

The Example of Ismuba Teacher Leadership in Shaping the Character of Responsibility at SD Muhammadiyah

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ABSTRACT

Character and responsibility education in elementary school students still faces various challenges, such as low discipline, lack of awareness of worship, and weak responsibility for academic and social tasks. This condition shows that character formation is not enough only through cognitive teaching, but requires real examples from educators, especially teachers as moral leaders in schools. Based on these conditions, ISMUBA (Al-Islam, Muhammadiyah, and Arabic) teachers have a strategic role in instilling the character of responsibility through leadership examples. This study aims to describe the form of leadership role model of ISMUBA teachers, the character of student responsibility, and the role of exemplary leadership of ISMUBA teachers in shaping the character of student responsibility at SD Muhammadiyah. This study uses a descriptive qualitative approach with the subjects of school principals, ISMUBA teachers, and students. Data were collected through observation, interviews, and documentation, then analyzed using the Miles and Huberman interactive model with data validity tests through triangulation. The results of the study show that the leadership example of ISMUBA teachers is realized through discipline, consistency in the implementation of worship, habituation of responsibility attitudes, and educational social interaction. The character of student responsibility is reflected in compliance with school rules, awareness in carrying out worship, and responsibility for academic and social tasks.

1. INTRODUCTION

Character is a fundamental dimension in the formation of personality traits, which shape humans through a long and continuous process. Although traits may seem abstract, characters can be understood through empirical means by observing consistent patterns in everyday behavior (Lickona, 1991). In the realm of education, character development cannot be separated from the role of exemplary behavior. This is because students learn and imitate the behavior they observe directly, not just relying on verbal instructions (Bandura, 1977). Therefore, teachers play an important role in schools, strategically placed to convey moral values and character through the consistent attitudes, actions, and behaviors they exhibit in daily life (Faelasup & Baiq Uswatun Hasanah, 2025). The results of the evaluation of the quality of education, conducted through the National Assessment by, show that aspects of student character, including discipline and accountability, remain a focal point to improve the quality of basic education ((Ministry of Education, Culture, Research and Technology), 2023). In the Muhammadiyah school environment, character formation includes strong dimensions and is closely intertwined with Islamic principles in the ISMUBA curriculum (Al-Islam, Muhammadiyah, and Arabic Language) (Supardi, 2018). From the perspective of Muhammadiyah, teachers are also required to have strong personality competencies, such as noble character, exemplary (*uswatun hasanah*), Islamic commitment, and moral integrity which is reflected in daily life (Sasmita & Arqam, 2022). The exemplary behavior and leadership of ISMUBA teachers is very important, because students acquire responsibility, discipline, and moral values through direct

interaction and consistent habituation (Yaumi, 2014). Despite initial observations and discussions with one of the ISMUBA educators (MH Guru Al Islam), it remains to be seen that some students show shortcomings in various fields. Conceptually, teacher leadership can realize the ability of educators to influence, guide, and direct students towards achieving learning goals while fostering character development (Wahjosumidjo, 2011). Exemplary behavior emerges as an important element in teacher leadership, as character values are easier to internalize by students when they are conveyed through authentic and consistent actions (Muslich, 2011b). Teachers play a central role in the realm of education, because students often absorb knowledge more effectively through examples rather than just advice. Teacher leadership basically embodies the ability of an educator to influence, guide, and direct students towards achieving meaningful learning outcomes and strengthening character development (E.Mulayasa, 2022).

