The Analysis of Role Teacher Personality Competence, Curriculum, and School Climate on Islamic Student's Morals Amid the Covid-19 Pandemic

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ARTICLE INFORMATION	ABSTRACT
 Authors Correspondence: Ruslan Faculty of Letters Universitas Muslim Indonesia Urip Sumoharjo St, Makassar, South Sulawesi, 90231, Indonesia E-mail: ruslam.umi@gmail.com	The purpose of this study was to analyze the influence of teacher personality competencies, the curriculum, and the climate of Islamic boarding school on the morals of students in Sulawesi Selatan district, Indonesia. This type of research is a survey with a quantitative approach. Data collection methods using questionnaires, documentation, and observation. Data analysis using descriptive statistical and inferential statistical analysis techniques. The results showed that the teacher's personal competence, the curriculum, and climate of the Islamic boarding school have a positive and significant effect both partially and simultaneously on the morals of the students.

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

Moral education must be given to children from an early age, this is because good morals are not automatically owned by every human being when he was born. There needs to be a long process through nurturing and education both within the household and in educational institutions. If this moral education is not well endeavored, it will result in a moral decline and have implications for the destruction of a nation. According to Lickona (2012), there are 10 signs that a nation is heading for the abyss of destruction, namely (1) The increasing number of violence among adolescents; (2) cultivating dishonesty; (3) having fanatic attitudes towards groups; (4) having low respect for parents and teachers; (5) the blurring of good and bad morals; (6) the using of bad language; (7) the increasing number of self-destructive behavior such as narcotics, alcohol abuse and free sex; (8) having low sense of responsibility as individuals and as citizens; (9) the decreasing of work ethic and mutual suspicion; (10) lack of caring among others.

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

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

The main thing that can shape the morals of students at Islamic boarding schools is the teacher's personal competence. Like other educational institutions, the position of the teacher becomes very important and very strategic in determining the quality of education in Islamic boarding schools. As an education implementer, it is the teacher who is in direct contact with the students in forming the abilities and morals of the students. Teachers are also influential in creating quality learning processes and educational outcomes. However, the magnitude of efforts to improve the quality of education without being accompanied by an increase in the quality and personality of teachers will not have a significant influence (Manan, 2017). Teacher personality competence in the boarding school environment is an absolute. The figure of the teacher who is the central figure and the spearhead in shaping the character of the students requires imitating and emulated exemplary. Personality competencies that must be possessed by teachers as central figures and benchmarks for the formation of students' morals are individuals who are steady, stable, mature, wise and authoritative and become role models for students (Saondi & Suherman, 2010).

According to Ruswandi and Badrudin (2010), the characteristics of teachers who have good personality competencies are: (1) acting in accordance with the norms of Indonesian religious, social law and national culture; (2) presenting themselves as honest, noble and exemplary individuals for students and the community; (3) presenting themselves as a person who is steady, stable, mature, wise and authoritative; (4) showing work ethic, high responsibility, pride in being a teacher and self-confidence; (5) showing the code of ethics of the teaching profession. This explanation shows that a teacher, especially in Islamic boarding schools, is not just transferring knowledge to students, but is also required to be able to apply religious values in themselves so that they can set an example for students and the environment of Islamic boarding school.

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

The students habit in doing good things as an effort to develop morals is supported by the climate of the Islamic boarding school (Nuriman, 2016). The climate is the condition of the Islamic boarding school environment which is a system with all the rules that influence the socialization of students. There are four important elements that affect the educational environment, i.e.: (1) the location of the environment and the physical infrastructure of the school (school building, meubelier, other equipment); (2) school curricula that contain ideas and facts that form the whole education program; (3) individuals who are school residents consisting of students, teachers, non-teaching specialists and administrative staff; and (4) norm values, regulatory systems and the climate of school life (Mastuhu, 1994).

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

Islamic Boarding School is an Islamic character education institution by Islamic law principle. Definitely the teacher's personal competence, curriculum, and climate of the Islamic boarding school are different from other educational institutions. These three variables produce a religious atmosphere in Islamic boarding schools characterized by Islam as the main characteristic of Islamic boarding school. The environment of the Islamic boarding school with students, teachers and employees are all Muslim, the use of learning methods with an Islamic approach, worship activities carried out routinely, and other religious activities have created a religious atmosphere. Nevertheless, Islamic boarding school must still be careful of the co-optation of the outside world as a result of modernization which allows a shift in the orientation of Islamic boarding school from the orientation of moral development to formalistic achievements (Burga et al., 2019).

