



Strengthening the Religious Character of Classroom-Based Students at Sidoarjo State Elementary School

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Abstract: This study aims to determine the religious character of class-based students in elementary schools. This research uses a qualitative approach to natural objects. The qualitative approach in this study uses exploratory description to reveal how religious character strengthening is applied in a natural environment, namely in elementary school classrooms. This research data was collected through observation, interview, and documentation. Participants in the study were principals, class teachers, and students, data processing using data collection, data reduction, data presentation, and conclusion. The results showed a strengthening in the religious character of class-based students at SDN. Classroom-based Character Education Strengthening (PPK) is carried out by integrating character values in the learning process thematically or integrated into subjects according to the curriculum. Classroom-based strengthening of students' religious character at SDN Sidoarjo has created a supportive environment for strengthening students' religious character. This research shows that teachers at Sidoarjo State Elementary School have succeeded in enhancing students' religious character through structured learning in the Learning Implementation Plan (RPP). Religious values have been integrated into daily activities. However, the evaluation of implementing these religious values needs to be improved.

Abstrak: Penelitian ini bertujuan untuk mengetahui karakter religius siswa berbasis kelas di Sekolah Dasar. Penelitian ini menggunakan pendekatan kualitatif terhadap objek yang bersifat alami. Pendekatan kualitatif dalam penelitian ini menggunakan deskriptif eksploratif untuk mengungkapkan bagaimana penguatan karakter religius yang diterapkan di lingkungan alami, yaitu di dalam kelas sekolah dasar. Pengumpulan data penelitian ini melalui observasi, wawancara, dokumentasi. Partisipan pada penelitian yakni kepala sekolah, guru kelas, dan siswa, olah data dengan menggunakan pengumpulan data, reduksi data, penyajian data, dan menarik kesimpulan. Hasil penelitian menunjukkan penguatan karakter religius siswa berbasis kelas di SDN. Penguatan Pendidikan Karakter (PPK) Berbasis kelas dilakukan dengan mengintegrasikan nilai-nilai karakter dalam proses pembelajaran secara tematik atau terintegrasi dalam mata pelajaran sesuai dengan kurikulum. Penguatan karakter religius siswa berbasis kelas di SDN Sidoarjo berhasil menciptakan lingkungan yang mendukung untuk penguatan karakter religius siswa. Penelitian ini menunjukkan guru di Sekolah Dasar Negeri Sidoarjo berhasil menguatkan karakter religius siswa melalui pembelajaran yang terstruktur dalam Rencana Pelaksanaan Pembelajaran (RPP). Nilai-nilai religius telah diintegrasikan dalam kegiatan sehari-hari. Meskipun demikian, evaluasi terhadap implementasi nilai-nilai religius tersebut perlu ditingkatkan.

A. Introduction

Education holds significant influence in molding individuals with solid character and noble virtues, which are crucial for the welfare of the nation and the state. The National Education System Law Number 20 of 2003 explicitly states that Education is a conscious and systematic endeavor to create a learning atmosphere and process that empowers students to develop their potential actively. This potential includes spiritual strength, self-discipline, personality, intelligence, noble character, and essential skills for personal growth, society, the nation, and the state. In the 21st century, Indonesian Education aspires to cultivate educated, intellectual, and competent individuals. Nonetheless, there is often a noticeable disparity between the academic subjects taught and the attitudes and character traits expected from students (Fajri & Rivauzi, 2022). Character development usually needs to catch up to rapid societal changes, impacting the educational challenges that must be addressed, particularly regarding religious values (Afida, 2023). Character education, therefore, becomes essential for developing quality individuals who support the nation's aspirations and educational goals.

