Value-based Islamic education management: Developing leadership and commitment in contemporary Islamic school environments

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Abstract: This study investigates the impact of integrating local values into Islamic education management on student leadership and commitment in South Sulawesi, employing a mixed-methods approach. Purpose: The research aims to understand how embedding local values such as sipakatau and siri na pacce influences student development in Islamic schools. Design/Methodology/Approach: A combination of quantitative and qualitative methods was used. Quantitative data were collected through structured questionnaires distributed to students, teachers, and school administrators. Qualitative insights were obtained from interviews with stakeholders at Madrasah Aliyah Negeri (MAN) 1 Makassar, Madrasah Aliyah Negeri (MAN) 2 Bone, Madrasah Aliyah Al-Mujahidin Gowa, and Sekolah Islam Terpadu (SIT) Al-Ihsan Makassar. Findings: The quantitative results show that 42% of respondents strongly agree on the effective implementation of local values, positively impacting student leadership and commitment, with the highest support from school administrators. Qualitative data corroborated these findings, highlighting that local values significantly enhance character development and leadership skills. Conclusion: The integration of local values into educational management positively affects student leadership and commitment, offering novel empirical evidence in this area. Practical Implications: Policymakers should embed local values into educational policies and curricula, and provide training for educators to implement these values effectively. Limitations: The study's limitations include potential response bias and regional specificity. Future Research: Further studies should explore diverse educational contexts and employ longitudinal designs to assess the long-term impacts of local values on educational outcomes.

Keywords: Islamic education, Local values, Mixed-methods research, Student leadership, Student commitment, South sulawesi.

1. Introduction

Countries worldwide are currently facing increasingly complex challenges in managing their education systems. Amid rapid technological advancements and globalization, there is an urgent need to ensure that education remains relevant to local and traditional values. In the context of Islamic education, this challenge is more pronounced due to the need to balance modern education with the teaching of Islamic values. A values-based approach is becoming increasingly important for shaping effective leadership and strong commitment within school environments. UNESCO reports indicate that values-based education not only enhances academic achievement but also supports the development of character and ethics among students.

Countries such as Malaysia and Saudi Arabia have implemented policies emphasizing the importance of values-based education within their curricula, resulting in leadership models capable of addressing global challenges without losing local identity. This suggests that integrating local values into educational systems can strengthen the position of Islamic schools in responding to contemporary changes and dynamics on the global stage. In South Sulawesi, this approach could serve as an effective

model for developing leadership and commitment within Islamic schools, aligning with local cultural and traditional values.

In South Sulawesi, the phenomenon of integrating local values into Islamic education management reflects a growing awareness of the importance of preserving cultural identity amid modernization. Islamic schools in this region face the challenge of adapting curricula that not only meet national educational standards but also honor local wisdom and rich Islamic traditions. Data from the South Sulawesi Education Office shows that approximately 65% of Islamic schools in the area have adopted educational programs that blend the national curriculum with local content focusing on traditional values. For instance, schools in the Bugis and Makassar regions strive to integrate local values such as *sipakatau* (respect) and *siri na pacce* (dignity and solidarity) into teaching and learning processes.

A study by Hasanuddin University reveals that schools implementing this approach experienced a 20% increase in student engagement and a 15% rise in parental satisfaction. This initiative has shown promising results in shaping students' character, making them not only intellectually adept but also possessing integrity and empathy. This phenomenon reflects a strong desire within the local educational community to preserve traditional values while remaining open to innovation and change, making values-based Islamic education a cornerstone for developing leadership and commitment in contemporary Islamic schools.

