# THE INFLUENCE OF ISLAMIC BOARDING SCHOOL ENVIRONMENT AND TA'LIM MUTA'ALIM ON MORALS TOWARDS TEACHERS: THE ROLE OF SELF-AWARENESS

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## Abstract

This study investigates the influence of the Islamic boarding school (pesantren) environment and Ta'lim Muta'alim studies on students' moral behavior towards teachers, with a focus on the mediating role of self-awareness. Grounded in the principles of Islamic education, the study addresses the critical issue of declining moral respect towards teachers in educational institutions. Using a quantitative research design, data were collected from 110 students of Jannaturroichan Islamic Boarding School in Jombang. Partial Least Squares Structural Equation Modeling (PLS-SEM) was employed to analyze the relationships between variables. The results revealed that both the pesantren environment and Ta'lim Muta'alim studies significantly enhance students' moral conduct towards teachers, and self-awareness acts as a crucial mediator in strengthening this relationship. The findings highlight the novelty of integrating self-awareness as a core component in Islamic moral education to foster deeper respect for teachers. Based on these results, it is recommended that pesantren incorporate structured self-awareness training programs to cultivate positive student-teacher interactions and reinforce moral values within the educational framework of Islamic boarding schools.

**Keywords:** Ta'lim Muta'alim Studies, Cottage Environment, Morals Towards Teachers, Partial Least Square (PLS-SEM), Self-awareness

## INTRODUCTION | مقدمة

Islamic education in Islamic boarding schools plays a very important role in shaping the character and morality of students. The Islamic boarding school environment, which is rich in religious values and traditions, has great potential to influence the attitudes and behavior of students, especially in their relationships with teachers. (Anam et al., 2019;) This study aims to explore the influence of the Islamic boarding school environment and Ta'lim Muta'alim studies on teacher morality, as well as to assess the role of self-awareness as a mediator in this relationship. The relevance of this study is very significant, considering the challenges faced in character education in the modern era, where moral values are often neglected. By understanding the interaction between the educational environment and learning, this study contributes to the development of a more comprehensive theory of Islamic education. The results of this study are expected to provide new insights for educators and Islamic boarding school managers in designing a more effective curriculum. Thus, this study not only adds to the academic treasury, but also provides practical solutions to improve the morality of students. (Asif et al., 2020;)

In addition, this study uses a quantitative approach with Partial Least Squares-based structural regression analysis (PLS-SEM) to test the relationship between the variables studied. This method was chosen because of its ability to handle complex models and provide more accurate results in the context of social research. Data were collected from 110 students at Jannaturroichan Islamic Boarding School, Jombang, who were randomly selected to ensure representativeness. The findings of the study indicate that both the pesantren environment and the Ta'lim Muta'alim study have a significant influence on teacher morality, with self-awareness serving as an important mediator. This suggests that students' self-awareness can increase positive interactions with teachers, which in turn contributes to the formation of better morality. The practical implications of this study include the development of more effective educational strategies, which not only focus on academic aspects, but also on the development of students' character and morality. Thus, the contribution of this study is expected to be a reference for researchers and education practitioners in an effort to improve the quality of Islamic education in the future. (Fatimah, 2019;)

| METHOD | منهج |

In this study, the analysis method used is Partial Least Squares Structural Equation Modeling (PLS-SEM). The selection of this method is based on its ability to handle complex models and test the relationship between reflective and formative variables. PLS-SEM is very relevant to this study because it can identify and measure direct and indirect relationships between the pesantren environment, Ta'lim Muta'alim studies, self-awareness, and Moral Towards Teachers. In addition, PLS-SEM is also effective in analyzing data with a relatively small sample size, which is appropriate to the context of this study.(Muazamsyah et al., 2024) Data were collected from 110 students at Jannaturroichan Islamic Boarding School, Jombang, with inclusion criteria that include students who have participated in an education program at the pesantren for at least one year and are active in Ta'lim Muta'alim studies. With this approach, this study ensures that the samples taken are truly representative and relevant to answer the research questions.(Saputra et al., 2024)

