
The Role of Classroom Management in Shaping Students' Character in Islamic Education at Elementary Islamic School

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Abstract: Classroom management is an important aspect of the learning process, particularly in Islamic Education, which is oriented not only toward academic achievement but also toward the formation of students' character. However, in practice, various problems related to classroom management are still encountered, resulting in less optimal character development. This study aims to describe the role of classroom management in shaping students' character in Islamic Education learning at MI Raudlatul Ulum Bojonegoro. This research employed a descriptive qualitative approach with research subjects consisting of Islamic Education teachers, the head of the madrasah, and students. Data were collected through observation, in-depth interviews, and documentation. Data analysis was conducted through data reduction, data presentation, and conclusion drawing, while data validity was ensured through source and technique triangulation. The results of the study indicate that classroom management implemented in a planned and consistent manner is able to create a conducive learning atmosphere and support the development of students' discipline, responsibility, and politeness. Classroom management based on Islamic values and preventive in nature is in line with Jacob Kounin's classroom management theory. The implications of this study show that strengthening teachers' classroom management skills and support from the madrasah environment are essential so that Islamic Education learning is not only cognitively effective but also meaningful in shaping students' character.

Keywords: classroom management, Islamic education, character formation

INTRODUCTION

Islamic education plays a strategic role in shaping a generation that is not only intellectually competent but also possesses noble character (Ismail & others, 2016; Maidugu & Isah, 2024). In the basic education, madrasah ibtidaiyah serves as the primary foundation for instilling Islamic values from an early age. The learning process in madrasahs is not solely oriented toward cognitive achievement but also toward the formation of students' character (Badri & Malik, 2024; Ridho, 2025). The classroom environment becomes the main space where educational interactions between teachers and students occur. Therefore, effective classroom management is essential to ensure that the learning process runs efficiently and meaningfully (Abidin & Muhammad, 2024;

Serdyukov, 2017). Proper classroom management can create a conducive learning atmosphere and support the internalization of character values. Thus, classroom management becomes an important component in the success of Islamic education.

Classroom management in Islamic education is not only related to the physical arrangement of the learning space but also includes the management of behavior, interactions, and values instilled in students (Rusli et al., 2025; Sumarni et al., 2025). Teachers, as educators, have a central role in managing the classroom professionally and based on Islamic values (Nor et al., 2024; Shobirin, 2025; Suprayitno, 2025). Through good classroom management, teachers can foster discipline, responsibility, and mutual respect among students. Islamic education emphasizes the importance of role modeling and habituation in character formation (Istighosah, 2025; Nursobah et al., 2025). A classroom managed with an Islamic approach can become an effective means of building students' character. In addition, good classroom management can prevent the emergence of negative behaviors during the learning process. Therefore, classroom management needs to be understood as a strategic instrument in shaping students' character.

However, in practice, various problems are still found in classroom management within Islamic educational institutions. Some teachers continue to experience difficulties in controlling the classroom effectively. This condition can have an impact on the suboptimal formation of students' character. Undisciplined behavior, low responsibility, and a lack of mutual respect are still encountered in classroom environments. Moreover, the implementation of classroom management often focuses merely on maintaining order and has not fully addressed comprehensive character development. On the other hand, students' character is strongly influenced by the classroom atmosphere and management patterns applied by teachers. This indicates the need for a deeper study of the role of classroom management in the formation of students' character, especially in Islamic basic education institutions such as madrasah ibtidaiyah.

Research conducted by the Journal of Islamic Education through Khoirunnisa, Nabila, et al. shows that Islamic Religious Education teachers implement strategies such as habituation, role modeling, consistent rule enforcement, and reinforcement of religious values to shape students' discipline character. As a result, these strategies are effective in increasing students' awareness of responsibility, obedience to rules, and consistency of disciplined behavior in learning activities

and daily life(Khoirunnisa & others, 2025). Research conducted by Al-Ashri: Islamic Sciences by Nurazizah, Nurazizah; Samsurizal, Samsurizal; and Guslianto, Guslianto shows that Islamic Religious Education teachers play an important role in classroom management through the instillation of moral values, behavior supervision, and the creation of a conducive and religious learning environment. As a result, effective classroom management by teachers can shape students' noble character, such as discipline, responsibility, politeness, and respect for teachers as well as peers(Nurazizah et al., 2025).