Based on the problems outlined above, it is important to conduct research on the influence of teacher personality competencies, curriculum, and the climate of the Islamic boarding school on the morals of students. The problem was divided into 7 sub-problems with the following research questions (1) Does the teacher's personality competency partially have a significant effect on the morals of the students? (2) Does the Islamic boarding school curriculum partially have a significant effect on the morals of students? (3) Does the Islamic boarding school climate partially have a significant effect on the morals of students? (4) Do the teacher's personal competency and Islamic boarding school curriculum simultaneously have a significant effect on the morals of students? (5) Do the teacher's personal competence and Islamic boarding school climate have a significant effect on the morals of students? (6) Do the curriculum and the school climate simultaneously have a significant effect on the morals of the students? (7) Do the teacher personal competencies, the curriculum, and the school climate simultaneously have a significant effect on the morals of the students?

METHOD
Research Type

This research is a survey research; a research aimed at populations, but the data is taken from sample data which the generalizations will be applied to the entire population (Faisal, 1995). Survey research is included in quantitative research that uses data in the form of numbers with valid, reliable, and objective criteria (Sugiyono, 2015). Application of survey research in this study is data collection through samples taken from the population to find the condition of teacher personality competence, Islamic boarding school curriculum, Islamic boarding school climate, and the morals of students at the Islamic Boarding School, both relative events, distribution, and relationships between these variables (Sugiyono, 2015).

Population and Sample

The population in this study included everything used as the object of research that the researcher wanted to get the data (Bungin, 2008). The object or value to be examined in a population was called the unit of analysis or population element (Haryono, 2007). Therefore, the population in this study was all students in the Islamic Boarding School, Sulawesi Selatan district, Indonesia, as many as 346 students, consisting of 234 settlers and 112 non-settlers. In this study, the population was 234 students. Because the total population was more than 100 people, the sampling technique used the Yamane formula and a sample of 70 students were obtained (Silalahi, 2015).

Method of Data Collection

Data collection methods in this study were questionnaire, documentation, and observation. Questionnaire is a way to collect data using a list of questions that are equipped with alternative answers (options) to be chosen by respondents (Sukmadinata, 2011). The questionnaire in this study used a Likert scale, which is a scale used to measure the attitudes, opinions, and perceptions of a person or group of people about social phenomena with the answers to each item of instruments having gradations from very positive to very negative. Documentation is used to collect data related to research variables as a theoretical basis from various books, journals, and other scientific works. Observations were also made by researchers with the aim to see firsthand about the morals of students in everyday life.

Research Instruments

The research instrument is a tool used to measure natural and social phenomena observed (Sugiyono, 2015). The main instrument used in this study was in the form of a questionnaire or questionnaire. Questionnaire sheets were made to measure variables about the personality competence of teachers, Islamic boarding school curriculum, Islamic boarding school climate, and the morals of students. The documentation and observation were used to obtain additional data needed in this study. The main instruments were arranged in the form of statements, then validated and tested on a part of the research sample, with the aim to determine the validity and reliability of the instrument.

Data Processing and Analysis Techniques

Based on the type of data and its analysis, this research data was processed with the help of the SPSS (Statistical Package for Social Science) and the results were analyzed using statistical techniques. To get a good and correct regression equation model in hypotheses testing, firstly a normality and homogeneity tests were carried out, and classical assumptions as a prerequisite for using product moment correlation analysis, simple regression (t-test), and multiple regression (F-test). Product moment correlation analysis was used to determine the level of relationship between variables. While simple regression analysis (t-test) was used to determine the effect of independent variables on the dependent variable partially. Furthermore, multiple regression analysis (F-test) was used to determine the effect of the independent variables simultaneously on the dependent variable (Sugiyono, 2015)

RESULT
Descriptive Data Analysis
Description of Teacher Personality Competence

Based on the descriptive statistical results of teacher personality competence data, obtained a standard deviation of 12,45, an average value of 138,46 with the highest value of 156 and the lowest value of 104. Furthermore, the sum of the results of the data was categorized according to the number of choices in each questionnaire statement. Considering that in each instrument there were five choices for the statement, then the conclusion of the sum was made as many as five categories. The data was then categorized by including it in interval values. The recapitulation results of calculations based on interval categories were described in the following table:

Table 1. Category of Teacher Personality Competence

No	Interval	Category	Value	Frequency	Percentage
1	104 – 114	Very low	1	7	9,2
2	115 – 125	Low	2	15	19,7
3	126 – 136	Medium	3	20	26,3
4	137 – 147	High	4	24	31,6
5	148 <	Very high	5	10	13,2
		Total		**70**	**100**

Table 1 shows that 10 people (13.2%) stated that the teacher's personal competence was in the very high category, 24 people (31.6%) stated that they were high, 20 people (26.3%) said they were medium, 15 people (19, 7%) stated as low, and 7 people (9.2%) stated as very low. Based on an average value of 138, 46, if adjusted for the specified interval, the teacher's personal competence in the Islamic Boarding School, Pinrang Regency was included in the high category.

Description of Islamic Boarding School Curriculum

The results of the curriculum data analysis of the Islamic Boarding School, Pinrang Regency showed an average value of 130,25, a standard deviation of 9,54 with the highest score of 150 and the lowest score of 112. Furthermore, categorization according to the number of choices in each statement. The recapitulation of the results of the data is as follows:

Table 2. Category of Islamic Boarding School Curriculum

No	Interval	Category	Value	Frequency	Percentage
1	112 – 119	Very low	1	5	6,6
2	120 – 127	Low	2	15	19,7
3	128 – 136	Medium	3	28	36,8
4	137 – 144	High	4	20	26,4
5	144 <	Very high	5	8	10,5
		Total		**70**	**100**

Table 2 shows that of the 70 respondents in this study, 8 people (10,5%) stated that the Islamic boarding school curriculum was included in the very high category, 20 people (26,4%) stated that it was high, 28 people (36,8%) said they were medium, 15 people (19,7%) stated low, and 5 people (6,6%) stated very low. Based on the average value of the Islamic boarding school curriculum is 130, 25 which are in the range of intervals 128-136 so that they fall into the medium category.

Description of Islamic Boarding School Climate

Descriptive analysis results of the Islamic boarding school climate data obtained through the questionnaire showed that the average value obtained was 143,24, standard deviation of 11,37 with the highest score of 163 and the lowest score of 112. The data was then categorized by including it in the interval values. The recapitulation results of calculations based on interval categories can be seen in the following table 3.

Table 3. Category of Islamic Boarding School Climate

No	Interval	Category	Value	Frequency	Percentage
1	112 – 121	Very low	1	3	3,9
2	122 – 131	Low	2	8	10,5
3	132 - 141	Medium	3	18	23,7
4	142 - 151	High	4	27	35,5
5	152 <	Very high	5	20	26,4
		Total		**70**	**100**

Based on Table 3 it can be understood that of the 70 respondents in this study, 20 people (26,4%) stated that the Islamic boarding school climate was included in the very high category, 27 people (35,5%) stated that it was high, 18 people (23.7%) stated moderate, 8 people (10,5%) stated low, and 3 people (3,9%) stated very low. Thus, it is understood that largely students (35.5%) said that the climate was already good schools. This is confirmed by the average value of 143,24 were located in the interval range 142-151 are included in the high category.

Description of Students' Morals

The results of descriptive analysis of students' moral data obtained through questionnaires showed an average value of 158,77, a standard deviation of 16,61 with the highest score of 185 and the lowest score of 116. Then the categorization of the data was carried out by including it in the category interval values, as described in the following table 4.

Table 4. Category of Students' Morals

No	Interval	Category	Value	Frequency	Percentage
1	116 – 129	Very low	1	6	7,9
2	130 – 143	Low	2	19	25,0
3	144 – 157	Medium	3	18	23,7
4	158 – 171	High	4	24	31,6
5	172 <	Very high	5	9	11,8
	Total			**70**	**100**

Table 4 shows that of the 70 respondents, 9 people (11,8%) stated that the morals of students were included in the very high category, 24 people (31.6%) stated that they were high, 18 people (23,7%) said they were medium, 19 people (25%) stated low, and 6 people (7,9%) stated very low. The data indicates that the majority of respondents (31, 6 %) stated that the students' morals were good. This is reinforced by the average value of 158,77 which is in the range of 158—171 intervals included in the high category. Thus, it can be understood that students in the Islamic Boarding School have good character and must be further improved.

