



An Analysis of Teachers Educational Role in Developing Religious Character Among Lower Grade Students

Kirana Primandini^{1(*)}, Ali Sunarso²

^{1,2}Universitas Negeri Semarang, Semarang, Indonesia

Received : March 14, 2025

Revised : March 29, 2025

Accepted : April 28, 2025

Abstract

Religious character is a fundamental value that must be instilled in students as the foundation for a nation's progress. This study aims to analyze and identify the role of teachers and the indicators of their success in shaping the religious character of lower-grade students. This study used a descriptive qualitative approach, with the research subjects including 4 teachers. Data were collected through observation, interviews, and documentation. To ensure data validity, this study applies triangulation techniques. The data analysis process consists of data collection, data reduction, data presentation, and conclusion drawing. The results of this study indicate that the role of teachers in developing the religious character of low-grade students includes three main aspects as educators, mentors, and guides. As educators, teachers encourage students to develop positive habits. As mentors, they provide guidance in spiritual and religious aspects. Meanwhile, as guides, teachers play a crucial role in instilling moral values such as honesty, discipline, and tolerance. The indicators of success are reflected in the positive changes observed in students and the increase in religious practices. Changes in behavior, as well as improvements in worship are monitored through worship journals and memorization journals provided by the school as a form of evaluation that continues to be carried out to date. The implications of this study show that the importance of the teacher's role in shaping students' religious character, which has an impact not only in the classroom but also on education policy.

Keywords:

Teacher's role; Religious character; Elementary school

(*) Corresponding Author: kiranadini14@students.unnes.ac.id

How to Cite: Primandini, K., & Sunarso, A. (2025). An Analysis of Teachers Educational Role in Developing Religious Character Among Lower Grade Students. *JTP - Jurnal Teknologi Pendidikan*, 27(1), 224–235. <https://doi.org/10.21009/jtp.v27i1.54162>

INTRODUCTION

The development of children's character in the current educational landscape requires more intensive attention. Numerous issues arising in our country in recent times stem from character-related problems (Nurhasanah, Aisah, & Yusrarti, 2024). Therefore, character development must be one of the primary objectives within the National Education System (Wahono, 2018). The term “education” originates from the word “educate,” which implies that education is essential for fostering the younger generation, enabling them to survive and become worthwhile individuals for religion, the nation, and the state (Annur, Yuriska, & Arditasari, 2021). Education plays a critical role in developing students' character, as good character and personality significantly influence the future of a nation (Anatasya & Dewi, 2021). The elementary school period represents a crucial stage in the character formation process (Arifin, Nurhasanah, & Jamaah, 2024). Elementary school children are in a developmental phase, making this period an opportune time



to instill positive character values (Hulu, 2021). Therefore, character education must be taught early to ensure that children grow into future generations who are morally upright, responsible, possess strong ethical values, and show compassion toward others and their environment (Kamila, 2023).

Along with the times, various challenges arise in the education process, especially at the elementary school level, related to student character development. Some students have difficulty in showing respectful behavior to teachers, lack of respect for others, ignoring religious practices in accordance with their beliefs, and lack of concern for peers. Initial observations conducted at Labschool UNNES Semarang Elementary School showed several phenomena that reflected the suboptimal character building, especially in low-grade students. Some students showed reluctance in participating in religious activities, such as worshiping and praying solemnly. In addition, there is a lack of discipline, such as not wearing the complete school uniform and coming late to school. Some students also show a dishonest attitude and often use inappropriate words. This is thought to be influenced by exposure to inappropriate content on social media, so they tend to imitate the impolite language. In addition, there is also a lack of tolerance towards others, for example by mocking the religious beliefs of their peers. This phenomenon is most likely influenced by the misuse of social media and an environment that does not support the development of good character in children. As a result, the values of character education in early childhood are increasingly eroded. therefore a solution is needed to overcome these problems.

One potential solution is to integrate character education into the formal education system across all levels of the national education framework. By implementing character education, it is expected that the objectives of national education can be achieved, particularly to develop students' potential so that they become individuals who are faithful, devout, morally upright, creative, competent, and possess other essential qualities. (Alivia & Sudadi, 2023; Putra, 2023).

