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Submission date: 04-Apr-2023 06:11PM (UTC-0400)

Submission ID: 2056013543

File name: 64_Ruslan_2011-2023.pdf (531.56K)

Word count: 7238

Character count: 39909



The Influence of Teacher's Personality Competence, Curriculum, and School Climate on Student's Morals

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DOI: [10.31004/obsesi.v7i2.3920](https://doi.org/10.31004/obsesi.v7i2.3920)

Abstract

Modernization is a threat that can co-opt Islamic boarding schools from moral development to a formalistic orientation. The purpose of this study was to analyze the influence of teacher's personality competencies, the curriculum, and the climate of Islamic boarding school on the students' morals both partially and simultaneously. This type of research is a survey with a quantitative approach. The population of this study was 234 students, with 70 samples selected using the Yamane formula. Data collection methods using questionnaires and documentation. Data analysis using descriptive statistical and inferential statistical analysis techniques. The results showed that the teacher's personality competence, the curriculum, and climate of the Islamic boarding school had a positive and significant effect both partially and simultaneously on the students' morals. This research has implications for the need for all members of Islamic boarding schools to be synergistically responsible for creating a conducive boarding school climate and culture. This conduciveness will develop moral values through various educational programs, especially curriculum and teacher competence developments.

Keywords: curriculum; school climate; student's morals; teacher's personality competencies

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Received 25 December 2022, Accepted 30 March 2023, Published 5 April 2023

Introduction

Islamic boarding school is one of the unique educational institutions and is rooted in Islamic culture in Indonesia. Called unique because it has characteristics with a thick Islamic style (Burga et al., 2019). The uniqueness of Islamic boarding school as an educational institution is that it is not pursuing the interests of power, money, and worldly grandeur, but instilled in them that learning is solely an obligation and dedication to God (Zuhriy, 2011). Islamic boarding school education does not only have educational facilities and practices, but also instills a number of values or norms (Islam et al., 2022; Thoha, 1990) The inculcation of Islamic religious values is the main goal of the Islamic boarding school so that the students have a good attitude and good manners that reflect pious and pious students (Ghazali, 2003). Therefore, the existence of Islamic boarding school as one of the educational institutions has a great responsibility in fostering the morals of the students.

Moral education must be given to children from an early age, this is because good morals are not automatically owned by every human being when he was born (Zainuddin et al., 2022). There needs to be a long process through nurturing and education both within the

household and in educational institutions (Ali et al., 2022). If this moral education is not well endeavored, it will result in a moral decline and have implications for the destruction of a nation (Afifuddin & Burga, 2022; Juhriati & Rahmi, 2022). According to Lickona (2012), there are 10 signs that a nation is heading for the abyss of destruction, namely: 1) The increasing number of violence among adolescents; 2) cultivating dishonesty; 3) having fanatic attitudes towards groups; 4) having low respect for parents and teachers; 5) the blurring of good and bad morals; 6) the using of bad language; 7) the increasing number of self-destructive behavior such as narcotics, alcohol abuse and free sex; 8) having low sense of responsibility as individuals and as citizens; 9) the decreasing of work ethic and mutual suspicion; 10) lack of caring among others.

This opinion indicates the importance of moral education that aims not only to make children smart in terms of science, but no less important is the development of noble morals for students (Afifuddin et al., 2022; Ruslan et al., 2022). This is in accordance with the phrase Dhofier (2015), that the purpose of education is not merely to enrich the minds of students, but to improve ethics, train and enhance the spirit, respect spiritual and human values, teach honest and moral attitudes and behavior, and prepare for noble character students. This is the goal of Islamic boarding schools that prioritize moral education. Islamic boarding school education not only teaches what is right and what is wrong, but also instills a habit of good things so that students can feel the values of kindness and are accustomed to doing them in their daily lives (Muhajir, 2022).

The role of Islamic boarding schools in fostering the morals of students needs serious attention (Aziz et al., 2021). In contrast to schools in general, Islamic boarding schools have dorms as a place for students to live so that they require 24-hour direct supervision from teachers and clerics so that the behavior of students can be guided and controlled. The students can further develop personalities, especially in increasing knowledge about morals because they get a direct example from teachers and clerics (Saparuddin & Ismail, 2021).

