



## The Role of Islamic Religious Education (PAI) Teachers in Shaping the Religious Character of Students

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### ABSTRACT

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The important role of Islamic religious education (PAI) teachers in shaping students' religious character attracted researchers to investigate. The purpose of this review is to determine the role of Islamic religious education (PAI) teachers in shaping students' religious character. There are several articles regarding reviews of the role of Islamic religious education (PAI) teachers in shaping students' religious character that can be found and this article discusses the results of the literature review carried out by the author. The research process begins with a search engine (Google Scholar) to search for articles then conclusions are drawn, the search ranges from 2016-2022. Based on the results of the literature review, research mostly shows that the role of Islamic religious education (PAI) teachers in shaping students' religious character has an impact. that Islamic religious education has an important role in character formation, more specifically religious character which is rooted in faith learning, educating students to become human beings with religious character.

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### Introduction

In the midst of the rapid advancement of knowledge and technology as well as information, we must become human beings who are intelligent, skilled, faithful and pious. Because if not we will be carried away by globalization and modernization. Therefore, as the future generation, we must prepare to have characters that are able to survive and compete as well as be qualified in certain fields. Education is a process that occurs continuously which aims to change the identity of a student to be more advanced and develop in knowledge, develop the skills and attitudes of students who are cultured and have character, and need to provide reinforcement of religious, honest, tolerant values. and discipline (Panoyo, Riyanto, & Handayani, 2020).

It can be said that education is one of the factors in forming a person's character. Because character is a unified whole between moral knowledge, moral feelings and moral behavior (Nafsia, Yufiarti, & Supena, 2020). Character building starts with the formation of attitudes based on certain values, such as religious values, culture, including state ideology. The value system functions as a frame of reference that is used as a reference in determining attitudes and behavior. This value system then becomes the difference between one character and another.

Character education is based on basic human character which originates from universal (absolute) moral values originating from religion which is also known as the golden rule. Character problems are currently receiving more attention from the central government, which based on initial findings that occur around us today, shows that currently there are many cases of delinquency among students (Masduki dkk., 2020). The issues of student fights, acts of violence, thuggery, alcohol consumption, traffic etiquette, crime are becoming more and more complicated day by day (Ru'iya, 2019). The world of education, which is philosophically viewed and expected as a tool or forum for educating and shaping human character for the better (humanization), has begun to shift. This is caused by the lack of preparedness of educational actors in keeping up with the times that are so fast. Even though education should be an alternative to overcoming and preventing crises of national character (Rahman, 2013). Inability to manage emotions well can result in being unable to overcome the emotional conflicts experienced so that negative emotions are dominated rather than positive feelings. Students who have problems with emotional intelligence will have difficulty learning, socializing and unable to control their emotions. Students with problems can be seen from preschool age and if left untreated they will carry over into adolescence. However, on the other hand, teenagers with character will avoid the problems faced by teenagers such as delinquency, brawls, drugs, alcohol and promiscuous behavior (Browne, 2019: 100-103).

In forming students' characters who are strong, moral, devout and have extensive knowledge and social relationships in fostering students' emotional intelligence, education must pay attention to aspects of individual attitudes and behavior, not only increasing knowledge (Nurbaiti, Alwy, & Taulabi, 2020) . But to develop humans who have noble character values, religious character is needed which is expected to be able to shape the character of students in a better direction (Susilawati, Aprilianti, & Asbari, 2022). This religious character is an aspect of human personality that cannot stand alone, meaning that it is related to aspects of personality and must be trained in children as early as possible so as not to hinder the child's subsequent developmental tasks. the ability to be religious does not form by itself. This ability is obtained with the will and encouragement from other people, including all teachers, school principals,

supervisors, and even the school committee must set an example and be role models in practicing character education indicators in daily behavior (Jannah, 2019).

Efforts made to form students' religious character are identically carried out by teachers, where teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing and evaluating students in formal education. Teachers are very synonymous with educational roles such as guiding, coaching, nurturing or teaching, in forming the character of quality students, teachers have a very important role during the learning process.

The role of the teacher really determines the success of students, because the teacher is the one who directly interacts with students. The role of the teacher is described as a communicator, a friend who can provide advice, a motivator as a provider of inspiration and encouragement, a guide in developing attitudes and behavior as well as values. The role of a teacher is very important for the development of students, which requires a motivator to encourage student progress, so as to create a sense of enthusiasm for learning in students (Harahap, Dahlan, & Usiono, 2022).

