Cultivating Openness, Conscientiousness, Extraversion, Agreeableness, and Neuroticism (OCEAN) Personality in Madrasah Education: The Impact of Leadership, Institutional Ethos, and Teacher Role Models on Student Development

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Abstract: This study addresses the limited research on how external factors influence student personality development within Madrasahs, focusing on the OCEAN personality dimensions: Openness, Conscientiousness, Extraversion, Agreeableness, and Neuroticism. It examines the effects of Madrasah head leadership, institutional culture, and teacher role models on shaping these traits in students at State Islamic Senior High Schools (MAN) in DKI Jakarta. Using a quantitative approach, the research involved 337 respondents, including both teachers and students, and employed multiple linear regression analysis to test the relationships between the independent variables and student personality traits. The findings indicate that leadership, culture, and teacher behavior significantly and positively affect the development of students' personalities. These results highlight the co-contributory role of strong leadership, inclusive school culture, and exemplary teaching behavior in fostering holistic student development. The study concludes that effective educational environments contribute not only to academic success but also to students' emotional well-being and life skills. Notably, principals' leadership strategies were found to significantly influence students' personality development in madrasahs, suggesting that variations in leadership practices across different institutions may impact the generalizability of the findings**.** Consequently, the study offers recommendations for strengthening leadership and role modeling within Islamic educational institutions.

Keywords: Big five Personality; OCEAN; Leadership of Madrasah; Culture; Teacher Role Model.

INTRODUCTION

Leadership, institutional culture, and teacher role modeling are widely recognized as pivotal components in shaping student development within educational environments (Badrudin et al., 2022). In the context of Islamic

educational institutions such as Madrasah Aliyah Negeri (MAN), educational objectives encompass not only academic excellence but also the cultivation of moral character and personality traits that align with Islamic values. Despite this dual focus, there remains a significant gap in empirical studies that examine how these institutional factors contribute to students' personality development, particularly through the lens of the Five-Factor Model (FFM) of personality Openness, Conscientiousness, Extraversion, Agreeableness, and Neuroticism (Costa Jr et al., 2019; Kutta et al., 2020).

Prior research has consistently demonstrated that transformational leadership characterized by individualized consideration, intellectual stimulation, inspirational motivation, and idealized influence has a positive impact on organizational performance and teacher motivation (Yalçınkaya et al., 2021). In Madrasah settings, such leadership not only influences institutional outcomes but may also play a vital role in students' psychosocial and personality development. Although studies have linked leadership styles to academic achievement and institutional effectiveness (Mulyani et al., 2020), the direct implications of leadership strategies on the development of student personality traits remain underexplored, especially within the Islamic schooling context.

Similarly, institutional culture has been shown to significantly affect student development (Rohmatulloh & Samsul Arifin, 2023). School culture—comprising shared values, norms, and behavioral expectations can foster or hinder the growth of student character and internal dispositions (Aminah et al., 2020; Laili, 2022). Within Madrasahs, cultural dimensions emphasizing discipline, religiosity (Badrudin, 2017), and communal responsibility may serve as critical environments for nurturing traits like Conscientiousness and Agreeableness. However, much of the existing literature has concentrated on the influence of school culture on organizational performance and teacher conduct(Laili, 2022; Rahmi & Anwar, 2018), leaving the effects of institutional culture on student personality largely unexamined.

Teachers, particularly in faith-based educational institutions, serve as moral and behavioral role models(Imants & Van der Wal, 2020; Jung & Wickstrom, 2023; Mutohar et al., 2021; J. Wu, 2022). Research has shown that teachers' personality traits and their classroom behaviors significantly influence students' engagement, emotional regulation, and social development (Galvez-Sánchez et al., 2020; Amani & Mujiasih, 2023). However, the long-term impact of teacher modeling on the development of stable personality traits such as those described in the OCEAN framework remains insufficiently examined(Mofokeng et al., 2024), especially in the context of Madrasahs where teachers also function as spiritual guides(Patodo & Putra, 2021; Siti Aminah & Sinta Rahmatil Fadhilah, 2021).