Inferential Data Analysis
Effect of Teacher Personality Competence on the Morals of the Students

Based on the processing and analysis of the data on the influence of teacher personality competence on the morals of students at the Islamic Boarding School using the SPSS Version 22.0 program, the regression results from the primary data are processed as follows.

Table 5. Analysis of the Effect of Teacher Personality Competence on the Students Morals

Variables	*p* value
Teacher Personality Competence -> Students Moral	3.842***

R^2 = 251, Durbin Watson = 1.678; *** significant at level 0.001

Obtained a value of t-test of 4.986 and a Sig value of 0,000 with t-table = $t(\alpha/2;n-k-1)$ = $t(0,0025;74)$ = 1,9925. This shows that the t-test > t-table or 4,986 > 1,9925, and the Sig value is 0,000 < 0.05. This means that the teacher's personality competence partially has a significant effect on the students' morals. While the level of determination (R2) the influence of the teacher's personality competence partially on the morals of students, can be seen in the following table:

Based on Table 5 above we obtained determination coefficient R2 (R Square) of 0.251 or 25,1%. This shows that the contribution percentage of the influence of teachers' personal competence on students' morals by 25,1%. In other words, students' moral variables can be explained or influenced by the teacher personality competency variable by 25,1%.

The Influence of the Islamic Boarding School Curriculum on Students' Morals

The results of data analysis of the influence of the Islamic Boarding School Curriculum on the morals of the students can be seen in the following table 6.

Table 6. The result of t-test analysis of Islamic Boarding School Curriculum

Variables	*p* value
Boarding School Curriculum -> Students Moral	2.109**

R^2 = 238, Durbin Watson = 1.627; ** significant at level 0.01

Obtained a t-test value of 2.109 and a Sig value of 0,038 with t-table = $t(\alpha/2;n-k-1)$ = $t(0,0025;74)$ = 1,9925. This shows that the value of t-test > t-table, or 2,109 > 1,9925, and the Sig value of 0,038 < 0.05. This means that the partial Islamic boarding school curriculum has a significant effect on the students' morals. Meanwhile, the level of determination (R2) the curriculum variable to the students' morals.

Based on table 6 above we obtained determination coefficient R2 (R Square) of 0.057 or 5,7%. This shows that the contribution percentage of the influence of the Islamic boarding school curriculum on students' morals was 5,7 %. In other words, students character variables can be explained or influenced by variables Islamic boarding school curriculum at 5,7%.

The Influence of Islamic Boarding School Climate on Students' Morals

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

Table 7. The result of t-test analysis of Islamic Boarding School Climate

Variables	*p* value
Boarding School Climate -> Students Moral	2.265***

R^2 = 260, Durbin Watson = 1.260; *** significant at level 0.001

Obtained a t-test value of -2,265 and a Sig value of 0,000 with $t - table = t(\alpha/2; n-k-1) = t(0,0025; 74) = 1,9925$. This shows that the t-test value > t-table or 2.265 > 1.9925, and the Sig value of 0,000 < 0,05. This means that the Islamic boarding school climate partially has a significant effect on the students' morals. While the determination level (R2) of the influence of the Islamic boarding school climate partially on the students' morals.

Based on Table 7 above we obtained determination coefficient R 2 (R Square) of 0.068 or 6,8%. This shows that the contribution percentage of the climate effects on students' morals by 6,8%. In other words, the students' morals variable can be explained or influenced by the Islamic boarding school climate variable by 6,8%.

The Effect of Teacher Personality Competence and Islamic Boarding School Curriculum Simultaneously on Students' Morals

The results of data analysis of the influence of teacher personality competence and Islamic boarding school curriculum (simultaneously) on the morals of students. Obtained a F-test value of 15,017 with a Sig value of 0,000, and an F-table value of 2,73. This shows that the F-test value is greater than the F-table value (15,017 > 2,73), and the Sig value is smaller than 0,05 (0,000 < 0,05). Thus the teacher's personal competence and Islamic boarding school curriculum simultaneously have a significant influence on the morals of students. The determination level (R2) of teachers personality competence and the curriculum simultaneously on the morals of students can be seen in the following table 8.

