

RESEARCH

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Internalization of Religious Values Based on Teachers' Personality Competencies in Shaping Students' Moral Character

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Abstract

Instilling religious values in students is an essential foundation for the development of noble character. Shortcomings in the internalization of these values have a direct impact on the moral degradation of students. Teachers play a key role, and their personal competencies are a determining factor in the success of instilling these values. This study employs a qualitative descriptive design with a thematic analysis approach. Data were collected through in-depth interviews with several teacher informants. This study has several methodological limitations that require careful consideration. Data collection focused exclusively on the teachers' perspectives; thus, the understanding of the impact of the internalization of religious values has not been directly confirmed through the perspectives of students or other school stakeholders. Furthermore, reliance on in-depth interview techniques is prone to self-report bias and social desirability bias, whereby informants may reflect normative or ideal practices rather than the actual dynamics in the field. The study's scope, limited to a specific geographic region, also restricts the generalizability of the findings to educational institutions with different cultural and demographic characteristics. The data analysis procedure included interview transcription, in-depth data review, coding, theme categorization, and contextual interpretation before drawing conclusions. The research findings reveal that teachers' personal competencies encompass four main dimensions: personality stability, Islamic ethics, exemplary behavior, and authority. The integration of these dimensions shapes a teacher who is an inspiring personality and possesses an influential personality in transforming religious values to students.

Keywords: Internalization, Religious Values, Personal Competence

Introduction

One of the main objectives of education is to instil noble character in students. In this context, noble character can be defined as behaviour that reflects high moral values, such as honesty, responsibility, and empathy towards others. However, amid modernisation and the challenges of the current era, moral decline or a decline in character among the younger generation has become a major challenge for the world of education (Rohmah & Diana, 2023). This phenomenon is not only evident in increasingly worrying daily behaviour, but also in the rising rates of crime, drug abuse, and other deviant behaviour among teenagers. This shows that moral education must be a priority

in the education curriculum in order to shape strong and positive character in the nation's future generations.

Noble character should not be treated as mere cognitive consumption (Greene & Joshua, 2015). This means that the moral values taught in school should not only be understood theoretically, but must be internalised and applied in daily life. A student who has been taught about honesty must be able to apply this value in real situations, such as not cheating during exams or returning found items to their owners. This internalisation process requires a holistic approach (Munif, 2025) , in which education does not only focus on academic aspects, but also on the development of students' character and morals. In this case, the role of teachers is very important as role models and mentors in the process of shaping noble character.

The instilling of religious values is a crucial element in the process of education and character building (Siswa & Dasar, 2023). This cannot be ignored, given the important role that these values play in shaping a person's character and behaviour (Ambarwati et al., 2023) . Religious values, such as compassion, justice, and tolerance, are not merely normative teachings, but also provide a strong foundation for the formation of noble character, which is expected to guide individuals to behave positively in their daily lives (Dwiyani & Fadli, 2023) .

Integrating religious values into education also has a significant impact on shaping moral guidance for students. When facing various challenges in life, such as peer pressure, the negative influence of social media, and the increasingly prevalent culture of hedonism, students who have a strong understanding of religious values will be better able to make the right decisions (Maksum et al., 2025). For example, when faced with a situation where they must choose between following the crowd or sticking to the right principles, students who have been equipped with religious values will tend to choose the path that is in line with the moral teachings they have learned (Bandung et al., n.d.) .

Furthermore, instilling religious values also serves to reinforce their personal integrity. Integrity is a very important quality in life (Zahari et al, 2022), whereby a person is able to be consistent between what they believe and what they do. For example, a student with high integrity will have the courage to refuse a friend's invitation to do something unethical, even though they know that doing so may make them more accepted in the group. Thus, moral education based on religious values not only shapes individual character but also contributes to the creation of a better society (Siporin, 1986).

In the world of education, success in instilling religious values depends heavily on the strategies employed by teachers. The role of teachers is not limited to transferring knowledge (Amin, 2016 ; Szucs, 2026) , but more than that, they have a much greater responsibility as transferers of religious, moral, and character values to students (Icka, n.d.) .

It is important to understand that religious values are not merely teachings that are taught in theory. Religious values are principles of life that must be applied in everyday life. For example, the value of honesty in Islam is not only interpreted as not lying, but also includes being transparent in every action, both inside and outside the school environment (Alalwani & Alalwani, 2017). A teacher, in this case, must be able to provide real examples of these values. When a teacher demonstrates honesty, both in their interactions with students and in the performance of their duties, it will be easier for students to understand and internalise these values.

