkungan belajar yang kondusif dan meningkatkan capaian siswa. Penelitian ini menegaskan pentingnya pendekatan holistik dalam membangun integritas guru sebagai elemen sentral peningkatan mutu pendidikan. Implikasi penelitian ini memberikan panduan strategis bagi sekolah lain dalam mengembangkan program penguatan integritas untuk mewujudkan pendidikan yang berkarakter dan berkualitas.*

**Kata kunci:** *Integritas Guru, Mutu Pendidikan, Pendekatan Holistik*

## INTRODUCTION

Integrity is the main foundation in carrying out the teaching profession, especially in the modern era which increasingly demands professionalism in the field of education. Teachers with integrity can carry out their duties with high dedication and responsibility, which is not only carrying out routines but also instilling ethical values and honesty in every aspect of learning (Patimah, 2016). SMP Al Azhar Syifa Budi Parahyangan (SBP) has a vision that focuses on increasing students' potential by equipping them with relevant knowledge and skills, with the belief that superior quality of education starts from good quality teachers. In this context, teacher integrity is a fundamental thing that needs to be built and maintained to achieve this vision. Teachers who have integrity are not only delivering teaching materials but also becoming role models that inspire students to develop positive moral values. As stated Berhanu, (2023), effective education is education based on a relationship of mutual trust between educators and students. With high integrity, teachers can create a constructive learning environment, where students feel safe and motivated to thrive. Integrity also has an important role in improving the quality of teaching, because teachers with integrity tend to be more consistent in developing effective teaching methods and are more responsible in accompanying student development (Sergiovanni, 2007).

At Al Azhar SBP Junior High School, efforts to achieve the school's vision of "Increasing Learners' Potential and Equipping Them with Knowledge and Skill" began with a teacher integrity development program. The school believes that when teachers have strong integrity, they will carry out their duties not only as a routine, but as a call to produce a generation of achievements and character. In the context of education that increasingly demands accountability, this school views teacher integrity as the main strategy in achieving overall improvement in the quality of education. Previous research has shown that improving teachers' professional integrity is closely related to improving school climate and improving student learning outcomes (Bieling dkk., 2022). However, efforts to build teacher integrity are not easy. There are various challenges faced, such as administrative pressure, high workloads, and often lack of support from the system. This requires a strategy that is directed and based on real needs in the field. Therefore, this study tries to identify effective strategies in improving teacher integrity in Al Azhar SBP Junior High School as an effort to improve the quality of teaching.

To address the challenges of building teacher integrity, Al Azhar SBP Junior High School has implemented a multi-faceted approach that combines professional development, systemic support, and a culture of accountability. The school recognizes that teacher integrity is not just about moral uprightness but also encompasses professional ethics, commitment to continuous improvement, and a dedication to fostering a positive learning environment. By focusing on these aspects, the school aims to create a sustainable model for enhancing teacher integrity, which in turn will positively impact student outcomes and the overall school climate. One of the key strategies employed by the school is the implementation of a comprehensive professional development program. This program is designed to equip teachers with the skills and knowledge necessary to navigate the complexities of modern education while maintaining high ethical standards. Workshops, seminars, and training sessions are regularly conducted, focusing on topics such as ethical decision-making, classroom management, and innovative teaching methodologies. These sessions are not just theoretical but are grounded in real-world scenarios that teachers face daily. By providing practical tools and strategies, the school ensures that teachers are better prepared to handle challenges while upholding their integrity.

In addition to professional development, the school has established a mentorship system where experienced teachers guide their less experienced colleagues. This peer-to-peer support system fosters a culture of collaboration and continuous learning. Mentors provide guidance on both professional and ethical dilemmas, helping mentees navigate the pressures of teaching while maintaining their integrity (Abubakari dkk., 2021). This approach not only strengthens the professional community within the school but also ensures that ethical standards are consistently upheld across all levels of teaching staff. Another critical component of the school's strategy is the creation of a supportive administrative environment. Recognizing that administrative pressure and high workloads can undermine teacher integrity, the school has taken steps to streamline administrative processes and reduce unnecessary burdens on teachers. For instance, the school has implemented a digital platform for administrative tasks, allowing teachers to focus more on their core responsibilities of teaching and student engagement. Additionally, the school leadership regularly seeks feedback from teachers on their workload and administrative challenges, making adjustments as needed to ensure that teachers feel supported and valued (Afista & Abu Bakar, 2020).