The primary character that must be instilled in students and serves as the foundation for a nation's progress is religious character. Religious character education plays a crucial role in the school environment, as it can shape good temperament and character (Ambarwati, Budiarti, Laela, Dhiaulil Haqq, & Makhful, 2023). Through an understanding of religious values, individuals can develop tolerance, kindness, self-control, and resilience against provocation. Furthermore, religious character education contributes to fostering harmonious relationships among individuals. One of the most critical aspects of developing a religious character is the role of teachers (Hasanah & Zainuddin, 2023; Zubairi Muzakki & Nurdin, 2022). Various character issues occurring among lower-grade students emphasize the need for a stronger religious character education framework, where teachers play a key role in guiding students toward religious and moral development. In character education, teachers are responsible for instilling character values in students so that these values can be applied in their daily lives (Salsabilah, Dewi, & Furnamasari, 2021). Therefore, educators have a responsibility beyond delivering academic instruction in the classroom; they must also nurture students' character, guiding them to develop strong moral foundations and ethical values (Datunsolang, Sidik, & Erwinsyah, 2021). In addition, support from various parties is needed, especially parental support to strengthen the role of

teachers in guiding and shaping student character, so that religious character education can run optimally and sustainably (Judrah, Arjum, Haeruddin, & Mustabsyirah, 2024; Zaidah & Tatik Ariyati, 2024; Sipahutar, Sihite, & Syahrial, 2024).

Previous studies have extensively discussed the role of teachers in building students' character (Faiz and Purwati 2022; Putri, Kurniawan, and Nuraini 2024; Zulkarnain 2019; Arsini, Yoana, and Prastami 2023; Wally 2022). Previous research has discussed the role of teachers in character education in general, but most of these studies did not specifically highlight the formation of religious character in low-grade students. As a result, there is a gap in the understanding of how religious character is developed in the early stages of primary education. Therefore, this study aims to fill the gap by specifically analyzing the role of teachers in building the religious character of low-grade students as well as the indicators of success using teaching methods and interactive learning media. The findings of this study are expected to provide insights into effective teaching methods in building the religious character of low-grade students in primary schools.

METHODS

This study employs a descriptive qualitative research approach. Qualitative research methodology involves an analysis based on data obtained through interviews, field notes, and documentation (Sugiyono, 2017). The research was conducted at Labschool UNNES Elementary School in Semarang. The data used in this study were derived from primary and secondary sources. Primary data were collected directly from key informants, while secondary data were obtained from various written sources, such as books, articles, and academic journals relevant to the study. This study involved four teachers selected using a purposive sampling technique, consisting of an Islamic Religious Education teacher and three lower-grade teachers (grades 1, 2, and 3). The Islamic Religious Education teacher was chosen for their expertise in teaching religious values, while the lower-grade teachers were selected for their crucial role in shaping the religious character of lower-grade students.

Data analysis in this study was conducted using the Miles and Huberman model, which encompasses the stages of data collection, data reduction, data presentation, and drawing conclusions (Sugiyono, 2017).

Data Collection

Data collection was conducted through observation, interviews, and documentation. Observation allowed for a direct examination of teachers' roles in the field, ensuring a more comprehensive data collection process. Interviews were conducted to gather insights into how teachers cultivate the religious character of lower-grade students at Labschool UNNES Elementary School, with the data later analyzed to draw conclusions. Documentation involved collecting photographs of various observed activities and images from interviews with four teacher informants.

Data Reduction

During the data reduction stage, the collected data was summarized, categorized, and filtered to focus on key aspects relevant to the study. The researcher grouped interview data according to the study's focus, ensuring that only essential and meaningful information was retained.

Data Presentation

In the data presentation stage, the reduced data was compiled into a narrative format based on findings from interviews, observations, and documentation.

Drawing Conclusions

In the conclusion drawing stage, the researcher verified and formulated conclusions regarding the educational role of teachers in shaping the religious character of lower-grade students. To ensure the validity of findings, triangulation techniques were applied by cross-checking multiple data sources for accuracy and consistency.

RESULTS & DISCUSSION

Result

Based on the research conducted at Labschool UNNES Elementary School in Semarang regarding the teachers' educational role in developing the religious character of lower-grade students, several key issues faced by students before the implementation of the teachers' role were identified. A summary of these issues is presented in Table 1.