The main thing that can shape the morals of students at Islamic boarding schools is the teacher's personal competence (Rahayu et al., 2022). Like other educational institutions, the position of the teacher becomes very important and very strategic in determining the quality of education in Islamic boarding schools. As an education implementer, it is the teacher who is in direct contact with the students in forming the abilities and the student's morals. Teachers are also influential in creating quality learning processes and educational outcomes (Zuhraina & Husna, 2022). However, the magnitude of efforts to improve the quality of education without being accompanied by an increase in the quality and personality of teachers will not have a significant influence (Manan, 2017).

Teacher's personality competence in the Islamic boarding school environment is an absolute. The figure of the teacher who is the central figure and the spearhead in shaping the character of the students requires imitating and emulated exemplary. Personality competencies that must be possessed by teachers as central figures and benchmarks for the formation of students' morals are individuals who are steady, stable, mature, wise and authoritative and become role models for students (Saondi & Suherman, 2010).

According to the Regulation of the Minister of National Education of the Republic of Indonesia, Number 16 of 2007, concerning Academic Qualification Standards and Teacher's Competence, the characteristics of teachers who have good personality competencies are: 1) acting in accordance with the norms of Indonesian religious, social law and national culture; 2) presenting themselves as honest, noble and exemplary individuals for students and the community; 3) presenting themselves as a person who is steady, stable, mature, wise and authoritative; 4) showing work ethic, high responsibility, pride in being a teacher and self-confidence; 5) showing the code of ethics of the teaching profession (Republic of Indonesia, 2010). This explanation shows that a teacher, especially in Islamic boarding schools, is not just transferring knowledge to students, but is also required to be able to apply religious values in

themselves so that they can set an example for students and the environment of Islamic boarding school.

In addition to the teacher's personal competence, the thing that strongly influences the student's morals is that the designed curriculum at Islamic boarding schools (Rahtikawatie et al., 2021; Tirri, 2011). The students are not only equipped with general knowledge, but are also equipped with religious knowledge so that they become kind, competent, and noble people (Marlina et al., 2021). The moral material extracted in the *kitab kuning* (classic Islamic book) becomes the main foundation of Islamic boarding schools in transferring moral knowledge and is accustomed to be carried out in the lives of students every day (Burga, 2019).

The students habit in doing good things as an effort to develop morals is supported by the climate of the Islamic boarding school (Nuriman, 2016). The climate is the condition of the Islamic boarding school environment which is a system with all the rules that influence the socialization of students (Fitri & Ondeng, 2022). There are four important elements that affect the educational environment, i.e.: 1) the location of the environment and the physical infrastructure of the school (school building, meubelier, other equipment); 2) school curriculum that contain ideas and facts that form the whole education program; 3) individuals who are school residents consisting of students, teachers, non-teaching specialists and administrative staff; and 4) norm values, regulatory systems and the climate of school life (Ardianto, 2021; Thalabi et al., 2023).

The climate of the Islamic boarding school is an urgent element in improving the student's morals (Sugiarti et al., 2020). Mulyasa (2015) said that the conducive Islamic school climate and culture can encourage schools to act and do something well that leads to high student achievement. Islamic schools climate and culture are also related to the fostering of expectations for achievement in all Islamic school residents. In the scope of Islamic boarding school, Mulyasa's opinion indicates that the existence of a favorable atmosphere or conditions as well as good values and behavior as part of the Islamic boarding school climate and culture can trigger the growth of motivation and enthusiasm of Islamic boarding school residents in carrying out their respective roles and duties. Thus, someone will be enthusiastic in carrying out a positive activity because of the existence of motives that can stimulate, including the climate and culture of Islamic boarding school (Hanafi, 2018; Siswanto, 2015).