Teachers as educators not only play a role in increasing students' intellectual intelligence. However, teachers are responsible for increasing students' religious and social intelligence. In particular, Islamic Religious Education Teachers have a heavier role than teachers in other subjects because Islamic Religious Education teachers also teach about noble morals, so the role of Islamic Religious Education teachers has a big influence in instilling the character of students. Islamic religious education teachers do not just provide knowledge teaching, but teachers are also tasked with providing moral education and training students to behave and act in accordance with religious teachings and applicable social rules (Khusna, 2016).

The role of Islamic religious education teachers is very important in shaping the character of students, therefore teachers in each lesson are advised to convey moral messages that build enthusiasm and change students' bad behavior (Sholeh & Maryati, 2021). Because through learning good and correct Islamic religious education, this will shape religious character, because Islamic Religious Education plays a role in helping students to develop views, attitudes, life skills and social attitudes in accordance with Islamic teachings or values. Islamic religious education helps shape the religious character needed to maintain pluralism, tolerance and diversity. Islamic religious education literature is instilled, used as a source of multicultural education to form students who are tough, religious and tolerant of pluralism. The role of teachers in Islamic Religious Education (PAI) learning is important because Islamic Religious Education (PAI) subjects have an important role as a medium for instilling multicultural values in students (Lundeto, 2021).

In an effort to achieve quality Islamic religious education, it must start with quality Islamic religious education teachers. Because of this, the role of Islamic religious education teachers is very important to instill religious character education in students. The teacher as a role model or role model for students by providing examples of good behavior so that they can print and form generations who have good personalities as well. Therefore, it is in the hands of the teacher to produce students who are of good quality academically, skillfully, emotionally, mentally and spiritually mature. An Islamic religious education teacher is a religious teacher besides carrying out teaching duties, namely providing religious knowledge, he also carries out educational and coaching duties for students, he helps shape personality and moral development, also grows and develops the faith and piety of students (Sholeh & Maryati , 2021).

It can be said that the role of the teacher is one of the determining factors in the formation of the religious character of students, especially teachers of Islamic religious education (PAI), of course this can be achieved if the role of the teacher can do the best in its application. Based on the description above, it is necessary to know more deeply about "What is the role of Islamic religious education (PAI) teachers in shaping the religious character of students?"

## **Literature Review**

### **A. The Role Of Islamic Religious Education Teachers (PAI)**

Islamic religious education has an important role in the development of a nation, because the success of a nation is determined by the human factor, in this case education is basically a process of changing behavior, through efforts to change attitudes, character, and training oneself in useful skills. In society, from the most backward to the most advanced, the teacher plays an important role, almost without exception, there are people who recognize the importance of the teacher's role in a more concrete way than other societies. The teacher is a human element in education. The teacher is a human figure who occupies a position and plays an important role in education. When everyone questions the problems of the world of education, teacher figures must be involved in the discussion agenda, especially those concerning issues of formal education in schools. It cannot be denied, because formal educational institutions are the teacher's world of life, most of the time the teacher is at school (Is, 2017).

The role of the teacher is a main task carried out by a teacher in learning activities. The role of the teacher determines the success of students, because it is the teacher who directly interacts with students. The role of the teacher is described as a communicator, a friend who can provide advice, a motivator as an inspiration and encouragement, a guide in developing attitudes and behavior and values. the role of a teacher is very important for the development of students,

which requires a motivator to encourage the progress of students, so as to create a sense of enthusiasm for learning in students (Harahap et al., 2022).

Teachers are people who have an important role in schools, especially Islamic Religious Education (PAI) teachers who are educators and are directly responsible for fostering morals and instilling legal norms about good and bad and being responsible. the role of the Islamic Religious Education teacher is as a guide in directing his students in a better direction (Hidayat, Sarbini, & Maulida, 2018). Teachers as educators do not only play a role in increasing the intellectual intelligence of students. However, the teacher is responsible for increasing the religious and social intelligence of students. The Islamic Religious Education teacher has a heavier role than the role of the teacher in other subjects because the PAI teacher also teaches about noble morals, so that the role of the Islamic Religious Education teacher has a major influence in instilling the character of students.

The role of the Islamic religious education teacher is not only to provide science teaching, but the teacher is also tasked with providing moral education and training students to behave and behave according to religious teachings and applicable social rules. Islamic religious teachers as teachers who teach religious material have an important role in fostering a commendable attitude, including in terms of cultivating good character for students (Khusna, 2016).

## **B. Formation Of Religious Character**

Character can be interpreted as the values of human behavior related to God Almighty, self, fellow human beings, the environment, and nationality, which are embodied in thoughts, attitudes, feelings, words, and actions based on religious norms, laws, manners, culture, and customs. A person's character is formed from the results of internalizing various virtues that are believed and made the basis of perspective, thinking and acting (Suganda & Victorian, 2020).