The research findings show that both the pesantren environment and the Ta'lim Muta'alim study have a significant influence on teacher morality, with self-awareness serving as an important mediator. This suggests that students' self-awareness can increase positive interactions with teachers, which in turn contributes to the formation of better morality. Thus, the contribution of this research is expected to be a reference for researchers and education practitioners in an effort to improve the quality of Islamic education in the future. The sample selection in this study used a random sampling method, namely students in the first and second generations. Data collection was carried out using a survey method through distributing questionnaires. The measurement uses a 5-point Likert scale measurement, namely from 1 = disagree, to 5 = strongly agree. Research instrument variables are shown in Table 1

**Tabel 1.** Research Variable Construct

| Variable | Indicator | Construct | Reference |
|---|---|---|---|
| Islamic boarding school environment | Leadership | IBSE 1 | (Fatimah, 2019; Ihsan et al., 2021; Ilyasin, 2020; Muhith, 2018; Musaddad, 2021; Rahtikawatie et al., 2021; Sidiq & Qurrotul 'Uyun, 2019; Tiani, 2019; Zaini & Pasaribu, 2020; Zainud & Hakim, 2020) |
| | culture | IBSE 2 | |
| | Curriculum | IBSE 3 | |
| | Physical Environment | IBSE 4 | |
| | Social Relations | IBSE 5 | |
| | Teacher's Presence | IBSE 6 | |
| Study of the Book of Ta'lim Muta'alim | Islamic values | SBTM 1 | (Anggraini et al., 2023; Faridah, 2023; Hibatulloh, |
| | Attitudes and Behavior | SBTM 2 | |

| | Personality | SBTM 3 | 2022; Rahmawati & Munika, 2021; Rajab et al., 2023; Ruswandi & Wiyono, 2020; Susanto et al., 2023; Tang S. et al., 2021; Ulum & Latipah, 2022; Zuhri, 2022) |
|---|---|---|---|
| | Ethics and Morals | SBTM 4 | |
| | Islamic Principles | SBTM 5 | |
| | Learning methods | SBTM 6 | |
| | Retention of material | SBTM 7 | |
| Morals towards Teachers | Obedience to Worship | MTT 1 | (Anam et al., 2019; Asif et al., 2020; De Coster & Zanoni, 2019; Feng, 2019; Ikhwan et al., 2020; Komariah & Nihayah, 2023; Molla & Nolan, 2020; Nargiza, 2022; Patrick et al., 2018; Tambak et al., 2021) |
| | Obedience | MTT 2 | |
| | Courtesy | MTT 3 | |
| | Regulatory Compliance | MTT 4 | |
| | Willingness to learn | MTT 5 | |
| | Attitude to Value Time | MTT 6 | |
| | Openness | MTT 7 | |
| | Errors and Fixes | MTT 8 | |
| Self Awareness | Self-Understanding | SA 1 | (American Occupational Therapy Association, 2020; Bakker et al., 2018; Dolev-Amit et al., 2021; Kannangara et al., 2018; Kibria et al., 2018; Matamala-Gomez et al., 2020; Millière et al., 2018; Price & Hooven, 2018; Purcell et al., 2019; Weisskirch, 2018) |
| | Self reflection | SA 2 | |
| | Empathy | SA 3 | |
| | Awareness of impact | SA 4 | |
| | Acceptance of criticism | SA 5 | |
| | Value consistency | SA 6 | |
| | Ability to control yourself | SA 7 | |

The statistical analysis of this research uses the PLS-SEM measurement technique. The external model testing stage is the measurement model testing stage which aims to prove the validity and estimate the reliability of indicators and constructs. Several conditions that must be met are the loading factor indicator >0.70, and the reflective construct AVE >0.50. Reliability estimates use Cronbach Alpha, Rho_A, and CR values >0.70. The goodness of fit model testing stage aims to test the predictive power of the model and the feasibility of the model. The criteria that must be met include predictive relevance to see the predictive power of the model on the blindfolding output. The inner model testing stage is to test the significance of direct (H1-5) and indirect effects (the mediating role of H-IND1-2).