Table 1. Problem Identification Results

No	Issues Found	Problem indicators	Impact on religious character
1	Students exhibit reluctance in performing religious worship	Students demonstrate laziness in performing prayers, struggle with memorizing short surahs, lack proficiency in reading and writing the Qur'an, and show a lack of focus during prayers and the recitation of Asmaul Husna	Not having well-established religious worship habits
2	Students tend to engage in dishonest behavior	Students lack honesty in communication	Lack of honesty values
3	Students say dirty or rude words	Students often use inappropriate or abusive words	Lose respect for teachers and parents
4	Students display intolerance toward their peers	Students fail to respect or appreciate friends who hold different beliefs	Low level of tolerance

5	Students exhibit a lack of discipline	Students frequently arrive late and do not wear complete uniforms	Not accustomed to rules and responsibilities
---	---------------------------------------	---	--

The research findings show that before teachers carry out their educative roles, low-grade students at SD Labschool UNNES Semarang face various problems related to religious character. This phenomenon is most likely influenced by the misuse of social media and a home environment that is less supportive of children's religious character development. As a result, the values of character education in early childhood are eroding. These issues highlight the need for a stronger character education framework, in which teachers play an important role in guiding students towards moral development. As educators, teachers are not only responsible for providing academic lessons in the classroom, but also for nurturing students' character, guiding them in developing moral foundations and instilling strong ethical values.

Teachers' Educational Role in Developing Religious Character Among Lower-Grade Students at Labschool UNNES Elementary School

Teachers play a vital role in developing students' religious character, serving as educators, mentors, and guides. This role is particularly crucial at the lower grade level, as it represents the foundational stage in the development of moral and spiritual values. At Labschool UNNES Elementary School, various challenges were identified before teachers implemented their role, including low motivation for worship, a lack of honesty, a lack of tolerance, and weak discipline among students. As articulated by the religious studies teacher regarding the role of teachers as educators in developing the religious character of lower-grade students, the following points were emphasized:

‘‘ In cultivating religious character in students, we encourage them to develop good habits in their daily lives. One of these practices is training students to respond to *salaam* (a significant greeting in Islam) given by teachers at the beginning and end of lessons. Additionally, students are guided to pray before and after lessons and to regularly recite *Asmaul Husna*. We also instill the habit of congregational prayer, which is a mandatory practice for all students at school. As an Islamic Education (PAI) teacher, I allocate time during class hours for students to perform *Dhuha* prayers. Over time, this practice becomes part of their routine, enabling them to carry it out independently without further guidance from teachers. In addition, we also teach religious values by featuring religious-themed children's stories available on various social media platforms, such as YouTube’’ (Interview, January 14, 2025).

This underscores that the role of teachers as educators is reflected in their efforts to habituate students to positive behaviors in their daily lives. Furthermore, the religious studies teacher elaborated on the role of teachers as mentors by stating:

‘‘The role of teachers as mentors encompasses both spiritual guidance and support in religious practices. We strive to embrace students and instill the understanding that religiosity is not only manifested through prayer but also through activities such as reading the Qur'an, memorizing short surahs, and practicing *Asmaul Husna*. We also emphasize that these habits will serve as valuable assets for students, both during their school years and in their lives beyond this world. In guiding students in religious practices, we provide them with instructions on the correct procedures for ablution (*wudhu*), train them in delivering the call to prayer

(*azan*), assist them in organizing prayer rows (*shaf*), and ensure they understand the correct way to perform prayers. In addition, we also guide students in extracurricular activities of Reading and Writing the Qur'an (BTQ) which are held every Tuesday. On Friday, BTQ activities are carried out under the direct guidance of the class teacher using digital Quran learning media.” (Interview, January 14, 2025).

Through the habituation and guidance in religious practices, teachers not only serve as educators and mentors, but they also serve as directors. In their role as directors, teachers impart honesty, discipline, and tolerance values. Furthermore, the religious studies teacher elaborated on the role of teachers as directors by stating:

“In teaching the importance of honesty, we consistently integrate this value into classroom activities. We educate students to avoid lying, even in minor matters, such as when they give reasons for being late to school. They are taught to always offer honest explanations without fabricating excuses. Regarding discipline, we, as teachers, strive to set an example for students by arriving at school on time and dressing neatly. Meanwhile, students are encouraged to wake up early to avoid being late to school. In developing tolerance, we teach them that as part of a diverse society, especially in Indonesia, which is home to various religions, every individual must respect one another and act with tolerance. Additionally, we educate students not to mock differences, even in the form of jokes” (Interview, January 14, 2025).