The issues of Islamic boarding schools and moral development have been studied by several previous researchers, including Nuriman (2016), who examined the influence of a *dayah* educational institution on students' personalities; Syarifah (2020), who studied the effect of an Islamic boarding school-based hidden curriculum on the students' morals at vocational schools; Syafe'i (2017) and Amrizal et al. (2022), who analyzed models and management of moral development in Islamic boarding schools; and Ramdhani et al. (2023), who examined the influence of the teacher's personality on the students' morals. Various previous studies have shown that the demands of scientific development related to the influence of teachers' personality competencies, curriculum, and climate on the student's morals at Islamic boarding school have not been studied as comprehensively as the purpose of this study. Definitely, the teacher's personality competence, curriculum, and climate of the Islamic boarding school are different from other educational institutions. These three variables produce a religious atmosphere in Islamic boarding schools characterized by Islam as the main characteristic of Islamic boarding schools. The environment of the Islamic boarding school with students, teachers and employees are all Muslim, the use of learning methods with an Islamic approach, worship activities carried out routinely, and other religious activities have created a religious atmosphere. Nevertheless, Islamic boarding schools must still be careful of the co-optation of the outside world as a result of modernization which allows a shift in the orientation of Islamic boarding schools from the orientation of moral development to formalistic achievements (Burga et al., 2019).

Based on the problems outlined above, it is important to conduct research on the influence of the teacher's personality competencies, curriculum, and school climate on the students' morals. This research is very important because it does not only analyze the influence or correlation between these variables but also becomes a benchmark for the success of Islamic boarding schools as traditional Islamic educational institutions in developing student's morals in the modern era.

Methodology

Research Type and Design

This type of research is a survey with a quantitative approach. The survey research is aimed at populations, but the data is taken from sample data from which generalizations will be made about the entire population. The quantitative approach uses data in the form of numbers with valid, reliable, and objective criteria (Sugiyono, 2015). Implementation of survey research in this study is data collection through samples taken from the population to find the condition of teacher's personality competence, Islamic boarding school curriculum, Islamic boarding school climate, and the students' morals in both relative events, distribution, and relationships among these variables.

The correlation between variables is the basis for designing this study. The research design is described in the figure 1.

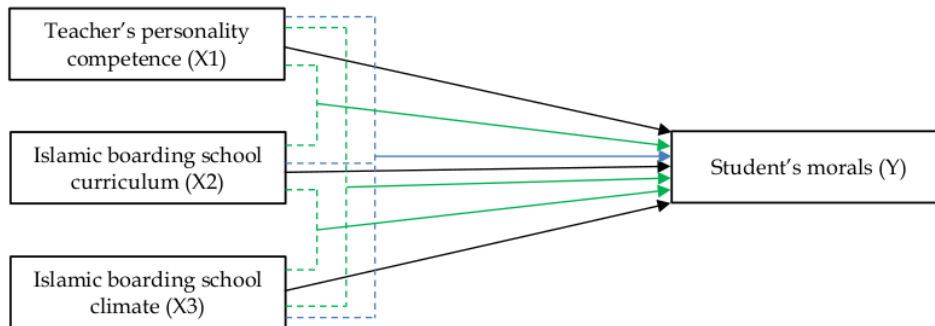


Figure 1. Research Design

Figure 1 shows that this study has three independent variables (X1, X2, and X3) and one dependent variable (Y). Each variable will be measured for its quality level and the influence of X on Y, either partially or simultaneously. The indicator of the teacher's personality competence (X1) is based on the Regulation of the Minister of National Education of the Republic of Indonesia, Number 16 of 2007, concerning Academic Qualification Standards and Teacher Competence. The curriculum (X2) in this study is classical Islamic book materials (*aqidah, akhlak, fiqh, tafsir, hadis, and tarikh*) as a characteristic of pesantren. The Islamic boarding school climate (X3) indicators in this study were the socio-economic conditions of teachers, the attitudes of students' parents towards Islamic boarding schools, and the social interactions between leaders and teachers, between teachers and fellow teachers, between students and teachers, and between students and fellow students (Gunbayi, 2007). All of these indicators are used as statements or questions in the research questionnaire.

Population and Sample

The population in this study included everything used as the object of research that the researcher wanted to get the data (Bungin, 2008). The object or value to be examined in a population was called the unit of analysis or population element (Haryono, 2007). Therefore, the population in this study was all students in the DDI Kaballang Islamic Boarding

School, Pinrang Regency, South Sulawesi, Indonesia, as many as 346 students, consisting of 234 settlers and 112 non-settlers. In this study, the population was 234 students. Because the total population was more than 100 people, the sampling technique used the Yamane formula and a sample of 70 students were obtained (Silalahi, 2015).