Character education is a vital strategy for enhancing students' personalities. Since 2010, the Indonesian government, through the Ministry of Education, has been implementing character education programs in schools aimed at instilling, shaping, and redeveloping national character values (Ahsanul Khaq, 2019). Ki Hadjar Dewantara, revered as the father of Indonesian Education, highlighted that Education should facilitate the growth of character, intellect, and physical well-being, emphasizing that these elements are interconnected and essential for the holistic development of children. Drawing from this philosophy, the PPK movement identified five core character values—religious, nationalistic, independent, cooperative, and integrative—that should be prioritized. This study focuses on religious character, defined by adherence to religious teachings, tolerance towards different religions, and harmonious living with individuals of diverse faiths (Fahmi & Susanto, 2018). According to the Big Dictionary (KBBI), "religious" signifies a religious nature, and within Islamic teachings, religious activities are instrumental in shaping one's character (Kusuma, 2018).

There is a troubling decline in students' character, marked by a decrease in mutual respect, care among peers, and general moral and respectful behavior. This decline underscores the need for educators and educational staff to actively guide students, particularly at the elementary level (Nugroho, 2021). In today's digital age, character education is imperative for fostering religious character in elementary school students, as the pervasive use of technology has led to a significant erosion of students' character (Tsoraya, 2023). Some elementary students exhibit poor character traits, such as using inappropriate language towards their peers. Consequently, there is a pressing need for studies that can enhance students' religious character, focusing on effective strategies to strengthen religious character education in elementary schools.

Numerous studies have explored classroom-based religious character education. Research conducted by Yustina Dini and Maria Melani Ika Susanti revealed that character

education in Sleman District elementary schools has been effectively implemented. The evidence includes activities like flag ceremonies, prayers before and after lessons, and fostering polite behavior (Putranti & Susanti, 2019). Another study by Yuliana, Hawanti, and Wijayanti identified student character decline. Still, it proposed that character could be reinforced through the Strengthening Character Education (PPK) program implemented at the classroom level through management practices (Afidah, 2023).

As outlined by Farhani (2019), religious character education aims to bridge gaps created by societal advancements by emphasizing the critical role of religious Education in nurturing students to be spiritual, honest, courageous, caring, and responsible. This research distinguishes itself by focusing on class-based reinforcement of religious character, employing a comprehensive qualitative method including observations, interviews, and documentation. It integrates religious values into the curriculum and lesson plans, utilizes continuous assessment, and presents detailed and reflective data. This research provides holistic and contextual insights by concentrating on specific case studies, offering a more profound understanding than previous studies.

The primary objective of this research is to identify and evaluate effective methods and strategies for strengthening the religious character of students in elementary schools, with a specific focus on Sidorjo State Elementary School. The detailed goal comprehensively describes the efforts to enhance students' religious character through classroom-based approaches. This research aims to serve as a valuable resource for educators and educational units, providing insights into how teachers can implement classroom-based character education to improve the religious character of students in elementary schools.

To address the issue of declining student character, this study will examine the participation of educators and educational staff in guiding students at the elementary level. It will explore strategies and methods for strengthening religious character education, integrating these values into the curriculum and lesson plans, and utilizing continuous assessment. By focusing on specific case studies, this research offers comprehensive insights into the effective implementation of character education programs, ultimately aiming to improve the morals and ethics of students in alignment with desired religious values.

Through this in-depth analysis, the research aims to bridge the gap between the current state of student character and the desired outcomes, providing practical solutions and recommendations for educators. By evaluating and describing the efforts to enhance students' religious character through classroom-based approaches, this study intends to contribute significantly to character education, offering valuable insights and evaluation materials for educators and educational units striving to improve character education in elementary schools.