To support the religious teacher's statement regarding the role of teachers as directors, the third-grade form teacher also shared their perspective by stating:

“to form the character of honesty in students with an honesty canteen, the implementation is if children want to buy snacks, the children take it themselves and the money is also placed in a place, there is a separate financial place, later it will be placed there, by training in such a way we as teachers can monitor whether the students are honest or not. In addition, in building discipline, we apply stricter rules, especially on Mondays. Student attendance is monitored periodically, and those who come late or do not wear complete uniform attributes, such as hats, ties, or black shoes, are given punishments in the form of warnings or advice as a means of guidance to prevent repeating the same mistakes. As for the attitude of tolerance, we instill this value by encouraging students to respect each other and avoid behavior that belittles or mocks peers who have different religious backgrounds” (Interview, January 24, 2025).

Indicators of Teacher Success in Developing Religious Character Among Lower-Grade Students at Labschool UNNES Elementary School

The teachers’ success in developing religious character among lower-grade students can be measured through several indicators that reflect changes in students' attitudes and behaviors following the implementation of the teachers' roles. The changes observed after applying the teachers' roles are presented in Table 2.

Table 2. Indicators of Success After Implementation of Teachers’ Roles

No	Indicators of success	Before (initial observation)	After Teachers’ Roles
1	Improvement in Worship Habits	Only a small number of students performed prayers regularly, and some lacked	The majority of students perform prayers independently

		solemnity in their supplications and recitation of Asmaul Husna	and demonstrate solemnity in their supplications and recitation of Asmaul Husna
2	Improvement in Memorizing Short Surahs and Reading the Qur'an	Some students still struggled with fluency in memorizing short surahs and reading the Qur'an	Students become more proficient in reading the Qur'an and are able to memorize short surahs effectively
3	Increase in Honesty and students do not speak harshly	Students lack honesty in communication and often use inappropriate or abusive words	Students become more honest in their communication and do not speak harshly anymore
4	Improvement in Discipline	Many students frequently arrived late and did not wear complete uniforms	The majority of students arrive on time and wear complete uniform attributes
5	Increase in Tolerance	Students did not respect or appreciate peers with different beliefs	Students become more respectful and appreciative of differences among their peers

Based on the research findings, there have been significant changes in students' attitudes and behaviors related to religious character. These changes can be seen from the improvement of worship habits, proficiency in reading and writing the Qur'an, as well as honesty in communication and not saying harsh words. In addition, students also show increased discipline and tolerance. These findings align with the statements made by the first-grade teacher, as follows:

“in my opinion, the indicator of success can be seen from changes in student behavior. For example, some students have started going to the mosque to pray Dhuha on their own initiative. In addition, some students who participate in extracurricular activities until the afternoon independently perform the Asr prayer without being told. This activity is also monitored through the prayer journal. In addition, progress can also be seen from the increase in memorization of the surahs they have learned, which is then recorded in the memorization journal and signed by the class teacher or religion teacher and parents” (Interview, January 14, 2025).

To support the statement made by the first-grade teacher, the second-grade teacher also shared their perspective on the indicators of success in developing religious character among lower-grade students, as follows:

“The success indicators can be seen through how students perform their religious practices, whether they do so with solemnity or not. This progress is also monitored through a memorization journal, which tracks their memorization advancements. Additionally, changes in character are noticeable in their honesty, as they have begun to speak truthfully without exaggeration. Furthermore, a sense of mutual respect has started to develop, as seen in how they interact with peers, both at

school and at home, without conflicts and can play together harmoniously. Moreover, in terms of discipline, it is noticeable that students have started arriving at school on time and wearing complete uniform attributes. We also collaborate with parents through WhatsApp groups as a means of communication, and we also ask parents to supervise and limit their children in playing gadgets, for fear of misuse. (Interview, January 30, 2025).

