



Teacher's Role in Religious Character Building Based on ADLX Introfle Integrated Curriculum in Elementary School

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ABSTRAK

The digital era brings serious challenges in the formation of students' religious character due to moral degradation and the influence of social media. This study aims to describe the roles and strategies of teachers in forming religious character through the implementation of the ADLX Introfle Integrated Curriculum at SDIT IQRO' Nogosari. The research method used a qualitative approach with a descriptive phenomenological design. Data were collected through in-depth interviews, participant observation, and reflective documentation. The results of the study indicate five main roles of teachers, namely as role models of values, demonstrator, class manager, motivator, and evaluator. The strategies implemented include the integration of religious values in each subject, habituation of daily religious activities, and reflection of values through journals and discussions. Collaboration between teachers and parents through regular communication and parenting programs also strengthens the formation of students' religious character. The ADLX Introfle Integrated Curriculum is proven to be able to integrate cognitive, affective, and spiritual aspects in a holistic learning process. This research contributes to the development of a curriculum based on value integration and reflection in integrated Islamic basic education.

Keywords: *religious character; teacher; ADLX Introfle; integrated curriculum; phenomenology*

ABSTRAK

Era digital membawa tantangan serius dalam pembentukan karakter religius siswa akibat degradasi moral dan pengaruh media sosial. Penelitian ini bertujuan mendeskripsikan peran dan strategi guru dalam membentuk karakter religius melalui penerapan Kurikulum Terpadu *ADLX Introfle* di SDIT IQRO' Nogosari. Metode penelitian menggunakan pendekatan kualitatif dengan desain fenomenologi deskriptif. Data dikumpulkan melalui wawancara mendalam, observasi partisipatif, dan dokumentasi reflektif. Hasil penelitian menunjukkan lima peran utama guru, yaitu sebagai

teladan nilai, demonstrator, pengelola kelas, motivator, dan evaluator. Strategi yang diterapkan mencakup integrasi nilai agama dalam setiap mata pelajaran, pembiasaan kegiatan religius harian, serta refleksi nilai melalui jurnal dan diskusi. Kolaborasi guru dan orang tua melalui komunikasi rutin serta program parenting turut memperkuat pembentukan karakter religius siswa. Kurikulum Terpadu *ADLX IntrofleX* terbukti mampu mengintegrasikan aspek kognitif, afektif, dan spiritual dalam proses pembelajaran holistik. Penelitian ini berkontribusi pada pengembangan kurikulum berbasis integrasi nilai dan refleksi dalam pendidikan dasar Islam terpadu.

Kata Kunci : karakter religius; guru; *ADLX IntrofleX*; kurikulum terpadu; fenomenologi

INTRODUCTION

In the era of globalization and digitalization, religious character education is a crucial foundation in the formation of students' identities. The increasingly evident phenomenon of moral degradation in the younger generation encourages the urgency of the significant role of teachers in forming a strong and contextual religious character amidst the challenges of the times (Alimah, et al 2025). Ironically, violations of moral values do not only occur in public spaces or public schools, but also target Islamic-based educational institutions. In fact, several cases involve educators, thus further blurring the boundaries between educational institutions and the values that should be instilled. According to a report by the Indonesian Child Protection Commission (KPAI) throughout 2024, there were 2,057 complaints related to child protection. The majority of these reports came from problems in the family environment and alternative parenting patterns, which reached 1,097 cases. In addition, there were 265 cases of children who were victims of sexual violence, 241 cases related to children's rights in the fields of education, utilization of leisure time, culture, and religion. Then, 240 reports involved physical and psychological violence, and 40 other cases involved children as victims of pornography and cyber crime (KPAI.GO.ID, 2024). The data summary can be visualized through the following diagram:

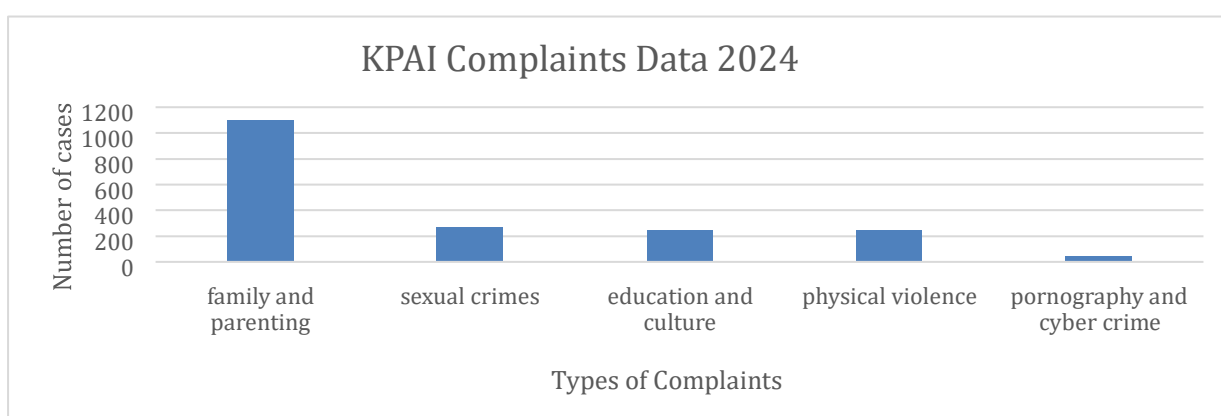


Figure 1. KPAI complaint data diagram

According to the results of the APJII (Indonesian Internet Service Providers Association) survey, the results of the APJII survey show that Gen Z is the largest internet user

in Indonesia, reaching 34.4% (apjji.or.id, 2024). The high exposure to digital media poses new challenges in maintaining spiritual and moral values among elementary school students. The high exposure to digital media poses new challenges in maintaining spiritual and moral values among elementary school students. Based on the data above, the current young generation needs to formulate character education with the aim of developing the affective potential of students as individuals and citizens who are cultured and national (Narimo & Wiweko, 2017), developing good behavior and instilling a sense of responsible, dignified leadership, and being respected in the international world (Narimo, 2020). The formation of religious character is closely related to the education curriculum in an educational institution. One of the approaches that has developed in supporting this process is the integrated curriculum. *ADLX IntrofleX*, which emphasizes the integration of religious values in all aspects of learning through habituation, internalization, and holistic self-reflection (Isnawati et al., 2023). The curriculum here can be understood in a sense that is not only limited to a number of predetermined subjects (Digna & Widyasari, 2023), but also includes various learning resources that are around the school environment and society (Iskandar & Narimo, 2019), as long as they are not yet known to humans and are needed (Natta, 2001).

Previous studies have highlighted the importance of the role and strategies of teachers in the formation of religious character. Some of these studies include: (Narimo, 2020); (Wening & Hasanah, 2020); (Rahmawati, 2025); (Alimah, Fitri Nur, 2025); (Aghnina & Yusuf, 2023); (Hariandi & Irawan, 2016); (Nur Aisyah & Suratno, 2019); (Lestari & Minsih, 2023); (Hukubun et al., 2024); (Akhmad Asyari & Ilham Gunawan, 2023); (Dwi Astuti et al., 2020); dan (Mink, 2022). Previous research has shown that religious character formation can be maximally pursued through various consistent habituation of spiritual activities carried out in the school environment. The role of teachers to form religious characters by emotionally involving students in every religious activity has proven to be an important factor in the process of forming religious characters from an early age. In addition, the learning approach that integrates religious values into all subjects both implicitly and explicitly is considered effective. The role of teachers, parents and the community environment is the main factor in shaping students' religious character. There are many studies on character education but there is a gap in exploring the subjective meaning and direct experience of teachers in the practice of forming students' religious character. Using a descriptive phenomenological approach, this study explores the essential meaning of teachers' experiences as key actors in value transformation in an integrated Islamic primary school environment. This approach is a way to not only describe teachers' actions, but to understand the deep meanings underlying their strategies and roles (Nasution, 2023).

The novelty of this study lies in the in-depth exploration of teachers' experiences in shaping religious character based on the *ADLX IntrofleX* integrated curriculum at SDIT, which has not been widely explained in previous studies. In addition, this study also contributes to explaining the dynamics of strategies applied by teachers as value agents in the midst of a curriculum that seeks to unify cognitive, affective, and spiritual aspects.