B. Method

This research is qualitative, with the primary objective of strengthening students' religious character in public elementary schools. This research uses a qualitative approach to natural objects (Sulistiani & Wijaya, 2021). The author will conduct research using the

Qualitative method of case study. Qualitative research is a type of research whose findings cannot be achieved using quantitative research types or by statistical means. This type of qualitative research emphasizes a phenomenon faced directly by the research subject (Sidiq et al., 2019). A case study method is a qualitative approach conducted by researchers by exploring a case through data collection involving several sources in detail and in-depth (Creswell & Poth, 2016). The case study method is used because researchers want to know about Strengthening the Religious Character of Classroom-based Students in Elementary Schools. Data collection techniques were done through direct observation, interviews, and documentation with teachers regarding elementary schools' classroom-based religious character education programs. Observation is a data collection technique through systematic observation of the object to be studied using human senses directly and indirectly (Arent et al., 2023). In qualitative research, the researcher is the main instrument. Still, in extracting data in this study, we made data collection guidelines, including interview guidelines, to obtain objective data about strengthening religious character education in students. A more detailed description can be seen in the table 1.

Table 1. Religious Indicator

Character Dimensions Religion	Indicator
Attitude of faith in God Almighty	<ol style="list-style-type: none"> 1. Smile, greet, say hello, be polite 2. Pray at the beginning and end of each activity. 3. Gratitude to God for His favors and gifts. 4. Carry out worship by the teachings of the religious adhered to. 5. Surrender (tawakal) to God for success or achievement. 6. Developing Religious toleration

Researchers use documentation data to support and strengthen research. Documentation is a data collection technique that involves recording pre-existing data. This technique is used as a complement to research data collection in addition to observation and interviews (Hardani, 2020). The analysis used several stages in the following chart:



Figure 1. Data Analysis

Data reduction is done by constructing and analyzing information based on observation and interview data. The research results are presented in a simple description to make them easier to understand. The last stage of data analysis is drawing conclusions from the obtained data.

C. Result and Discussion

Result

Based on research at Sidoarjo State Elementary School with a sample of SDN Pangkemiri II, which has a vision of "Excellence in achievement to realize a trusted school in the community to succeed compulsory education." This is clarified through an interview with the principal of SDN Sidoarjo, who said: "Regarding character education at school, students are expected to have a religious character that is always applied because religion leads students to behave well, including socializing among friends. In this area, the foundation is indeed from religion, which leads students to religious character. One of the missions is to realize a religious educational environment to increase piety to God Almighty." The data obtained from this study include the results of observations, interviews with the principal, interviews with class teachers and students, and documentation during the research.

Character education in schools is one of the programs planned by the Indonesian government through the Ministry of Education since 2010. This program is intended to instill, shape, and redevelop the nation's character values (AhsanulKhaq, 2019). Character education is one solution to forming a better student's personality. The father of Indonesian Education, Ki Hadjar Dewantara, emphasized the formation of national character through Education. In his book entitled "I: Education," he explicitly states that "Education is an effort to advance the growth of character (inner strength, character), mind (intelligence) and body of children. These parts must not be separated so that we can advance the perfection of our children's lives" (Dewantara, 1962). From this basis, the Character Education Movement (PPK) formulated five interrelated central character values to form a network of values that must be prioritized: religious, nationalist, independent, cooperation, and integration. In this study, researchers focused on religious characters. Religion comes from the Latin "religio," which means religion (Pakpahan & Habibah, 2021).

Strengthening religious character in the classroom can effectively shape student character from an early age. Through a curriculum-integrated approach, teachers can provide learning that inspires and builds awareness of religious values in daily life. This helps students internalize and apply these values in social interactions (Tuhuteru et al., 2023). The application of character values in students is critical, especially religious character (Akidah, 2022). Religious character is the first and foremost character that must be instilled in children as early as possible, which is the basis of religious teachings in the lives of individuals, society, and the Indonesian nation. The value of religious character reflects faith in God Almighty, which is manifested in the behavior of carrying out the teachings of the religion and beliefs that are embraced, respecting religious differences, upholding an attitude of tolerance for other religious worship, living in harmony and peace with followers of different religions (Widodo, 2019).