Data Collection Method and Validity Test

Data collection methods in this study were a questionnaire and documentation. The questionnaire sheets used a Likert scale to measure variables about the teacher's personality competence, curriculum, school climate, and the student's morals. The questionnaire was arranged in the form of statements, then validated and tested on the research sample with the aim of determining the validity and reliability of the instrument. Documentation is used to collect data related to research variables as a theoretical basis from various books, journals, and other scientific works.

The validity test in this study used a construct validity approach with the product moment correlation technique. The requirement to be considered valid is that the score of R-count > R-table. Another requirement for validity is that the Sig score is less than 0.05. The item is declared invalid if the score of Sig is greater than or equal to 0.05. While making decisions for reliability testing, a variable is considered reliable if it shows Cronbach's alpha score is greater than 0.70 (Sugiyono, 2015).

Data Processing and Analysis Techniques

Based on the type of data and its analysis, this research data was processed with the help of the SPSS (Statistical Package for Social Science) application for Windows Version 22.0 and the results were analyzed using statistical techniques. To get a good and correct regression equation model in hypotheses testing, firstly a normality and homogeneity tests were carried out, and classical assumptions as a prerequisite for using product moment correlation analysis, simple regression (t-test), and multiple regression (F-test).

Product moment correlation analysis was used to determine the level of relationship between variables. While simple regression analysis (t-test) was used to determine the effect of independent variables on the dependent variable partially. Furthermore, multiple regression analysis (F-test) was used to determine the effect of the independent variables simultaneously on the dependent variable (Sugiyono, 2015).

Results and Discussion

Research Results

Description of the Variable

The results of data processing using the SPSS program show that the Sig score of all questionnaire items for each variable is smaller than 0.05, meaning the data is declared valid. Besides that, the score of Cronbach's alpha for all variables is greater than 0.70, meaning that the data is declared reliable. The data was then categorized by including it in interval values. The recapitalization results of categories of calculations based on intervals were described in the table 1.

Table 1 shows the average score of the teacher's personality competence is 138.46 (in the interval 137-147). If adjusted for the specified interval, the teacher's personal competence would be included in the high category. The average score of the curriculum is 130.25, which is in the range of intervals 128-136, so that it falls into the medium category. The average score of the Islamic boarding school climate is 143.24, located in the interval range 142-151, which is included in the high category. The average score of student's morals is 158.77, which is in the range of 158-171, which is included in the high category. Thus, it can be understood that students at DDI Kaballangang Islamic Boarding School have good morals and must be further improved.

Table 1. Variable Category Intervals

Variable	Interval	Category	F	%	S	$\bar{X}$
Teacher's Personality Competence	104 - 114	Very low	7	9.2	12.45	138.46
	115 - 125	Low	15	19.7		
	126 - 136	Medium	20	26.3		
	137 - 147	High	24	31.6		
	148 <	Very high	10	13.2		
Curriculum	112 - 119	Very low	5	6.6	9.54	130.25
	120 - 127	Low	15	19.7		
	128 - 136	Medium	28	36.8		
	137 - 144	High	20	26.4		
	144 <	Very high	8	10.5		
Boarding School Climate	112 - 121	Very low	3	3.9	11.37	143.24
	122 - 131	Low	8	10.5		
	132 - 141	Medium	18	23.7		
	142 - 151	High	27	35.5		
	152 <	Very high	20	26.4		
Students' Morals	116 - 129	Very low	6	7.9	16.61	158.77
	130 - 143	Low	19	25.0		
	144 - 157	Medium	18	23.7		
	158 - 171	High	24	31.6		
	172 <	Very high	9	11.8		

Data Source: Survey Result in 2019

The Effect of Teacher's Personality Competence on the Student's Morals

Based on the processing and analysis of the data on the influence of teacher's personality competence on the student's morals using the SPSS program, the regression results from the primary data are processed as table 2.