Instilling religious values in students can be achieved through various approaches, one of which is through parenting and guidance tailored to the students' developmental stage. This approach ensures that the process of internalizing these values occurs gradually and does not overwhelm the students' mental capacity. (Islam & Vol, 2022a)

Research conducted by Wibawati Bermi states that the internalisation process is built through interactions between teachers and students in a democratic atmosphere (Agama et al., n.d.). The internalisation of religious values uses a close relationship between teachers and students, where teachers position themselves as friends to their students.

Muhammad Munif also mentions that the internalisation of religious values can be done through several approaches. These include indoctrination, moral reasoning, forecasting consequences, value classification, and ibrah and amtsal approaches (Munif, n.d.). Abdul Wahab Syakrani said in his research that the internalisation of religious values is much more effective when it involves the community and the surrounding environment. Religious values that have been internalised in the community will contribute significantly to shaping religious character.

In the context of religious education, the internalisation of values requires more than just the delivery of theory; the process of observation and imitation of the teacher's behaviour is crucial (Fitriyani, 2026). Children tend to imitate what they see, so if teachers do not set a good example, the values taught will be difficult to accept. In this case, it is important to understand that religious education is not only about teaching sacred texts or moral principles, but also about how these values are applied in everyday life.

One of the main aspects of internalising values is the teacher's ability to be a consistent role model. For example, if a teacher teaches about honesty but often tells small lies, children will pick up on this contradiction and doubt the value being taught. In many cases, they will be more inclined to imitate the teacher's behaviour than to follow the teachings conveyed verbally. Therefore, it is important for educators to demonstrate integrity and consistency in their actions. In everyday situations, such as when resolving conflicts or facing challenges, the teacher's reactions can provide valuable lessons on how to apply religious values in a real-life context.

Teachers' personal competencies also play an important role in strengthening religious values. These competencies include academic knowledge and the ability to apply these values in everyday life. An effective teacher must be able to integrate religious values into every aspect of learning, both in interactions with students and in classroom management (Madaniyah et al., 2017).

This study attempts to explore what kind of personality can internalise these religious values into students. In this context, it is important to understand that a teacher's personality is not just an attribute that must be possessed to meet the demands of the profession, but also a deep foundation for shaping students' character and values. In this case, we need to explore more deeply how a good personality can be a bridge to transfer religious values to students so that they can be truly internalised and explored.

Method

This qualitative study was conducted over the course of one year at several secondary schools in Pekanbaru. The researcher involved nine Islamic Religious Education teachers who were purposively selected based on criteria of length of service and active involvement in student character development. All participants (nine teachers) completed the five scheduled in-depth interview sessions without any dropouts, resulting in a total of 45 complete interview recordings.

Data collection was conducted through structured in-depth interviews to ensure the consistency of empirical data (Gerring, 2017) adapting the serial interview model (Seidman, 1991). The series of interviews was conducted in stages and continuously, with each subsequent session used to delve deeper into themes that had emerged previously while verifying the researcher's interpretations. First interview, the researcher explored the teachers' initial conceptual understanding and reflections regarding personality competencies. Second interview, the

researcher deepened the initial findings by exploring the tangible contributions of these personal competencies to the learning process. Third interview, the researcher investigated the teachers' empirical experiences and dynamics within the school environment regarding the application of personal competencies. Fourth interview, the researcher confirmed and detailed the specific characteristics of teacher competencies based on data collected from previous sessions. Fifth interview, the researcher conducted a final verification (member-checking) of the data interpretation and gathered the teachers' reflections and long-term expectations.