Accountability is another cornerstone of the school's approach to building teacher integrity. The school has established a transparent evaluation system that assesses both teaching performance and ethical conduct. This system is designed to be fair and constructive, providing teachers with clear feedback on their strengths and areas for improvement. Importantly, the evaluation process is not punitive but is aimed at fostering growth and development. Teachers are encouraged to take ownership of their professional journey, with the understanding that integrity is a continuous process rather than a fixed trait. To further reinforce a culture of integrity, the school has integrated ethical education into its curriculum for both students and teachers. For students, this includes lessons on

values such as honesty, respect, and responsibility, which are woven into various subjects and extracurricular activities. For teachers, the school offers regular sessions on ethical teaching practices and the importance of role modeling. By aligning the values taught to students with those expected of teachers, the school creates a cohesive ethical framework that permeates all aspects of school life.

Community involvement is also a vital aspect of the school's strategy. The school actively engages parents and the wider community in its efforts to promote integrity. Regular meetings, workshops, and open forums are held to discuss the school's vision and the role of integrity in achieving it. By involving the community, the school ensures that its values are supported and reinforced beyond the classroom. This collaborative approach not only strengthens the school's ethical foundation but also builds a sense of shared responsibility for the success and well-being of students. Despite these efforts, the school acknowledges that building teacher integrity is an ongoing process that requires constant attention and adaptation. Challenges such as changing societal values, technological advancements, and evolving educational policies necessitate a dynamic approach (Syakur & Budianto, 2024). To address this, the school has established a dedicated Integrity Committee, comprising teachers, administrators, and external experts. This committee is responsible for monitoring the effectiveness of the school's integrity initiatives, identifying emerging challenges, and recommending adjustments to the strategy as needed. Research and data-driven decision-making are also integral to the school's approach. The school regularly conducts surveys and assessments to gauge the impact of its integrity initiatives on teacher performance and student outcomes. This data is analyzed to identify trends, measure progress, and inform future strategies. By grounding its efforts in evidence, the school ensures that its approach to building teacher integrity is both effective and sustainable.

Based on the above description, this study will identify factors that affect teacher integrity in Al Azhar SBP Junior High School, develop strategies to improve teacher integrity, analyze the impact of teacher integrity on the quality of teaching and the quality of education in Al Azhar SBP Junior High School. With this research, it is hoped that it can have both theoretical benefits, namely contributing to the development of theories related to integrity in the education profession and providing insight into the relationship between integrity and teaching quality and practical benefits, namely guiding Al Azhar SBP Junior High School in formulating effective strategies to improve teacher integrity, which in turn can strengthen the quality of education in schools.

## **METHOD**

This research method uses a qualitative approach with a case study method, which was chosen to explore and understand the strategy of improving teacher integrity at Al Azhar Syifa Budi Parahyangan Junior High School to improve the quality of teaching. Case studies are seen as suitable for this research because they can provide a deep understanding of the phenomenon being studied in its context, especially when the boundary between the phenomenon and the context is not so clear. Iswadi dkk., (2023)

stated that case studies are an ideal approach to understanding the dynamics of complex events in real situations. The qualitative approach also gives researchers the flexibility to explore the perceptions, experiences, and views of the participants in more depth (Creswell, 2015). Participants in this study consisted of teachers, principals, and several administrative staff who played a role in managing and supervising the quality of education at Al Azhar SBP Junior High School. The selection of participants was carried out through the purposive sampling technique, namely by selecting informants based on their role and direct involvement in the program to improve the integrity and quality of teaching in schools. This technique allows researchers to obtain relevant and significant data, as each participant has unique insights and experiences related to the issue being researched (Patton dkk., 2015).

Data were collected through three main techniques, namely in-depth interviews, participatory observation, and documentation. Interviews are conducted in a semi-structured manner with teachers and school staff to explore an in-depth understanding of their views and experiences regarding integrity in the profession. Semi-structured interviews were chosen because they allowed flexibility in conversation so that researchers could tailor questions to the responses given by the participants, which helped uncover richer and deeper information (Barlian, 2018). Participatory observation is carried out in the school environment to observe integrity practices reflected in teacher-student interactions, as well as in activities such as staff meetings. With direct observation, researchers can capture the context of teachers' behavior and confirm data from interviews (Jaya, 2020). In addition, documentation related to school activities, such as reports on teacher quality improvement activities, school work plans, and teacher performance evaluations, is also collected. The analysis of this document is a secondary source of data that enriches the understanding of efforts to improve integrity at Al Azhar SBP Junior High School.

