

Implementation of Character Education in Islamic Religious Learning at Sd Inpres 4 Birobuli

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ARTICLE INFO	ABSTRAK
Volume: 4 ISSN: 2963-5489	This study aims to analyze the implementation of character education in Islamic religious learning at SD Inpres 4 Birobuli. The method employed is descriptive qualitative with a case study approach. The findings indicate that character education can be integrated through learning approaches that emphasize Islamic values and the reinforcement of student behavior. The conclusion highlights the essential role of teachers in optimizing character aspects within the Islamic religious learning process to produce a generation with noble character and a strong sense of responsibility.
KEYWORDS Character Education, Islamic Religious Learning, Integration of Islamic Values.	

1. Introduction

Character education is an essential aspect in shaping individuals who are ethical and responsible, particularly through Islamic religious learning. According to Muclash Samani (2011), character education is a process provided to individuals in order to become people of character with a heartfelt dimension. In this regard, SD Inpres 4 Birobuli, as a formal educational institution, holds a strategic role in instilling character values in its students. This research was conducted to examine how character education is integrated into Islamic religious learning at SD Inpres 4 Birobuli, with the aim of producing a generation that possesses noble character and is capable of facing contemporary challenges.

2. Literature Review

According to Thomas Lickona (2009), character is an individual’s identity that distinguishes one person from another. Character education involves the development of ethical values that serve as the foundation of individual behavior in social life. Meanwhile, Diana S.P (2014) emphasized that character education is a concept of developing students’ moral awareness in terms of psychology, social interaction, and cognitive development. In line with these views, Islamic religious education functions as the main medium for instilling spiritual and moral values that serve as the foundation of students’ character. Previous research by Rahman (2020) found that the integration of character values into learning materials can enhance students’ motivation and discipline.

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3. Methodology

3.1 Type of Research

This study employed a descriptive qualitative method with a case study approach at SD Inpres 4 Birobuli. Data were collected through in-depth interviews with Islamic education teachers, classroom observations, and documentation of learning materials. Data analysis was carried out thematically to identify patterns of character education implementation in teaching and learning activities.

3.2 Data Sources

In qualitative research, data sources can be classified into two categories: primary data and secondary data. The primary data in this study were obtained directly from the research subjects in accordance with field conditions. Meanwhile, the secondary data were obtained from additional sources such as documents relevant to the researcher's needs.

3.3 Data Collection Techniques and Instruments

In the context of qualitative research, data collection requires instruments such as observation, interviews, and documentation. The observations conducted by the researcher involved directly observing the school environment, particularly classroom activities. The interviews were carried out by asking questions to the principal and Islamic education teachers in line with the researcher's objectives. Finally, documentation was utilized as supporting evidence related to data relevant to the targeted school.

4. Results and Discussion

The findings of this study indicate that Islamic education teachers at SD Inpres 4 Birobuli are able to integrate character education through direct role modeling, fostering a sense of responsibility, cultivating discipline, as well as instilling the values of honesty and cooperation. The learning process does not only focus on the cognitive aspect but also emphasizes affective and psychomotor dimensions, thereby supporting students' holistic character development. The discussion highlights the importance of teacher training in enhancing competence in character-based learning and the development of learning modules grounded in Islamic values.

5. Conclusion

The implementation of character education in Islamic religious learning at SD Inpres 4 Birobuli is effective when supported by the active role of teachers and a curriculum that is responsive to the needs of students' character development. A learning approach based on Islamic values helps shape sustainable positive behavior, thereby producing students who are not only intellectually intelligent but also possess noble character.

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