Furthermore, personality traits are closely linked to students' resilience and mental health(Mangestuti et al., 2020; Y. Wu et al., 2020). Studies indicate that traits such as Conscientiousness and Extraversion contribute to academic perseverance and emotional well-being, whereas Neuroticism is negatively associated with psychological resilience (Strickhouser & Sutin, 2019; Che et al., 2022; Nieto et al., 2022). These findings highlight the importance of personality development as an educational objective. Yet, such discussions are rare in Islamic educational research, which often emphasizes institutional goals over individual psychological development (Anisau Sangadah, 2018).

The OCEAN model gives an overview of personality structure. "Openness to experience is about curiosity and creativity; conscientiousness is about discipline and organisation; extraversion is about sociability; agreeableness is about empathy and cooperativeness; and neuroticism is about emotional stability." (McCrae & Costa Jr, 2021). Despite being applied extensively in psychology and organizational studies, its role in the field research in education, notably Islamic contexts, is minimal.

Studies by Utami et al. (2018) and Simanullang (2021) provide further evidence on the importance of the factors associated with studentsâÄô personality in the academic as well as job performance (Simanullang, 2021; Utami et al., 2018). However, these are correlational studies and do not attend to how these traits are actively formed by external causes (e.g., leadership and culture). Madrasahs are places where education is heavily infused with religious and ethical dimensions which make the OCEAN framework an intriguing device to learn the way in which the institutional culture affects students' characters.

Considering these gaps, the present study investigates the influence of Madrasah leadership, institutional culture, and teacher role modeling on the development of OCEAN personality traits in students at Madrasah Aliyah Negeri in DKI Jakarta. By integrating personality psychology into Islamic educational research, this study aims to contribute a more holistic understanding of student development and offer insights into how external educational environments shape long-term character outcomes within religious schooling contexts.

RESEARCH METHODOLOGY

This study was conducted at State Islamic Senior High Schools (Madrasah Aliyah Negeri) located in the Special Capital Region (DKI) of Jakarta. The research targeted both teachers and students within these institutions to capture a multidimensional understanding of the educational

environment. A total of 337 participants were selected through stratified random sampling to ensure equitable representation across schools and demographic subgroups, including gender, age, and academic background. Stratification was particularly important in addressing institutional diversity and capturing variations in leadership approaches and cultural norms among the different MANs. Participation was entirely voluntary, and informed consent was obtained from all respondents prior to data collection.

The research employed a mixed-methods approach to generate a more comprehensive understanding of how leadership, institutional culture, and teacher role modeling affect student personality development. Quantitatively, a cross-sectional design (Henning & Roberts, 2023; Jha, 2023) was used to assess the influence of Madrasah head leadership, institutional culture, and teacher role modeling on students' personality traits based on the Five-Factor Model (OCEAN: Openness, Conscientiousness, Extraversion, Agreeableness, and Neuroticism). A structured survey instrument was developed using established and validated measurement scales, adapted for relevance within the context of Islamic senior high schools.

Complementing the quantitative phase, the qualitative component involved semi-structured interviews and document analysis to explore leadership strategies and cultural dynamics in greater depth. Interviews were conducted with selected principals and teachers to uncover the practical enactment of leadership and cultural values within the schools. These qualitative insights were used to contextualize and interpret the statistical relationships found in the survey data.

Importantly, the findings underscore that principals' leadership strategies significantly influence students' personality development in Madrasahs. This suggests that effective leadership practices such as clear vision setting, moral example, and inclusive decision-making may foster student traits aligned with the OCEAN model. However, the variation in leadership practices across different institutions presents a potential limitation, as it may affect the generalizability of the findings to other Islamic or non-Islamic educational contexts. Therefore, future studies are encouraged to examine leadership effects in broader samples and through longitudinal methods to validate and extend these conclusions