In addition to teachers, other findings show that the leadership of school principals also contributes significantly to improving teacher professionalism through motivation, training, and strengthening the education management system (Hopid & Febriana, 2022). According to leadership, educational institutions play an important role in improving the quality of teachers and the quality of learning (Hopid, Febriana, Kholifah, Mahmuda, & Abid, 2022). In this way, educators act as role models, shaping students' perspectives through tangible demonstrations of their attitudes, language, and commitment (Barnawi & M. Arifin, 2012). Recent observations show a decrease in the sense of responsibility among the younger generation, which affects their relationships with themselves, their families, and their communities (Muktar, 2024). This poses a significant challenge for educators, especially for ISMUBA teachers, who must cultivate the essence of responsibility by embodying leadership and exemplifying exemplary behavior in every educational effort and routine in the school environment (Farid & Aziz, 2023). The implementation of education policies is an important factor because the success of school programs is highly determined by the implementation process that involves administrative aspects, strategies, and support for various social and institutional factors (Kholifah, Setiawan, & Fitri, 2022). But on the other hand, it is not uncommon for parents to complain about some narratives of disappointment with their child's character, such as difficulty in being invited to pray orderly, respecting parents, diligent learning, independent, and so on which seem to be inversely proportional to the narratives that are built up in advance which should be some form of character indicators according to their parameters (Isnaini H, & Fanreza, 2023). Habituation, example, advice, and a conducive educational environment are important factors in shaping the religious character of students (Wantini & Diponegoro, 2023). A number of relevant studies further strengthen this research path, namely findings that show that the presence of teachers as role models plays an important role in shaping students' sense of responsibility in the elementary school environment (Anggi, 2018). Additional studies have revealed that the ISMUBA program significantly contributes to the development of responsible character, despite its uneven implementation across different schools (Saifullah, Hanif, & Character, 2024). In addition, other research emphasizes the importance of habituation and continuous supervision so that teacher examples have a real impact on students' character (Nuronia & Jannah, 2025). This research is expected to provide various benefits in various dimensions, especially providing valuable insights for teachers, principals, and administrators of Muhammadiyah schools in their efforts to improve character development programs.

2. METHODS

The type of method used is qualitative type, which is carried out to understand in depth the social phenomena that occur in the field, especially those related to the meaning, process, and

experience of the research subject in natural situations. This research was conducted at SD Muhammadiyah Unggulan Al Falah Girisubo, Gunungkidul Regency, Special Region of Yogyakarta, while the time for the implementation of the research was carried out for three months, namely from September to November 2025. The object of this research is individuals who are directly involved in the implementation of the ISMUBA learning program and the character building process, which has not sufficiently met the needs of students at SD Muhammadiyah Unggulan Al Falah in Girisubo. Meanwhile, the selection of subjects was carried out using *the purposive sampling* technique, which involves determining informants based on special considerations so that the informants in this study were obtained, namely the principal, ISMUBA teacher and class leader. Primary data were collected directly from research participants through in-depth interviews, observations, and field documentation. Secondary data were collected from a variety of documents and sources relevant to the supporters, with an emphasis on research. e.g. curriculum documents from schools, ISMUBA learning guides, Learning Implementation Plans (RPPs), student character evaluations, school habituation programs, and academic references such as scientific journals, books, previous study reports, and other literature that supports analysis and discussion. In addition, data collection in this study was carried out by observation methods, in-depth interviews, and thorough documentation through predetermined instruments. The data analysis technique in this study uses the Miles and Huberman interactive analysis technique, which includes three main stages, namely data reduction, data presentation (*data display*), and conclusion/verification of findings (Miles, Matthew B.; Huberman, A. Michael; Saldaña, 2014). Triangulation in research is achieved through three forms, namely source triangulation, technique triangulation, and time triangulation (Miles, Matthew B.; Huberman, A. Michael; Saldaña, 2014).