Discussion

Teachers play a critical role in developing the religious character of lower-grade students, encompassing three main aspects: as educators, mentors, and directors. To achieve this goal, various learning strategies are implemented, one of which is through habituation and practice methods. This aligns with further studies emphasizing that the development of religious character is achieved through the habituation of worship and the reinforcement of values such as discipline and exemplary behavior (Achmad, Alhadad, Sultoni, & Rasyid, 2022). In building the religious character of lower grade students, UNNES Labschool Elementary School teachers use 3 teaching methods, namely the habituation, understanding and role model methods (Saifullah Ammar, 2024; Jannah & Mauizdati, 2022).

The success in developing students' religious character can be observed through several aspects. First, the role of teachers as educators. One form of this role is by applying the habituation method to students. Before the implementation of the habituation method, only a small number of students performed prayers routinely and were less devout in their implementation. However, after the implementation of the habituation method consistently, most students began to carry out religious practices independently without further guidance. One of the habituation practices applied by teachers is to invite students to respond to greetings (salam) at the beginning and end of the lesson. In addition, teachers also accustom students to pray before and after lessons and read Asmaul Husna. Dzuhur prayer in congregation is obligatory for students and this is one of the school programs that must be carried out by Muslim students, while Dhuha prayer is carried out at certain times in the Religious Education class. In practice, part of the learning time is allocated for students to perform Dhuha prayer, which eventually becomes a habit so that students can carry it out independently without additional guidance. In addition to religious practices, religious character development is also carried out by utilizing technology in religious learning. One way is to show educational videos on religious themes that are available on various digital platforms, such as YouTube. Given that children prefer learning by showing educational videos, it is hoped that through this method, students can understand and internalize religious values more interestingly and relevantly in everyday life.

Second, teachers act as guides. Teachers act as guides in shaping students' characters, by providing an understanding of religious practices directly. Before the role of teachers was implemented, many students had difficulty understanding and practicing religious values in everyday life. However, after being given more structured guidance, there was an increase in students' understanding and religious skills. Teachers not only teach the theory about religious values but also guide students through practical actions. This guidance includes various religious practices, such as training students in the correct procedures for ablution (wudhu), teaching them how to perform the call to prayer (adhan), providing an understanding of organizing prayer rows (shaf), and deepening their knowledge of prayer worship. In addition, extracurricular Al-Qur'an Reading and Writing (BTQ) activities held every Tuesday and the Al-Qur'an literacy program held every Friday under the guidance of the class teacher also contribute to improving students' memorization skills and Al-Qur'an reading and writing skills. As technology continues to develop,

teachers utilize digital Quran as a learning medium to guide students in reading and writing the Quran. The use of digital Quran is considered more practical and efficient as it can be accessed anytime and anywhere. Additionally, with digital Quran applications, students do not need to carry a heavy physical mushaf, making it more convenient. With consistent guidance, the students showed significant progress in carrying out religious practices independently.

Third, the teacher acts as a guide which is realized through teaching moral values such as honesty, discipline, and tolerance. Before the teacher's role was fully optimized, there were still students who were dishonest in various situations and often spoke harshly or said inappropriate words, lacked discipline in obeying school rules, and showed low tolerance for differences. However, after teachers actively taught and modeled moral values, there were significant changes in student behavior. In terms of honesty, teachers consistently integrate character education into classroom activities. Students are taught from an early age not to lie, even in small things such as giving reasons for being late to school. They are encouraged to always give honest explanations without exaggerating. Apart from that, to form an honest character in students, the school implements an honesty canteen. In its implementation, students themselves take the food or drink they want to buy and put the payment money in the place provided without direct supervision from the canteen staff. With this method, teachers can determine whether students behave honestly or not. This method is very effective for training students' honesty. Then, if a student uses inappropriate or rude words, the teacher immediately reprimands and advises him by saying that these words are inappropriate. In terms of discipline, teachers set an example by arriving at school on time and dressing neatly and appropriately. Additionally, stricter rules were enforced, such as encouraging students to wake up early so they are not late for school and ensuring compliance with uniform requirements, including caps, ties, and black shoes. Students who violated these rules were given punishment in the form of warnings or advice to prevent repeat offenses. Meanwhile, tolerance was instilled by teaching the importance of mutual respect in a diverse environment, particularly in Indonesia, which is home to various religions. Students were encouraged to avoid mocking differences, even in the form of jokes. The implementation of social learning theory in the teaching process also contributed to the formation of this character, as students tend to imitate teachers' behavior as role models (Kurniawan, Nola, & Fibia, 2024; RIASTI, 2025).