Therefore, this study aims to explore in depth the role and strategies of teachers in shaping religious character based on the *ADLX IntrofleX* integrated curriculum at SDIT IQRO' Nogosari.

METHODS Type and Design

This research uses a qualitative approach with a descriptive phenomenological design. This approach was chosen because it aims to explore and understand the deep meaning of the teacher's experience in shaping students' religious character through the ADLX Introflext integrated curriculum. In the context of phenomenology, researchers try to understand phenomena based on participants' perspectives, not just analyzing from the outside. (Nasir et al., 2023). The phenomenological design provides the flexibility to reveal the nuances of teachers' experiences that are unique and cannot be reduced to numbers or statistical categories. The main focus is on the "what" and "how" of the experience, namely what teachers experience and how they experience it in the context of implementing religious values. This model is very relevant to the field of character education, which is full of values, emotions, and personal reflections (Mouwn Erland, 2020). Researchers used recurrent data collecting to guarantee data depth until data saturation was achieved, which is the point at which further interviews stopped producing meaningfully new themes or information. This saturation suggests that there is enough information gathered to fully characterize the experiences of the teachers. In order to make sure that the researcher's interpretation and the teachers' real-world experiences aligned, the researcher then used source triangulation and member checking approaches to validate the theme. Thus, the themes that emerge are not only a reflection of the researcher's study; rather, they accurately capture the subjective truths of teachers' role in forming the religious character of their students.

Data and Data Sources

The main data in this study came from the principal, homeroom teacher, and grade IV students at SDIT IQRO' Nogosari who have implemented the ADLX Introflext integrated curriculum. The informant selection technique used purposive sampling with the following criteria: (1) having teaching experience at SDIT IQRO' Nogosari for ≥ 2 years, (2) actively involved in the implementation of the ADLX Introflext integrated curriculum, and (3) having learning practices that focus on building students' religious character. Data sources consist of primary data in the form of interviews and observations, and secondary data in the form of learning documents, religious habituation programs, and teachers' reflective notes.

Data Collection Technique

The main data collection technique was semi-structured in-depth interviews. The interview guide was organized based on the research focus, with flexibility to explore the unique experiences of each teacher. In addition to interviews, complementary data were obtained through observations of learning activities, documentation of the school's character strengthening program, and reflective notes from teachers and principals. This data triangulation approach was taken to increase the credibility and depth of the data obtained. Each interview was recorded (with participants' consent), then transcribed verbatim. Researchers maintained ethics at every stage of data collection, including the provision of informed consent, guarantee of confidentiality of participants' identities, and the opportunity for participants to withdraw at any time.

Data Analysis

The data analysis technique in this study uses the Miles and Huberman interactive analysis approach which includes three main stages: data reduction, data presentation, and conclusion drawing and verification. First, data reduction was carried out by simplifying and selecting relevant data from interviews, observations, and documentation, then categorizing them based on the main themes. Second, the reduced data was presented in the form of descriptive narratives, source quotes, and thematic matrices to facilitate interpretation and understanding of the relationships between themes. Finally, conclusion drawing was done inductively with continuous verification through in-depth reflection and cross-examination of data to ensure the accuracy and validity of the research results.

RESULTS AND DISCUSSION Results

This study aims to explore in depth the role and strategies of teachers in the formation of students' religious character through the ADLX Introfex integrated curriculum at SDIT IQRO' Nogosari. The results of the research based on in-depth interviews, participatory observation, and documentation studies show the following four main findings:

Table 1. interview results

No	Question	Results
1	What is the role of the class teacher in religious character building?	<p>From interviews with homeroom teachers, it was found that teachers act as the main role model (uswah hasanah), demonstrator, class manager, motivator, evaluator. Their statements are reinforced by several findings through observations in the classroom and in the school environment, where teachers consistently guide students in religious activities such as saying greetings, murojaah, voluntary and mandatory prayers, asmaul husna and familiarizing greetings and Islamic manners.</p> <p>Meanwhile, documentation from teaching modules, students' reflective journals, teachers' daily agendas, anecdotal records and the school's annual program show</p>
		<p>the systematization of values in religious character building. These values include responsibility, sincerity, honesty, patience, gratitude, which are instilled across subjects and reinforced by thematic activities and daily habituation.</p> <p>Thus, it can be concluded that the formation of students' religious character does not happen by chance, but is the result of conscious and consistent intervention by teachers through values in learning, exemplary attitudes, and management of school culture.</p>