Table 1. Variables of Research

Variable	Code	Indicators
Madrasah Head Leadership	X1	- Visionary leadership (clarity and inspiration of institutional goals).
		- Supportive leadership (ability to provide

		motivation and emotional support).
		- Decision-making ability (timely and effective decision-making).
		- Role modeling (setting an example for staff and students).
Madrasah Culture	X2	- Norms and values (integration of Islamic principles in daily activities).
		- Collaborative environment (encouraging teamwork among teachers and students).
		- Inclusivity (engagement with diverse student backgrounds).
		- Discipline (consistent application of rules and expectations).
Teacher Role Models	X3	- Humility and empathy (caring and respectful behavior toward students).
		- Integrity (consistency in actions aligned with ethical principles).
		- Emotional stability (calm and composed responses to challenges).
		- Innovation in teaching (adoption of creative teaching methods).
OCEAN Personality Traits	Y	Openness (Y1):
		- Curiosity and creativity in problem-solving.
		- Willingness to explore new ideas and perspectives.
		Conscientiousness (Y2):
		- Organizational skills and time management.
		- Responsibility and diligence in completing tasks.
		Extraversion (Y3):
		- Sociability and engagement in group activities.
		- Leadership and initiative in social settings.
		Agreeableness (Y4):
		- Cooperation and trust in interactions with others.
		- Tendency to resolve conflicts amicably.
		Neuroticism (Y5):
		- Emotional stability in stressful situations.
		- Self-control and resilience in facing challenges.

Source; Research Document

Each item was rated on a 5-point Likert scale(Formplus, 2020; Tomei et al., 2021), ranging from 1 (Strongly Disagree) to 5 (Strongly Agree). Prior to full deployment, the instrument was piloted with a sample of 30 respondents. The results yielded a Cronbach's alpha coefficient of ≥ 0.85 for all constructs, indicating strong internal consistency and reliability.

The research was carried out in three stages: 1) Preparation Stage. This included the development, adaptation, and validation of the instrument. Expert reviews ensured content validity, and a pilot study tested clarity and reliability. During this phase, ethical approval was obtained from the Research Ethics Committee of UIN Sunan Gunung Djati Bandung (Approval Code: 2025/REC-UIN-SGD), and participating schools were contacted and formally engaged. 2) Data Collection Stage. Data were collected face-to-face between January through June 2024. With the assistance of school administrators, the survey was administered to 337 respondents. Participants completed the questionnaires anonymously, and confidentiality was ensured. 3) Data Analysis Stage. Collected data were cleaned, coded, and processed using SPSS(Čaplová & Švábová, 2020; Pratap et al., 2023). Descriptive statistics were used to summarize demographic information. Multiple linear regression analysis was then conducted to examine the effects of the independent variables (leadership, culture, teacher role models) on each of the five OCEAN personality traits (dependent variables).

The hypotheses were tested using standard multiple linear regression(Dhaval & Deshpande, 2020; Etemadi & Khashei, 2021; Zhao et al., 2024). Five separate regression models were run, each with one of the OCEAN traits as the dependent variable. The following statistical assumptions were tested prior to regression analysis: a) Normality. Assessed through skewness, kurtosis, and normal probability plots. b) Linearity. Verified using scatterplots and partial regression plots. c) Multicollinearity: Checked using Variance Inflation Factor (VIF) and Tolerance values (acceptable thresholds: VIF < 10; Tolerance > 0.1). No advanced or non-parametric methods were required, as all assumptions were met. Statistical significance was evaluated at α = 0.05.

In this study construct validity was ensured by adapting indicators from established theoretical frameworks and previous empirical studies. Internal consistency was assessed via Cronbach's alpha(Barbera et al., 2021; Bujang et al., 2018; Kotian et al., 2022), with all variables exceeding the recommended threshold of 0.70. Content validity was reviewed by academic experts in educational psychology and Islamic education.

Furthermore, this study was based on several underlying assumptions that guided the research process. It was assumed that all respondents answered the questionnaires honestly and without bias, providing accurate reflections of

their perceptions and experiences. Additionally, the selected indicators were presumed to validly and reliably represent the underlying constructs of leadership, institutional culture, teacher role modeling, and the OCEAN personality traits. The study also assumed that the relationships among variables were linear and additive, enabling the use of multiple linear regression analysis. Finally, it was presumed that external factors, such as curriculum differences or variations in students' home environments, remained relatively constant across the sampled schools, minimizing their potential influence on the results.