Based on the observations and interviews conducted, it is obvious that teachers have effectively fulfilled their roles as educators, mentors, and directors. Indicators of their success are reflected in the positive changes observed among students. Most students who previously lied a lot now speak honestly and do not speak harshly or foully. They have also learned to appreciate differences among their peers, as seen in their interactions both at school and at home, where conflicts have decreased, and they are able to play together harmoniously. In addition, students have shown improvement in discipline, such as coming to school on time and wearing full uniforms. Progress has also been seen in students' religious practices, such as increased solemnity in worship and their ability to perform worship independently without needing to be reminded by the teacher. This is evidenced by the increasing frequency of prayers recorded in the prayer journal compiled by the school as a tool to monitor the development of students' worship. In addition, students' ability to memorize short surahs has also improved, which is continuously monitored through the memorization journal. This journal is signed by the class teacher or religion teacher as well as parents as a form of evaluation and appreciation of student development. This success is the result of good cooperation between teachers and parents in instilling religious character values. As an effort to improve communication, teachers form a WhatsApp group involving parents to convey information related to student activities and behavior while at school. In addition, teachers also ask parents to play an active role in

supervising and limiting the use of gadgets at home to minimize the potential for misuse of technology that can have a negative impact on student character development (Yuniarni, Surjaningrum, & Dewi, 2024).

Based on the discussion above, it can be concluded that teachers have effectively fulfilled their roles in fostering the religious character of lower-grade students at Labschool UNNES Elementary School. These findings indicate that teachers play a significant role in developing the religious character of elementary school students, particularly at the lower-grade level. This aligns with other studies stating that teachers have a substantial role as educators and instructors in schools, imparting knowledge and guiding students in the formation of Islamic character, both within the school environment and at home (Wahyuni & Putra, 2020). The implications of this study show that the importance of the teacher's role in shaping students' religious character, which has an impact not only in the classroom but also on education policy. With the application of effective teaching methods, it is expected that the process of developing students' religious character can be more optimal and sustainable.

CONCLUSION

The role of teachers in developing religious characters in low-grade students includes three main aspects, namely as educators, mentors, and guides. As educators, teachers apply habituation methods, such as requiring students to pray dzuhur in congregation as part of the school's mandatory program. In their role as guides, teachers provide direct understanding of religious practices, such as guiding students in reading and writing the Qur'an (BTQ) using digital Qur'an learning media. Meanwhile, as mentors, teachers play a role in instilling moral values such as honesty, discipline, and tolerance.

Indicators of teacher success in this study are reflected in positive behavioral changes demonstrated by students and increased worship habits. Changes in behavior, as well as improvements in worship are monitored through worship journals and memorization journals provided by the school as a form of evaluation that continues to be carried out to date. In this study, the contribution of teachers and parents in building students' religious character is still limited. Therefore, for further research, it is recommended to conduct a deeper exploration of the role and collaboration of teachers and parents in supporting students' religious character education, including more effective teaching methods in its implementation.

ACKNOWLEDGEMENT

The researcher extends gratitude to all parties involved in this study.

REFERENCES

- Achmad, F., Alhadad, B., Sultoni, A., & Rasyid, M. (2022). Peran Guru Dalam Pembentukan Karakter Religius Pada Anak Usia Dini 5-6 Tahun Di TK Manurung Goto Tidore Kepulauan. *Jurnal Ilmiah Cahaya Paud*, 4(2), 63–75. <https://doi.org/10.33387/cahayapd.v4i2.5182>
- Alivia, T., & Sudadi, S. (2023). MANAJEMEN PENDIDIKAN KARAKTER MELALUI KEGIATAN EKSTRAKURIKULER. *Tolis Ilmiah: Jurnal Penelitian*, 5(2), 108. <https://doi.org/10.56630/jti.v5i2.447>