2	How is the integration of Religious Values in the ADLX IntrofleX Integrated Curriculum?	<p>The integration of religious values in the ADLX IntrofleX curriculum is not just added, but really integrated into the learning process. What is unique about ADLX IntrofleX is its reflective approach. This curriculum also has four key elements: individualization, interaction, observation, and reflection and all of them can be directed towards religious character building. So teachers consciously link learning materials with Islamic values and familiarize students with daily reflection on the values they learn.</p> <p>Observation supports this finding, where the learning activities are accompanied by opening prayer (opening), habituation of Islamic manners, and reflection at the end of the session. While documentation obtained from student value journals, observation sheets, project sheets, and value program agendas get the results of the consistency and sustainability of this integrative learning strategy.</p> <p>From the explanation above, it can be concluded that the integration of religious values in the ADLX IntrofleX integrated curriculum is not something that is additional or complementary, but rather becomes the main spirit animating the entire educational process.</p>
3	How is Habituation and Reflection as a Character Reinforcement Strategy?	<p>Habituation is the main kuni. Among these habits are prayer, reading the Qur'an, morning dhikr, praying dhuha together, and also saying greetings with adab. Reflection is reinforced through various selfintrospection activities, writing value journals, discussion journals of goodness strategies, and selfevaluation journals. Documentation obtained the results of the habituation rubric and reflection sheet which is an assessment of the attitude of students.</p> <p>The conclusion from the explanation above is that this strategy is proven to not only condition behavior, but</p>
		<p>also foster students' spiritual awareness gradually. Religious character building is not by force, but by habits that are built with conscious, gradual, and reflective habits.</p>

4	How is Teacher and Parent Collaboration in Religious Character Building?	<p>The formation of religious character cannot be left entirely to the school. There must be continuity between what is taught at school and what is practiced at home, the importance of collaboration between teachers and parents. The interview results show that teachers actively maintain communication with parents to align children's values and behavior at home and at school. The principal creates and delivers a systematic program in involving parents in the form of POMG activities, parenting, psychological consultations, ombak (parents reciting and learning the Qur'an, home visits and day refreshes with student guardians.</p> <p>The results of observations of parenting activities show the enthusiasm of parents in participating in each activity program. This is indicated by the documented percentage of attendance of student guardians above 75% attendance. The documentation shows that the programs run well and are structured, accompanied by regular monitoring and evaluation.</p> <p>Thus, collaboration between teachers and parents is not only a supporter, but the main factor of the religious character building strategy.</p>
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Discussion

This discussion conveys in depth the results of research on the role and strategies of teachers in shaping students' religious character at SDIT IQRO' Nogosari. Based on the findings of interviews, observations and documentation, obtained from various forms of good practices carried out by teachers as agents of forming religious values in an integrated Islamic-based school environment. The discussion is conducted by referring to the findings obtained from the field and reinforced with scientific literature from reputable journals, both national and international.

To provide a comprehensive understanding, this discussion is organized based on thematic grouping according to the research focus, namely: (1) the role of teachers in shaping religious character development, (2) integration of religious values in the ADLX Introfex integrated curriculum, (3) student habituation and reflection strategies, and (4) collaboration between teachers and parents. Each sub-theme is critically analyzed by paying attention to the implementation that occurs in the field and linking it with theory and previous research.