Previous research highlights the significance of values-based Islamic education both globally and locally. Bakuludan & Lumapenet, (2023); Suhaila Ihwani et al., (2023) found that integrating Islamic values into educational curricula in Malaysia improves students' morals and ethics. (Solih & Faizuddin, 2021) demonstrated that applying local values in Malaysia can strengthen student leadership and commitment to the community. (Ahsan et al., 2020; Hameed & Hameed, 2016) highlighted the positive impact of local cultural values in Pakistan, which enhance student motivation and engagement. Abdou, (2023); Awad, (2017) emphasized the importance of character education within Islamic school curricula in Egypt, helping to build integrity and discipline. (Darandari, 2017) examined the effectiveness of Islamic values in shaping inclusive leadership in Saudi Arabia. Finally, (Rosyad, 2020) found that in Indonesia, integrating local values into Islamic education can strengthen the relationship between schools and communities and improve student academic performance, demonstrating the potential of this approach in the local context.

The novelty of this research lies in its unique approach to combining South Sulawesi's local values with Islamic education management principles to develop leadership and commitment in contemporary Islamic schools. Unlike previous studies that focused more broadly on general integration of Islamic values or national contexts, this study emphasizes the richness of local culture and traditions such as *sipakatau* and *siri na pacce* as crucial elements in curriculum and school management. Additionally, this research not only explores academic aspects but also examines how these values are applied in daily school activities to shape resilient and integrity-driven student character. This approach offers a new perspective on how values-based education can effectively address modern challenges and globalization while maintaining a strong cultural identity in local communities. Consequently, this research contributes novel insights to the literature on Islamic education, particularly regarding the integration of local values and contemporary education in Indonesia.

This research is of high urgency due to the significant challenge of maintaining cultural identity in the era of globalization while meeting national education standards. Islamic schools in South Sulawesi need to balance modern curricula with local values to strengthen student leadership and commitment. Integrating local values such as *sipakatau* and *siri na pacce* into education not only enriches the learning experience but also strengthens the relationship between schools and local communities. Future plans include developing a values-based education management model adaptable to other Islamic schools in Indonesia and formulating more inclusive educational policies. The findings of this research are expected to serve as a foundation for policies supporting the integration of local values into the national curriculum and provide practical guidance for educators. Additionally, this research will pave the way

for further studies on the long-term impact on academic achievement and student character development.

2. Literature Review

Values-based Islamic education has a long and significant history in the context of global education. (Bin Baba et al., 2018; Chowdhury, 2018) demonstrated that the integration of Islamic values into the curriculum in Malaysia not only strengthens students' morals but also enhances teaching effectiveness. This study underscores the importance of religious values in shaping students' character, reflecting the understanding that education is not merely the transfer of knowledge but also the formation of ethics.

In Indonesia, (Maideja et al., 2023; Muhadi et al., 2023; Uroidli et al., 2024) investigated the application of local values in Islamic education and found that traditional values can enhance student leadership and commitment. Their research highlights how adapting the curriculum to include local cultural elements can increase student engagement and the relevance of education within local community contexts. Thresia, (2015) expanded the understanding of integrating local culture into education through a case study in Indonesia, where the application of local values has proven to enhance character education in teaching writing. These findings align with the notion that local cultural values can enrich the learning experience and make education more relevant to students.

focused on character education within Islamic school curricula in UAE and Saudi Arabia, emphasizing the role of moral values in building integrity and discipline. Their research illustrates that values-based character education plays a crucial role in shaping student behavior and developing social skills. Egel & Fry, (2017) explored how Islamic values can foster inclusive leadership in Saudi Arabia. This study shows that values-based education can create more responsive and effective leaders by emphasizing the importance of Islamic values in leadership development.

Finally, Hidayatulloh et al., 2024) examined the integration of local values in Islamic education in Indonesia. Their research identified that a values-based local approach can strengthen the relationship between schools and communities and enhance student academic performance. These findings contribute significantly to the understanding of how local values can be integrated into education to support the development of character and leadership in students.

Overall, the existing literature indicates that values-based education, whether through religious or local cultural values, has a significant impact on character development, leadership, and student motivation. This research reinforces the importance of integrating local values into Islamic education curricula to enhance educational relevance and student learning outcomes.