## RESULT │ نتائج

### Evaluation of Measurement Models

Based on Table 2, the value obtained from the overall factor loading on each sub-variable is >0.70 (0.702 social relationships to 0.859 self-understanding). This means that the level of relationship between sub-variables and variables that can be explained is 70.20% to 85.90%. The Average Extracted Variance (AVE) value for each variable obtained a value of >0.50 (539- Pondok Environment (X1) against 0.557- Morals towards teachers (Y). So, it can be concluded that each sub-variable and variable in the instrument in The research model is relevant to the requirements of convergent validity. In the Islamic boarding school environment variable (X1) the highest value in measuring the morals of students towards teachers (Y) is Construct 70%. Meanwhile, the weakest sub-variable is X1.5 in the sub-variable "Social Relations" with a value (0.702 or 70.20 %).
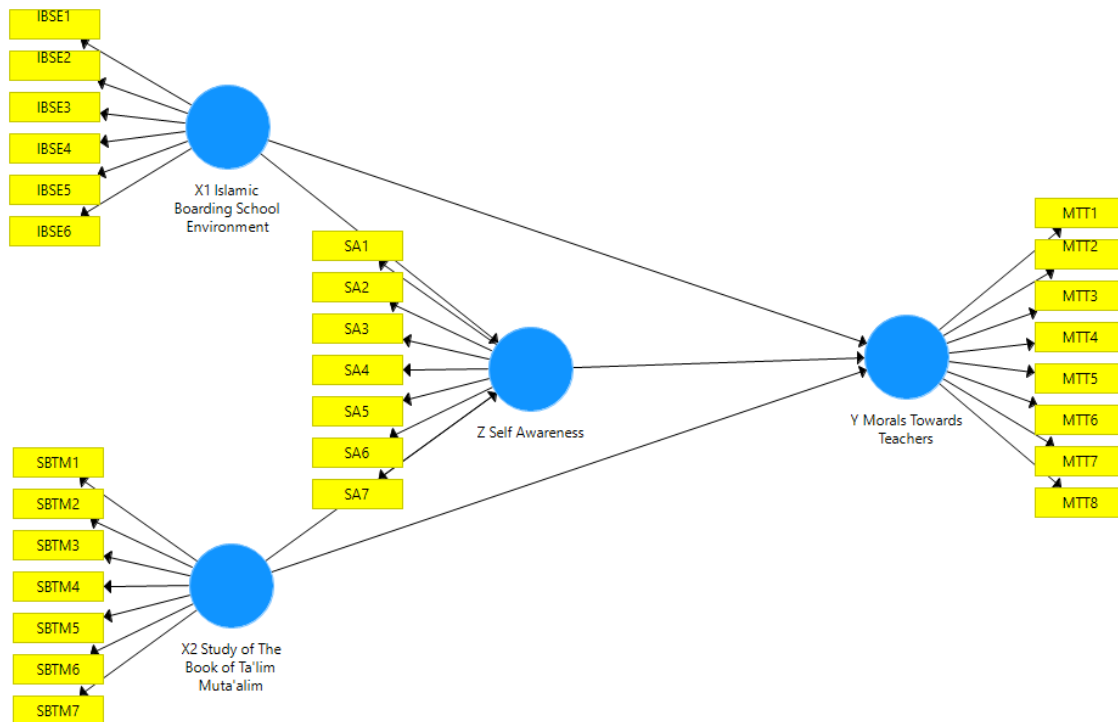
**Figure 1.** Evaluation of the Measurement Model

In the sub-variable Study of the Ta'lim Muta'alim Book (X2), the highest sub-variable in measuring the success of pious by 83.60%. Meanwhile, the lowest sub-variable in measuring X2 is KKTM2 (0.714 or 71.40%) with the sub-variable "Attitude and Behavior".

In self-awareness (Z), the highest sub-variable in measuring students' morals towards teachers is the SA1 construct (0.859) in the "self-understanding" variable. So the self-understanding sub-variable is able to measure the success of the student morals variable towards teachers (Y) of 85.90%. Meanwhile, the sub-variable with the lowest measurement is SA5 (0, 704 or 70.40% with the sub-variable "acceptance of criticism". In the variable of students' morals towards teachers (Y), the highest sub-variable in measuring the success of forming students' morals towards teachers is MTT3 construct (0.778) in the "politeness" sub-variable. So the politeness sub can measure success by 77.80%, while the weakest sub variable is the MTT5 construct (0.709) with the statement "willingness to learn".