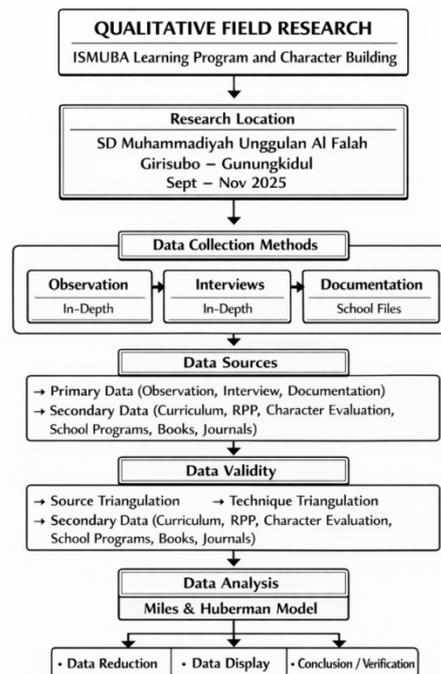


Figure 1. Methods

3. RESULTS AND DISCUSSION

Exemplary Leadership of ISMUBA Teachers at SD Muhammadiyah Unggulan Al Falah

Through observation of the results, interviews, and documentation, it was revealed that exemplary behavior that goes beyond personal behavior, it embodies educational leadership. This exemplary behavior serves as an important means for teachers to influence, guide, and shape student behavior (E.Mulayasa, 2022). In addition, Islamic Religious Education teachers need to have pedagogic, professional, social, personality, as well as leadership and morals competencies as the basis for effective learning according to Islamic values (Kamal, Perawironegoro, & Astari, 2025). In the realm of education, they embody the essence of leadership in learning and character development. The form of exemplary leadership of ISMUBA teachers at SD Muhammadiyah Unggulan Al Falah Girisubo Gunungkidul is described as follows.

1. Leadership Exemplary in Discipline and Responsibility

Based on the results of field observations, ISMUBA teachers at SD Muhammadiyah Unggulan Al Falah Girisubo Gunungkidul showed exemplary leadership through disciplined behavior and consistent responsibility in carrying out daily tasks. This behavior reflects the role of teachers as learning leaders who direct and build a culture of discipline in the school environment (Zahra & Fathoni, 2024). The understanding of leadership examples is strengthened by the results of interviews with ISMUBA teachers. One of the Al-Islam teachers conveyed the following: *“Keteladanan kepemimpinan berarti guru tidak hanya memberi contoh, tetapi memimpin murid dengan sikap dan tindakan sehari-hari yang mampu mengarahkan, membimbing, dan memengaruhi perilaku murid.”* (MH, Guru Al-Islam). The principal conveyed the following: *“Guru ISMUBA harus menjadi teladan dalam kedisiplinan dan tanggung jawab, karena melalui keteladanan itulah guru memimpin, mengarahkan, dan membentuk perilaku murid dalam kehidupan sekolah sehari-hari.”* (RW, Kepala Sekolah). One student expressed the following thoughts: *“Guru selalu datang tepat waktu dan mengingatkan kami tentang tugas. Kalau ada yang terlambat, guru menegur dengan baik dan menyuruh kami memperbaikinya.”* (AZ, Peserta Didik)

In the realm of character education, the influence of teachers as role models is very important, because students absorb moral values not only through verbal guidance or advice, but also by witnessing the behavior shown by their teachers in the school environment (Jumatullailah, Maksum, & Nurhasanah, 2024). Teachers' exemplary behavior in obeying rules, fulfilling their responsibilities, and enforcing discipline serves to strengthen contextual and sustainable character education. Educators embody *moral models*, guiding students in understanding and integrating the principles of responsibility and discipline into their daily experiences (Lickona, 1991). Therefore, exemplary behavior must not only shape the behavior of students individually but also play an important role in fostering a culture of discipline and responsibility in the school community (Perawironegoro & A., n.d.). The findings of the research presented are findings regarding the leadership example of ISMUBA teachers at SD Muhammadiyah Unggulan Al Falah Girisubo Gunungkidul.