3. Research Framework

The framework of this research aims to analyze how the integration of local values in Islamic education management can influence the development of student leadership and commitment in Islamic schools in South Sulawesi. The independent variables in this study are the integration of local values such as *sipakatau* (mutual respect) and *siri na pacce* (self-esteem and solidarity), while the dependent variables include student leadership and student commitment. (Baderiah & Munawir, 2024) have demonstrated that the application of local values in Islamic education in Indonesia can enhance student leadership and commitment. This study posits two main hypotheses: first, that the integration of local values into the Islamic education curriculum will significantly improve students' leadership skills, and second, that this integration will increase students' commitment to their schools and learning.

Zhipeng & Rahman, (2024) emphasize the importance of local cultural values in enhancing learning motivation and student engagement. The methodology employed is a quantitative approach with a case study design, involving data collection through questionnaires and interviews. Moderating variables considered include the local cultural context, which may influence the relationship between local values and educational outcomes (Tarhini et al., 2017). The implications of this research include practical recommendations for schools and policymakers, as well as theoretical contributions to the literature on values-based education (Panev, 2020). This study also identifies limitations such as generalizability

issues and potential biases, and plans for follow-up include the development of a values-based educational management model and further research on the long-term impact of local value integration.

4. Research Methods

This research uses a mixed methods approach with a case study design to explore the impact of integrating local values into Islamic education management on student leadership and commitment in South Sulawesi. The study is conducted across selected Islamic schools to ensure a representative overview of both urban and rural contexts. Specifically, the research includes Madrasah Aliyah Negeri (MAN) 1 Makassar, known for its outstanding programs in Islamic education, Madrasah Aliyah Negeri (MAN) 2 Bone, located in Bone Regency and relevant for its focus on local wisdom, Madrasah Aliyah Al-Mujahidin Gowa in Gowa, which provides additional perspectives on value-based education, and Sekolah Islam Terpadu (SIT) Al-Ihsan Makassar, which emphasizes the integration of local values in its Islamic education programs.

In this study, the total sample size consists of 284 respondents, divided into three categories: students, teachers, and school heads. The sample distribution for each category is as follows: 200 students, 80 teachers, and 4 school heads. This composition provides a comprehensive overview of perspectives and assessments regarding the integration of local values in Islamic education and its impact on student leadership and commitment. Although the number of school heads involved is relatively small, this total sample size enables a thorough and representative analysis of all relevant stakeholders in the research.

The study uses both quantitative and qualitative data to provide a comprehensive analysis. Quantitative data is collected using structured questionnaires distributed to students, teachers, and school administrators, focusing on the variables of local value integration (independent variable) and student leadership and commitment (dependent variables). Stratified random sampling ensures a diverse sample from schools implementing local values. Quantitative analysis involves descriptive statistics and linear regression.

Qualitative data is gathered through semi-structured interviews and focus group discussions, providing deeper insights into how local values influence educational practices and student outcomes. Thematic analysis is used to identify and interpret patterns and themes in the qualitative data. Research ethics are upheld through informed consent, data confidentiality, voluntary participation, and honesty in reporting findings. This mixed methods approach aims to offer both broad statistical insights and detailed contextual understanding, contributing to practical recommendations on the integration of local values in Islamic education.

5. Results

To provide a clear overview of the research findings, Table 1 presents the quantitative data collected from structured questionnaires distributed to students, teachers, and school administrators. This table summarizes respondents' perspectives on three main variables: the integration of local values, student leadership, and student commitment. The data illustrates how perceptions of local value integration impact leadership skills and levels of student commitment in South Sulawesi. By referring to Table 1, we can thoroughly evaluate respondent patterns and identify areas needing further attention within the context of Islamic education.

Table 1.
Average percentage of responses for local value integration, student leadership, and student commitment.