**Table 2**. Measurement Validity and Consistency Reliability

| Variabel | Construct | Convergent Validity | | Reliability | | |
|---|---|---|---|---|---|---|
| | | FL (>0.70) | AVE (>0.50) | CA (>0.70) | Rho A (>0.70) | CR (>0.70) |
| Islamic boarding school environment (X₁) | IBSE 1 | 0,777 | 0,539 | 0,829 | 0,836 | 0,875 |
| | IBSE 2 | 0,724 | | | | |
| | IBSE 3 | 0,753 | | | | |
| | IBSE 4 | 0,736 | | | | |
| | IBSE 5 | 0,702 | | | | |
| | IBSE 6 | 0,711 | | | | |
| Study of the Book of Ta'lim Muta'alim (X₂) | SBTM 1 | 0,811 | 0,588 | 0,883 | 0,888 | 0,909 |
| | SBTM 2 | 0,714 | | | | |
| | SBTM 3 | 0,732 | | | | |
| | SBTM 4 | 0,782 | | | | |
| | SBTM 5 | 0,736 | | | | |
| | SBTM 6 | 0,836 | | | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| | SBTM 7 | 0,750 | | | | |
| Self Awareness (Z) | SA1 | 0,859 | 0,593 | 0,885 | 0,892 | 0,910 |
| | SA 2 | 0,737 | | | | |
| | SA 3 | 0,745 | | | | |
| | SA 4 | 0,767 | | | | |
| | SA 5 | 0,704 | | | | |
| | SA 6 | 0,805 | | | | |
| | SA 7 | 0,764 | | | | |
| Morals towards Teachers (Y) | MTT 1 | 0,736 | 0,557 | 0,887 | 0,889 | 0,910 |
| | MTT 2 | 0,722 | | | | |
| | MTT 3 | 0,778 | | | | |
| | MTT 4 | 0,773 | | | | |
| | MTT 5 | 0,709 | | | | |
| | MTT 6 | 0,762 | | | | |
| | MTT 7 | 0,751 | | | | |
| | MTT 8 | 0,738 | | | | |

Apart from construct validity testing, reliability consistency testing was also estimated which was measured using 3 approaches. The results of the research model reliability testing are shown in Table 2. The SmartPLS output results in table 2 show that all constructions have a CA value of 0.829- (X1) to 0.883- (X2), rho_A (0.836- (X1) to 0.888-Ta'lim Book Study Muta'alim (X2), and CR (0.875-Islamic boarding school environment (X1) to 0.909-study of Muta'alim's ta'lim book (X2) as a whole, namely >0.70). Latent variable correlation value, with variable correlation, results in other latent.

Based on Table 3 in the Formell-Lacker test, the correlation value of the Islamic Boarding School Environment (X1) 'n Islamic boarding school Environment (X1) has a value of 0.734 which is greater than the value of the Study of the Book of Ta'lim Muta'alim (X2) with other variables. (X2'n 568, Y 'n 515, Z 'n 595). And so on to assess the correlation with other variables. Table 4: HTMT testing for all dimensions has a value of <0.90 (0.651 to 0.775)

**Table 3.** Discriminant validity: Formell Lacker

| Variables | X1 | X2 | Y | Z |
|---|---|---|---|---|
| X1 Islamic boarding school environment | 0,734 | | | |
| X2 Study of the Book of Ta'lim Muta'alim | 0,568 | 0,767 | | |
| Y Morals towards Teachers | 0,515 | 0,684 | 0,747 | |
| Z Self Awareness | 0,595 | 0,803 | 0,698 | 0,770 |