Table 2. The Result of T-Test Analysis of Teacher's Personality Competence

Model	Coefficients ^a			
	Unstandardized Coefficients	Standardized Coefficients	T	Sig.
	B	Std. Error	Beta	
1 (Constant)	65.793	17.126		3.842 .000
Teacher's Personality	.669	.134	.501	4.986 .000

a. Dependent Variable: Students' Morals

Obtained a t-test score of 4.986 and a Sig score of 0.000 with t-table = $t(\alpha/2; n-k-1) = t(0.0025; 74) = 1.9925$. This shows that the t-test > t-table or $4.986 > 1.9925$, and the Sig score is $0.000 < 0.05$. This means that the teacher's personality competence partially has a significant effect on the students' morals of DDI Kaballangang Islamic Boarding School. Based on the determination analysis result, we obtained a determination coefficient R² (R Square) of 0.251. This shows that the contribution percentage of the influence of teachers' personal competence on students' morals at the DDI Kaballangang Islamic Boarding School is 25.1%. In other words, students' moral variables can be explained or influenced by the teacher personality competency variable by 25.1%.

The Influence of the Islamic Boarding School Curriculum on Student's Morals

The results of data analysis of the influence of the Islamic Boarding School Curriculum on the morals of the students can be seen in the table 3. Obtained a t-test score of 2.109 and a Sig score of 0.038 with t-table = $t(\alpha/2; n-k-1) = t(0.0025; 74) = 1.9925$. This shows that the score of t-test > t-table, or $2.109 > 1.9925$, and the Sig score of $0.038 < 0.05$. This means that the Islamic

boarding school curriculum has a significant effect on the students' morals at the DDI Kaballangang Islamic Boarding School.

Table 3. The Result of T-Test Analysis of Islamic Boarding School Curriculum

Model	Coefficients ^a		T	Sig.
	Unstandardized Coefficients	Standardized Coefficients		
1 (Constant)	96.786		3.771	.000
Curriculum	.415	.238	2.109	.038

a. Dependent Variable: Students' Morals

Based on the determination analysis result, we obtained determination coefficient R² (R Square) of 0.057. This shows that the contribution percentage of the influence of the Islamic boarding school curriculum on students' morals was 5.7%. In other words, students' morals variables can be explained or influenced by variables Islamic boarding school curriculum at 5.7%.

The Influence of Islamic Boarding School Climate on Student's Morals

The results of data analysis of the influence of the Islamic boarding school climate on students' morals can be seen in the table 4.

Table 4. The Result of T-Test Analysis of Islamic Boarding School Climate

Model	Coefficients ^a		T	Sig.
	Unstandardized Coefficients	Standardized Coefficients		
1 (Constant)	204.081		8.646	.000
School Climate	.372	.255	2.265	.000

a. Dependent Variable: Students' Morals

Obtained a t-test score of -2.265 and a Sig score of 0.000 with $t - \text{table} = t(\alpha/2; n-k-1) = t(0.0025; 74) = 1.9925$. This shows that the t-test score > t-table or $2.265 > 1.9925$, and the Sig score of $0.000 < 0.05$. This means that the Islamic boarding school climate partially has a significant effect on the students' morals at the DDI Kaballangang Islamic Boarding School. Based on the determination analysis result, we obtained determination coefficient R² (R Square) of 0.068. This shows that the contribution percentage of the climate effects on students' morals is 6.8%. In other words, the students' morals variable can be explained or influenced by the Islamic boarding school climate variable by 6.8%.

The Effect of Teacher's Personality Competence and Curriculum on Student's Morals

The results of data analysis of the influence of teacher's personality competence and Islamic boarding school curriculum (simultaneously) on the morals of students can be seen in the table 5.

Table 5. Analysis Result of ANOVA 1

Model	ANOVA ^a				Sig.
	Sum of Squares	Df	Mean Square	F	
1 Regression	6032,440	2	3016,220	15,017	.000 ^b
Residual	14662,757	73	200,860		
Total	20695,197	75			

a. Dependent Variable: Students Moral

b. Predictors: (Constant), Curriculum, Teachers Personality Competence

Obtained the F-test score is 15.017 with the Sig score of 0.000, and the F-table score of 2.73. This shows that the F-test score is greater than the F-table score ($15.017 > 2.73$), and the Sig score is smaller than 0.05 ($0.000 < 0.05$). Thus the teacher's personal competence and Islamic boarding school curriculum simultaneously have a significant influence on the morals of students at the DDI Kaballang Islamic Boarding School. Based on the determination analysis result, the coefficient of determination R2 (R Square) is 0.291. This shows that the contribution percentage of the influence of teacher's personality competence and Islamic boarding school curriculum simultaneously on the student's morals at the DDI Kaballang Islamic Boarding School by 29.1%.