This study also provides a comprehensive analysis of how leadership, institutional culture, and teacher role modeling influence the development of students' personality traits within Islamic senior high schools. However, it is important to acknowledge certain limitations. First, the use of a cross-sectional research design restricts the ability to draw causal inferences between the variables studied. Second, the research was conducted exclusively within MAN (State Islamic Senior High Schools) in DKI Jakarta, which limits the generalizability of the findings to other educational contexts, such as private or rural Madrasahs that may have different organizational cultures or leadership structures. Third, the data were collected through self-reported questionnaires, which, although administered anonymously, may still be affected by social desirability bias, potentially influencing the accuracy of participants' responses.

RESULTS AND DISCUSSION

Results

This study aimed to examine the influence of three key institutional factors Madrasah head leadership, institutional culture, and teacher role modeling on students' personality traits as conceptualized through the OCEAN model (Openness, Conscientiousness, Extraversion, Agreeableness, and Neuroticism). Using multiple linear regression analysis with data from 337 respondents (teachers and students), the research identified several significant relationships between the independent and dependent variables.

Impact of Madrasah Head Leadership on Students' Personality Traits

The findings reveal a positive and statistically significant relationship between Madrasah head leadership and students' personality development across several OCEAN dimensions. In particular:

- Conscientiousness ($\beta = 0.47$, $p < 0.01$)

- Agreeableness ($\beta = 0.43$, $p < 0.01$)

These results indicate that leadership practices involving clear direction setting, exemplary behavior, and inclusive decision-making are effective in fostering traits such as discipline, responsibility, and cooperation among students. Principals who model integrity and actively support their staff create a structured and emotionally supportive school climate that contributes to student growth, particularly in developing conscientious and cooperative behavior.

This underscores that principals' leadership strategies significantly influence students' personality development, reinforcing the importance of leadership quality in shaping student outcomes. However, given the observed variation in leadership styles across different institutions, the generalizability of these findings may be context dependent.

Table 2. Effect of the Madrasah Head on the Personality of Students

Dependent Variables (OCEAN)	Regression Coefficient (β)	Significance (p-value)	R²
Conscientiousness (Y2)	0.47	< 0.01	0.29
Agreeableness (Y4)	0.43	< 0.01	0.26

Source: Researcher Data Processing

This finding is consistent with that of the leader's ability can create a well-structured behavior and social harmony in Madrasah's students. However, the leadership factor showed a limited influence on traits such as Openness and Extraversion, suggesting a need for complementary strategies to enhance these dimensions.

Effect of Madrasah Culture on Personality Dimensions of Students

Madrasah culture emerged as a critical factor influencing Agreeableness ($\beta = 0.51$, $p < 0.01$) and Emotional Stability (negative Neuroticism) ($\beta = -0.48$, $p < 0.01$). Cultural practices promoting inclusivity, discipline, and mutual respect significantly enhanced students' ability to cooperate and reduced emotional instability.

This research contributes to the growing body of personality development literature by applying the OCEAN model within the context of Islamic education, particularly at Madrasah Aliyah Negeri. It challenges the dominance of Western-centric psychological frameworks by offering empirical insights into how leadership and institutional dynamics rooted in Islamic values can shape student personality traits. It opens pathways for future research in culturally diverse educational settings.

The findings have practical implications for educational leadership and teacher training in Madrasahs. They suggest that: a) Leadership development

programs should emphasize transformational leadership qualities, such as vision building, staff empowerment, and moral modeling. b) Teachers and school leaders need to be aware of their influence on not only academic success but also the emotional and personality development of students. By aligning institutional goals with character formation, Madrasahs can foster more holistic educational outcomes.

Moreover, this study provides evidence that supports integrating personality development objectives into educational policy and curricula. It aligns with Sustainable Development Goal 4 (SDG 4), which advocates for inclusive, equitable, and quality education that promotes lifelong learning and personal growth. Policymakers and educational authorities in Indonesia and other Islamic contexts may consider embedding leadership standards and character-building programs into national education frameworks.