Research conducted by the Journal of Educational Management Research by Solehah, Imbrotus and Manshur, Umar shows that educational management strategies, such as Islamic value-based program planning, religious habituation, as well as continuous supervision and evaluation, are effective in internalizing Islamic educational values to students. As a result, these strategies are able to shape students' disciplined character, reflected in compliance with rules, responsibility, and consistency in carrying out academic and religious activities(Solehah & Manshur, 2025). Research conducted by the International Journal on Advanced Science, Education, and Religion by Sumarni, Sumarni; Basri, Basri; and Kaharuddin, Kaharuddin shows that classroom management based on Islamic values, such as role modeling, discipline, and habituation of morals, is able to create an orderly and conducive learning environment. As a result, the implementation of Islamic values in classroom management improves learning effectiveness, student participation, as well as the quality of interaction between teachers and students(Sumarni et al., 2025).

Based on a review of previous studies, there are still research gaps that need further exploration. There have been limited studies that specifically examine the role of classroom management in shaping students' character in a particular madrasah ibtidaiyah. In addition, studies linking classroom management to the local context of educational institutions are still scarce. Research highlighting teachers' real practices in managing classrooms based on Islamic values is also limited. Therefore, this study offers novelty by examining classroom management in a contextual manner. This research is focused on MI Raudlatul Ulum Bojonegoro as the research site. This approach is expected to provide a more in-depth empirical description. Thus, this study can contribute new insights to the field of classroom management and Islamic character education.

This study aims to determine the role of classroom management in shaping students' character in Islamic education at MI Raudlatul Ulum Bojonegoro. In addition, this study aims to describe the forms of classroom management implemented by teachers. This study also seeks to identify the character values developed through classroom management. Furthermore, this study aims to analyze the supporting and inhibiting factors in the implementation of classroom management. With these objectives, it is expected that the study will provide a comprehensive understanding. This research is also expected to serve as an evaluation material for teachers and educational institutions. Moreover, the results of this study can become a reference for future research. Thus, the objectives of this study have both theoretical and practical relevance.

Classroom management that is implemented consistently and based on Islamic values is believed to be able to optimally shape students' character. Teachers who are able to manage the classroom well can create a safe and comfortable learning environment. Such an environment will facilitate students in absorbing the character values being taught. The habituation of positive behaviors in the classroom will have an impact on students' attitudes outside the classroom. In addition, interactions built within the classroom can serve as a means of internalizing moral values. Good classroom management also reflects teachers' professionalism in carrying out their duties. Therefore, classroom management has a strategic role in shaping students' character. This makes classroom management an important aspect of Islamic education in madrasah ibtidaiyah.

METHOD

This study was conducted at MI Raudlatul Ulum Bojonegoro using a descriptive qualitative approach that focuses on real conditions in the field (Khilmiyah, 2016; Luthfiyah, 2017). This approach was chosen to obtain an in-depth understanding of classroom management practices implemented by Islamic Education teachers in shaping students' character. The research subjects included Islamic Education teachers, the head of the madrasah, and students as supporting informants. The selection of informants was carried out purposively in accordance with the data needs of the research. The study was conducted during the learning process so that the researcher could directly observe classroom dynamics. The main focus of the research was directed toward classroom management activities, teacher–student interactions, and the habituation of character

values. Thus, the data obtained reflect actual classroom management practices. This approach allows the researcher to understand the context in a comprehensive manner.

Data collection techniques were carried out through direct observation, in-depth interviews, and documentation. Observation was conducted by examining how teachers organize the classroom, manage students' behavior, and instill character values during the learning process. Semi-structured interviews were conducted with Islamic Education teachers and the head of the madrasah to explore information related to strategies and obstacles in classroom management. In addition, interviews were also conducted with several students to gain insight into their learning experiences. Documentation was used to complement the data in the form of learning schedules, classroom rules, and records of learning activities. All data collection techniques were carried out continuously to obtain accurate and accountable data. Data were collected naturally without disrupting the learning process.

Data analysis was conducted through the stages of data reduction, data presentation, and conclusion drawing (Achjar et al., 2023). Data obtained from observations, interviews, and documentation were selected according to the research focus. The data were then presented in the form of narrative descriptions to facilitate understanding. The researcher subsequently interpreted the presented data. Data validity was ensured through source and technique triangulation by comparing data from various informants and data collection methods. The analysis process was carried out continuously from the beginning to the end of the study. In this way, the research findings are expected to reflect the actual conditions at MI Raudlatul Ulum Bojonegoro. The results of the analysis were then systematically organized in accordance with the research objectives.