**Table 4.** Discriminant validity: Hetorotralt-Monotralt Ratio (HTMT)

| Variables | X1 | X2 | Z | Y |
|---|---|---|---|---|
| X1 Islamic boarding school environment | | | | |
| X2 Study of the Book of Ta'lim Muta'alim | 0,651 | | | |
| Y Morals towards Teachers | 0,589 | 0,766 | | |
| Z Self Awareness | 0,689 | 0,895 | 0,775 | |

## Structural Model Measurement

Based on Figure 1, the self-awareness variable (Z) obtained an $R^2$ value of 0.537. This means that the two variables measuring self-awareness together have an influence of 67.30% and the remaining 32.70% is influenced by other variables outside the research model. Furthermore, the student morals variable towards teachers (Y) obtained an $R^2$ value of 0.537%. This means that the four variables measuring students' morals towards teachers (Y), and others are outside the research model.

**Table 5.** Measurement Coefficient of Input $R^2$

| Variables | R Square | Persentase | Decision |
|---|---|---|---|
| Y Morals towards Teachers | 0,537 | 53,70% | |
| Z Self Awareness | 0,673 | 67,30% | |

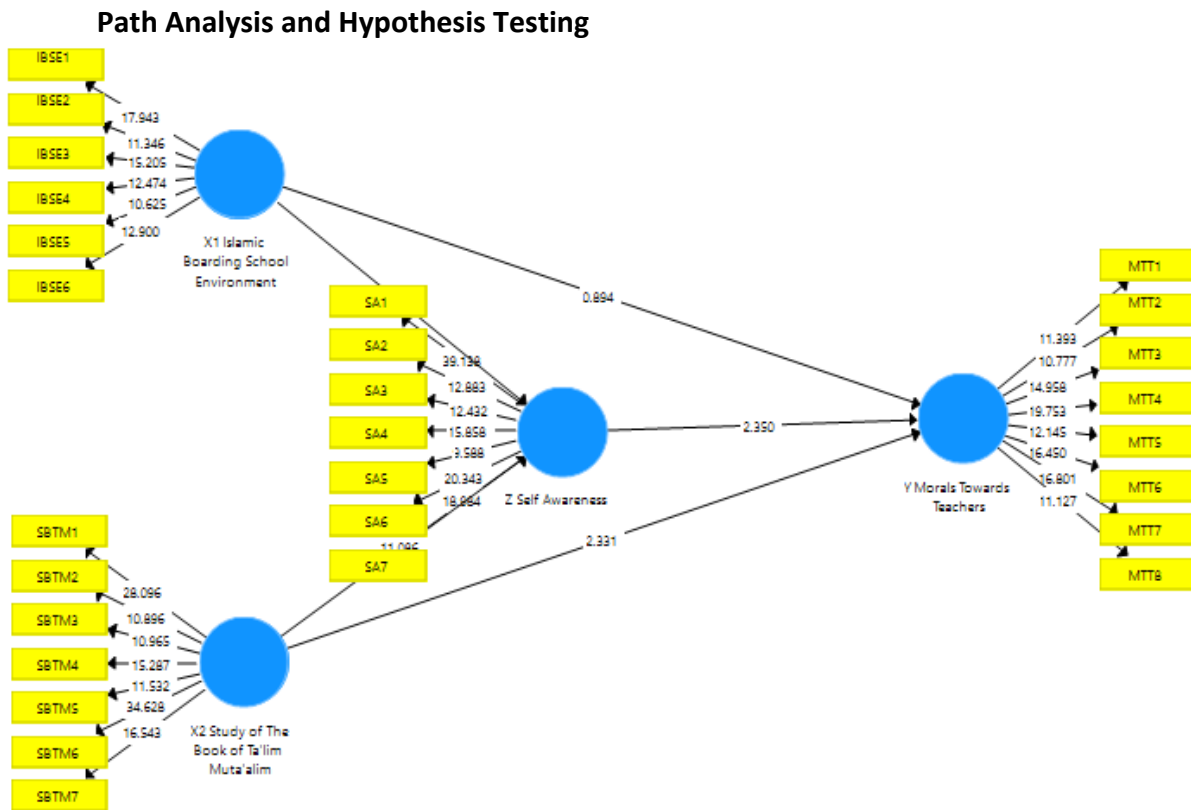## Path Analysis and Hypothesis Testing



**Figure 2.** Evaluation of the Direct Effects

Based on Table 6, a hypothesis can be accepted with significant criteria if it has a T-statistic value above 1.96. Meanwhile, the hypothesis can be accepted that there is a positive or negative influence if the results of the β-value coefficient show the direction of positive and negative influence. In hypothesis H1 (Islamic boarding school environment (X1) moral values of students towards teachers (Y) obtained β-value = 0.111, T-statistics = 0.880 (>1.96), and ρ-values = 0.000 (>0.05). Variables Islamic boarding school environmental factors (X1) have a positive and significant effect on the formation of morals among students towards teachers (Y), so it can be concluded that this variable shows a positive (acceptable) influence and a significant relationship between the two variables.

This can be interpreted as meaning that when the Islamic boarding school environmental variable (X1) increases, the variable for the formation of morals among students towards teachers also increases and vice versa.

**Table 6.** Results of Path Coefficients: Direct Effects

| Hip. | Jalur Analisis | B-Value (+/-) | SDV | T-Statistik (>1,96) | Nilai-P (>0,05) | Keputusan |
|---|---|---|---|---|---|---|
| H1 | (X1) IBSE → MTT (Y) | 0,111 | 0,126 | 0,880 | 0,000 | Accepted |
| H2 | (X1) IBSE → SA(Z) | 0,205 | 0,078 | 2,631 | 0,014 | Accepted |
| H3 | (X2) SBTM → MTT (Y) | 0,320 | 0,135 | 2,362 | 0,019 | Rejected |
| H4 | (X2) SBTM → SA (Z) | 0,687 | 0,065 | 10,547 | 0,009 | Accepted |
| H5 | (Z) SA → MTT (Y) | 0,375 | 0,152 | 2,471 | 0,379 | Rejected |