Table 3. Impact of Madrasah Culture on Students' Personality Traits

Dependent Variables (OCEAN)	Regression Coefficient (β)	Significance (p-value)	R²
Agreeableness (Y4)	0.51	< 0.01	0.34
Neuroticism (Y5)	-0.48	< 0.01	0.30

Source: Researcher Data Processing

Figure 1 illustrates the role of culture in enhancing Agreeableness and Emotional Stability. This finding underscores the importance of fostering a positive cultural environment to shape personality traits aligned with Islamic educational values.
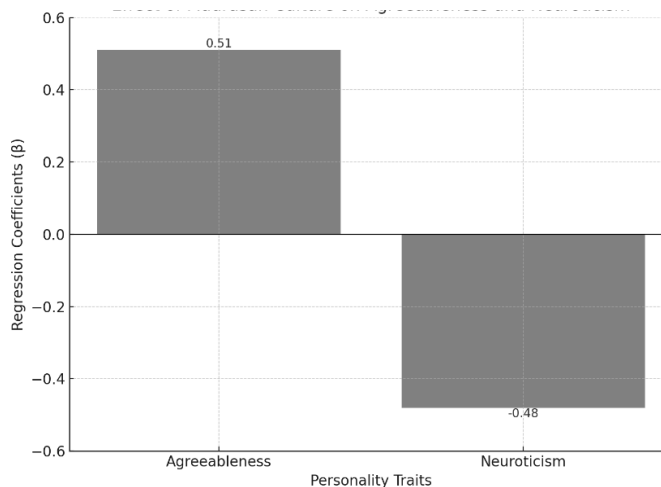

Figure 1. Effect of *Madrasah* Culture on Agreeableness and Neuroticism

In the context of Islamic education, where moral development and community values are emphasized, institutional culture plays a vital role in shaping student behavior and internal dispositions. A culture grounded in discipline, mutual respect, spiritual practices, and collective responsibility appears to nurture more emotionally stable and socially agreeable individuals. The results affirm that cultural values embedded in the daily life of Madrasahs can function not only as behavioral guidelines but also as catalysts for personality development aligned with Islamic educational ideals. Therefore, fostering a supportive and inclusive school culture should be a strategic priority for educational leaders seeking to promote students' emotional well-being and prosocial behavior as part of holistic character education. *Madrasah* culture's impact was less pronounced on traits such as Openness, suggesting that while cultural norms can instill cooperation and emotional resilience, they may require additional strategies to encourage creativity and curiosity.

Role of Teachers as Role Models in Developing Personality Traits

Teacher role models were the most influential factor across all personality traits, particularly Openness ($\beta = 0.56$, $p < 0.01$) and Extraversion ($\beta = 0.52$, $p < 0.01$). Teachers who demonstrated humility, empathy, and emotional stability were highly effective in fostering creativity, sociability, and leadership qualities in students.

Table 4. Role of Teachers in Shaping Students' Personality Traits

Dependent Variables (OCEAN)	Regression Coefficient (β)	Significance (p-value)	R^2
Openness (Y1)	0.56	< 0.01	0.38
Extraversion (Y3)	0.52	< 0.01	0.35

Source: Researcher Data Processing

Figure 2 visualizes the dominant effect of teacher role models on Openness and Extraversion. These findings underscore the significance of the role of teachers in the social and cognitive development of the students that are entrusted to them, rendering them as change agents in the development of holistic personality.
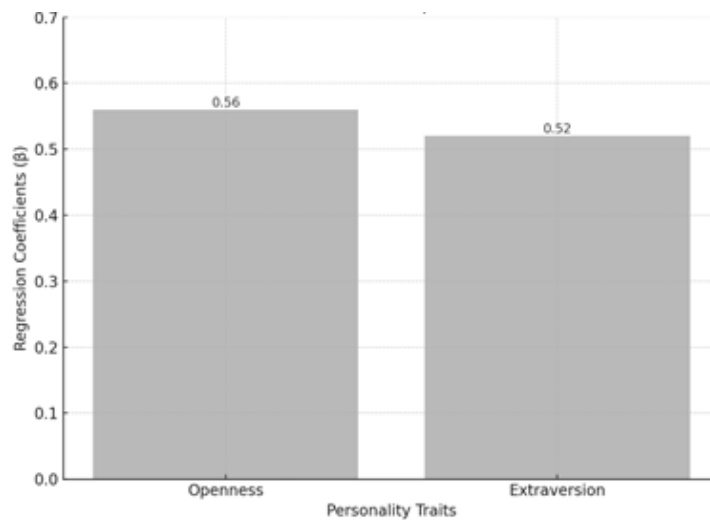
Figure 2. Teacher Role Models' Effect on Openness and Extraversion

Figure 2 highlights the strong influence of teacher role models on two key personality traits Openness ($\beta = 0.56$) and Extraversion ($\beta = 0.52$) among Madrasah students. These results indicate that when teachers model curiosity, critical thinking, and positive social behavior, they significantly encourage students to develop open-mindedness and social confidence. Teachers serve not only as academic instructors but also as influential figures in shaping students' cognitive flexibility, creativity, and willingness to engage in dialogue and exploration.