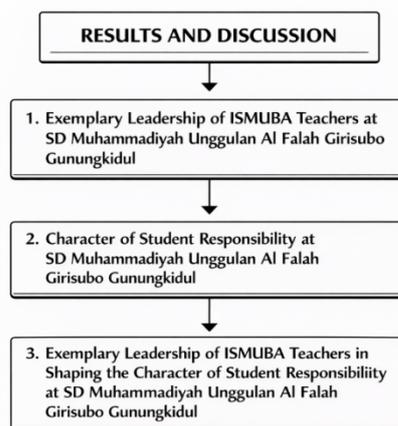


Figure 2. Results and Discussion

2. Leadership Example in the Implementation of Worship

Educators don't just act as mentors or supervisors; they are actively involved in the recitation of the Quran, Dhuha prayer and Zuhur prayer in congregation with their disciples. Leadership in worship practice shows how educators guide students through real examples by fostering an understanding of worship (Hazizah Isnaini, 2024). According to (Ramadinah, Setiawan, Ramadanti, & Sulistyowati, 2022) the habituation of religious activities that are carried out consistently also reflects the development of religious culture in the school environment, which plays an important role in shaping the character and behavior of students through structured and sustainable religious practices. A conversation with a Muhammadiyah educator, who expressed the following thoughts: *“Dalam menanamkan nilai ibadah kepada murid tidak bisa dilakukan secara instan. Guru harus memimpin dengan memberi contoh terlebih dahulu, karena melalui keteladanan itulah guru mengarahkan dan membimbing murid dalam membiasakan ibadah.”* (SN, Guru Kemuhammadiyah). Guru Al-Islam conveyed the following: *“Ibadah tidak cukup diajarkan secara teori. Guru harus memimpin dengan ikut melaksanakan ibadah bersama murid agar mereka terbiasa, memiliki arah, dan memahami bahwa ibadah merupakan tanggung jawab yang harus dijalankan.”*(MH, Guru Al-Islam). The principal also conveyed the following: *“Keterlibatan guru dalam ibadah harian sangat penting karena melalui keterlibatan tersebut guru menjalankan peran kepemimpinan dengan memberi arah, membimbing, dan membangun kedisiplinan serta tanggung jawab murid dalam beribadah.”*(RW, Kepala Sekolah). One of the students conveyed the following: *“Ketika guru ikut salat dan tadarus bersama kami, kami menjadi lebih semangat dan merasa diarahkan untuk ikut tertib dalam beribadah.”* (AZ, Peserta Didik). The teacher functions as a spiritual leader who guides students through examples of disciplined and continuous worship behavior, so that students are encouraged to imitate and get used to carrying out worship consciously (Perawironegoro, 2018). The findings of this study are in line with the perspective of Abuddin Nata, who stated that exemplary (*uswah hasanah*) is the most influential approach in Islamic education, especially in fostering the values of worship and morals of students (Nata, 2010).

3. Leadership Exemplary in Social Attitudes and Interactions

Educators engage in respectful dialogue, show patience while guiding students, uphold fairness in their interactions, and ensure that all students are treated fairly (Ananda, Hakam, & Ganeswara, 2022). I had an interview with a teacher from ISMUBA, who expressed the following thoughts: *“Guru harus menjaga sikap dan ucapan karena melalui sikap itulah guru memimpin murid. Apa yang dilakukan dan diucapkan guru akan menjadi rujukan yang diikuti murid, baik dalam berbicara maupun dalam bersikap terhadap sesama.”*(NH, Guru Bahasa Arab). The Al-Islam instructor conveyed the following message: *“Keteladanan itu tidak hanya saat mengajar, tapi juga*

dari kesabaran, kejujuran, dan cara guru memperlakukan murid, karena dari situlah murid mengikuti arah gurunya.”(MH, Guru Al-Islam). As a result, the optimistic attitude shown by educators will greatly influence the social behavior patterns of their students. As described in detail in the following sections: “Guru ISMUBA harus menjadi teladan dalam sikap dan akhlak, karena melalui sikap itulah guru menjalankan peran kepemimpinan. Cara guru berbicara, bersikap, dan menyelesaikan masalah akan menjadi rujukan yang diikuti murid dalam kehidupan sekolah sehari-hari.” (RW, Kepala Sekolah). A disciple expressed the following sentiment: “Guru menegur kami dengan cara yang baik dan menjelaskan kesalahan, sehingga kami merasa diarahkan, tidak takut, dan mau memperbaiki kesalahan.”(AZ, Peserta Didik). Based on the findings, it is known that the example of ISMUBA teacher leadership at SD Muhammadiyah Unggulan Al Falah Girisubo Gunungkidul is realized through the ability of teachers to influence, direct, and shape student behavior in a sustainable manner through real examples.