Thematic analysis was identified as the most appropriate approach because it was able to explore the overall meaning of the phenomenon by exploring subjective perceptions. In addition, the interpretation process was one way of analyzing the data obtained (Bailey, 2008). In processing the data, the researcher took several steps. First, the Data Processing and Preparation for Analysis stage, this process included transcribing interviews, scanning materials, typing field data, or grouping and organizing the data into different categories according to the available sources of information. Second, the stage of reading the data thoroughly, the first step is to build a general understanding of the information obtained and reflect on its overall meaning. What are the main ideas contained in the participants' statements? What is the tone of these ideas? What impression is created by the depth, credibility, and delivery of the information? Third, analyze in more detail by coding the data. Coding is the process of processing material/information into segments of text before interpreting it. Fourth, the researcher applies the coding process to describe the context, individuals, categories, and important themes that need to be analyzed. This process aims to provide an in-depth description of various elements such as individuals, time, location, situation, events, and activities in a particular context. Here, the researcher develops codes that reflect all this information, which will then be analyzed according to the research objectives. After the coding stage, the researcher must formulate a number of smaller themes or categories, as too many categories can cause confusion in data analysis. These themes are the focus and main material for analysis as the basis for research results, reinforced with quotations and scientific sources. Fifth, the researcher presents the descriptions and themes that will be presented again in the quantitative report. And sixth, data analysis attempts to reveal the essence of an idea or perspective. Here, the researcher interprets based on the data that the researcher has previously found (Analysis, n.d.).

Results and Discussion

Teachers' Understanding of Personality Competence

A teacher's personality is very important (Hakim, 2015), especially in the context of internalizing religious values in students. In the context of education, teachers not only act as conveyors of information, but also as role models and mentors for students. In this case, a teacher's personality becomes a key factor that can influence the development of students' character and morals. A good teacher's personality can create a positive learning environment, where students feel comfortable interacting and learning.

A strong and positive personality of a teacher not only includes good attitudes and behavior (Pembinaan & Siswa, 2021), but also the ability to adapt to various situations encountered in the classroom. A teacher with high empathy will be better able to understand the needs and feelings of students, so that they can provide better support. In situations where a student has difficulty understanding the material, a teacher with a good personality will be patient and try to find the right way to explain the material again. Thus, students feel cared for and motivated to study harder.

As is well known, an educator who has personality competence must have a stable personality (Husnazaen & Ja, 2021) . A stable personality possessed by a teacher will have a positive impact on their students. A stable and integrated personality enables teachers to perform their teaching functions and ultimately leave a positive impression on students.

One form of a stable personality is a teacher who is full of discipline. Discipline in the world of education is very important because discipline is the basis for the implementation of educational and teaching activities. This is exemplified in the following interview excerpt from an informant:

"...A teacher is said to have a stable personality if they can discipline themselves before applying that discipline to their students. Discipline is a reflection of personality..."

Personality stability, Islamic behavior, exemplary conduct, and authority are hierarchically integrated into a single high-level construct: the teacher's prophetic personality competence. At the internal level, emotional stability synergizes with Islamic values as a moral compass that underlies the educator's authentic self-regulation. This psychological and ethical foundation is then manifested externally through exemplary conduct (*uswah hasanah*), which concretely transforms students' moral consciousness beyond mere formal discipline ((Abbas & Nuriana, 2023). At the relational stage, the continuity of this exemplary behavior legitimizes the emergence of *legitimate pedagogical authority*. This authority is rooted purely in respect and trust, not in domination or punishment. The systematic convergence of these four dimensions produces a teacher who is both an *inspiring personality* and an *influential personality* in helping students internalize religious values. The informants interviewed by the researcher confirmed this in the following interview excerpts

"...teachers who cannot set an example for their students will cause chaos among them. Students are not only equipped with theories in the classroom; more than that, they need a figure who can guide them to do well. When teachers are present among students with the best qualities and set a high example, that is what will influence students to do good..."

In terms of personality competence, a teacher is also required to behave in an Islamic manner or have noble character. The Islamic behavior of a teacher will always be remembered and emulated by their students. The Islamic behavior of teachers will also influence their relationship with their students . Students will respect their teachers if they have Islamic behavior or good character (Ahmad, 2017) . This was recorded in the informants' explanations during the researcher's interviews. (T4)

"...Teachers without Islamic behavior will find it difficult to be accepted by their students. When teachers are not accepted by their students, what they say and teach will not leave an impression on the students' minds. Teachers do not only teach, but more than that, they must be role models for their students..."

In terms of personality, teachers are also required to be authoritative in front of their students. With authority, teachers can develop a learning environment that is " and can also make the right decisions in their classrooms. Without authority, teachers will not be able to instil religious values in their teaching.