The Effect of Teacher's Personality Competence and School Climate on Student's Morals

The results of data analysis of the influence of teacher's personality competencies and the Islamic boarding school climate simultaneously on the student's morals can be seen in the table 6.

Table 6. Analysis Result of ANOVA 2

ANOVA ^a					
Model	Sum of Squares	Df	Mean Square	F	Sig.
1 Regression	7100.806	2	3550.403	19.065	.000 ^b
Residual	13594.392	73	186.225		
Total	20695.197	75			

a. Dependent Variable: Students Moral

b. Predictors: (Constant), School Climate, Teacher's Personality Competence

Obtained a F-test score of 19.065 with a Sig score of 0.000, and a F-table score of 2.73. This shows that the F-test score is greater than the F-table score ($19.065 > 2.73$), and the Sig score is smaller than 0.05 ($0.000 < 0.05$). Thus, the teacher's personality competence and the climate of the Islamic boarding school simultaneously have a significant influence on the student's morals at the DDI Kaballang Islamic Boarding School. Based on the determination analysis result, we obtained coefficient of determination R2 (R Square) of 0.343. This shows that the contribution percentage of the teachers' personality competence and Islamic boarding school climate simultaneously on students morals is 34.3%.

The Effect of Islamic Boarding School Curriculum and Climate on Student's Morals

The results of data analysis of the influence of the Islamic boarding school curriculum and climate simultaneously on the morals of the students is described in the table 7.

Table 7. Analysis Result of ANOVA 3

ANOVA ^a					
Model	Sum of Squares	Df	Mean Square	F	Sig.
1 Regression	2902,516	2	1451,258	5,954	,004 ^b
Residual	17792,681	73	243,735		
Total	20695,197	75			

a. Dependent Variable: Students Moral

b. Predictors: (Constant), School Climate, Curriculum

Obtained a F-test score of 5.954 with a Sig score of 0.004, and an F-table score of 2.73. This shows that the F-test score is greater than the F-table score ($5,954 > 2,73$), and the Sig value is smaller than 0.05 ($0.004 < 0.05$). Thus, the Islamic boarding school curriculum and the school climate simultaneously have a significant influence on the morals of students at the DDI Kaballang Islamic Boarding School. Based on the determination analysis result, we obtained determination coefficient R2 (R Square) of 0.140 or 14,0%. This shows that the

contribution percentage of the effect of Islamic boarding school curriculum and climate simultaneously to student's morals at the DDI Kaballangang Islamic Boarding School was 14.0%. In other words, students' moral variables can be explained or influenced by the Islamic boarding schools curriculum and the climate variables simultaneously by 14.0%.

The Effect of Teacher's Personality Competence, Curriculum, and Climate on Student's Morals

The results of the data analysis of the influence of teacher's personality competence, the curriculum, and the climate simultaneously on the student's morals at the DDI Kaballangang Islamic Boarding School, Pinrang Regency can be seen in the table 8.

Table 8. Analysis Result of ANOVA 4

ANOVA ^a					
Model	Sum of Squares	Df	Mean Square	F	Sig.
1 Regression	8085.446	3	2695.149	15.192	.000 ^b
Residual	11708.897	66	177.408		
Total	19794.343	69			

a. Dependent Variable: Students Moral

b. Predictors: (Constant), School Climate, Curriculum, Teachers Personality Competence

Based on Table 8 above we obtained a F-test score of 15.192 with a Sig score of 0.000, and a F-table score of 2.73. This shows that the F-test value is greater than the F-table score ($15.192 > 2.73$), and the Sig value is smaller than 0.05 ($0.000 < 0.05$). Thus, the teacher's personality competence, the curriculum, and the school climate simultaneously have a significant influence on the student's morals at the Islamic boarding school DDI Kaballangan. According to the determination analysis result, obtained determination coefficient R² (R Square) of 0.401 or 40.1%. This shows that the contribution percentage of the influence of teacher's personality competence, the curriculum, and the school climate simultaneously toward the student's morals at the DDI Kaballangang Islamic Boarding School was 40.1%. In other words, the students' moral variable can be explained or influenced by the teacher's personality competence, the curriculum, and the school climate simultaneously by 40.1%. Meanwhile, the rest are 59,9% influenced by other factors not examined in this study.