Character of Student Responsibility at SD Muhammadiyah Unggulan Al Falah Girisubo Gunungkidul

These findings show that student responsibility has not completely become an inherent habit, so it still needs reinforcement through mentoring and habituation. In addition, some students still need reminders from teachers in completing assignments, preparing study materials, and carrying out class obligations. In certain situations, students carry out tasks because there is direct instruction from the teacher, not because of self-awareness. Students are more orderly in participating in learning, more consistently collecting assignments according to the teacher's direction, and more regular in worship activities and classroom cleanliness. In line with that as the following Teacher's statement: “Pada awalnya memang masih ada murid yang kurang tepat waktu dalam mengumpulkan tugas. Namun, melalui pembiasaan yang disertai arahan dan pendampingan guru secara konsisten, murid perlahan mulai menunjukkan sikap tanggung jawab terhadap tugas yang diberikan.” (MH, Guru Al-Islam). The principal also conveyed: “Ketika guru konsisten dalam mengajar dan membimbing, guru tidak hanya menyampaikan materi, tetapi juga memimpin murid dalam menjalankan kewajiban belajarnya. Melalui konsistensi tersebut, murid belajar bertanggung jawab terhadap tugas dan proses belajarnya.”(RW, Kepala Sekolah). In addition, students also realize that the habits applied by teachers have a positive impact on them. This is as expressed by one of the students: “Dulu saya kadang masih lupa mengumpulkan tugas. Namun, karena guru terus membiasakan dan mengingatkan kami secara konsisten, sekarang saya berusaha mengumpulkan tugas tepat waktu.” (AZ, Peserta Didik)

The student's statement shows that the character of student responsibility is not formed spontaneously, but develops through the teacher's leadership process which is carried out in a directed and continuous manner. These findings are in line with the results of research that states that teacher habituation and mentoring continuously play an important role in shaping the responsibility character of elementary school students (Ismeiranti & Ferdiansyah, 2022). This is in accordance with research that confirms that teacher leadership through consistent guidance is able to foster students' responsibility as part of their personal character (Riri Pratiwi, Aquami, 2020). Therefore, the responsibility of students in this school can be understood as a character formed through the synergy between individual development and the school cultural system that supports (Rahmah, Suriansyah, & Cinantya, 2024).

1. Students' Responsibilities in Academic Activities

The observations made revealed that students' accountability in academic activities is reflected through students' active participation in the learning process in the classroom. Findings from other observations, also show that a large number of pupils are beginning to develop their own awareness of work and collect tasks on time. At this stage, the teacher does not always have to give repeated

reminders, because the student already understands that the task is an obligation that needs to be completed. This is as conveyed as follows: "*Anak-anak dibiasakan untuk mengerjakan dan mengumpulkan tugas tepat waktu. Guru secara konsisten mengingatkan, memberi contoh, dan mengarahkan, sehingga ketika sudah terbiasa anak-anak mulai menyadari sendiri tanggung jawabnya tanpa harus selalu diingatkan.*" (MH, Guru Al-Islam). In line with that, the principal's statement was conveyed as follows: "*Ketika guru konsisten dalam mengajar dan membimbing, guru tidak hanya menyampaikan materi, tetapi juga memimpin murid dalam menjalankan kewajiban belajarnya. Melalui konsistensi tersebut, murid belajar bertanggung jawab terhadap tugas dan proses belajarnya.*" (RW, Kepala Sekolah). The statement shows that the responsibility of the student is not born only from the demands of the task, but from a consistent coaching system. As stated below: "*Ketika ada tugas, kami berusaha segera mengerjakannya agar tidak terlambat. Guru membimbing dan mengarahkan kami secara konsisten, sehingga kami terbiasa bertanggung jawab terhadap tugas yang diberikan.*" (AZ, Peserta Didik)

Based on the results of observations and interviews, it can be analyzed that the character of students' responsibilities in academic activities is formed through the process of learning habituation that is carried out consistently, supported by the example of teachers and continuous mentoring (Suyadi; Ulfah, 2013). The findings of this study are in line with Suyadi's view that the development of students' character and responsibility is influenced by a continuous habituation process and the example of educators in daily learning (Suyadi, 2014). The results of the observation found that the responsibility of students in the implementation of worship at SD Muhammadiyah Unggulan Al Falah Girisubo Gunungkidul was seen through the active involvement of students in all worship activities that had been programmed by the school. Students participated in morning tadarus, Dhuha prayers, and congregational Zuhur prayers in an orderly manner and in accordance with the teacher's direction. Students follow a series of worship with a calmer and orderly attitude, and do not always wait for the teacher's instructions directly. Teachers only provide reinforcement and assistance in general without having to supervise closely. This condition shows that students are beginning to have the awareness to carry out worship with full responsibility. The findings were strengthened by the statement of ISMUBA teachers who conveyed the following: "*Anak-anak tidak hanya diarahkan untuk melaksanakan ibadah, tetapi guru memimpin langsung dengan ikut melaksanakan ibadah bersama mereka. Melalui kepemimpinan tersebut, anak-anak belajar menumbuhkan tanggung jawab dalam beribadah.*" (MH, Guru Al-Islam)