A teacher's authority is not demonstrated by a stern and frightening face. Teachers must be able to interact and communicate with students without causing them to feel afraid or worried. The familiarity between teachers and students, without compromising the authority of the teacher, is an asset for teachers to educate, guide and direct students towards better things. This is quoted from the interview results:

"...A teacher's authority is understood not as a means of power to enforce outward compliance, but rather as an ethical, relational, and pedagogical authority built upon the

educator's exemplary character. This reciprocal relationship, grounded in respect and appreciation, fosters a climate of mutual trust. In the context of Islamic character education, this moral legitimacy facilitates the deep-rooted instillation of values while simultaneously nurturing students' moral agency, thereby encouraging them to choose and practice virtue based on inner conviction rather than fear...."

A teacher is not lacking in authority when they establish a reasonable level of familiarity with their students. Familiarity between students and teachers is very important. This is to build a healthy emotional relationship between students and teachers. As explained by the informant:

"...A teacher's authority can be seen from their daily interactions with students. When a teacher can position themselves among their students, and the students accept them, then the teacher's authority will naturally emerge. However, when a teacher cannot position themselves among their students, the students will not care about the teacher, and this will also diminish the teacher's authority in front of their students..."

From the interviews conducted by the researcher with several informants above, it shows that the teacher's personality greatly influences the internalization of religious values. These religious values will later become *akhlaqul karimah* (good character) in students.

Internalisation of Religious Values Involves Personality Competence

One important aspect of personality that a teacher should have is a stable personality. A stable personality greatly influences a teacher's way of thinking, behavior, and feelings when facing various situations and conditions (Kim et al., 2019). In the context of education, a stable personality can be interpreted as emotional stability, mental resilience, and the ability to remain calm under pressure. When a teacher faces challenging situations, such as a noisy classroom or unmotivated students, a teacher with a stable personality will not be easily provoked. Instead, they will be able to manage the situation wisely, remain focused on learning objectives, and seek constructive solutions.

This type of personality will also influence the way of thinking (Kim et al., 2019). A teacher with a stable personality tends to have a positive and optimistic mindset. This can be seen in the way they respond to mistakes or failures, both their own and those of their students. When a student fails an exam, a teacher with a stable personality is more likely to provide encouragement and motivation to try again, rather than criticizing or blaming the student. This approach not only helps students learn from their mistakes but also builds their self-confidence, which is crucial in the learning process.

By having a stable personality, a teacher can be more effective in carrying out their duties and be able to influence students and the learning environment (Ulug et al., 2011). A teacher's effectiveness is not only measured by their academic abilities but also by their ability to create a positive and supportive learning atmosphere. Teachers with a stable personality are able to create a safe and comfortable classroom environment where students feel valued and heard. They can use interactive teaching techniques and involve students in the learning process, so that students feel they have an active role in learning. Thus, students not only learn subject matter, but also learn social and emotional skills that are important for their lives.

In addition, teachers with a stable personality also have the ability to build strong interpersonal relationships. A good relationship between teachers and students is very important in creating a productive learning environment (Ulug et al., 2011). When students feel close to and trust their teachers, they are more likely to be open in discussions, ask questions, and share experiences. This is particularly important in the context of education, where effective

communication can enhance student understanding and engagement. In this regard, stable teachers can serve as mentors who not only teach lessons but also set an example for students in instilling good religious and ethical values.

A stable personality is one of the most important aspects for a teacher. This personality not only influences the way teachers think and behave, but also has an impact on the effectiveness of teaching and interpersonal relationships with students. Through a positive and stable approach, teachers can create a supportive learning environment (Aminah et al., 2025), build students' self-confidence, and instil important values in their lives. Therefore, it is important for every teacher to continue to develop a stable personality in carrying out their role as educators and mentors.

Having a constructive mindset and building solid interpersonal relationships, coupled with creating a conducive learning atmosphere, are important steps for a teacher to be able to influence students. When students are influenced by a teacher's character and personality, they tend to be more open and responsive to the advice and instructions given by the teacher. Thus, the positive influence instilled by teachers can help students in their overall learning process.

From the perspective of the teachers who served as informants in this study, the educator's personality is seen as playing a central role in motivating students. The participants believe that the positive character and attitudes demonstrated by teachers are perceived as encouraging students to emulate such virtuous behavior. Based on the teachers' reflections, the process of internalizing religious values is considered more effective when students not only receive verbal instructions but also observe the concrete actions teachers demonstrate in their daily lives. Therefore, the informants believe that a teacher's positive personality serves as a model that can inspire and facilitate the development of similar attitudes in students.