In Islamic educational settings, where moral and intellectual development is equally emphasized, the modeling behavior of teachers becomes crucial. Their approach to classroom interaction, communication style, and personal conduct sets a standard that students often emulate. This finding affirms that teachers act as transformational agents in fostering a holistic personality that balances intellectual openness with interpersonal competence—core qualities necessary for thriving in both religious and modern societal contexts.

Combined Effects of Leadership, Culture, and Teacher Role Models on Personality Traits

As a system, the three predictors (leadership, culture, and teacher role models) explained 62 % of the variance of OCEAN personality traits of students ($R^2 = 0.62$, $p < 0.01$). Teacher role models proved the most influential factor, and the Madrasah culture and leadership came second.

Table 5. Combined Effects of Leadership, Culture, and Teachers on Personality Traits

Independent Variables	Cumulative Contribution to R^2
Teacher Role Models (X3)	0.43
Madrasah Culture (X2)	0.35
Madrasah Head Leadership (X1)	0.29

Source: Researcher Data Processing

Figure 3 shows the overall effects of the variables highlighting how these factors synergistically work together in the development of students' personality traits.
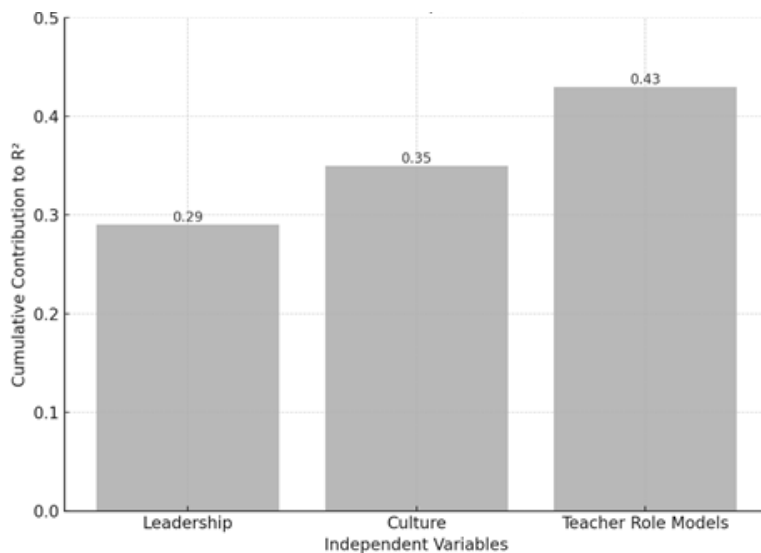

Figure 3. Cumulative Contributions of Leadership, Culture, and Teacher Role Models

Figure 3 illustrates the cumulative contribution of three independent variables Leadership ($R^2 = 0.29$), Culture ($R^2 = 0.35$), and Teacher Role Models ($R^2 = 0.43$) to the development of students' personality traits based on the OCEAN framework. The data reveal that all three variables play a meaningful role, with teacher role models having the strongest individual impact, followed by institutional culture, and leadership.

This pattern indicates that personality development in Madrasah students is not shaped by a single factor, but by the synergistic interaction of leadership practices, cultural environment, and everyday modeling by teachers.

Effective leadership sets the direction and vision, culture provides the behavioral norms and values, and teachers operationalize these through their daily interactions with students. Together, these elements create a cohesive learning environment that nurtures not only academic achievement but also the holistic development of students' personalities fostering emotional intelligence, moral character, and social adaptability.