Strengthening religious character can be done through three main approaches: classroom-based, school culture-based, and community-based. This study only focuses on

the classroom-based approach that integrates Character Education (PPK) based on classroom management integrated into religious values in learning. The application of character values in the classroom is carried out to realize devoted, faithful, accomplished, independent, noble, disciplined, creative, and polite humans to form appropriate religious characters (Sari, 2020). It can be concluded that strengthening classroom-based Character Education is a character education movement managed by teachers as educators during the implementation of learning in the classroom to enhance character through forming and developing students' potential.

Strengthening the Religious Character of Classroom-based Students at SDN Sidoarjo is an approach that integrates religious values in the classroom and has been implemented well. Strengthening this character education cannot be separated from the curriculum used by the school. Using character strengthening does not change the existing curriculum but maximizes the existing curriculum in the education unit (Kemendikbud, 2018). According to Presidential Regulation No. 87/2017, strengthening religious character is an educational movement that is the responsibility of the education unit, which aims to improve the character of students by harmonizing the heart, emotions, thinking, and exercise with the participation and cooperation between education units, both families and communities. From the National Spiritual Movement of Mental Revolution (GNRM) section (Peraturan Presiden, 2017).

The research data is briefly described in Table 2

Table 2. Triangulation Data

Indicator	Informant 1 (Principal)	Information 2 (class teacher)	Information 3 (Students)	Observation result	Interpretation
Social (Smile, Greet, Greet, Polite, and Courtesy)	The implementation of 5S in schools aims to shape the positive character of students, creating a pleasant learning environment so that students are eager to learn.	The 5S culture has become a habit for students at school and home. Teachers are good role models in implementing 5S.	Students follow the 5S culture every day at school.	5S culture has been implemented and cultivated in each student	Strengthening the religious character of students can be done through 5S habituation.
Religious	Students are accustomed to praying at the beginning and end of each activity.	The teacher teaches students to always pray, be grateful, and have faith, according to the	Participate in prayer activities in learning and be grateful for their	Students have prayed at every lesson and practiced an attitude of gratitude.	Students at this school have implemented religious activities as a practice of the first principle of

Indicator	Informant 1 (Principal)	Information 2 (class teacher)	Information 3 (Students)	Observation result	Interpretation
	Helps students understand the value of gratitude and surrender.	first principle of Pancasila.	achievements	.	Pancasila. The teachers invite them always to be grateful and trust in Allah SWT.
Social Religion	There is no particular policy because it is part of Pancasila's practice, emphasizing tolerance to develop a religious character.	Teachers develop religious tolerance in the classroom to create a comfortable learning environment that reflects religious diversity.	Students have applied tolerance to their friends.	Students have been tolerant of their friends.	Teachers are the main drivers in implementing tolerance to create an inclusive environment in the classroom.

The table above is a triangulation that researchers collect and have grouped. According to Sugiono, triangulation is a data collection technique that combines various existing data and sources. The research results can be described in the table above according to the Kamendikbud regulation on PPK Religious character strengthening, which is carried out through three bases: class base, school culture base, and community base. The three bases are a related unity through which the education unit can organize and apply religious character activities. Classroom-based religious character strengthening can be implemented through integration in class management, integrating the central values of PPK into the learning process (Kemendikbud, 2018).

Learning that integrates the central values of character is intended to foster and strengthen knowledge, instill awareness, and practice the central values of PPK. Educators can optimally utilize the materials already available in the curriculum in a contextual manner by strengthening the central values of PPK (Kemendikbud, 2018). Teachers can physically and non-physically manage the classroom (Fajri & Rivauzi, 2022). Grade 6 at SDN Sidoarjo uses an independent curriculum integrating character values into Pancasila students. Religious character in the independent curriculum is included in the dimensions of Pancasila students, namely the dimensions of faith, devotion to God Almighty, and noble character. The dimension of faith, devotion to God Almighty, and noble character have five dimensions: religious morals, personal morals, morals to humans, morals to nature, and state morals. Strengthening religious character can be done by increasing the faith and beliefs of students according to the religion they follow to increase religious potential and help students to become human beings who have faith and devotion to God Almighty; this can be implemented by SDN Sidoarjo starting with simple things.