The statement shows that the process of students being able to be responsible in the implementation of worship begins with the direct involvement of the teacher as an example (Zubaedi, 2015). In the early stages, students carry out worship because of the direction and assistance of the teacher. Strengthening the character of students is also related to education policies that place Islamic Religious Education learning as a strategic means in shaping students' religious habits and moral behavior in a sustainable manner (Setiawan et al., 2021), This view is strengthened by the principal's statement which conveyed the following: "*Guru memimpin pelaksanaan ibadah bersama murid. Dengan contoh dan arahan guru, murid terbiasa dan merasa bertanggung jawab untuk melaksanakan ibadah.*" (RW, Kepala Sekolah). The principal's statement showed that the school's religious culture has a strategic role in shaping student responsibility. Students experience the same atmosphere every day, so worship is no longer understood as an individual order of the teacher, but as a common habit that must be carried out. Such an environment encourages students to build discipline and responsibility gradually (Setiawan, Taufiq, & Lestari, 2021). In addition, the results of interviews with students revealed by one of the students were as follows: "*Kami langsung ke masjid ketika waktu salat tiba karena guru membiasakan dan memimpin kami dengan ikut salat bersama, sehingga kami merasa bertanggung jawab melaksanakannya.*" (AZ, Peserta Didik). The

student's statement shows that the student's responsibility in worship arises because of an embedded understanding and habit. Thus, students carry out worship not solely because they are afraid of the teacher, but because they understand the meaning and benefits of worship for themselves (Muslich, 2011a).

2. Students' Responsibilities in Discipline and Compliance with Discipline

In addition, observations also show that students begin to be able to control their behavior without always having to be closely supervised by the teacher. Students enter class in an orderly manner, maintain calm during learning, and comply with school rules with better awareness. Teachers only provide reinforcement and reminders in general, not intensive supervision as in the early stages. The findings were reinforced by Guru Al-Islam who conveyed the following: "*Kedisiplinan murid dibangun melalui kepemimpinan guru yang tidak hanya memberi contoh, tetapi juga memberikan arahan yang jelas dan konsisten. Ketika guru tertib serta mengarahkan murid dalam mengikuti aturan, anak-anak akan terbiasa dan tumbuh rasa tanggung jawab.*" (MH, Guru Al-Islam). In line with this statement, the Arabic teacher conveyed the following: "*Sejak awal guru memimpin murid untuk mengikuti aturan dengan memberikan arahan dan pembiasaan yang konsisten. Setelah terbiasa, murid melaksanakan aturan dengan kesadaran sendiri tanpa harus selalu diingatkan.*" (NH, Guru Bahasa Arab). Example functions as an example of behavior, while habituation serves to reinforce this behavior through repetition (E.Mulayasa, 2022). When these two elements run consistently, students not only know the rules, but also get used to implementing them in daily school life. Similar affirmations were also conveyed by the principal as follows: "*Aturan sekolah dipimpin dan diterapkan sebagai sarana pendidikan, bukan untuk menekan murid, tetapi untuk mengarahkan dan membiasakan mereka agar bertanggung jawab dan disiplin dalam kehidupan sehari-hari.*" (RW, Kepala Sekolah). The principal's statement showed that school rules were positioned as a coaching tool, not as a punishment tool. With this approach, students learn to understand that discipline has an educational purpose, namely to practice order, self-control, and personal responsibility.

