

# Implementation of Islamic Religious Education Values in Shaping the Character of Students at SD Islam Raudhatul Jannah, Silae Village, Palu City

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\* Maulitia J Mapa, Naima, Oyan D Taufik, Jumri Hi Tahang Basire<sup>abcd</sup>

<sup>1234</sup>Universitas Islam Negeri Datokarama Palu, Indonesia

Corresponding Author: [maulitiamapa@gmail.com](mailto:maulitiamapa@gmail.com)

## A B S T R A C T

Islamic Religious Education is an educational institution that plays a vital role in helping shape the character of students in accordance with Islamic values. Raudhatul Jannah Islamic Elementary School in Silae Village, Palu City, is an Islamic-based elementary school in West Palu. The research observes how the implementation of Islamic Religious Education values and how educators shape the character of students so that they understand and practice the values of Islamic religious education in everyday life. This research uses a descriptive qualitative approach with a case study research design. The data and data sources are primary and secondary data. Data collection techniques include observation, interviews, and documentation. Data analysis is inductive through data reduction, presentation, and verification. Research shows that character building in students involves adopting habits such as praying on time, arriving at school on time, and adhering to rules, which are fundamental to character development. This implementation process takes place not only in the classroom but also through daily activities. The implementation of Islamic religious education values in character formation at Raudhatul Jannah Islamic Elementary School, Palu, involves two main steps: implementation and evaluation.

**Keywords:** *Implementation, Islamic Religious Education Values, Character Building*

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## INTRODUCTION

Education is something that is needed by all humans. Education plays a very important role in guiding a human being in reaching a higher level of life and glory. According to Law No. 20 of 2003 concerning the National Education System in the quote of Veren Fitri Qomariah, Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble morals, and skills needed by themselves, society, nation and state (Qomariah *et al.*, 2020). Islamic Religious Education is one of the subjects in elementary school that plays an important role in shaping the character of students in accordance with Islamic values. The purpose of Islamic Religious Education is the formation of students who believe and are devoted to Allah, have noble ethics, have knowledge of the main teachings of Islam and practice it in daily life (Herlindawati *et al.*, 2022). Islamic Religious Education is an educational institution that plays an important role in helping in the formation of the character of Students in accordance with the values of Islamic Religious Education.

SD Islam Raudhatul Jannah, Silae Village, Palu City, is an elementary school educational institution in West Palu that is based on Islam. The main purpose of the Researcher in this study is to observe how educators shape the character of students so that they understand and practice the values of Islamic religious education in daily life. The implementation of Islamic Religious Education values at SD Islam Raudhatul Jannah is applied with habituation and exemplary methods in order to encourage students to behave in accordance with the values of Islamic religious education in daily life.

## METHOD

This study uses a qualitative approach. Qualitative research is a research procedure that produces descriptive data in the form of written or spoken words from people and observable behaviors (Sa'adiyah *et al.*, 2022). The method used in this study is the Case Study Research Method. Case study is an empirical investigation that investigates at the same time as a phenomenon or case in a real-life context, especially when the boundary between phenomenon and context may be unclear (Abi Sukmana *et al.*, 2023).

This research is descriptive because the focus of the research is to describe in detail and in depth how the implementation of Islamic religious education values in shaping the character of students at SD Islam Raudhatul Jannah, Silae Village, Palu City. As well as what are the supporting and inhibiting factors in the implementation of Islamic religious education values in shaping the character of students at Raudhatul Jannah Islamic Elementary School, Silae Village, Palu City.

## FINDING AND DISCUSSION

The results of the research after conducting observations and interviews at SD Islam Raudhatul Jannah Palu on "The Implementation of Islamic Religious Education Values in Shaping the Character of Students, the researcher found that the values of Islamic religious education include: 1) The value of worship, 2) Moral values. The implementation of Islamic educational values includes: 1) Habituation, 2) Example. The supporting factors include: 1) Availability of advice and infrastructure, 2) habits, 3) Motivation from teachers, 4) Motivation from parents, 5) Environment. The inhibiting factors include: 1) Factors from the child itself, 2) Educator attitude, 3) Parental attitude, 4) Social environment.

### Values of Islamic Religious Education

#### The Value of Worship

The value of worship is a form of wholehearted self-servitude to Allah SWT. to obey his commands and abandon his prohibitions and practice everything that Allah SWT pleases. Worship aims to educate children in the process of guiding and directing all potentials to carry out their commands and stay away from their prohibitions. Examples of worship values that are carried out and instilled in students are faith, piety, discipline, patience, gratitude, tolerance, care, responsibility, cleanliness, and honesty.

#### Moral Values

Moral values are part of values related to good or bad behavior in humans. The value of morality in Islam is highly upheld, because morality is an important element in shaping a person's personality.

### Implementation of Islamic Religious Education Values

#### Example

Based on the results of the research, the researcher found that SD Islam Raudhatul Jannah Palu also made all teachers good examples for students, both in actions, words, and appearance, in the hope of forming students who are able to create daily lives that reflect good character and noble character.

#### Cultivation of Discipline

The results of the study stated that discipline is not only related to compliance with regulations, but also includes the internalization of moral values that encourage students to do the right thing, even without supervision. The importance of instilling discipline from an early age is very important, both in the family, school, and community environment.