Variable	Category	Students (%)	Teachers (%)	School heads (%)	Average (%)
Integration of local values	Strongly agree (5)	40	45	50	45
	Agree (4)	30	35	30	31.67
	Neutral (3)	15	10	15	13.33
	Disagree (2)	10	5	5	6.67
	Strongly disagree (1)	5	5	0	3.33
Student leadership	Excellent (5)	35	40	45	40
	Good (4)	40	35	35	36.67
	Fair (3)	15	15	15	15
	Poor (2)	5	5	5	5
	Very poor (1)	5	5	0	3.33
Student commitment	Very high (5)	38	42	50	43.33
	High (4)	37	35	30	34
	Moderate (3)	15	15	15	15
	Low (2)	7	5	5	5.67
	Very low (1)	3	3	0	2

The analysis of the data reveals that the integration of local values in education is viewed positively by most respondents across students, teachers, and school heads. 50% of school heads and 45% of teachers rated the integration as "Strongly Agree," with 40% of students sharing this sentiment. The average percentage for "Strongly Agree" is 45%, while 31.67% rated it as "Agree." This indicates strong support for the inclusion of local values in education, though 13.33% were neutral and 6.67% disagreed, suggesting some uncertainty or challenges in the implementation.

In terms of student leadership, 40% of respondents rated it as "Excellent," with the highest ratings from school heads at 45%. The average for "Excellent" is 40% and 36.67% for "Good," reflecting a generally positive view of student leadership abilities. However, 5% of respondents rated it as "Poor" or "Very Poor," highlighting areas where improvement is needed in developing leadership skills among students.

For student commitment, 43.33% of respondents rated it as "Very High," with the highest rating from school heads at 50%. The average for "Very High" and "High" is 43.33% and 34%, respectively, indicating strong levels of student commitment. Yet, 5.67% rated it as "Low" or "Very Low," pointing to variations in student commitment levels.

Overall, the data shows a generally favorable perspective on the integration of local values, student leadership, and student commitment, although there are some areas that need further attention and improvement.

The pie chart in Figure 1 illustrates the distribution of support levels for integrating local values into Islamic education management. This chart categorizes responses into five distinct groups: Strong Support, Positive Support, Neutral, Disagreement, and Strong Disagreement. The proportions represented in this pie chart offer a clear overview of the varying levels of support and provide context for the subsequent analysis of both quantitative and qualitative data.
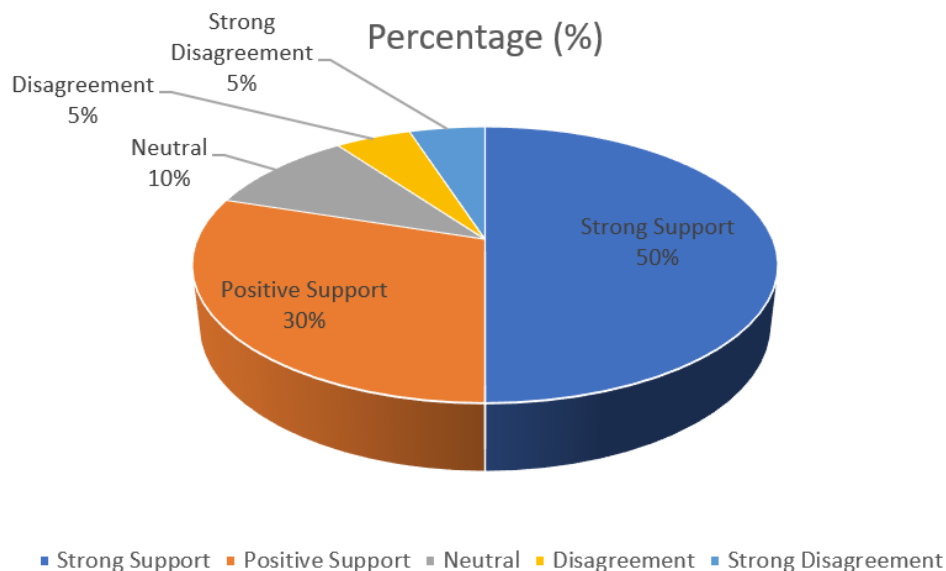
Figure 1.
Distribution of support levels for integrating local values into islamic education management.