The Islamic behavior demonstrated by a teacher plays a very important role in determining the extent to which the religious values taught by the teacher can be accepted and understood by students (Patak, 2018). The example set by teachers for their students is not just an example, but also a reflection of the commitment and moral integrity that should exist in an educator. In the context of Islamic education, teachers not only function as conveyors of knowledge, but also as role models who can inspire and shape students' characters.

The significance of Islamic behavior in the context of education can be seen from its impact on interpersonal relationships between teachers and students. When a teacher is able to demonstrate a positive and good attitude, this makes students feel more valued and, in turn, they will be more motivated to behave well in various aspects of their lives. Thus, Islamic behavior is not only a reflection of the teacher's character, but also contributes significantly to the learning process and character development of students.

A teacher's good example can create a conducive and enthusiastic learning atmosphere (Curby et al., 2013). When a teacher shows patience and compassion in facing various challenges, students will be more inclined to imitate this behavior. When a teacher is fair and respects every student regardless of their background, this will create mutual respect in the classroom. Students who feel that they are treated well will be more motivated to learn and participate actively in the learning process.

Furthermore, Islamic behavior applied by teachers can contribute to creating a high level of discipline among students (Ragab & Elhoshi, 2017). Discipline in the context of education does not only mean obedience to rules, but also includes the development of a sense of responsibility and moral awareness. For example, a teacher who consistently enforces rules in a fair and wise manner will help students understand the importance of discipline in everyday life. When students see that

their teachers not only talk about these values but also practice them, they will find it easier to accept and apply these values in their lives.

In addition, Islamic behavior demonstrated by teachers also serves as a basis for instilling morals, ethics, and character in students. In today's increasingly complex and challenging world, character education is becoming increasingly important. Teachers who understand and apply Islamic values in their teaching can help students develop positive attitudes and good behavior. Through stories from the Qur'an or relevant hadiths, teachers can instil values such as honesty, hard work, and caring for others. In this way, students not only learn about theory but also how to apply these values in their daily lives.

It can be seen that the Islamic behavior of teachers not only has an impact on students individually, but also on the school environment as a whole (Aminah et al., 2025). Schools led by teachers who demonstrate Islamic behavior tend to create a positive culture that supports learning and character development (Islam & Vol, 2022b). When teachers promote Islamic values, this creates a harmonious and supportive atmosphere. Students feel safer and more comfortable learning, which in turn improves their academic performance.

The Islamic behavior demonstrated by a teacher plays a very important role in education. Good role modelling by teachers can shape students' character, create discipline, and instil strong moral values (As et al., 2014). By setting a good example, teachers not only teach knowledge, but also equip students with ethics and morals that they will carry throughout their lives (Denisa, 2014). Therefore, it is important for every teacher to be aware of the great responsibility they bear in shaping the future generation, who will not only be academically intelligent but also have good character and noble morals (Jaafar et al., 2012).

In the context of education, a teacher's exemplary behavior is not just an additional task, but an integral part of an effective learning process. When a teacher demonstrates consistency in good behavior and Islamic values, this creates an environment conducive to student learning and development. The high level of empathy shown by teachers is one of the key aspects in building positive relationships with students (Aminah et al., 2025). When students feel understood and appreciated, they will be more open to accepting the lessons and values being taught.

Consistent Islamic behavior from a teacher will also create a sense of security in the classroom (Emilia et al., 2023). This sense of security is not only related to physical aspects, but also emotional ones. When students feel secure, they are more likely to express themselves, ask questions, and actively participate in learning activities. When a teacher shows patience and understanding when students have difficulty understanding the subject matter, it makes students feel comfortable asking questions. This creates a productive and enjoyable learning atmosphere, where students feel supported to reach their full potential.

In addition, the teacher's example also serves as a basis for instilling morals, ethics, and character (Emilia et al., 2023). When students see their teachers behaving in accordance with the values being taught, they will find it easier to understand and accept these values. In situations where a teacher is faced with a moral dilemma, if they make a decision in accordance with Islamic principles, this will provide a real example to students of how to face life's challenges with integrity. Students who witness this behavior will learn that morality is not just a theory, but something that must be applied in everyday life.