Table 8. Analysis Result of Determination

Variables	*p* value
Teachers personality competence -> Students Moral	2.272***

R^2 = 540, Durbin Watson = 1.585; *** significant at level 0.001

Based on Table 8 above, the coefficient of determination R2 (R Square) is 0.291 or 29,1 %. This shows that the contribution percentage of the influence of teacher's personal competence and Islamic boarding school curriculum simultaneously on the morals of students by 29,1 %. In other words, the students' morals variable can be explained or influenced by the teachers personality competence and the Islamic boarding school curriculum variables simultaneously by 29,1 %.

The Effect of Teachers Personality Competence and the Islamic Boarding School Climate Simultaneously on Students Moral

The results of data analysis of the influence of teacher personality competencies and the Islamic boarding school Climate simultaneously on the morals of students can be seen in the following table 9.

Table 9. Result Analysis of ANOVA

Variables	*p* value
School climate and Teachers' personality competence -> Students Moral	19.065***

R^2 = 586, Durbin Watson = 1.773; *** significant at level 0.001

Obtained an F-test value of 19,065 with a Sig value of 0,000, and an F-table value of 2,73. This shows that the F-test value is greater than the F-table value (19,065 > 2,73), and the Sig value is smaller than 0,05 (0,000 < 0,05). Thus, the teachers' personality competence and the climate of the Islamic boarding school simultaneously have a significant influence on the morals

of the students. The determination level (R2) of the teachers' personality competence and the school climate simultaneously on the morals of students.

Based on the previous table we obtained coefficient of determination R^2 (R Square) of 0,343 or 34,3%. This shows that the contribution percentage of the teachers' personality competence and Islamic boarding school climate simultaneously on students moral is 34,3%. In other words, students' moral variable can be explained or influenced by teachers' personality competence and the school climate variables by 34,3%.

The Effect of Islamic Boarding School Curriculum and the School Climate Simultaneously on Students' Moral

The results of data analysis of the influence of the Islamic boarding school curriculum and the Islamic boarding school climate simultaneously on the morals of the students is described in the following table 10.

Table 10. Result Analysis of ANOVA

Variables	p value
School climate and Teachers' personality competence -> Students Moral	5.954**

R^2 = 375, Durbin Watson = 1.690; ** significant at level 0.01

Obtained an F-test value of 5.954 with a Sig value of 0.004, and an F-table value of 2,73. This shows that the F-test value is greater than the F-table value (5,954 > 2,73), and the Sig value is smaller than 0,05 (0,004 < 0,05). Thus, the Islamic boarding school curriculum and the school climate simultaneously have a significant influence on the morals of students. The determination level (R2) of Islamic boarding school curriculum and the school climate to the morals of students.

Based on the Table 10 above we obtained determination coefficient R^2 (R Square) of 0,140 or 14,0%. This shows that the contribution percentage of the effect of Islamic boarding school curriculum and the climate simultaneously to students' morals was 14,0%. In other words, students' moral variables can be explained or influenced by the Islamic boarding schools curriculum and the climate variables simultaneously by 34,3%.

The Effect of Teacher Personality Competence, Islamic Boarding School Curriculum and the Climate Simultaneously on Moral Students

The results of the data analysis of the influence of teacher personality competencies, the curriculum, and the climate simultaneously on the morals of students can be seen in the following table:

Table 11. Doubled Linear Regression Analysis (F-Test)

Variables	p value
School climate, curriculum and Teachers' personality competence -> Students Moral	15.192***

R^2 = 633, Durbin Watson = 1.688; *** significant at level 0.001

Based on Table 11 above we obtained an F-test value of 15,192 with a Sig value of 0,000, and an F-table value of 2,73. This shows that the F-test value is greater than the F-table value (15,192 > 2,73), and the Sig value is smaller than 0,05 (0,000 < 0,05). Thus, the teacher's personality competence, the curriculum, and the school climate simultaneously have a significant influence on the morals of the students at the Islamic boarding school. The determination level (R2) of personality competence of teachers, curriculum, and climate simultaneously on moral boarding students.