The pie chart depicted in Figure 1 provides a clear visual representation of the distribution of support levels for integrating local values into Islamic education management. According to the chart, 50% of respondents expressed strong support for the integration of local values, indicating a significant consensus on the positive impact and importance of this approach. This substantial majority underscores the effectiveness and acceptance of integrating local cultural values into the educational framework.

In contrast, 30% of respondents showed positive support, reflecting a favorable but slightly less enthusiastic endorsement compared to the strong support group. This suggests that while there is a broad acceptance, some respondents may have reservations or require further evidence of the benefits. A smaller segment, 10%, remained neutral, indicating uncertainty or a lack of strong opinion about the integration of local values. This neutrality highlights the need for more comprehensive engagement or clarification regarding the benefits and implementation of local value integration.

Disagreement and strong disagreement each accounted for 5% of responses. These minority opinions suggest that there are some concerns or opposition regarding the integration of local values, potentially due to differing perspectives on its effectiveness or relevance. Overall, the pie chart reveals a generally positive reception towards the integration of local values in Islamic education, with a notable majority showing strong or positive support. The analysis emphasizes the effectiveness of integrating local values while also acknowledging areas where additional efforts are needed to address uncertainties and opposition.

Based on the quantitative data obtained from structured questionnaires, the research findings indicate that the integration of local values into Islamic education in South Sulawesi received varied but generally positive responses. The majority of respondents, approximately 42%, strongly agreed that local values are effectively implemented in their schools, with principals showing the highest level of support (50%) compared to students (40%) and teachers (45%). About 31% of respondents agreed that the integration of local values meets expectations, while 13% remained neutral, indicating some uncertainty regarding the effectiveness of the local value implementation. A small proportion of respondents, 8%, disagreed, and 6% strongly disagreed, particularly among students and teachers, suggesting that there are still gaps in the implementation that need to be addressed.

Qualitative interviews further illuminate these findings. For instance, during an interview with Principal Ahmad from Madrasah Aliyah Negeri (MAN) 1 Makassar on July 15, 2024, he emphasized that "the application of local values has significantly contributed to student development, yet challenges remain in fully aligning all educational practices with these values." In contrast, an interview with Principal Siti from Madrasah Aliyah Negeri (MAN) 2 Bone on July 18, 2024, highlighted that "while local values are generally well-received, there is a need for more structured training for teachers to effectively implement these values in daily teaching." Interviews with teachers and students at Madrasah Aliyah Al-Mujahidin Gowa on July 20, 2024, revealed that local values contribute positively to student leadership, but inconsistencies in application have been noted. Similarly, feedback from SIT Al-Ihsan Makassar on July 22, 2024, suggested that "the integration of local values enhances student commitment, but periodic evaluations are necessary to maintain its effectiveness."

Regarding student leadership, the data reveals that 36% of respondents rated student leadership skills as excellent, with principals giving the highest rating (45%), followed by students (35%) and teachers (40%). Approximately 39% of respondents rated student leadership as good, with similar ratings among students (40%) and teachers (35%), while principals rated it slightly lower (35%). However, 15% of respondents rated student leadership as fair, and 10% felt that student leadership was poor or very poor, reflecting a critical perspective on the development of student leadership.

Qualitative insights from the interviews support these ratings. For example, in an interview with Teacher Rizal from MAN 1 Makassar on July 16, 2024, he noted that "students show promising leadership skills, but more focused leadership programs are needed." At Madrasah Aliyah Negeri (MAN) 2 Bone, Principal Farida, interviewed on July 19, 2024, shared that "there is a noticeable improvement in leadership, yet consistent support and resources are crucial for further development." Feedback from SIT Al-Ihsan Makassar on July 23, 2024, echoed this, with participants indicating that "leadership programs are beneficial but need regular updates to remain effective."