In hypothesis H3, the study of the book of ta'lim muta'alim (X2) 'n the morals of students towards teachers (Y) obtained β-value = 0.320 (positive decimal value), T-statistic = 2.362 (>1.96) and the value of ρ- values = 0.019 (>0.05). The variable studying the book of ta'lim muta'alim (X2) has a positive and insignificant effect on the formation of morals among students towards teachers (Y), so it can be concluded that the data for these two variables do not accept the

hypothesis, this can be interpreted that when the variable is studying the book of ta'alim lim muta'alim (X2) has increased, so the moral variable towards teachers has not increased and vice versa.

The greatest influence on the variable morals of students towards teachers (Y) is that it has a positive and significant influence on the variable study of the book of ta'lim muta'alim (X2) which obtains a β-value of 0.687 (positive decimal), then the influence of self-awareness ( Z) which obtained a β-value = 0.375. Influence The next positive influence is found in the variable studying the book of ta'lim muta'alim (X2) which has a β-value = 0.320 and the last positive influence is found in the Islamic boarding school environmental variable (X1) with a β-value = 0.205. while the smallest influence is found in the Islamic boarding school environmental factor (X1) with a β-value = 0.111 which has a positive influence.

**Table 7.** Path Coefficient Results: Indirect Effect

| Hip. | Jalur Analisis | B-Value (+/-) | T-Statistik (>1,96) | P-value (>0,05) | Keputusan | Peran Mediasi |
|---|---|---|---|---|---|---|
| H-IND$_6$ | (X$_1$) IBSE → (Z) SA→ (Y) MTT | 0,077 | 1,548 | 0,122 | Rejected | No Mediation |
| H-IND$_7$ | (X$_2$) SBTM → (Z) SA → (Y) MTT | 0,258 | 2,284 | 0,023 | Accepted | Full Mediation |

In the H-IND6 hypothesis, the results of testing the influence of the moral variable politeness towards teachers (Y) can be concluded as positive (β-value = 0.077) and significant T-statistics = 1.548 > 1.96 and ρ-values = 0.122 > 0.05). between Islamic boarding school environmental factors (X1) and self-awareness (Z) of students' morals towards teachers (Y). So H-IND6 states "There is a positive and insignificant influence between Islamic boarding school environmental factors (X1) and self-awareness (Z) to improve students' morals towards teachers (Y)" is rejected. It can be seen that there is a direct influence on hypothesis H1, namely that the Islamic boarding school environment (X1) and morals towards teachers (Y) have a positive and significant influence with a β-value of 0.111. So, the β-value of H-IND6 as an indirect effect is smaller than H1 as a direct effect. It can be concluded that the role of the mediator in the Islamic boarding school environmental variable (X1) is not really necessary to increase or reduce the negative impact of the influence of the student moral variable on teachers (Y).