Classroom-based PPK is carried out by integrating character values in the learning process thematically or integrated into subjects according to the content of the curriculum.

Classroom-based character education is an interaction in the learning process, and there is interaction between teachers and students or between students. Classroom-based character education is central because the character-building process occurs in the classroom (Putranti & Susanti, 2019). Strengthening Character Education (PPK), implementation can be carried out through several activities (Dewayani, 2018), such as planning classroom management and learning methods and conducting learning evaluations (Fajri & Rivauzi, 2022). Based on the data obtained, the results of observations regarding the process of strengthening the religious character of class-based students integrated into classroom management can be described in the lesson plans that the teacher has made. The following is a table of 3 core competencies in the lesson plan.

Table 3. Learning Implementation Plan

No.	Core Competencies
KI.1	Accepting and practicing the teachings of the religion he adheres to. (Spiritual Attitude).
KI.2	Have honest, disciplined, responsible, polite, caring, and confident behavior in interacting with family, friends, and teachers. (Social Attitude)
KI.3	Understand factual knowledge by observing (listening, seeing, reading) and questioning based on curiosity about himself, God's creatures and their activities, and the objects he encounters at home and school (Knowledge)
KI.4	Present factual knowledge in clear and logical language and systematically in aesthetic work in movements that reflect healthy children and actions that reflect the behavior of children of faith and noble character.

The table above describes strengthening class-based students' religious character integrated into the learning process. Teachers can improve their skills after connecting the core competencies that have been developed. This is useful for developing and instilling in students the spiritual character that students have.

Strengthening Character Education (PPK) Integration in Learning Planning

Based on the results of the interviews, the researchers can understand that in the planning stage at SDN Sidoarjo, teachers are assigned to make lesson plans as a form of learning guidelines and report cards to increase religious values in students. The lesson plans prepared by the teachers and analyzed by us are illustrated in Table 4 below:

Table 4. Learning Planning

Analysis of Lesson Planning	
Destination	Based on the analysis of the objectives in implementing learning, strengthening religious character is illustrated by connecting the core competencies made by the teacher and developing and instilling religious character in students through the learning process.

Analysis of Lesson Planning	
Methods	We used several methods to strengthen the religious character of class-based students. The following techniques are used: praying before and after activities and 5S habituation (Smile, Greeting, Greeting, Polite, and Polite).
Classroom Management Planner	Teachers and students plan classroom management by Agreeing on how to maintain order and cleanliness in the classroom, such as Dividing the cleaning and security pickets.
Description	Objectives, methods, and planning show that teachers at Sidoarjo Primary School effectively integrate religious character strengthening into learning through the prayer method and 5S habituation. Classroom management planning that involves students in maintaining cleanliness and order also contributes to the development of students' religious character and responsibility.

Integration of Strengthening Character Education in Learning Implementation

Table 5. Learning Steps

Learning Steps	
Introduction	<ul style="list-style-type: none"> - Learners and teachers greet each other and ask how they are doing. - Students pray led by the class leader (Religious) - Sing the Garuda Pancasila song (Nationalism) - The teacher takes attendance & checks the tidiness of clothes, position, and seating according to the learning activities.
Learning Core	<ul style="list-style-type: none"> - The teacher explains the material - Students form small groups and work on the task. - Students form small groups and work on the task.
Closure	<ul style="list-style-type: none"> - Students work on evaluations (QUIZ) related to the material that has been learned. - Learners express their opinions about the learning that has been followed - Learners close the lesson with a prayer led by learners present earlier that day. (Religious)

The observation results show that teachers at the beginning of learning are responsible for strengthening the religious character of class-based students through learning prepared by teachers. This can be seen from the teacher's preparation in preparing the Learning Implementation Plan (RPP) with religious character values integrated into it and applying these values in learning, following the time allocation that has been designed in the lesson plan, and utilizing the facilities provided by the school to help the process of classroom-based students' religious Character Education (PPK). Classroom preparation aims to provide facilities that support students in learning, create an effective learning environment, and make it easy for teachers to control and monitor student progress (Asmara & Nindianti, 2019).