People who have strong character and both individually and socially are those who have good character, morals and character. Given the importance of character for students, educational institutions have a responsibility to instill it in the learning process and in their school culture (Rosyidah, Ertanti, & Sulistiono, 2020).

Character education for children is the child's foundation for their future and character education serves as a basis for self-discipline and becomes a means of controlling children when they behave (Muazimah & Wahyuni, 2020). Children who live in the global era will experience many challenges and choices that come from outside, if the child does not have a good foundation and personality, then the child will find it difficult to select positive and negative values that come from outside. In a social order there will be an erosion and transparent exchange of values, it is

not even impossible that the good values according to the community will fade and be replaced with values that are not necessarily in accordance with the surrounding community .

Character building is an effort that is carried out by involving many parties, both households or families, schools and the school environment, and the wider community (Gusman, et al., 2021). The formation of character education through schools is not merely learning knowledge, but more than that, namely the cultivation of morals, values and ethics, aesthetics, noble character and so on. (Maula, 2020).

In forming the character of students who are strong, have good morals, are pious and have extensive knowledge in order to develop self-potential and social relations in fostering students' emotional intelligence, education must pay attention to aspects of individual attitudes and behavior, not only increasing knowledge but religious aspects (Nurbaiti et al. al., 2020). The existence of religious character education is expected to be able to shape the character of students in a better direction (Susilawati et al., 2022).

Religious character is an aspect of human personality that cannot stand alone, meaning that it is related to aspects of personality and must be trained in children as early as possible so as not to hinder the child's further developmental tasks. the ability to be religious does not form by itself. This ability is obtained by will, and encouragement from other people including from all teachers, principals, supervisors, even school committees must set an example and be a role model in practicing character education indicators in daily behavior (Jannah, 2019).

Based on the explanation above, it can be concluded that the formation of religious character-based education is a process that always pays attention to, considers, and internalizes and integrates character values originating from the values of goodness, morals, culture, local wisdom, and religious law, as well as the level nationality and governmental virtues that are actualized in every act of managing education.

## **Method**

This research can be categorized as a literature review research. The purpose of conducting a literature review is to obtain a theoretical basis that can support solving the problem being studied. This literature review focuses on the role of Islamic religious education (PAI) teachers in shaping the religious character of students. The review process begins with a search engine, Google Scholar, to find articles by keywords. "the role of Islamic Religious Education (PAI) teachers and the formation of religious character". Searches range from 2016-2022. The article criteria that will be used as literature in this study are as follows:

1. Qualitative results from the role of Islamic religious education (PAI) teachers in shaping the religious character of students" Research conducted in Indonesia/national

2. Written in english
3. Dissertations and theses are excluded

The steps in the Literature Review of each variable of the teacher's role and the formation of religious character include:

**Step1: Formulate the Problem**

- Choose a topic that fits the issues and interest
- The Problem must be written completely

**Step 2: Search Literature**

- Find literature that is relevant to the research
- Get an overview of the research topic
- Research resources are very helpful if supported by knowledge of the topic.
- The articles provide an overview/summary of previous research.

**Step 3: Data Evaluation**

- Focus on articles' findings/ contributions related to the topics discussed
- find the right data sources as needed to support research
- Data can be in the form of qualitative data, quantitative data or a combination of both

**Step 4: Analysis and Interpretation**

- Discuss and find and summarize literature

## Discussion

This section reports the main findings reviewed from several articles that I have read. The analysis shows that most of the articles focus on how the role of Islamic education teachers plays and forms the religious character of students. The articles that have been reviewed are research conducted in the Indonesian/national context. Table 1 describes the results of the literature review conducted by the author.

**Table 1.** Describes The Results Of The Literature Review Conducted By The Author.

Author and Year	Title	Method	Sample	Results
Nur'asiah, Slamet Sholeh, Mimin Maryati (2021)	Peran guru pai dalam pembentukan karakter siswa	Qualitative	6 respondents	The results of the study show that the role of the PAI teacher in the formation of student character is very much needed by students because having an Islamic Education teacher who acts as a student's parent certainly has a very large role in educating students to become ihsani human