- Ambarwati, A. P., Budiarti, A. R., Laela, N., Dhiaulil Haqq, A. Q. 'Ainin, & Makhful, M. (2023). Urgensi Pendidikan Karakter Religius dalam Meningkatkan Kedisiplinan Siswa. *Jurnal Pendidikan Dan Media Pembelajaran*, 1(1), 35–46. <https://doi.org/10.61813/jpmp.v0i0.58>
- Anatasya, E., & Dewi, D. A. (2021). Mata Pelajaran Pendidikan Kewarganegaraan sebagai Pendidikan Karakter Peserta Didik Sekolah Dasar. *Jurnal Pendidikan Kewarganegaraan Undiksha*, 9(2), 291–304. <https://doi.org/https://doi.org/10.23887/jpku.v9i2.34133>
- Annur, Y. F., Yuriska, R., & Arditsari, S. T. (2021). Pendidikan Karakter dan Etika dalam pendidikan. *Seminar Nasional Pendidikan Program Pascasarjana Universitas PGRI Palembang 15-16 Januari 2021*, 333. <https://jurnal.univpgri-palembang.ac.id/index.php/Prosidingpps/article/view/5688>
- Arifin, A., Nurhasanah, E., & Jamaah, J. (2024). Analisis Peran Guru dalam Pembentukan Pendidikan Karakter Siswa Kelas IV Sekolah Dasar. *Jurnal Evaluasi Dan Kajian Strategis Pendidikan Dasar*, 1(2), 51–56. <https://doi.org/10.54371/jekas.v1i2.427>
- Arsini, Y., Yoana, L., & Prastami, Y. (2023). PERANAN GURU SEBAGAI MODEL DALAM PEMBENTUKAN KARAKTER PESERTA DIDIK. *Journal Research and Education Studies*, 3(2), 27–35.
- Datunsolang, R., Sidik, F., & Erwinsyah, A. (2021). Peran Guru Dalam Membentuk Karakter Peserta Didik Di Sekolah Dasar Negeri. *EDUCATOR (DIRECTORY OF ELEMENTARY EDUCATION JOURNAL)*, 2(2), 181–197. <https://doi.org/10.58176/edu.v2i2.159>
- Faiz, A., & Purwati. (2022). Peran guru dalam pendidikan moral dan karakter. *Journal Education and Development*, 10(2), 315–318. <https://doi.org/https://doi.org/10.37081/ed.v10i2.3671>
- Hasanah, S. N. H., & Zainuddin, M. R. (2023). PERAN GURU PENDIDIKAN AGAMA ISLAM DALAM MENINGKATKAN SIKAP RELIGIUS SISWA PADA ASPEK ISLAM. *IMTIYAZ: Jurnal Ilmu Keislaman*, 7(1), 59–68. <https://doi.org/10.46773/imtiyaz.v7i1.776>
- Hulu, Y. (2021). Peran Guru Dalam Pengembangan Karakter Pada Siswa Kelas III SD Negeri 071154 Anaoma Kecamatan Alasa. *JURIDIKDAS: Jurnal Riset Pendidikan Dasar*, 4(1), 18–23. <https://doi.org/10.33369/juridikdas.4.1.18-23>
- Jannah, M., & Mauizdati, N. (2022). Peran Guru dalam Pembentukan Karakter Peserta Didik Sekolah Dasar Setelah Masa Pandemi Covid-19. *Ibtida'*, 3(1), 87–97. <https://doi.org/10.37850/ibtida.v3i1.294>
- Judrah, M., Arjum, A., Haeruddin, & Mustabsyirah. (2024). Peran Guru Pendidikan Agama Islam dalam Pembentukan Karakter Peserta Didik. *Journal of Instructional and Development Researches*, 4(1), 25–37. <https://doi.org/https://doi.org/10.53621/jider.v4i1.282>
- Kamila, A. (2023). Pentingnya Pendidikan Agama Islam Dan Pendidikan Moral Dalam Membina Karakter Anak Sekolah Dasar. *Al-Furqan : Jurnal Agama, Sosial, Dan Budaya*, VIII(I), 1–19. <https://publisherqu.com/index.php/Al-Furqan/article/view/535>
- Kurniawan, A. N., Nola, R., & Fibia, C. C. N. (2024). Pembentukan Karakter Toleransi melalui PAI. *Peradaban Journal of Interdisciplinary Educational Research*, 2(2), 27–41. <https://doi.org/10.59001/pjier.v2i2.64>
- Nurhasanah, E., Aisah, S., & Yusnarti, M. (2024). Peran Guru Sekolah Dasar dalam Pembentukan Karakter Siswa. *Jurnal Evaluasi Dan Kajian Strategis Pendidikan Dasar*, 1(1), 21–26. <https://doi.org/10.54371/jekas.v1i1.325>
- Putra, F. P. (2023). Pengembangan Tujuan Kurikulum Pendidikan Agama Islam Di Indonesia. *At-Ta'Dib: Jurnal Ilmiah Prodi Pendidikan Agama Islam*, 15(1), 17–30.