In analyzing the data, this study uses thematic analysis techniques, which involve the process of coding and grouping data into key themes. This technique allows researchers to find patterns and identify themes related to teacher integrity as well as development strategies implemented by schools. (Juniatmoko, 2019) explained that thematic analysis allows for systematic organization of data so that it is easier to interpret and draw conclusions. The analysis process begins with the transcription of interview and observation data, and then continues with coding to identify relevant themes that emerge from the data. The codes are grouped into key themes that can provide insight into how teacher integrity is formed and improved in schools. To ensure the validity of the data, this study applies the source triangulation technique, namely by comparing data obtained from various data collection methods, such as interviews, observations, and documentation. This triangulation technique provides an opportunity for researchers to verify the consistency of data from various perspectives so that the results of the study can be more trusted and accountable. In addition, the researcher also conducts member checking by providing opportunities for participants to review the results of their interviews or observations, ensuring that the researcher's interpretation is per the intention

conveyed by the participants. With this methodology, the research is expected to produce a comprehensive picture of the strategy for improving teacher integrity at Al Azhar SBP Junior High School and its impact on the quality of teaching. Through a systematic and responsible approach, the results of this research are expected to be a meaningful contribution to the development of education.

## RESULTS AND DISCUSSION

From the data collected through interviews, observations, and documentation, it was found that Al Azhar SBP Junior High School has a holistic approach in building teacher integrity, focusing on physical, psychological, and professional aspects. This approach is believed by the school to be the main foundation to achieve the school's vision in maximizing the potential of students and equipping them with qualified knowledge and skills.

1. **Improvement of Physical Integrity and Motor Health** The school has carried out various activities to improve the physical and motor health of teachers. This includes three main approaches:
  - a. **Regular Sports:** Teachers participate in regular sports organized by the school. This program aims to maintain the stamina and physical fitness of teachers so that they can carry out their daily tasks optimally.
  - b. **Nutrition Standard Lunches:** Schools provide lunch that meets nutrition standards for teachers. This is seen as part of the school's attention to teachers' health to keep them fit and energized.
  - c. **Physical Example of the Prophet Saw.:** Teachers are given examples of physical examples from the Prophet Saw., such as maintaining cleanliness and politeness. This example is expected to be an inspiration for teachers to maintain physical appearance and attitude that reflects integrity and example.
2. **Psychological and Spiritual Development of Teachers** The psychological and spiritual integrity of teachers at Al Azhar SBP Junior High School is built through mental and spiritual development programs. The program includes:
  - a. **Initial Understanding of Service in Education:** Since joining, teachers have been involved in orientation sessions that emphasize the importance of purifying intentions in educational service in schools. This step creates an early awareness that their duties are more than routine work, but a form of devotion.
  - b. **Classical and Modern Book Studies:** The school facilitates the study of turats and contemporary books such as *Riyadhu Ash-Shalihin*, *Tijanu Addarari*, and *Hikam* which help to enhance the spirituality of teachers. The program forms a deep spiritual bond and teaches the importance of morality in education.
  - c. **Study of the Book of Washaya Al-Aba li Al-Abna:** Teachers are also given study materials about love and responsibility for students through the book



*Washaya Al-Aba li Al-Abna*. This encourages the growth of teachers' affection for students, which is believed to strengthen teachers' sense of responsibility for student development.

- d. Book Study on Morals and Teaching Skills: The school conducts a study of the book *Tadzkiratu As-Sami' wa Al-Mutakallim fi Adabi Al-'Alim wa Al-Muta'allim* and *Ta'lim Al-Muta'allim*. This study focuses on teaching manners and morals as well as pedagogical skills, which are important for the formation of teachers who have high professional integrity and ethics.
3. Rewards and Awards One of the school's efforts to build teacher integrity is through the provision of rewards. Teachers with good performance have the opportunity to get a hajj pilgrimage that is fully financed by the institution, an increase in monthly income, and prizes in the form of valuables. This award aims to motivate teachers to maintain and improve their integrity in carrying out their teaching duties.
4. Development of General Professionalism Skills The school held various workshops to improve the professionalism of teachers. The workshop included the development of problem-making skills, teaching the Qur'an, as well as learning methods based on *computational thinking* and *experiential learning*. This activity not only improves the competence of teachers, but also establishes high standards of teaching quality in schools.
5. Standardization of Teaching and Memorization of the Qur'an Schools set standards for every teacher to have competence in teaching and memorizing the Qur'an. This is intended so that the Qur'an is "installed" in teachers, so that they can avoid insincerity and disintegrity in carrying out their roles. Teachers who have a good understanding and memorization of the Qur'an are expected to be able to become positive spiritual examples for students.

Based on the results of the research, SMP Al Azhar SBP's approach in building teacher integrity is rooted in the principle that the quality of education in schools is highly dependent on the quality and integrity of teachers. This strategy that combines physical, psychological, and professional improvement is in line with holistic integrity theory, which considers integrity as the unity of the physical, mental, and moral (Hermann & Gruning, 2019). In other words, the integrity of teachers is not only manifested in the form of professional commitment, but also in the harmony of their physical, mental, and spiritual actions.