Exemplary Leadership of ISMUBA Teachers in Shaping the Character of Student Responsibility at SD Muhammadiyah Unggulan Al Falah

Based on the results of field observations and interviews with school principals, ISMUBA teachers, and students, it is known that the leadership example of ISMUBA teachers has a significant role in shaping the character of student responsibility. The teacher does not position himself only as a supervisor, but as the main implementer who first carries out the rules and obligations before demanding that the student do so. One of the ISMUBA teachers conveyed the following: "*Keteladanan kepemimpinan guru ditunjukkan dengan memberi contoh terlebih dahulu dan memimpin melalui tanggung jawab dalam menjalankan tugas. Ketika guru menunjukkan sikap tersebut secara konsisten, murid akan melihat, mengikuti, dan menirunya.*" (MH, Guru Al-Islam). In addition, according to the principal, ISMUBA teachers have a strategic position as leaders because of the high intensity of interaction with students in learning and worship activities. Teacher leadership is not only structural, but also functional and moral, so it has a direct impact on the formation of student attitudes. The results of interviews with students show that students view teachers as exemplary leaders. Students realize that the attitude of discipline and responsibility shown by teachers is the standard of behavior that they must follow. Based on these findings, it can be analyzed that the example of ISMUBA teacher leadership in shaping the character of student responsibility takes place through a conscious, directed, and sustainable process. This finding is also in line with the Curriculum of SD Muhammadiyah Unggulan Al Falah Girisubo Gunungkidul Number 05/01/KPTS/Al Falah/2025, which emphasizes that the formation of students' character of responsibility is carried out through the example of teachers, discipline habituation, and active

involvement of students in academic and religious activities as part of the school culture. Therefore, the example of ISMUBA teacher leadership in shaping the character of student responsibility is an educational leadership practice that places teachers as leaders, guides, and role models.

1. ISMUBA Teacher Leadership Example in Fostering Responsibility Through Discipline

ISMUBA teachers show leadership through discipline by being present on time, carrying out learning according to schedule, carrying out picket duties and school administration in an orderly manner, and complying with all school rules that are also applied to students. This action reflects that teachers do not simply demand students to be disciplined, but lead by setting a real example of how responsibilities are carried out in daily roles and obligations. As the Master conveyed as follows: "*Jika guru tidak disiplin, murid akan sulit diarahkan. Karena itu, guru perlu menunjukkan kedisiplinan terlebih dahulu sebagai bentuk kepemimpinan, agar murid dapat diarahkan dan belajar bertanggung jawab.*" (MH, *Guru Al-Islam*). The statement shows that ISMUBA teachers understand discipline as a form of leadership legitimacy (Amelia & Dafit, 2023). The findings of this study are in line with the results of Rahmawati and Hidayat's research which states that teacher discipline has a strong influence on the formation of the character of responsibility of elementary school students (Wati, Maulana, & Sislan, 2022). Thus, it can be concluded that the example of leadership of ISMUBA teachers through discipline is not just a practice of obedience to rules, but a form of educational leadership that sets the direction, values, and standards of student responsible behavior. Teacher leadership shown through consistent discipline is able to shape students' internal awareness.

2. ISMUBA Teacher Leadership Example in Fostering Student Responsibility through Worship Habituation

ISMUBA teachers show leadership through the habit of worship by being directly involved in morning tadarus activities, Dhuha prayers, and Zuhur prayers in congregation with students. This action shows leadership *by example*, so that students get a concrete picture of their responsibilities in carrying out worship (Ulum, 2014) (Rambe & Perawironegoro, 2023). The results of the observation showed that ISMUBA teachers were present on time, prepared for the implementation of worship, and maintained order and solemnity during the activity. The findings were strengthened by the statement of ISMUBA teachers who conveyed the following: "*Dalam membiasakan ibadah, guru perlu memimpin secara langsung dengan ikut melaksanakan bersama murid. Ketika guru terlibat dan memberi arah melalui contoh nyata, anak-anak lebih mudah memahami dan menjalankan tanggung jawab ibadah.*" (SN, *Guru Kemuhammadiyah*). The principal highlighted that the worship practices carried out by ISMUBA teachers are an integral part of the educational leadership approach that focuses on character development. The principal emphasized that: "*Ketika guru memimpin ibadah dengan membimbing dan melaksanakannya bersama murid, anak-anak menjadi lebih tertib dan terdorong untuk bertanggung jawab.*" (RW, Kepala Sekolah). One of the students articulated this perspective: "*Kalau guru ikut salat dan tadarus bersama serta membimbing kami, kami jadi lebih serius dan tertib.*" (AZ, *Peserta Didik*). Based on the results of these observations and interviews, it can be analyzed that the example of ISMUBA teacher leadership through worship habituation is a process of forming student responsibilities that is internal and sustainable. This finding is in line with the view of Zakiah Daradjat who stated that the development of religious attitudes in children will be more effective if done through example and habituation in daily life (Zakiah Daradjat, 2011). Thus, it can be concluded that the example of leadership of ISMUBA teachers through the habit of worship is an effective religious-educational leadership practice in fostering the character of student responsibility.