According to the table 18, obtained determination coefficient R^2 (R Square) of 0,401 or 40,1%. This shows that the contribution percentage of the influence of teacher personality competence, the curriculum, and the school climate simultaneously toward the morals of students was 40,1%. In other words, the students' moral variable can be explained or influenced by the teachers' personality competence, the curriculum, and the school climate simultaneously by 40,1%. Meanwhile, the rest are 59,9% influenced by other factors not examined in this study.

DISCUSSION

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

It is emphasized by Iswandi's (2019) research which found that in the formation of students' morals it is not only required to be polite, honest and responsible, but the most important thing is that noble morals themselves must be possessed by teachers so that students can be emulated. This will make students become moved to be patient, humble, and sincere. Thus the attitude of

courtesy, honesty, forgiving, responsibility and other noble moral attitudes carried out without being forced, with their own awareness because all these attitudes exist in the personal teacher (Manan, 2017). Therefore, it is very important to place the students in situations and environments that allow him to have a positive influence in his moral development (Saripah, 2016), and Islamic boarding schools become an ideal place in this modern era with its climate.

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

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

In addition, personality competence of teachers, curriculum, and climate simultaneously boarding positive and significant effect on the variable character of students with the level of determination of 40,1%. While the rest, which is 59,9% is influenced by other factors which in this study were not examined. The data indicates that there are still more variables or other factors that influence the morals of students besides the three variables. This shows that the efforts of fostering students' morals in the modern era have more and more challenges with the complexity of the problem. Therefore, it is necessary to conduct a deeper study of the various determinants of the formation of other students' morals.

CONCLUSION

Based on the results of the analysis and discussion described previously, the following conclusions can be drawn, First, the teachers' personality competence has positively and significantly influence to the morals of students at the Islamic Boarding School. It was marked with a correlation coefficient of 0.501 and the determination coefficient of 0.251, so the students' morals variable can be explained or influenced by the teachers' personality competence by 25,1%. Secondly, the Islamic boarding school curriculum has positively and significantly influence to the morals of student with a correlation coefficient of 0,238 and determination level of 0,057. It indicated that the contribution percentage of the influence of the curriculum to the students' morals is 5,7 %.

Thirdly, the Islamic boarding school climate has positively and significantly influence to the morals of students at the Islamic Boarding School. It was shown by a correlation coefficient of 0,255 and the determination coefficient of 0,065. So, the students' morals variable can be explained or influenced by school climate variable partially by 6,5%.

Fourth, the teachers' personality competence and the curriculum influence positively and significantly to the students' morals at the Islamic Boarding School with a correlation coefficient of 0,540 and a determination level of 0,291. This shown that the contribution percentage of the influence of teachers' personal competence and the curriculum simultaneously influence 29,1%. on the students' morals.

Fifth, the teachers' personality competence and the Islamic boarding school climate influence positively and significantly to the morals of students at the Islamic Boarding School. This was indicated by the correlation coefficient of 0,586 and the determination coefficient of 0,343. So that the students' morals variable can be explained or influenced by the teachers' personality competence and the Islamic boarding school climate variables by 34.3%.

Sixth, the Islamic boarding school curriculum and the school climate influence positively and significantly to the morals of students at the Islamic Boarding School with a correlation coefficient of 0,375 and a determination level of 0,140. This shown that the contribution percentage of the influence of the curriculum and the school climate to the morals of students was 14%.

Seventh, the teachers' personality competence, the curriculum, and the school climate gave positively and significantly influence on the morals of students. Based on the multiple correlation analysis obtained multiple correlation coefficient calculation amounted to 0,633 and the determination coefficient was 0,401. The meaning that variations occur in the students' morals of 40.1% could be affected or explained by the teachers' personality competence, the curriculum and the school climate simultaneously. As for the rest by 59,9% were influenced by other factors not examined in this study.

Based on these conclusions, some suggestions could be made, namely (1) The Islamic boarding school leaders must create and develop a boarding school climate and culture are conducive boarding schools so that citizens can feel comfortable and motivated in carrying out the duties and responsibilities; (2) All stakeholders in the Islamic boarding school work together to create a harmonious relationship among teachers, teacher with students, students with students, as well as teachers and students with boarding school leaders and other education staff. Similarly, creating and developing social values, positive, creative, and innovative ways of thinking.

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