RESULT AND DISCUSSION

A. Forms of Classroom Management Implemented in Islamic Education Learning

Based on the results of observations, classroom management in Islamic Education learning at MI Raudlatul Ulum Bojonegoro is implemented in a planned and consistent manner. Teachers begin the learning process by preparing classroom conditions to remain orderly and conducive. Seating arrangements are adjusted according to learning needs, either in group settings or classical formations. Teachers also establish classroom rules that are

mutually agreed upon with students at the beginning of the academic year. These rules include time discipline, attitudes during learning, and speaking etiquette. Throughout the learning process, teachers actively monitor students' behavior. Classroom management is carried out using a persuasive and educative approach, aiming to ensure that students feel comfortable and not under pressure.

Classroom management is also evident in the way teachers manage learning interactions. Teachers provide opportunities for students to ask questions and express their opinions. Each student is given balanced attention without any discriminatory treatment. Teachers regulate the flow of learning to avoid monotony by varying teaching methods. The use of Islamic stories and examples from daily life is often employed to attract students' attention. Teachers also manage learning time effectively so that all material can be delivered. Firmness is applied when students violate rules; however, this firmness is conveyed using polite and respectful language. Thus, classroom management is carried out in a balanced manner between order and comfort.

The results of interviews with Islamic Education teachers indicate that classroom management is an important part of the learning process. One teacher stated, "We manage the classroom from the moment we enter, starting with students' readiness and continuing with the habituation of attitudes throughout the learning process." This statement shows that classroom management is not conducted spontaneously. Teachers realize that the classroom atmosphere greatly influences the success of learning. Teachers also adjust their classroom management strategies according to students' characteristics. The approach used emphasizes dialogue and guidance, aiming to help students understand the reasons behind each rule. In this way, students find it easier to accept and follow classroom regulations.

In addition, the head of the madrasah also emphasized the importance of good classroom management. In an interview, he stated that classroom management must support character formation. He explained, "Classroom management in this madrasah is directed not only toward maintaining order but also toward habituating Islamic values in students' daily lives." This statement reinforces the finding that classroom management at MI Raudlatul Ulum Bojonegoro is character-oriented. Teachers do not focus solely on delivering subject matter

but also on fostering students' attitudes and behavior. This becomes a distinctive characteristic of classroom management in Islamic Education learning at the madrasah.

B. The Role of Teachers in Managing Classes Based on Islamic Values

Islamic Education teachers play a central role in implementing classroom management based on Islamic values. Teachers act as educators, mentors, and role models for students. In every learning activity, teachers demonstrate attitudes that reflect Islamic values. Patience, fairness, and politeness are integral parts of teachers' interactions with students. Teachers also habituate students to begin and end learning activities with prayers. This practice is carried out consistently every day. In addition, teachers set an example of disciplined behavior by arriving on time. Thus, students have figures whom they can emulate.

Classroom management based on Islamic values is also evident in the way teachers handle violations. Teachers do not immediately impose physical punishment or excessive sanctions. Instead, they prefer an approach based on advice and guidance. Teachers explain the consequences of behavior that does not comply with the rules. This approach aims to help students understand the mistakes they have made. Teachers also relate their advice to Islamic values, making it easier for students to accept the admonition. Moreover, teachers provide students with opportunities to improve their behavior. In this way, classroom management becomes a means of character education.

The results of interviews with one of the Islamic Education teachers indicate the teacher's commitment to applying Islamic values. The teacher stated, "We try to manage the classroom in an Islamic way, so we do not get excessively angry, but instead guide and provide examples." This statement shows that teachers are aware of the importance of a humanistic approach. Teachers understand that their attitudes will be imitated by students. Therefore, they strive to maintain proper speech and conduct. This has a positive impact on the classroom atmosphere, as students become calmer and more obedient. Thus, the role of the teacher is crucial in determining the success of classroom management.

In addition to teachers, the role of the head of the madrasah also supports the implementation of Islamic classroom management. The head of the madrasah provides guidance and conducts regular evaluations for teachers. In an interview, the head of the

madrasah stated, “We always remind teachers to ensure that classroom management aligns with the madrasah’s vision, which emphasizes the formation of Islamic character.” This statement indicates the existence of structural support in the implementation of classroom management. Teachers do not work alone in shaping students’ character, but are supported by madrasah policies. With such synergy, classroom management can be carried out more effectively.