Discussion

Based on the results of the data analysis that has been done, the teacher's personality competence at DDI Kaballangang Islamic Boarding School was included in the high category and had a positive and significant influence on the students' morals. These results strengthen the research of Ramdhani et al. (2023), which found that the teacher's personality competence has a positive effect on the morals of students. This shows that it takes a personal example that can be emulated in a teacher for the development of the students' morals. This argument is in accordance with the results of the study of Samae and Istanto (2017) who found that teacher modeling exerts an influence on students' moral values.

It is emphasized by Iswandi's (2019) research which found that in the formation of students' morals it is not only required to be polite, honest and responsible, but the most important thing is that noble morals themselves must be possessed by teachers so that students can be emulated. This will make students become moved to be patient, humble, and sincere. Thus the attitude of courtesy, honesty, forgiving, responsibility and other noble moral attitudes carried out without being forced, with their own awareness because all these attitudes exist in the personal teacher (Manan, 2017). Therefore, it is very important to place the students in situations and environments that allow him to have a positive influence in his moral development (Dini, 2022; Saripah, 2016), and Islamic boarding schools become an ideal place in this modern era with its climate.

Based on the results of data analysis presented previously, it shows that the climate of the DDI Kaballangang Islamic Boarding School was included in the high category and had a positive and significant influence on the student's morals. The result is consistent with Nuriman's (2016) research which found that the climate of *dayah* (Islamic boarding school) educational institutions influences the personality of students. The climate is developed through the leadership of the *kiai*, assisted by teachers with regulations aimed at fostering students who are not only superior in science and technology, but most importantly are noble in character. These objectives have implications for the implementation of the *salafiyah-plus* typology the integrated curriculum in general Islamic boarding school (Burga et al., 2019), including at the DDI Kaballangang Islamic Boarding School.

The curriculum of the DDI Kaballangang Islamic Boarding School based on the results of the previous data analysis had a positive and significant influence on the students' morals. These results are in accordance with the findings of Suhada et al. (2018) that the Islamic education curriculum influences student morals. Unfortunately, the curriculum is included in the medium category, different from the two previous variables, which were included in the high category. This is according to Burga et al., (2019) due to the desire of Islamic boarding school to integrate the curriculum between the Islamic boarding school curriculum and the national curriculum so as to make the Islamic boarding school curriculum as its characteristic abandoned. These negative impacts must be anticipated by more professional management with inclusive attitudes based on the characteristics of Islamic boarding school, so that what becomes the main objective of Islamic boarding school in moral development is maintained, while responding critically to the times (Zarkasyi, 2015).

In addition, teachers' personality competence, curriculum, and climate simultaneously boarding a positive and significant effect on the variable character of students with a level of determination of 40.1%. While the rest, which is 59.9% is influenced by other factors which in this study were not examined. The data indicates that there are still more variables or other factors that influence the morals of students besides the three variables. This shows that the efforts of fostering students' morals in the modern era have more and more challenges with the complexity of the problem. Therefore, it is necessary to conduct a deeper study of the various determinants of the formation of other students' morals.

Conclusion

The teachers' personality competence, curriculum, and school climate have a positive and significant influence on the students' morals at the DDI Kaballangang Islamic Boarding School both partially and simultaneously. Based on the multiple correlation analysis, the obtained determination coefficient was 0.401. The fact that variations occur in the students' morals by 40.1% could be affected or explained by the teachers' personality competence, the curriculum, and the school climate simultaneously. As for the rest, 59.9% were influenced by other factors not examined in this study. Based on these conclusions, some suggestions could be made, namely: (1) The Islamic boarding school leaders must create and develop a boarding school climate and culture are conducive boarding schools so that citizens can feel comfortable and motivated in carrying out the duties and responsibilities. (2) All stakeholders in the Islamic boarding school work together to create a harmonious relationship among teachers, teacher with students, students with students, as well as teachers and students with boarding school leaders and other education staff. Similarly, creating and developing social values, positive, creative, and innovative ways of thinking.

Acknowledgement

The researchers would like to thank all stakeholders of the DDI Kaballangeng Islamic Boarding School. Especially the respondents of this research who have actively participated in filling out the questionnaire.

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