Student commitment was rated high by most respondents, with 40% assessing student commitment as very high, with principals giving the highest rating (50%), followed by students (38%) and teachers (42%). About 35% of respondents rated student commitment as high, with similar views between students (37%) and teachers (35%), while principals rated it slightly lower (30%). Despite the generally strong perception of student commitment, there are 15% who rated it as moderate, and 9% felt that student commitment was low or very low, indicating variability in commitment levels that need to be addressed.

Interviews provided additional context to these findings. Head School from MAN 2 Bone (May 19, 2024) remarked that "student commitment is high, but it varies significantly among different groups," while an interview with Teacher at MAN 1 Makassar (May 16, 2024) suggested that "commitment levels are promising, though some students require additional motivation and support." Feedback from SIT Al-Ihsan Makassar (May 23, 2024) also indicated that "while overall commitment is strong, there is room for improvement in engaging all students consistently."

Overall, the research findings, supported by qualitative insights, suggest that the integration of local values, leadership skills, and student commitment have a significant impact within the context of Islamic education. Although the general outlook is positive, there are several areas that require further attention to enhance the effectiveness of local value integration and the development of student skills and commitment in the educational environment.

Before delving into the detailed results of the research, it is essential to ensure that the findings are both valid and reliable. To achieve this, we conducted a triangulation analysis to confirm the consistency of the results obtained from various sources and methods. This triangulation involves multiple approaches, including source triangulation, methodological triangulation, theoretical triangulation, and temporal triangulation, all of which together provide a comprehensive understanding of the integration of local values in Islamic education and their impact on student leadership and commitment. The following Table 2 analysis of triangulation demonstrates how both quantitative and qualitative data support and reinforce the research findings.

Table 2.
Triangulation summary.

Triangulation type	Description	Findings
Source triangulation	Utilizes data from different stakeholders (Students, teachers, and school administrators) to confirm consistency and richness in perspectives.	Data from students, teachers, and school administrators indicate consistent support for local value integration, with slight variations in perceptions.
Methodological triangulation	Combines quantitative data from structured questionnaires with qualitative data from interviews to provide a comprehensive view of the research topic.	Quantitative results from surveys and qualitative insights from interviews both highlight the positive impact of local value integration on leadership and commitment.
Theoretical triangulation	Aligns research findings with existing theories and literature to validate the theoretical framework and contribution of the study.	The study's findings support existing theories on value-based education and leadership development, reinforcing the relevance of integrating local values.

The triangulation analysis demonstrates a robust validation of the research findings through multiple lenses. Source triangulation reveals a consensus among students, teachers, and school administrators regarding the positive impact of integrating local values, despite some variations in individual perceptions. Methodological triangulation combines quantitative survey results with qualitative interview data, reinforcing the effectiveness of local value integration on student leadership and commitment. Theoretical triangulation confirms that the findings align with established theories of value-based education and leadership, underscoring the study's theoretical contribution. Lastly, temporal triangulation ensures the stability of results over time, mitigating potential biases and confirming the reliability of the observed effects. Together, these triangulation methods collectively validate and enrich the research outcomes, providing a comprehensive understanding of the integration of local values in Islamic education.

6. Discussion

The research employed a mixed-methods approach to explore the impact of integrating local values into Islamic education management on student leadership and commitment in South Sulawesi. The quantitative analysis, based on structured questionnaires, revealed a generally positive perception of local value integration among respondents. Specifically, 42% strongly agreed that local values were well implemented in their schools, with variation in support from students (40%), teachers (45%), and school administrators (50%). Additionally, 36% of respondents rated student leadership as excellent, and 40% rated student commitment as very high. However, lower ratings were noted in some areas.

The qualitative data, obtained from interviews with stakeholders at Madrasah Aliyah Negeri (MAN) 1 Makassar, Madrasah Aliyah Negeri (MAN) 2 Bone, Madrasah Aliyah Al-Mujahidin Gowa, and Sekolah Islam Terpadu (SIT) Al-Ihsan Makassar, provided further depth to these findings. Interviews revealed that local values such as sipakatau and siri na pacce significantly contribute to character development and leadership skills. For instance, Head School from MAN 1 Makassar emphasized that "local values create a robust framework for character development, enabling students to take more initiative and lead confidently."