1. The role of teachers in religious character building

This discussion shows the role of teachers at SDIT IQRO' Nogosari in the formation of students' religious character which is reflective, collaborative, and sustainable. The findings highlight five main roles of teachers, namely as role models, demonstrators, classroom managers, motivators, and evaluators. Each of these roles does not stand alone, but complements each other in an effort to form a religious and meaningful learning process.

a. Teacher's role as a role model

Teachers at SDIT IQRO' Nogosari act as the main role models in internalizing religious values. This exemplary behavior can be seen in daily life, both during learning activities and outside the classroom. Teachers begin and end learning with prayer, greetings, and display patience and humility in dealing with various classroom dynamics. Teachers' roles as role models have a significant impact on children's comprehension and application of moral and religious principles in daily life (Rodiyah et al., 2023).

The teacher's role as *uswah hasanah* reflects the core values in Islamic education. This reinforces the views of Lickona (1991) and Bandura (1977) that character is formed through observation, imitation, modeling, habituation, and reinforcement of values in real action which is the foundation in moral education. (Farleni et al., 2023). This does not only stop at the pronunciation of religious values, but must also be consistently applied every day in real actions in the classroom. Through the habituation method, teachers can improve religious character with good habituation. (Sugara et al., 2024). This shows that teachers act as role models who emphasize spirituality in the learning process at SDIT IQRO' Nogosari. From the explanation above, it can be concluded that teacher exemplary is not only a method, but also the core of character education. exemplary strategies and teacher habituation are effective in instilling religious character in elementary school students.

b. Teacher's Role as Demonstrator

The teacher acts as a demonstrator, namely by giving positive appreciation shown by students. In addition, a teacher must also expand his knowledge, especially in following the development of educational science in accordance with the needs and characteristics of students. Teachers provide appreciation and reinforcement when students show positive and religious characters in the school environment. Such actions will motivate the students concerned to maintain their positive attitudes, but also encourage other students to imitate and excel in demonstrating religious values. Peran Real examples of what teachers do include letting students communicate and interact actively during the group discussion process, but still maintaining order when delivering material. Freedom of speech is given to all learners as long as it supports the learning objectives. For example, students are allowed to express their opinions dynamically during the discussion process, but are expected to remain calm and focused when the teacher provides learning in front of the class. This approach is expected to naturally shape students' sense of responsibility, honesty and discipline values. In addition, teachers also instill the value of independence by encouraging students to complete their assignments independently, especially when facing summative and formative assessments, which sometimes lead to cheating behavior and imitated by other students. This shows the importance of consistency in the application of character values by teachers, as well as the need to strengthen self-regulation in students.

c. Teacher's role as a motivator

The role of the teacher as a motivator is in the form of teachers providing motivation to students so that students are always enthusiastic and active in learning and teachers create a pleasant atmosphere for students in the learning process (Hapsari et al., 2021).

The teacher as a motivator with an example when students during learning during the day feel bored and tired, the teacher will invite students to do cooling activities such as singing together, light exercise in class or doing activities that make students not feel bored and bored..

d. Teacher's role as an evaluator

The teacher as an evaluator has a very important role in the character building of grade IV students at SDIT IQRO' Nogosari. The role of the teacher as an evaluator is in the form of the teacher conducting an assessment of the student learning process and also assessing student learning outcomes (Yulianingsih & Sobandi, 2017). The teacher as an evaluator with an example when the teacher gives students a practical task of making a craft then the teacher must assess the process of making the student's work and then after the student's work is finished then the teacher must provide an assessment of the results of the student's craft work. The character values that are generated when the teacher performs the role of teacher as an evaluator while at school related to student character building include: 1. Responsible Value in the application of character education formation of responsible value through examples, class IV teachers apply to always be responsible for the work given to us. In the observations made by researchers, grade IV teachers have applied the value of responsibility to students, but in the findings that researchers found there were still some grade IV students who still did not apply the value of responsibility while at school when told by the teacher there were still some students who did not want to do what the teacher ordered, so that it could be a bad example for other students.

2. Integration of Religious Values in the ADLX Introfex Integrated Curriculum

The ADLX Introfex integrated curriculum encourages the integration of religious values into all subjects. Teachers at SDIT IQRO' Nogosari integrate cognitive, affective and spiritual aspects in the learning process. In learning Mathematics, for example, the concept of number is linked to the Omnipotence of God. In science lessons, students are invited to contemplate the greatness of God's creation through observing nature..