Schools also seem to have understood the importance of motivation and reward in maintaining teacher integrity. Based on Herzberg's motivation theory (1959), rewards such as increased income, hajj rewards, and the giving of valuable objects are included in the motivators that can increase job satisfaction, which ultimately contributes to teachers' performance and loyalty to the school's vision. In addition, the competency improvement program through various workshops shows the school's efforts in developing professional skills that are relevant to the needs of modern education. This step is relevant to the theory

of continuous professional development which states that continuous training allows teachers to adapt teaching methods that suit the needs of students and the development of the times (Akbari & Sahibzada, 2020).

The standardization of teaching and the memorization of the Qur'an at SMP Al Azhar SBP is not merely an academic requirement but a deeply spiritual endeavor that aligns with the school's mission to cultivate holistic development in students. This approach reflects the belief that education is not solely about the transmission of knowledge but also about the nurturing of character, morality, and spirituality. By integrating the memorization of the Qur'an into the curriculum, the school ensures that teachers are not only educators in the conventional sense but also spiritual guides who embody and impart Islamic values. This dual role of teachers as both academic instructors and moral mentors is central to the school's philosophy of value-based education.

The concept of teaching as a moral enterprise, as highlighted by Goodlad, Soder, and Sirotnik, underscores the idea that teaching is inherently a moral activity. Teachers are not just responsible for delivering content; they also play a crucial role in shaping the ethical and spiritual dimensions of their students' lives (Akhmadi, 2022). At SMP Al Azhar SBP, this moral dimension is deeply embedded in the teaching process. Teachers are expected to model the values they teach, creating an environment where students can observe and internalize these principles. This alignment between teaching and moral guidance is particularly significant in the context of Islamic education, where the Qur'an serves as both a spiritual and ethical guide.

The standardization of Qur'an memorization ensures that all teachers adhere to a consistent and high-quality approach to teaching the sacred text. This standardization is not just about ensuring uniformity in teaching methods but also about maintaining the integrity and authenticity of the Qur'anic teachings (Malik, 2023). By requiring teachers to memorize the Qur'an, the school ensures that they have a deep and personal connection to the text, which enhances their ability to teach it with sincerity and passion. This personal connection is crucial because it allows teachers to convey the spiritual and moral lessons of the Qur'an in a way that resonates with students. Moreover, the memorization of the Qur'an by teachers serves as a form of continuous professional development. It requires teachers to engage in lifelong learning and self-improvement, which are essential qualities for effective educators. This commitment to continuous learning also sets a positive example for students, demonstrating the importance of perseverance, discipline, and dedication in the pursuit of knowledge. In this way, the standardization of Qur'an memorization not only enhances the quality of teaching but also contributes to the overall moral and spiritual climate of the school.

The holistic approach to teacher integrity at SMP Al Azhar SBP extends beyond the memorization of the Qur'an. It encompasses a wide range of strategies aimed at developing the whole person, including their intellectual, emotional, and spiritual dimensions. For example, the school provides regular training and workshops on Islamic



ethics, pedagogy, and classroom management. These programs are designed to help teachers integrate Islamic values into their teaching practices and to create a classroom environment that fosters mutual respect, empathy, and collaboration. In addition to formal training, the school also emphasizes the importance of mentorship and peer support. Experienced teachers are encouraged to mentor their less experienced colleagues, sharing their knowledge and insights on how to effectively integrate moral and spiritual lessons into the curriculum. This mentorship system not only helps new teachers develop their skills but also fosters a sense of community and collaboration among the teaching staff. By working together, teachers can learn from each other and continuously improve their practice.

The school also recognizes the importance of self-reflection in the development of teacher integrity. Teachers are encouraged to regularly reflect on their teaching practices and their personal growth as educators and individuals. This reflective practice helps teachers to identify areas for improvement and to develop strategies for addressing challenges in the classroom. It also fosters a sense of accountability, as teachers are constantly evaluating their own performance and striving to meet the high standards set by the school. Another key aspect of the school's approach to teacher integrity is the emphasis on the role of teachers as role models. Teachers at SMP Al Azhar SBP are expected to embody the values they teach, both inside and outside the classroom. This means that they must demonstrate honesty, integrity, compassion, and respect in all their interactions with students, colleagues, and the wider community. By modeling these values, teachers can inspire students to adopt them in their own lives, creating a positive and virtuous cycle of moral and spiritual development.