In the H-IND7 hypothesis, the results of testing the influence of students' morals on teachers (Y) can be concluded that there is a positive influence (β-value = 0.258) and is significant, and T-statistics = 2.284 > 1.96 and ρ-values = 0.023 > 0.05 ) between the factors of studying the book of ta'lim muta'alim (X2) and self-awareness (Z) on the formation of students' morals towards teachers (Y). So H-IND7 states that there is a positive and significant influence between the factors of studying the book of ta'lim muta'alim (X2) and self-awareness (Z) on increasing the morals of students towards teachers (Y). "The hypothesis is accepted. It can be seen that there is an indirect influence on hypothesis H3 with β-value = 0.320, namely the study of the Muta'alim book on the morals of students towards teachers (Y) has a positive and insignificant influence with a value of β-value = 0.258. So, the β-value = between H-IND7 as an indirect effect is greater than H3 as a direct effect. It can be concluded that the role of mediator in the variable morals towards teachers (Y) is needed to increase the influence of the variable studying the book of ta'lim muta'alim (X2) morals towards teachers (Y).

## DISCUSSION | مناقشة

1.  Positive and significant influence of the Islamic boarding school environment on the morals of students towards teachers.

    The Islamic boarding school environment plays a very important role in shaping the morals of students towards teachers. In the context of Islamic education, a conducive environment full of religious values can create an atmosphere that supports the moral development of students. This study shows that intensive interaction between students and teachers in the Islamic boarding school environment contributes to the formation of respectful attitudes and good ethics. This is in line with previous findings which state that a positive educational environment can improve students' moral behavior. With the support of caregivers and a supportive atmosphere, students are more likely to respect and honor their teachers. Therefore, it is important for Islamic boarding school managers to continue to create and maintain an environment that supports moral values. In conclusion, a good Islamic boarding school environment contributes significantly to the morals of students towards teachers, which is an important foundation in character education.

2.  Positive and significant influence of the Islamic boarding school environment on self-awareness

    The Islamic boarding school environment not only influences the morals of students but also plays an important role in increasing their self-awareness. Self-awareness is an important aspect of moral education, where students are taught to recognize and understand their behavior and its impact on others. This study found that a supportive environment, such as positive social interactions and value-based learning, can increase students' self-awareness. This is in line with previous research showing that an environment rich in moral values can encourage individuals to be more reflective of their actions. With increased self-awareness, students become better able to control their behavior and behave in accordance with applicable norms. The implications of this finding suggest that Islamic boarding school managers need to focus on developing an environment that not only educates academically but also builds moral awareness. In conclusion, the Islamic boarding school environment has a positive and significant influence on students' self-awareness, which is the first step in forming good character.

3.  Positive but insignificant influence of studying the ta'lim muta'alim book on students' morals towards teachers

    Studying the ta'lim muta'alim book is an integral part of education in Islamic boarding schools, but this study shows that its influence on students' morals towards teachers is positive but insignificant. Although this book contains many moral and ethical values, the implementation and understanding of the teachings by students may not be optimal. This could be due to various factors, such as the lack of in-depth discussion or application of these values in everyday life. Previous research has shown that a deep understanding of the teaching material is very important for the internalization of moral values. Therefore, it is important for teachers to not only teach the contents of the book but also to relate it to real practices in interactions with teachers. The implication of this finding is the need for a more interactive and applicable approach to teaching the ta'lim muta'alim book. In conclusion, although the study of the ta'lim muta'alim book has the potential to shape the morals of students, its influence is currently not significant enough and requires improvements in teaching methods.