In addition, there are extracurricular activities that are integrated with the ADLX Introfex integrated curriculum, namely: calistung, BPI (Islamic personal development, ICT, scouts, OSN, tahfidz, tambourine, crafts, cooking class, dance, futsal and painting. Extracurricular activities are able to shape students to have skills and personality with positive values (Narimo & Irawan, 2018)



Figure 1: Classroom learning process

This approach reflects IntrofleX's distinctive ADLX character, which is based on deep and reflective experience. This finding is in line with Alqarny & Mujiburrohmah's research (2023) that ADLX encourages spiritual integration in cross-disciplinary learning through four elements: individualization, interaction, observation, and reflection. Integrating religious values into general lessons encourages students to build linkages between scientific knowledge and spiritual values.

3. Habituation and Reflection as a Character Reinforcement Strategy

The religious habituation program at SDIT IQRO' Nogosari includes routine activities such as al-bayan, dhuha prayer, morning tadarus, morning dhikr, morning and afternoon Al-makhsurat, dhuhur and asr prayers at school, murojaah, and the "1 Day 1 Hadith" program. In addition, integrated students write reflection journals every weekend to evaluate daily attitudes and worship.



Figure 2 Character reinforcement.

Habituation and reflection form the habit of value thinking (value thinking), moral awareness (moral consciousness) and strengthen the connection between action and spirituality. The implementation of a religious culture in order to form good habits for students, so that the process of forming a religious character is able to shape students to

have noble morals. This is in line with the constructivistic approach in character education which emphasizes direct experience and personal reflection as a means of learning values and is in line with Kohlberg's stages of moral development, that personal awareness becomes the basis for behavior change. This is in line with the findings (Sunarja et al., 2024) which shows that routine religious activities such as praying together and memorizing short surahs are effective in shaping students' religious character. Character education is actually a process of transferring character values to students, through continuous habituation and handling (Budi et al., 2020). Authentic assessment in learning allows teachers to assess students' understanding as a whole, including aspects of religious character.

4. Teacher and Parent Collaboration in Religious Character Building

The implementation of the ADLX Introfex integrated curriculum is strengthened by the synergy between school and parents. This collaboration is realized through communication of POMG activities, parenting, psychological consultations, ombak (parents reciting and learning the Qur'an, day refreshes with routine student guardians via liaison books, monthly parenting forums, and home visits for students who need special attention.

This collaboration not only creates continuity of values, but also strengthens the sense of community in character education (Dermawan, 2025). This is relevant to the principle of the Tri Center of Education (school family community) initiated by Ki Hajar Dewantara.



Figure 3. Parenting routine and internal consultation

Although collaboration between schools and parents through various programs has had a positive impact, implementation still faces a number of challenges. One of these is that parental participation is often uneven due to time constraints, workloads, and socioeconomic conditions, making programs such as the POMG or parenting forums less than optimal. These issues need to be addressed through adaptive and sustainable strategies.

CONCLUSION

The religious character building strategy implemented by teachers at SDIT IQRO' Nogosari is reflective, systemic, and sustainable. Through their roles as role models, demonstrators, classroom managers, motivators, evaluators, teachers succeed in integrating spiritual values into the learning process. The ADLX Introfex integrated curriculum provides a flexible pedagogical framework to shape students' religious awareness as a whole. The findings of this study also confirm the importance of the phenomenological approach in understanding the depth of teachers' experiences, as well as strengthening the literature related to religious value-based character education in integrated Islamic schools.

The results of this study also show that the phenomenological approach is very appropriate to reveal the depth of meaning of character education strategies, which are often missed in quantitative approaches. These findings support previous literature but also present new nuances about the importance of synergy between curriculum structure and the active role of teachers in presenting religious values as concrete experiences of students in elementary schools. The ADLX Introfex integrated curriculum has been proven to support the process of forming students' religious character by emphasizing four key elements: individualization, interaction, observation, and reflection. These four elements encourage students not only to understand religious teachings cognitively, but also to internalize them into their daily attitudes and behaviors. The application of the phenomenological approach in this study allows researchers to explore the deep meaning of teachers related to the practice of forming religious character, thus presenting a new perspective that has not been widely discussed in previous studies.

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