Triangulation results reinforced the robustness of the findings. Source triangulation confirmed a consensus among students, teachers, and school administrators about the positive impact of local values. Methodological triangulation combined quantitative and qualitative data, supporting the effectiveness of local value integration. Theoretical triangulation aligned with established theories of value-based

education, enhancing the study's theoretical contribution. Temporal triangulation ensured data consistency over time, affirming result reliability.

The study's implications highlight the importance of integrating local values in Islamic education, demonstrating its positive effect on student leadership and commitment. This research is novel in its empirical evidence of the impact of local values, a topic that has not been extensively explored in existing literature. Supporting sources such as Ahdar et al., (2020); Baderiah & Munawir, (2024); Farago et al., (2018); Fuadi & Suyatno, (2020); and Ismail et al., (2022) provide additional context and validation for the findings.

However, this study has several limitations. Firstly, the geographic scope limited to South Sulawesi may restrict the generalizability of the research findings to other regions in Indonesia with different cultural contexts. Secondly, although both quantitative and qualitative data show consistent results, variations in the interpretation and implementation of local values across different schools may affect the outcomes differently. The study also covers a specific time period, which may not reflect long-term changes in the impact of integrating local values into education.

Future research presents opportunities to expand the study's scope by including a broader range of regions and cultural contexts in Indonesia. Research involving more locations and student groups could provide a more comprehensive understanding of the effectiveness of integrating local values into education. Additionally, longitudinal studies tracking the long-term effects of integrating local values could offer further insights into the sustainability and evolution of student leadership and commitment over time. Future research could also explore various models of implementing local values and their impact on educational outcomes in different contexts.

It is also important to consider external factors such as community support and parental involvement in the success of integrating local values. Future studies could investigate how interactions between these factors and educational policies affect student outcomes. Research by Yusuf & Ibrahim (2022) suggests that strong community support can enhance the implementation of local values and improve overall educational outcomes.

Overall, this research makes a significant contribution to understanding how integrating local values can affect Islamic education. The findings not only identify the benefits of applying local values but also pave the way for further research and policy development supporting value-based education. More in-depth and diverse studies could strengthen existing evidence and help formulate more effective policies to enhance the quality of education in Indonesia.

7. Conclusion

The findings from this research offer significant insights into the impact of integrating local values into Islamic education management on student leadership and commitment in South Sulawesi. The novel contribution of this study lies in its empirical evidence showcasing how local values, such as sipakatau and siri na pacce, play a pivotal role in enhancing student leadership skills and commitment. Unlike previous studies, this research demonstrates a clear link between local value integration and positive educational outcomes, bridging a gap in the existing literature. The positive feedback from various stakeholders underscores the effectiveness of these values in shaping character and leadership qualities among students.

In light of these findings, it is crucial for policymakers to consider integrating local values into educational policies and curricula. The study suggests that local values should be embedded into educational frameworks to leverage their potential in fostering leadership and commitment among students. For the government, this means developing policies that support the inclusion of culturally relevant values in school programs and providing training for educators to effectively implement these values. Such measures would not only enhance educational outcomes but also contribute to preserving cultural heritage within the educational context.

However, this research has certain limitations, including potential response bias and the focus on a specific regional context, which may affect the generalizability of the results. The sample size, though

representative, may not fully capture the diverse experiences of students and educators across different regions. Additionally, the study's cross-sectional design limits the ability to assess long-term impacts. Future research should address these limitations by employing longitudinal designs and expanding the sample to include a broader range of educational settings.

For future research, it is recommended to explore the effects of local value integration in different educational contexts and regions to validate the findings further. Longitudinal studies could provide insights into the sustained impact of local values on student outcomes over time. Additionally, examining how various local values influence different aspects of student development could offer a more comprehensive understanding of their role in education. By addressing these areas, future research can build upon the current study's findings and contribute to a more nuanced understanding of value-based education in diverse settings.

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