#### Habituation

Based on the results of the analysis and the results of interviews at SD Islam Raudhatul Jannah Palu, the informant stated that the values of Islamic Religious Education have an important role in shaping the discipline character of students. The habituation of Islamic religious education values includes praying on time, coming to school on time, and obeying the rules that are the basis for the formation of disciplinary character which is manifested through the religious activities of students at school. The process of implementing worship

values and moral values is carried out not only in the context of learning in the classroom, but also through daily habituation activities. Such as the habit of praying before and after doing activities, shaking hands when coming and finishing school activities, memorization of the Qur'an and Hadith, as well as routine religious activities such as Fridays, namely Dhikr, Lectures, and the reading of Asma'ul Husna which are carried out to form the character of disciplined students.

### **Supporting and Inhibiting Factors**

#### **Supporting Factors**

##### **Availability of School Facilities**

The main factor that encourages the implementation of Islamic Religious Education Values in shaping character is the availability of complete facilities. Schools are responsible for providing complete facilities to realize and transfer character education properly. The available facilities are tools in the form of material objects (objects) created by humans as a form of supporting the implementation of the values of Islamic religious education that are to be built. The facilities available are such as clean and comfortable classrooms, the availability of Mushalla, the Qur'an, Prayer Equipment, ablution places, as well as complete media and learning.

#### **Habits**

Good habits applied at school and at home on a daily basis greatly contribute to the development of disciplined character values. For example, students are used to: Praying before and after studying, Tadarus Al-Qur'an before studying, performing dhuha and dzuhur prayers in congregation, accompanied by messages about discipline, and doing Infaq activities such as dhikr, lectures, and the recitation of Asma'ul Husna every Friday. These habits support the formation of students' character to become more disciplined.

#### **Motivation from Teachers**

Teachers every day provide teaching to students, teachers also provide motivation and good examples for students. Teachers are also responsible for comprehensive religious teaching, whether it is in formal religious lessons or extracurricular activities. Teachers carry out religious practices consistently and show positive behavior in accordance with the religious values that will be emulated by students. In addition, teachers work with the parents of students in strengthening the character of discipline. By building good and open communication and involving parents in Islamic religious education, which can create a consistent supportive environment between teachers and parents.

#### **Family Motivation (Parents)**

From the results of the interview, the informant stated that one of the supporting factors for character formation is parental motivation. Parents have a role in instilling discipline in children at home, because character education is not only instilled in schools. Schools are normal educational institutions that actually have an equally big role in educating children's character. However, parents also have an equally important role in controlling children's behavior and character.

#### **Social Environment**

Social factors in the home and school environment have a significant influence on the development of children's character. Based on the results of the research, SD Islam Raudhatul Jannah Palu, a conducive environment in the school, such as teachers who are good examples and friends who provide support, contribute to the formation of positive character for students. On the other hand, less supportive environmental conditions, such as poorly maintained play areas or poor peer influences, can hinder the formation of positive character of students. Therefore, collaboration between schools, parents, and communities is essential to create an environment that supports character education.

#### **Inhibiting Factors**

##### **From the child himself**

According to an informant at SD Islam Raudhatul Jannah Palu, one of the obstacles in character formation comes from the child himself. Some children have traits or characters that

are difficult to control, such as a tendency to be aggressive, lack of empathy, and difficulty following rules. This situation is a challenge for teachers in guiding and helping to form positive behavior.

#### **Educator Attitude**

Educators' attitudes can also be an obstacle if they are not consistent in applying character values. The informant mentioned that if teachers or education personnel do not set a good example or do not respond quickly to negative behavior, then this can reduce the effectiveness of character education in schools.

#### **Parental Attitudes**

Attitudes and habits from parents are also obstacles in forming character. The informant said that the attitude of parents who always pamper their children makes it difficult for children to live a disciplined life. For example, children are not used to praying at home so they often violate the rules for praying on time, children are also often late because they are not used to waking up early independently, and the absence of rules that are made consistently in the family environment causes children to often violate the rules made by the school.

#### **Playground Environment**

The informant said that when children play in unsafe or unsupervised areas, they are more likely to imitate negative behaviors, including indiscipline. This environment can be an unsupervised outdoor playground, which allows children to be affected by bad behavior from the surroundings and often violate predetermined rules.

## CONCLUSIONS

From the results of the research that has been conducted, it can be concluded that in general, the implementation of Islamic religious education values in shaping character at SD Islam Raudhatul Jannah Palu includes two main steps, namely implementation and evaluation. These processes are adjusted to the school situation and the needs of students. At the implementation stage, character values are instilled through habits, examples, integration in the teaching and learning process, extracurricular programs that support character strengthening, and collaborative approaches between teachers, counselors, and parents are crucial steps to form effective disciplinary character. Several challenges arise in the implementation of Islamic religious education values, such as the low understanding of students about the importance of applying Islamic values in daily life and the need to improve training for educators. Even so, it does not interfere too much with the implementation of the overall implementation. The results of the implementation of Islamic religious education values show positive effects on students, such as improving empathy skills, tolerant attitudes, and interpersonal discipline. In addition, there is a change in character after the implementation of systematic and directed Islamic religious education values.

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