The consistency of a teacher's behavior is key to creating a stable and productive learning environment and is closely related to student learning outcomes (Curby et al., 2013; Aminah et al., 2025), which will contribute to the development of students' values and norms (Patak, 2018).

Teachers' Islamic behavior will also impact students' moral character (Patak, 2018), and will also shape individuals with excellent character and integrity (Jing et al., 2025), provide motivation and interest in learning (Kurniawan et al., n.d.) and will influence students' morals and ethics (Ragab & Elhoshi, 2017 ; Tambak et al., 2021). For example, teachers who consistently demonstrate honesty and fairness in their assessments can teach students about the importance of honesty and fairness. Conversely, if teachers exhibit unethical behavior, such as favoritism, students may consider such behavior unacceptable in everyday life.

Islamic behavior exhibited by teachers is an asset for teachers to influence students to do good. In addition, students are also inspired by the Islamic behavior demonstrated by teachers. This makes it easier for teachers to accustom students to doing good. The positive influence of teachers is a means of internalizing religious values and shaping students' morals (Denisa, 2014; Mariana & Norel, 2013).

Behavior that reflects Islamic values demonstrated by teachers has a significant influence on the formation of students' character and morals (Ragab & Elhoshi, 2017; Fatinnah et al., 2024). This behavior is expected to shape the character and personality of students. Therefore, the display of Islamic behavior is very important for teachers wherever and whenever they are (Islam & Vol, 2022b).

Behavior that demonstrates Islamic teachings by teachers has a significant influence on the formation of students' morals and character (*No Title*, n.d.). When teachers display behavior that is in line with Islamic values, this creates an atmosphere that supports the learning process and the development of students' morals.

In the world of education, the role of teachers is not limited to being educators, but also role models who are expected to shape the character and personality of their students. Therefore, it is very important for teachers to always demonstrate Islamic attitudes in front of their students, wherever they are. This includes not only the way they speak or teach, but also reflecting the values found in Islamic teachings, such as honesty, patience, and respect.

Positive behavior on the part of teachers has a significant impact on students' social efficacy (Naqiyah, 2022), which in turn affects their ability to interact and contribute within the community. In the context of education, teachers' behavior not only serves as a model but also as a motivator that shapes students' self-confidence. This is particularly important in an inclusive and supportive learning environment. When a teacher demonstrates positive Islamic behavior, such as honesty, empathy, and respect, students will feel more comfortable and confident interacting with their peers.

Furthermore, the social efficacy that develops among students can be seen as a result of a positive learning environment built by teachers (Kahveci, 2023). When students feel supported and valued, they tend to be more active in participating in class and community activities. Students who feel confident may be more inclined to participate in extracurricular activities or community service projects. This not only increases their involvement, but also gives them the opportunity to apply Islamic values in practice, such as caring for others and making a positive contribution to society.

In this context, it is important to understand that social efficacy is not only related to an individual's ability to interact, but also to how that individual views their role in society (Kahveci, 2023). When students feel confident in their ability to contribute, they are more likely to engage in social activities and take initiative in the community. This fosters a generation that is not only academically intelligent but also possesses a high level of social awareness.

Therefore, the Islamic behavior of teachers has a profound influence on students' social efficacy. Through real examples and good practices, teachers build students' confidence in interacting and contributing within the community. The positive learning environment created by teachers not only improves the quality of learning but also shapes students' character. Therefore, it is important for educators to continue to apply Islamic principles in their teaching in order to create a generation that is not only intelligent but also has good character and cares for others.

The actions and behavior demonstrated by a teacher through Islamic principles have enormous potential to be a source of deep inspiration for students. When teachers set an example of behavior that reflects Islamic values, it not only serves as a role model, but also inspires enthusiasm and motivation in students to imitate and apply the positive behavior they have witnessed. Thus, when students begin to internalize the good examples set by teachers, the process of instilling religious values carried out by teachers will become more effective. This will make it easier for students to apply religious teachings in their daily lives. In other words, the positive influence of teachers in demonstrating Islamic behavior not only affects students' attitudes at school but also continues in their lives outside the educational environment.

A teacher's authority plays a very important role in the process of instilling religious values and fulfilling students' academic needs. This authority is not only related to authority alone, but also includes the trust and respect given by students to their teachers. In the context of education, teacher authority can be a determining factor in creating a conducive learning environment, where students feel safe and motivated to explore the knowledge and values taught (Esmaeili et al., 2015).