C. The Impact of Classroom Management on the Formation of Students' Character

Classroom management implemented at MI Raudlatul Ulum Bojonegoro has a tangible impact on the formation of students’ character. Students demonstrate disciplined behavior in participating in learning activities. They are accustomed to arriving on time and complying with classroom rules. In addition, students also show politeness in their interactions with teachers and peers. The habit of greeting others and speaking politely is evident in their daily behavior. Consistent classroom management helps shape positive habits. The classroom environment becomes a place for learning character values. Thus, character formation takes place naturally.

In addition to discipline and politeness, classroom management also has an impact on students’ sense of responsibility. Students are accustomed to completing assignments on time. Teachers place trust in students to be responsible for the tasks given, which trains students’ independence. Students are also taught to maintain classroom cleanliness. This habituation is carried out through a regular duty schedule. With good classroom management, students understand the importance of shared responsibility. This attitude is not only visible inside the classroom but also outside the classroom.

The results of interviews with students indicate the presence of positive attitudinal changes. One student stated, “In our class, we are used to being orderly, because if we are not, the teacher reminds us kindly.” This statement shows that students feel comfortable with classroom rules. The reprimands given by teachers do not create fear but instead build students’ awareness. Students understand the purpose of the rules that are implemented, which helps the internalization of character values. Thus, classroom management has a direct impact on students’ behavior.

Teachers also acknowledge changes in students' character. In interviews, teachers stated that students have become easier to guide. One teacher explained, "With consistent classroom management, students become more disciplined and begin to develop a sense of responsibility." This statement reinforces the finding that classroom management plays an important role. Classroom management not only regulates the learning process but also shapes students' attitudes and behavior. This impact is felt gradually; however, the results are clearly visible in students' daily lives.

D. Supporting and Inhibiting Factors of Classroom Management in Character Formation

Several factors support the successful implementation of classroom management at MI Raudlatul Ulum Bojonegoro. One of the main factors is teachers' commitment to consistently applying classroom rules. Teachers have a high level of awareness regarding the importance of character formation. In addition, support from the head of the madrasah is also an important factor. The head of the madrasah provides guidance and motivation to teachers. A religious madrasah environment further supports the implementation of Islamic values. Adequate classroom facilities and infrastructure also help facilitate the learning process. With this support, classroom management can be implemented optimally.

Another supporting factor is students' involvement in the formulation of classroom rules. Teachers involve students in agreeing on the rules, which fosters a sense of responsibility among them. Students tend to be more compliant because the rules are created collectively. Furthermore, good communication between teachers and students is an important factor. Teachers are open to input from students, and harmonious relationships make classroom management easier. Thus, supporting factors come from various elements, including teachers, students, and the madrasah environment.

There are also inhibiting factors in the implementation of classroom management. Differences in students' characters present particular challenges, as not all students can be guided in the same way. Some students require special approaches. In addition, students' family backgrounds also influence their behavior in the classroom, requiring teachers to adjust their classroom management strategies. Limited instructional time is another obstacle.

Teachers must divide their time between managing the classroom and delivering learning materials. This situation demands strong instructional management skills from teachers.

The results of interviews with teachers indicate the presence of these challenges. One teacher stated, “The obstacles usually come from differences in students’ characters and their habits at home.” This statement shows that external factors also influence classroom management. The head of the madrasah also noted that coordination with parents needs to be improved. Despite these obstacles, teachers continue to strive to manage the classroom optimally. A flexible approach is applied as a solution to minimize these challenges. Thus, classroom management can continue to play a role in shaping students’ character.

Discussion

The results of the study regarding the forms of classroom management implemented in Islamic Education learning at MI Raudlatul Ulum Bojonegoro generally strengthen Jacob Kounin’s classroom management theory, particularly the aspect of withitness. Teachers demonstrate a high level of awareness of all classroom activities through active supervision of students’ behavior during the learning process. Teachers do not focus solely on delivering subject matter but also pay attention to overall classroom dynamics. This is in line with the concept of withitness, which emphasizes the importance of teachers’ alertness to potential disruptions before problems arise. The establishment of classroom rules at the beginning of the academic year also reinforces the preventive function of classroom management as proposed by Kounin. Through persuasive and educative approaches, teachers are able to anticipate disciplinary issues without resorting to repressive actions. These findings indicate that classroom management at MI Raudlatul Ulum Bojonegoro is preventive rather than reactive, making it highly relevant to Kounin’s theory.