Discussion

This research was conducted to describe the contribution of Madrasah head leadership, Madrasah culture, and teacher role model on the OCEAN personalities of the students at State Islamic Senior High Schools (MAN) in DKI Jakarta. The results suggest that the dimensions are substantially interrelated in the construction of student character and contribute to the understanding of the role of institutional norms in student development. This section discusses the implications of the findings in relation to the existing theories, previous studies, and Islamic teachings, as they relate to the broader areas of Islamic education.

The Role of Madrasah Head Leadership in Personality Development

The study revealed that, leadership at the level of heads of the Madrasah strongly affects (has a significant impact) Conscientiousness and Agreeableness in studentship. These results are consistent with transformational leadership literature which has suggested that leaders who articulate a clear vision and inspire and motivate their team facilitate an environment that is amenable to positive development(. et al., 2021). While in the frame of Islam leadership has deep connection with the Qur'anic injunction to lead with justice and with guidance. As Allah SWT states in QS. Al-Ahzab: 21, *"Indeed, in the Messenger of Allah (Muhammad SAW), you have an excellent example for whoever has hope in Allah and the Last Day and remembers Allah often."* This verse underscores the importance of leaders serving as role models, inspiring those they lead through exemplary behavior.

Madrasah leaders who embody Islamic values in their leadership practices foster not only academic success but also the moral and social development of their students(Setyaningsih et al., 2022; Sulhan & Rifai, 2023; WARDANI, 2023). This study's findings confirm that strong leadership enhances discipline (Conscientiousness) and promotes harmony and cooperation (Agreeableness). Such leadership aligns with the teachings of the Prophet Muhammad SAW, who emphasized consultation (shura) and mutual respect in decision-making. However, the limited influence of leadership on traits such as Openness and Extraversion suggests a need for more participative and innovative leadership

styles, as recommended in modern and Islamic leadership frameworks. (Gary Yukl, 2013; Hudaa et al., 2024; Sismanto et al., 2022; Wasehudin et al., 2024).

The Influence of Madrasah Culture on Personality Traits

Madrasah culture emerged as a significant determinant of Agreeableness and Emotional Stability (negative Neuroticism). The emphasis on discipline, mutual respect, and inclusivity within *Madrasah*s aligns with the Qur'anic teachings on fostering a community grounded in harmony and mutual understanding. QS. Al-Hujurat: 13 states, *"O mankind, indeed We have created you from male and female and made you peoples and tribes that you may know one another. Indeed, the most noble of you in the sight of Allah is the most righteous of you."* Surely the most honorable of you in the sight of Allah is the most righteous among you. It became a custom and culture in the Madrasah to follow principles of openness and fair play.

The results further maintain Bandura's (1977) social learning theory, which suggests that behavior is learned through observation and modeling(Ozer, 2022). Cultural values of cooperation and discipline model pro-social behaviour for pupils and a strong relationship between these, Agreeableness and emotional robustness emerges. Moreover, the decrease in Neuroticism stage seems to be an indicator of the psychological safety provided by a supportive cultural environment. Likewise, Rahmi (2018) and Aminah, Firman, and Rahim (2020) also found a positive effect of institutional culture on emotional stability and social cohesion (Aminah et al., 2020; Rahmi & Anwar, 2018).

Teacher Role Models as Catalysts for Personality Growth

The findings of this study reveal that teacher role models exert the strongest influence on the development of Openness and Extraversion among Madrasah students. This indicates that teachers—especially those who embody emotional intelligence, creativity, and professional dedication—play a pivotal role in nurturing students' curiosity, sociability, and emerging leadership skills. These insights align with QS. Al-'Alaq: 1–5, which emphasizes the divine importance of education and the transformative role of the teacher: *"Read in the name of your Lord who created... who taught by the pen, taught man what he did not know."* This verse encapsulates the essence of teachers as facilitators of knowledge and character development.

The influence of Openness reflects prior research that underscores the importance of critical thinking and intellectual exploration in fostering lifelong learning (Costa & McCrae; Kutta et al., 2020). Teachers who integrate Islamic values with modern pedagogical approaches embody the Islamic concept of

ta'lim wal tarbiyah—the holistic process of education and nurturing. Likewise, teachers who promote Extraversion by modeling empathy, integrity, and confident communication reflect Prophetic traditions emphasizing interpersonal interaction and moral influence. This is also supported by Amani & Mujiasih (2023), who found that teachers' personal qualities, such as empathy and moral clarity, contribute positively to students' social development.