Strengthening religious-based character education is the vision and mission of SDN Sidoarjo. SDN Sidoarjo's vision is "Excellence in achievement to realize a trusted school in

the community." One of the missions in line with this research is: 1) Realizing a religious, educational environment to increase devotion to God Almighty. 2) Fostering a sense of love for the country, tolerance, honesty, discipline, hard work, and concern for others to form noble morals by the norms prevailing in society. In implementing religious character education based on the school's vision and mission, teachers strongly emphasize religious character at school. This is so that students can improve their religious character while in the school environment and outside of school, and as a strategy for forming religious character, both moral and noble morals.

Based on the results of interviews with SDN Sidoarjo teacher resource persons, how to strengthen the religious character of class-based students integrated in Character Education (PPK) in classroom management (Kemendikbud, 2018) can be done in various ways. For example, habituation of 5S (Smile, Greet, Greet, Polite, and Courtesy), praying before and after doing activities, thanking God for His favors and gifts, performing worship by religious teachings, and having faith in God and tolerance towards others (Kemendikbud, 2019). Values such as politeness and courtesy help shape students' character. Applying these values in everyday life can help students understand the importance of social ethics, both in and outside the school (Kusumaningrum, 2020).

SDN Sidoarjo implements class-based religious character strengthening integrated with PPK in classroom management. Implementing class-based religious character education strengthening activities includes integration in classroom management.



Figure 2. Prayer Activities

Figure 1 shows the implementation of the indicator of praying before and after the activity. Praying is done before learning activities begin, with students saluting the teacher and the prayer led by the class leader by the lesson plan. Praying at the beginning and end of every activity at SDN Sidoarjo is always done because it is the practice of the first principle of Pancasila, the One True God. Therefore, character education begins with prayer, where students are asked to ask God for easy learning. According to (Isnawati et al., 2023), through the habituation of praying before and after learning, the aim is to teach students always to expect Allah SWT's blessing when starting and ending activities. The application of praying before and after learning is based on the practices and customs in SDN Sidoarjo so that students can also apply the values of Pancasila in every activity.



Figure 3. Worship and Recitation Activities

Figures 2 at SDN Sidoarjo show that Grade 6 students worship according to religious teachings, including praying and reciting the Quran. Teachers have strategies to teach students the meaning of tawakal, such as studying hard and building good relationships between teachers and students. SDN Sidoarjo classroom teachers teach students the meaning of tawakal by always being diligent and persevering in learning, mastering effective and efficient learning methods, and not recognizing the attitude of despair in seeking knowledge. After all the efforts are made, teachers teach students to surrender and leave everything to the will of Allah. This builds a strong relationship between teachers and learners, critical to creating a positive learning environment. As such, it can create an atmosphere where learners feel comfortable to talk about their mistakes and learn from the experience.

Integration of PPK in Learning Evaluation

Evaluation of Learning: The study's results found that the teacher had conducted reflection and evaluation activities at the end of teaching and learning activities. The teacher carries out reflection activities by asking what material has been learned today. This statement is supported by the opinion (Sari et al., 2021), who states that reflection activities are carried out at the end of learning so that students can evaluate what has been learned today through discussion or question-and-answer activities with the teacher regarding the material studied. Meanwhile, evaluation activities are carried out by asking students questions at the end of learning. This is the opinion (Alfarizi & Shabrina, 2020), which states that learning evaluation can be done through written, oral, and student participation exams.