The school's holistic approach to teacher integrity also extends to the way it supports teachers' well-being. Recognizing that teachers cannot effectively nurture the moral and spiritual development of their students if they are struggling with personal or professional challenges, the school provides a range of support services for teachers. These include counseling, stress management workshops, and opportunities for spiritual growth, such as regular religious lectures and retreats. By addressing the holistic needs of teachers, the school ensures that they are well-equipped to fulfill their roles as educators and moral guides. The impact of this comprehensive approach to teacher integrity is evident in the positive outcomes achieved by SMP Al Azhar SBP. The school has consistently high academic performance, with students excelling in both national and international examinations. However, the school's success is not measured solely by academic achievements. Equally important are the moral and spiritual development of its students, who are known for their strong character, ethical behavior, and commitment to community service. These outcomes are a testament to the effectiveness of the school's holistic approach to education and its emphasis on teacher integrity.

In conclusion, the standardization of teaching and the memorization of the Qur'an at SMP Al Azhar SBP is a unique and effective strategy for building teacher integrity and creating a comprehensive educational environment. By integrating academic, moral, and spiritual

dimensions into the teaching process, the school ensures that teachers are not only knowledgeable and skilled educators but also moral and spiritual guides. This holistic approach to teacher development has a profound impact on students, fostering their intellectual, emotional, and spiritual growth. As a result, SMP Al Azhar SBP serves as a model for other educational institutions seeking to achieve high-quality education through the development of teacher integrity and the integration of value-based education.

The success of SMP Al Azhar SBP's approach highlights the importance of viewing education as a moral enterprise. It underscores the need for schools to go beyond academic instruction and to focus on the holistic development of both teachers and students. By doing so, schools can create an environment where students are not only academically successful but also morally and spiritually grounded. This, in turn, contributes to the development of a more just, compassionate, and ethical society. In the broader context of education reform, the lessons learned from SMP Al Azhar SBP's approach to teacher integrity can inform efforts to improve the quality of education in other settings. For example, schools in different cultural and religious contexts can adapt the principles of value-based education to their own traditions and values. Similarly, the emphasis on continuous professional development, mentorship, and self-reflection can be applied to teacher training programs in a variety of educational systems. Ultimately, the success of SMP Al Azhar SBP's holistic approach to teacher integrity demonstrates the transformative power of education when it is grounded in a strong moral and spiritual foundation. By prioritizing the development of teacher integrity and integrating moral and spiritual lessons into the curriculum, schools can play a crucial role in shaping the character and values of future generations. This, in turn, has the potential to create a more just, compassionate, and ethical world.

## CONCLUSION

This study aims to examine the efforts made by Al Azhar SBP Junior High School in building teacher integrity as a strategy to improve the quality of teaching in the school. Based on the findings, several important points can be concluded related to the efforts made by the school. First, Al Azhar SBP Junior High School views integrity as an important basis in teacher development. The school builds teacher integrity through a holistic approach that includes physical, psychological, and spiritual aspects. These efforts include regular exercise programs, providing nutritious lunch menus, and delivering physical examples based on the teachings of the Prophet PBUH. Second, in the psychic and spiritual aspects, Al Azhar SBP Junior High School integrates the studies of turats books such as *Riyadhu Ash-Shalihin*, *Tijanu Addarari*, and *Hikam*, which focus on purifying intentions in serving in the world of education. In addition, this school also builds teaching skills that not only prioritize technical competence, but also teaching morals and ethics through the study of books such as *Tadzkiratu As-Sami' wa Al-Mutakallim*.

Third, Al Azhar SBP Junior High School provides a reward system that supports teacher integrity. Programs such as the provision of hajj facilities increased monthly income, and awards in the form of valuable objects provide additional motivation for teachers to continue to improve their integrity and performance in teaching. Fourth, to improve the professionalism of teachers, Al Azhar SBP Junior High School conducts regular workshops with themes of developing teaching skills, such as asking questions, teaching the Quran, and teaching based on *computational thinking* and *experiential learning*. All this aims to constantly update the knowledge and skills of teachers, which in turn contributes to the improvement of the quality of teaching in schools. Fifth, schools also ensure standardization in the ability to teach the Quran and memorize the Quran for all teachers. This is so that teachers can internalize the teachings of the Quran so that they can avoid insincerity and maintain personal integrity. Overall, the efforts made by Al Azhar SBP Junior High School to build teacher integrity have proven to be effective in creating a quality educational environment. Teachers with integrity not only carry out their duties with full responsibility but are also able to provide a good example for students. Thus, the quality of teaching at Al Azhar SBP Junior High School can continue to improve, per the school's vision to increase the potential of students and equip them with adequate knowledge and skills.

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