Synergistic Effects of Leadership, Culture, and Teacher Role Models

The integrated analysis from this study shows that leadership, culture, and teacher role models collectively explain 62% of the variance in students' OCEAN personality traits, revealing a powerful synergistic impact. This supports Bronfenbrenner's ecological systems theory (1979), which posits that development is shaped by the dynamic interaction between multiple environmental systems. In the context of Islamic education, this holistic perspective is echoed in the philosophy of *tarbiyah Islamiyah*, which views leadership, culture, and exemplary modeling as foundational pillars for moral, intellectual, and emotional development.

Implications for Islamic Education

The implications for educational leadership and policy in Madrasahs are profound. There is a need for teacher preparation programs that go beyond pedagogical competence to emphasize teachers as role models—figures who actively motivate and encourage students' intellectual and social growth. Leadership development programs should prioritize ethical and transformational models rooted in Islamic values, emphasizing character-building alongside academic achievement. Cultural reform within Madrasahs must involve the intentional cultivation of Qur'anic values such as discipline, inclusivity, and mutual respect, as these contribute directly to students' emotional resilience and social harmony.

In sum, these findings advocate for an integrative approach in Islamic educational institutions—where leadership vision, school culture, and teacher character collectively work to shape well-rounded, confident, and morally grounded individuals.

The integration of Islamic values into educational practices also guarantees its consistency with the goals of mercy to all creations, which underlines a gradual (holistic) development that brings up students to succeed not only in life but also in the hereafter (Husaini, 2021; Murtafiah & Ali, 2023; Soh et al., 2022).

Although this study is very useful, the research is limited to State Islamic Senior High Schools (Madrasah Aliyah Negeri) in DKI Jakarta.

Subsequent studies could examine these associations in different societies and from varied educational settings. Furthermore, longitudinal studies are required to investigate the roles of leadership, school culture, and teacher role models in shaping personality traits across time. With the infusion of Islamic values in these studies, it would even add to the enlightenment with how faith-based education could impart character traits.

This article adds to the knowledge of how leadership, culture, and the role models of the teachers affect student personality development in an Islamic educational level. As it incorporates an evidenced-based context of Islamic values and the Qur'an, this framework also creates a wholistic foundation for education. These findings highlight the need for the development of institutional mechanisms that reinforce Islamic values for promoting intellectually and emotionally competent, and spiritually rooted individuals.

CONCLUSION

This study confirms the critical role of *Madrasah head leadership*, *institutional culture*, and *teacher role models* in shaping the OCEAN personality traits of students within the Islamic education system, particularly at State Islamic Senior High Schools (MAN) in DKI Jakarta. By fostering a structured environment grounded in Islamic ethical values and supported by innovative teaching strategies, Madrasahs can realize their vision of nurturing students who are not only academically competent but also morally upright and socially engaged. The findings demonstrate that leadership practices significantly influence *Conscientiousness* and *Agreeableness*; cultural environments shape *Agreeableness* and reduce *Neuroticism*, while teacher role models contribute most substantially to *Openness* and *Extraversion*. These insights affirm the interconnected influence of school systems on students' holistic development and reinforce the relevance of integrating Islamic values reflected in QS. Al-'Alaq: 1–5, QS. Al-Hujurat: 13, and QS. Al-Ahzab: 21 into educational practice. The novelty of this research lies in its application of the OCEAN personality framework within an Islamic education context, expanding Western-centric theories like transformational leadership, social learning, and ecological systems theory to align with Islamic paradigms such as *tarbiyah Islamiyah*. This contextual innovation provides new ground for theoretical enrichment in character education. Nevertheless, the study's scope is limited to MANs in DKI Jakarta. Future research should broaden the scope across diverse geographical and cultural Islamic educational settings and adopt longitudinal approaches to capture changes over time. Moreover, there is a need to develop integrative models that embed Islamic moral frameworks more explicitly into personality

development curricula. Ultimately, this research contributes both theoretically and practically to the discourse on character formation in Islamic education, offering valuable pathways for policy makers, school leaders, and educators to develop learning environments that are ethically rooted, intellectually stimulating, and socially nurturing.

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