When a teacher has strong authority, students tend to respect and trust what is conveyed. In teaching religious values, a teacher who sets an example in their daily behavior will more easily gain the attention and recognition of students. If a teacher is always honest, fair, and consistent in their actions, students will be more inclined to follow the teachings conveyed. In this case, the teacher's authority becomes a bridge that connects theory with practice, where students not only hear the values taught but also see them in real life (Allen, 2010).

Teachers who have a high level of authority usually show a higher level of success (Esmaeili et al., 2015). In the process of internalizing religious values to students. This phenomenon occurs because of the respect and trust given by students to the teacher concerned. A teacher's authority can also be measured by the way they interact with students. Teachers who have good communication skills, are able to listen carefully to students' opinions, and provide constructive feedback will find it easier to build positive and productive relationships with students. Thus, it is important for teachers to not only master the subject matter, but also develop interpersonal skills that can support the creation of a conducive learning environment. The role of a teacher's authority in the process of internalizing religious values has a very important impact that cannot be ignored.

The authority possessed by a teacher serves to shape students' perspectives and behavior towards the religious values taught to them. In addition, the authority and leadership of teachers also influence the creation of a good learning atmosphere and student motivation. Students who feel comfortable and safe in the classroom tend to be more open and receptive to the values taught, so that the process of internalization can take place more effectively. Thus, a teacher's authority is not just an aspect of leadership, but that leadership can mobilize students' commitment (Esmaeili et al., 2015) in building a spiritual and moral foundation through education.

A teacher's authority is not merely an attribute attached to them, but is an important foundation in the process of continuous education. This authority serves as a bridge connecting the religious values taught with the students' perspectives and behavior. When a teacher confidently teaches the values of honesty, students will be more inclined to internalize and apply these values

in their daily lives. This shows that a teacher's authority can transform theory into real practice in students' lives.

In this context, teacher leadership also plays an equally important role. A teacher who is able to lead well can create a conducive learning atmosphere. A good learning atmosphere is not only characterized by physical comfort, but also by a positive emotional climate. For example, when teachers give sincere praise to high-achieving students, this not only boosts the confidence of those students, but also motivates other students to try harder. Thus, teacher authority and leadership are closely related in creating an inspiring learning environment (Esmaeili et al., 2015).

A teacher's authority can be seen from their ability to build positive and constructive relationships with students. In the context of education, authority is not only measured by a teacher's academic knowledge, but also by their ability to inspire and motivate students (Khan et al., 2017). A teacher who has good communication skills and is able to show empathy to students will find it easier to gain their trust and respect. When a teacher listens carefully when students talk about their personal problems, it shows that the teacher cares and respects the students' feelings. In situations like this, students will feel more comfortable interacting and sharing their thoughts, which in turn will create a more open and inclusive learning environment.

The communication established by teachers will also play a significant role in student achievement. Research shows that when students feel emotionally connected to their teachers, they tend to perform better academically. Students who have positive relationships with their teachers are more motivated to learn and participate actively in class (Khan et al., 2017). This can be explained by the fact that when students feel valued and supported, they are more likely to take risks in their learning, such as asking questions or attempting difficult challenges.

Furthermore, the importance of effective communication is not limited to verbal interaction, but also includes body language and facial expressions. A teacher who is able to use open and friendly body language can create a more comfortable atmosphere for students (Amadi & Paul, 2017). For example, smiling or nodding when students speak can send a positive signal that the teacher is engaged and appreciates the students' contributions. On the other hand, closed body language, such as crossing arms or avoiding eye contact, can make students feel unappreciated and reduce their motivation to participate.

The role of a teacher's authority in the process of internalizing religious values has a significant and important impact. A teacher does not only function as an educator, but their role is much more complex (Author, 2017). In the context of religious education, the authority of the teacher is one of the key factors that influence how students accept and internalize the values being taught. This authority not only includes academic knowledge, but also the attitude, behavior, and integrity demonstrated by the teacher in their daily interactions.

The attitudes and behavior demonstrated by teachers will become a reference for students in their daily lives. When religious values are taught by a teacher who has authority, students will find it easier to accept and understand these teachings. This is due to the tendency of students to trust and respect teachers whom they consider to have integrity, competence, and teaching ability. Students' trust in teachers will increase their sense of responsibility. Thus, the authority of teachers greatly influences the formation of students' character and understanding of the religious values taught.