- <https://doi.org/10.47498/tadib.v15i1.1731>
- Putri, W., Kurniawan, M. A., & Nuraini, N. (2024). Peran Guru dalam Membentuk Karakter Siswa. *Metta : Jurnal Ilmu Multidisiplin*, 4(4), 1–14. <https://doi.org/10.37329/metta.v4i4.3617>
- RIASTI, N. (2025). PENERAPAN TEORI SOSIAL DALAM PEMBENTUKAN KARAKTERANAK USIA DINI. *SOCIAL : Jurnal Inovasi Pendidikan IPS*, 4(4), 635–642. <https://doi.org/10.51878/social.v4i4.4287>
- Saifullah Ammar, M. H. (2024). Metode Pembiasaan Dan Keteladanan Untuk Mendidik Karakter Siswa Di Smp It Mutiara Ilmu Sokaraja. *Jurnal Review Pendidikan Dan Pengajaran*, 7, 1861–1864. <https://doi.org/https://doi.org/10.31004/jrpp.v7i3.30259>
- Salsabilah, A. S., Dewi, D. A., & Furnamasari, Y. F. (2021). Peran Guru Dalam Mewujudkan Pendidikan Karakter. *Jurnal Pendidikan Tambusai*, 5(3), 7158–7163. <https://www.academia.edu/download/96076891/483330066.pdf>
- Sipahutar, F., Sihite, I. R., & Syahrial, S. (2024). Analysis of Parental Involvement in the Formation of Children’s Character at Primary School Age. *Journal of Digital Learning and Education*, 4(1), 73–84. <https://doi.org/10.52562/jdle.v4i1.1001>
- Sugiyono. (2017). *Metode Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif, dan R&D)*. Bandung: Alfabeta.
- Wahono, M. (2018). PENDIDIKAN KARAKTER: SUATU KEBUTUHAN BAGI MAHASISWA DI ERA MILENIAL. *Integralistik*, 29(2), 145–151. <https://doi.org/10.15294/integralistik.v29i2.16696>
- Wahyuni, I. W., & Putra, A. A. (2020). Kontribusi Peran Orangtua dan Guru dalam Pembentukan Karakter Islami Anak Usia Dini. *Jurnal Pendidikan Agama Islam Al-Thariqah*, 5(1), 30–37. [https://doi.org/10.25299/al-thariqah.2020.vol5\(1\).4854](https://doi.org/10.25299/al-thariqah.2020.vol5(1).4854)
- Wally, M. (2022). PERAN GURU DALAM PEMBENTUKAN KARAKTER SISWA. *Jurnal Studi Islam*, 10(1), 70–81. <https://doi.org/10.33477/jsi.v10i1.2237>
- Yuniarni, D., Surjaningrum, E. R., & Dewi, T. K. (2024). Analysis of Parental Restrictions on Smartphone Use for Early Childhood. *JTP - Jurnal Teknologi Pendidikan*, 26(3), 1107–1120. <https://doi.org/10.21009/jtp.v26i3.52007>
- Zaidah, V. M., & Tatik Ariyati. (2024). Peran Guru dalam Pendidikan Karakter Anak di TK Aisyiyah Bustanul Athfal 1 Kemranjen. *Kiddo: Jurnal Pendidikan Islam Anak Usia Dini*, 803–814. <https://doi.org/10.19105/kiddo.v1i1.12778>
- Zubairi Muzakki, & Nurdin, N. (2022). Formation of Student Character in Islamic Religious Education. *EDUKASIA: Jurnal Pendidikan Dan Pembelajaran*, 3(3), 937–948. <https://doi.org/10.62775/edukasia.v3i3.219>
- Zulkarnain, D. (2019). PERAN GURU DALAM PELAKSANAAN PENDIDIKAN KARAKTER PADA SISWA KELAS X DI SEKOLAH MENENGAH ATAS NEGERI 1 PALANGKA RAYA. *Jurnal Civic Education: Media Kajian Pancasila Dan Kewarganegaraan*, 3(1), 27. <https://doi.org/10.36412/ce>