4. Positive and significant influence of the study of the ta'lim muta'alim book on self-awareness

The study of the ta'lim muta'alim book has been proven to have a positive and significant influence on the self-awareness of students. This book teaches deep moral and ethical values, which can help students understand themselves and their behavior toward others. This study shows that by studying the book, students become more reflective and able to evaluate their actions. This is in line with previous studies that emphasize the importance of moral education in increasing individual self-awareness. With increased self-awareness, students can better manage their emotions and behavior, which in turn contributes to the formation of good character. The implication of this finding is the importance of integrating the study of ta'lim muta'alim books into the pesantren curriculum to increase students' self-awareness. In conclusion, the study of ta'lim muta'alim books has a significant influence in building students' self-awareness, which is an important foundation in moral education.

5. Positive but insignificant influence of self-awareness on students' morals toward teachers

Although self-awareness has a positive influence on students' morals toward teachers, this study shows that the influence is not significant. This shows that although students are aware of their behavior, it does not always lead to actions that respect teachers. Other factors, such as the social environment and peer influence, maybe more dominant in influencing students' behavior. Previous research also shows that self-awareness needs to be supported by external factors in order to contribute significantly to moral behavior. Therefore, it is important to create a supportive environment where self-awareness can be translated into real action. The implication of this finding is the need for a more holistic approach to moral education, which does not only rely on self-awareness but also other factors that influence behavior. In conclusion, although self-awareness has a positive influence, its influence on students' morals toward teachers still needs to be improved through better environmental support.

6. The mediating role of self-awareness is positive but not significant in the influence of the Islamic boarding school environment on the morals of students toward teachers

The mediating role of self-awareness in the influence of the Islamic boarding school environment on the morals of students towards teachers shows positive but not significant results. This shows that although self-awareness can function as a bridge between the Islamic boarding school environment and the morals of students, its influence is not strong enough to produce significant changes. This study indicates that other factors, such as the values taught and social interactions, may be more influential in shaping the morals of students. Previous research also shows that mediation is often influenced by certain contexts and conditions that can strengthen or weaken the relationship. Therefore, it is important to further explore the factors that can strengthen the mediating role of self-awareness in the context of education. The implication of this finding is the need for a more comprehensive approach to understanding the relationship between the environment, self-awareness, and morals. In conclusion, although self-awareness has a positive mediating role, its influence on the morals of students towards teachers still needs to be improved.

7. The positive and significant mediation role of self-awareness in the influence of the study of the ta'lim muta'alim book on the formation of morals towards teachers

The mediation role of self-awareness in the influence of the study of the ta'lim muta'alim book on the formation of morals of students towards teachers shows positive and significant results. This shows that when students have high self-awareness, they are better able to internalize the values taught in the book and apply them in interactions with teachers. This study is in line with previous findings that show that self-awareness can increase the effectiveness of moral learning. With increased self-awareness, students become more reflective and able to appreciate the role of teachers in their education. The implication of this finding is the importance of developing self-awareness in the pesantren curriculum to support the formation of good morals. Therefore, teachers need to create teaching methods that not only focus on the contents of the book but also on the development of students' self-awareness. In conclusion, self-awareness mediation has a significant role in connecting the study of the ta'lim muta'alim book with the formation of morals of students towards teachers, which shows the importance of integrating these two aspects in Islamic education.

## CONCLUSSION | خاتمة

This study revealed that the Islamic boarding school environment and learning the Ta'lim Muta'alim book significantly influence students' morality towards teachers. The results of the analysis show that both factors contribute to forming better attitudes and behaviors of students toward their teachers. In addition, students' self-awareness serves as an important mediator in the relationship between the boarding school environment and students' morality. Increased student self-awareness allows them better to understand the impact of their behavior on teachers, thus encouraging more positive actions and respecting the role of teachers in moral formation. These findings are the importance of the educational context in Islamic boarding schools and the Ta'lim Muta'alim learning approach in forming students' morality. Therefore, Islamic boarding school managers are advised to create a supportive environment and integrate programs that can increase students' self-awareness to strengthen the expected moral formation.

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