3. ISMUBA Teacher Leadership Example in Fostering Student Responsibility through Guidance and Supervision.

This action shows that the teacher leads the student through a persuasive and dialogical approach, so that the student understands responsibility as a moral need, not just an imposed obligation (Zakaria, 2024). The results of the observation also show that ISMUBA teachers consistently provide assistance to students in the learning process and daily school life. As the teacher conveyed as follows: “*Dalam membina murid, kami mengedepankan kepemimpinan yang mengarahkan dan mendampingi, bukan hanya menegur, agar tanggung jawab tumbuh dari kesadaran murid.*” (NH, Guru Bahasa Arab). Other teachers also conveyed: “*Pengawasan tetap diperlukan, tetapi dilakukan melalui kepemimpinan yang mendidik, dengan memberi arahan dan pendampingan agar anak-anak terbiasa disiplin dan bertanggung jawab.*” (MH, Guru Al-Islam). The principal also highlighted that the guidance and supervision provided by ISMUBA teachers serves as a form of leadership education that aims to shape the character of students. Furthermore, the results of the interview of one of the students obtained the following statement. “*Guru memberi arahan dan membimbing kami dengan baik, jadi kami berusaha mengerjakan tugas dan mengikuti aturan tanpa menunda-nunda.*” (AZ, Peserta Didik). An analysis of observations and interviews revealed that the exemplary leadership shown by ISMUBA teachers, through their guidance and supervision, is a leadership process that actively fosters students' responsibility consciously and sustainably (Tri Dianti & Puspa Djuwita, 2023). The findings of this study are in line with research conducted by Rahmah et al. revealing that teacher supervision, when combined with a humanistic approach, has been shown to be more effective in fostering a sense of student responsibility than more authoritarian methods (Rahmah et al., 2024). Thus, it can be seen that the exemplary leadership shown by ISMUBA teachers, through their guidance and supervision, serves as an effective strategy to foster a sense of responsibility among students.

4. CONCLUSION

Based on the results of the research and discussion, it can be concluded that the example of leadership of ISMUBA teachers at SD Muhammadiyah Unggulan Al Falah Girisubo Gunungkidul is manifested in the ability of teachers to instill the value of responsibility to students through real examples in daily school life through exemplary discipline, worship implementation, and social attitudes. Teachers not only show exemplary behavior, but also lead the learning process and character development in a conscious and sustainable manner. In addition, the character of student responsibility at SD Muhammadiyah Unggulan Al Falah Girisubo Gunungkidul develops through the process of internalizing values influenced by the teacher's example, meaningful habituation, and school cultural support. Students' responsibilities are seen in the willingness to complete academic assignments, carry out worship, and play an active role in school activities with personal awareness. This development shows that the student no longer acts solely because of rules or supervision, but because he has an internal understanding and commitment to responsibility as part of his character. The example of ISMUBA teacher leadership at SD Muhammadiyah Unggulan Al Falah Girisubo Gunungkidul plays a significant role in shaping the character of student responsibility through a consistent process of guidance, mentoring, and strengthening of values. Teacher leadership that emphasizes responsibility as a core value is able to encourage students to imitate, habituate and internalize responsible attitudes in academic, religious, and social life. Thus, teachers not only function as teachers, but also as character builders whose values are accepted and lived by students, and even have the potential to be carried over to the family and community environment.

5. REFERENCES

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