Author and Year	Title	Method	Sample	Results
				beings. As for his role as a PAI teacher in building student character including: Empowerment, exemplary, intervention, integrated, screening.
Adri Lundeto (2021)	Islamic Religious Education Literacy as a Source of Multiculturalism Education in Indonesia	Qualitative	-----	The results of the study show that Islamic Religious Education contributes to the formation of the religious character and love of the motherland which are needed to maintain pluralism, tolerance and diversity in Indonesia.
Susi Susilawati, Devi Aprilianti, Masduki Asbari (2022)	The Role of Islamic Religious Education in Forming the Religious Character of Students	Library research	-----	The results of the study show that Islamic religious education has an important role in character building, more specifically religious character which is rooted in faith learning.
Sitti Satriani Is	Peranan guru pendidikan agama islam dalam Membiasakan siswa shalat berjama'ah	Quantitative	100 people.	The results of the questionnaire show that 65 (65%) think that teachers play a very important role in setting an example, 26 (26%) show a role, 9 (9%) show a lack of role and 0 (0%), The Role of Islamic Religious Education Teachers Through Habituation, the results of the questionnaire 59 (59%) say it is very involved, 33 (33%) said they played a role, 8 (8%) people said they played a less role and 0 (0%) said they did not play a role The Role of Islamic Religious Education Teachers Through Giving Advice The results of the questionnaire above show that the teacher's efforts to provide advice when negligent in carrying out student prayers, very often 58 (58%), often 23 (23%) sometimes 19 (19%) and never 0 (0%) and the Role of the Islamic Religious Education Teacher in the Attention/Supervision method. the results showed 64 (64%) very often, 22 (22%) often, sometimes 14 (14%) sometimes and 0 (0%) never.
Rahmat Hidayat, Muhamma d Sarbini, Ali Maulida (2018)	Peran guru pendidikan agama islam dan budi pekerti dalam membentuk kepribadian siswa smk al-bana cilebut	Qualitative	-----	The results of the study show that PAI teachers act as supervisors, mentors, role models, and givers of punishment and rewards in shaping students' personalities.



Author and Year	Title	Method	Sample	Results
	bogor			
Nidhaul Khusna (2016)	Peran Guru Pendidikan Agama Islam dalam Menumbuhkan Karakter Anti Korupsi	Qualitative	-----	The results of the study of the Role of Religious Education teachers Islam along with other teachers is very important for character building such as informing, giving advice, and directing students.
Rusdi Anshori Harahap, Zaini Dahlan, Usiono(2022)	The Role of The IRE Teacher in Shaping The Attitude of Student's Religious Moderation.	Qualitative	-----	The results of this study indicate that teachers (educators) act as conservators, innovators, transformers, and organizers in shaping students' attitudes of religious moderation in schools.
Miftahul Jannah (2019)	Metode dan strategi pembentukan karakter religius yang diterapkan di sdtq-t an najah pondok pesantren cindai alus martapura	Qualitative	-----	The results of the study show (1) The method of forming religious character that is applied at SDTQ-T An Najah Pondok Pesantren Cindai Alus Martapura. namely: emphasizing the exemplary method, the habituation method, the advice method and stories, the Tsawâb (Prize) and 'Iqâb (Punishment) Method methods (2) The strategy for forming religious character applied at SDTQ-T An Najah Pondok Pesantren Cindai Alus Martapura Emphasizing on awareness, exemplary/example, spontaneous activity, reprimand, environmental conditioning, routine activities, integrated discipline
Fafika Hikmatul Maula(2020)	Model Pendidikan Karakter Qur'ani Di Raudhatul Athfal Labschool Iiq Jakarta	Qualitative	-----	The results of the research show that the implementation of character education habituation at RA Labschool IIQ Jakarta has been going quite well. This is evident from the implementation which is carried out as a whole, starting from daily student activities and programmed activities such as learning activities both inside and outside the classroom. In the process of implementing character education at RA Labschool IIQ Jakarta, both principals, teachers, and all stakeholders have tried to provide exemplary, admonition, discipline, advice, and direction to students with the hope that students are able to absorb and understand the character values that schools instill. mainly for better character changes in students even without students