The importance of teacher authority in shaping students' character and understanding of religious values can also be seen from its impact on students' sense of responsibility (Gunduz, 2016). When students feel inspired by their teachers' authority, they will be more motivated to apply the values taught in their daily lives. For example, if a teacher consistently demonstrates the

importance of doing good to others, students will be more likely to participate in social activities and show concern for their surroundings. Thus, teacher authority not only serves as a positive influence in the learning process, but also as a motivator for students to become more responsible and ethical individuals.

In addition, a teacher's authority plays a very important role in creating a conducive and positive learning atmosphere. A teacher with good authority can manage the class effectively, influence and control student behavior (Allen, 2010). Students feel comfortable and motivated to actively participate in discussions related to religious values. A positive learning atmosphere has a significant impact on students' motivation to learn about religion. When students feel valued and listened to by their teachers, they are more likely to internalize and apply the values taught in their daily lives. This shows that the role of a teacher is not only to deliver material, but also to be a mentor who is able to create a learning environment that supports the development of students' character.

The informants viewed teachers' pedagogical authority as playing an essential role in facilitating the internalization of religious values. Through legitimate authority rooted in personal integrity, teachers are perceived not only as capable of setting credible examples but also as serving as inspirational figures (Sultan & Vakif, 2018) who foster students' intrinsic motivation to practice religious values. In the teachers' view, this authority is not a form of hierarchical repression but rather a relationship of mutual respect that arises from the consistency of educators' behavior in daily classroom interactions.

Conclusion

There are various ways to internalize religious values in students. It is hoped that, through the character and personality of teachers, this effort can help students absorb and internalize these spiritual values. There are various methods that can be used to internalize religious values in students. One approach that is expected to contribute significantly is through the personality and characteristics of teachers. With the presence of teachers who have good personalities and are able to set an example, it is hoped that spiritual values can be instilled well in students. Teachers who have integrity and are able to inspire will make it easier for students to absorb and practice these values in their daily lives.

Not all personality types can function as effective means of internalizing religious values in individuals. The personality type in question is an extraordinary personality, whose presence among students can have a positive impact and be a source of inspiration for them. The presence of such personalities is eagerly awaited by students, because they feel happy and excited when these personalities are around them. These special personalities are able to create a pleasant and supportive atmosphere, so that students feel more connected and motivated in their learning and self-development processes.

A teacher with a positive and stable character can be a great source of inspiration for students. Such a teacher will be able to establish healthy and constructive interpersonal relationships with their students. This stable and strong personality will have a significant impact on the mindset, actions, and behavior exhibited by students. In addition, a stable personality also plays an important role in creating harmonious and mutually supportive relationships between teachers and students. With this good relationship, the teaching and learning process will be more effective and enjoyable for all parties involved.

Furthermore, a teacher's character can serve as a role model for their students. The example set by teachers can serve as a means to influence students in applying moral and religious values. In

addition, the example set by teachers has a significant impact on student behavior and actions. It is very important for teachers to have a personality that can serve as a role model for their students. The example set by teachers can serve as a means to influence students in applying good moral and religious values. In addition, the attitudes and behaviors exemplified by teachers also have a significant impact on students' actions and behaviors in their daily lives. Thus, the role of teachers as role models is not just a duty, but a responsibility that can shape the character and personality of students.

The personality of a teacher who demonstrates Islamic behavior can be a powerful source of inspiration for students in developing and applying moral values and religious teachings. When students see and feel the example of Islamic behavior demonstrated by their teachers, it encourages them to do good and take positive action. Thus, the positive influence of teachers with Islamic character will encourage students to be more consistent in implementing the principles of goodness in their daily lives.

A teacher's strong personality can have a significant influence on their students. A teacher with a high level of authority tends to be more easily accepted by students, both in terms of personal relationships and in terms of the direction and guidance provided. This shows that the character and attitude of teachers greatly influence the learning process and interactions in the classroom. Students who feel valued and inspired by the authority of their teachers will be more motivated to learn and follow the instructions given. The final conclusion and findings of this study are that a teacher who is able to internalize religious values must possess certain characteristics. First, a teacher must have an inspiring personality so that they can be role models in applying these values. Second, the teacher's personality must also have a strong influence on students so that religious values can be internalized properly in the learning process.

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