The concept of overlapping in Kounin’s theory is also reflected in the classroom management practices found in this study. Teachers are able to handle multiple activities simultaneously, such as supervising students’ behavior while managing the flow of learning. When some students are working on assignments, teachers continue to monitor other students who require special attention. This ability to divide attention helps prevent the emergence of classroom disruptions. The variation of teaching methods and the use of Islamic stories also demonstrate

teachers' skills in maintaining students' engagement simultaneously. Thus, teachers do not become confined to a single activity that could cause other students to lose focus. This practice clearly reinforces the concept of overlapping, which emphasizes the efficiency of teachers' roles in managing the classroom simultaneously.

Furthermore, the research findings also strengthen the concepts of momentum and smoothness in Kounin's theory. Teachers manage the flow of learning to avoid monotony and maintain the smooth progression of the learning process from beginning to end. Transitions between activities are carried out smoothly without pauses that could potentially lead to disruptions. Teachers manage instructional time effectively so that all material can be delivered. This shows that teachers are able to maintain a stable learning rhythm. Firmness conveyed through polite language also helps maintain classroom smoothness without creating tension. By maintaining momentum and smoothness, teachers successfully create a conducive and sustainable classroom atmosphere. These findings reinforce Kounin's view that the smooth flow of instruction plays a major role in preventing classroom problems.

The concept of group focus in Kounin's theory is also clearly evident in teachers' roles in managing classrooms based on Islamic values. Teachers provide balanced attention to all students and encourage their active involvement in learning. Opportunities to ask questions and express opinions are given to all students without discrimination. This indicates that teachers strive to maintain group focus rather than concentrating on only certain individuals. The habituation of collective prayers and the enforcement of mutually agreed-upon classroom rules further strengthen a sense of togetherness. By involving students in the learning process and in the formulation of classroom rules, teachers succeed in fostering a sense of collective responsibility. This practice aligns with group focus, which emphasizes the importance of engaging all students as a unified classroom group.

The impact of classroom management on students' character formation further strengthens the relevance of Kounin's theory. Discipline, responsibility, and politeness demonstrated by students are the results of consistent and preventive classroom management. Reprimands delivered in a positive manner do not instill fear but instead build students' awareness. This aligns with Kounin's idea that prevention is more effective than addressing problems after they occur.

However, the findings of this study also indicate an expansion of Kounin's theory within the context of Islamic Education. Classroom management not only prevents disruptions but also serves as a means of internalizing moral and ethical values. Thus, Kounin's theory is not weakened but enriched by the Islamic value context.

The supporting and inhibiting factors identified in this study also provide critical notes on the application of Kounin's theory. Differences in students' characteristics and family backgrounds indicate that withitness and overlapping require a high degree of flexibility from teachers. In certain conditions, teachers must adjust their classroom management strategies to meet individual students' needs. Limited instructional time also demands greater skill from teachers in maintaining momentum. Nevertheless, teachers' commitment and support from the head of the madrasah help sustain effective classroom management. These findings indicate that Kounin's theory remains relevant but needs to be contextualized within the social and cultural conditions of the madrasah. Thus, the results of this study predominantly reinforce Jacob Kounin's theory while simultaneously expanding its application in the context of character-based Islamic education.

CONCLUSION

Classroom management implemented in Islamic Education learning at MI Raudlatul Ulum Bojonegoro plays an important role in shaping students' character. Classroom management that is carried out in a planned, consistent manner and based on Islamic values is able to create a conducive learning atmosphere and support the development of students' discipline, responsibility, and politeness. These classroom management practices are in line with Jacob Kounin's theory, particularly in the aspect of preventing classroom problems through withitness, overlapping, momentum, smoothness, and group focus. The implications of this study indicate that Islamic Education teachers need to continuously develop preventive, humanistic, and contextual classroom management skills so that learning is not only academically effective but also meaningful in character formation. In addition, support from the head of the madrasah and a religious school environment are important factors in maintaining the sustainability of effective classroom management practices. The results of this study are expected to serve as a practical reference for teachers and Islamic educational institutions in improving the quality of learning and students' character education.

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