Author and Year	Title	Method	Sample	Results
				realize.
Ajriah Muazimah, Ida Windi Wahyuni (2020)	Pendidikan Karakter Berbasis Kearifan Lokal Melalui Permainan Tradisional Tarik Upih Dalam Meningkatkan Motorik Kasar Anak	Library research	-----	The results of the study show that character education is children's foundation for their future, Through traditional forms in people's lives to create a pleasant and uplifting atmosphere and expression so that they can build children's character from an early age.
Andi Nafsia, Yufiarti, Asep Supena (2020)	Pembentukan karakter anak melalui Budaya Nalo pada anak usia dini	Qualitative	-----	The results of this study indicate that children's good or positive character can be formed through Nalo culture. The good characters that are formed from the Nalo culture are religious, responsibility, respect, cooperation, and a high family attitude. It was found that this character was formed due to supporting factors such as philosophical values, people's perceptions, and the habituation of the Ngadha people in preserving Nalo culture.
Rahma nurbaiti, Susiati Alwy, Imam Taulabi (2020)	Pembentukan Karakter Religius Siswa Melalui Pembiasaan Aktivitas Keagamaan	Qualitative	-----	The results showed that students' religious character could be developed through piety, sincerity, honesty, politeness, helping each other. The formation of religious character is carried out through the habituation of religious activities through praying together before and after learning, performing Dhuha and Dhuhr prayers in congregation, reciting juz 'amma, asmaul husna, istighasah, infaq, habituation Greetings, salim, greetings, smiles, courtesy and manners, extracurricular activities such as tambourines, Read and Write Qur'an. Through this, religious character will be formed through the habituation of applied religious activities.
Panoyo, Yatim Riyanto, Warih Handayan ingrum (2019)	Manajemen Penguatan Pendidikan Karakter Pada Sekolah Menengah Atas	Qualitative	-----	The results of research related to the management of strengthening character education in Sidoarjo district (a multi-case study at SMAN 1 Krian and SMAN 1 Taman) show that planning for strengthening character education in its implementation must fulfill at least five aspects, namely referring to the school's vision and mission, conducting an assessment to

Author and Year	Title	Method	Sample	Results
				identify school potential. , formulate and determine the main character values to be developed, school programs are jointly compiled by all school components, and teachers make character-based learning tools.
Nida Rosyidah, Devi Wahyu Ertanti, Muhammad Sulistiono (2020)	Model Pendidikan Karakter Melalui Scientific Skill Untuk Melatih Keterampilan Memecahkan Masalah Pada Siswa Kelas Iv Di Sdi Bani Hasyim Singosari Malang	Qualitative	-----	research results show that, Character is formed from the results of internalization of various virtues that are perspective, behave, think and act like confidence, conscientious, honest, polite, respecting others because there is interaction with other people, awareness to learn, great curiosity from children to learn to know something. the effectiveness of character education capital can be seen from the readiness of students and also the teaching staff if the instructors have 3 core abilities, then the character education model through scientific skills is quite effective for grade 4 students.

Research on the role of Islamic religious education (PAI) teachers in shaping the religious character of students. Table 1 shows that research has been conducted in schools and universities. The premise of this article is to find out the role of Islamic religious education (PAI) teachers in shaping the religious character of students. Given the research on the role of Islamic religious education (PAI) teachers in shaping the religious character of students, it is very rare that research explores this relationship and the findings of this study deserve attention, the importance of understanding the role of Islamic religious education (PAI) teachers in shaping the religious character of students requires further discussion.

Based on the research results from Table 1, most of them show that the role of Islamic religious education (PAI) teachers in shaping the religious character of students has an impact in educating students to become human beings who are ihsani with religious character. Strengthened by Rusdi Harahap, Zaini Dahlan, Usiono "Research results show that teachers (educators) play the role of conservators, innovators, transformers, and organizers in shaping students' attitudes of religious moderation in schools" (Harahap, Dahlan, & Usiono, 2022). Research by Susi Susilawati, Devi Aprilianti, Masduki Asbari results that "Islamic religious education has an important role in character building, more specifically on religious character which is rooted in faith learning." (Susilawati, Aprilianti, & Asbari, 2022). The results of Nur'asiah,

Slamet Sholeh, Mimin Maryati's research "The results show that the role of PAI teachers in building student character is very much needed by students because with PAI teachers who act as parents of students certainly have a very big role in educating students to become ihsani human beings" (Sholeh & Maryati, 2021). The results of Nidhaul Khusna's research that "The role of the Islamic Religious Education teacher together with other teachers is very important for character development such as informing, providing advice, and directing students" (Khusna, 2016). Therefore it can be stated that the results of research on the role of Islamic religious education (PAI) teachers in shaping the religious character of students have the impact that the role of Islamic religious education has an important role in character formation, more specifically on religious character which is rooted in faith learning to educate students to become a human being with religious character.

## **Conclusion**

The broad conclusion is that when we consider all the studies reviewed on the role of Islamic religious teachers (PAI) in shaping the religious character of students that are conducted, there is a significant relationship between the two variables. The role of Islamic religious teachers (PAI) in shaping the religious character of students has the impact that the role of Islamic religious education has an important role in character formation, more specifically on religious character which is rooted in faith learning to educate students to become human beings with religious character.

As with this review, it has limitations, including; First, the articles reviewed were only in Indonesian and English so other studies were not reviewed due to limitations. Second, dissertations and theses are not discussed in this article because they can cause publication bias in the results. Third, the scope of the articles reviewed is still very limited, and it is very difficult to get literature that combines the two variables.

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