The teacher assesses the learning process and results to measure student progress in attitude and knowledge. In assessing religious attitudes, teachers assess students' religious behavior through daily activities. From the above evaluation, the teacher knows the students' learning outcomes to provide solutions for students who still need to meet the Minimum Completeness Criteria (KKM).

Discussion

The data analysis above is by the indicators of class-based character strengthening, illustrated in the following table:

Table 6. Data Analysis Results

Indicator	Data analysis results
Giving (Smile, greet, say hello, polite)	From the results of strengthening religious character in the classroom, Planning occurs to strengthen religious character, starting from preparing the Learning Implementation Plan (RPP): Teachers include religious character values in the lesson plan, ensuring that each learning step includes activities that support the strengthening of spiritual character. In implementing learning activities , teachers carry out activities that teach religious values, such as praying before and after activities, the habituation of smiles, greetings, and polite and courteous behavior. In the learning evaluation , the teacher supports the value above, but there is only politeness.
Habituation: Praying at the beginning and end of each activity	Results of Strengthening Students' Religious Character in Prayer Habituation: Planning : In the lesson plan, prayer activities are part of the daily routine, ensuring that each learning session begins and ends with prayer. Learning Implementation : Students pray before and after learning. Evaluation : There are no values of prayer habituation in the teacher evaluation.
Gratitude to God for His favors and gifts	The results of strengthening religious character in the classroom through planning show no provisions regarding the value of gratitude. However, in learning, the value of appreciation has been done by students with teacher guidance. In the evaluation of learning, the value of gratitude does not exist.
Implementation of worship by the teachings of the religion adhered to	According to the teachings adopted, the results of character strengthening show no worship in lesson planning. Still, the teacher's implementation of worship supports students in carrying out worship at school, namely dhuhur prayer before going home. In the evaluation of learning, there are no values of worship.
Surrender (tawakal) to God for success or achievement,	Improved classroom-based character through lesson planning strengthens a grateful religious character. In implementing learning, SDN Sidoarjo teachers have invited students to surrender and tawakal through prayer. This is important so that students understand the meaning of surrender and gratitude to God. However, the value needs to be there in evaluating learning.
Developing religious tolerance	From the results of strengthening students' religious character in developing tolerance, there is no lesson plan, but the teacher supports students by advising them to respect each other. The teacher's evaluation must still be about the value of developing religious tolerance.

This classroom-based strengthening of students' religious character education at SDN Sidoarjo has succeeded in creating a supportive environment for strengthening students' religious character, but there are several things to maximize the strengthening of students' religious character in integrating religious character values in lesson planning and implementation, the evaluation aspect still needs to be improved to ensure that all religious

character values taught are also reflected in the assessment. This shows that the research has created a supportive environment for classroom-based religious character strengthening. However, there are still some areas that need to be improved to achieve more comprehensive results. Things that need to be enhanced are **Planning**: Religious character strengthening has been integrated into lesson plans, but some critical values such as gratitude, worship, and tolerance need to be accommodated explicitly in the planning. **Implementation**: Teachers have successfully implemented most religious values in daily classroom activities, although there is still room for improvement. **Evaluation**: The strengthening of religious character has yet to fully reflect all the values taught, as some essential values, such as prayer, gratitude, and tawakal, are not recorded in the assessment.

There are constantly inhibiting and supporting factors in every activity (Pridayani & Rivauzi, 2022). Inhibiting factors that strengthen the religious character of classroom-based students at SDN Sidoarjo, namely the environment, are the main obstacles to student character building. Supporting factors in carrying out religious character-strengthening activities. Supporting factors include school policies encouraging religious activities such as congregational prayer and recitation. In a seminar with the theme of character education delivered by Muhammad Dzarfan, he said that student character education is strongly influenced by good parenting to their children where character cultivation starts from small things such as politeness to elders, keeping oral and respecting each other (Nurhaliza 2022).

D. Conclusion

This research shows that teachers at SDN Sidoarjo have strengthened students' religious character through learning structured in the Learning Implementation Plan (RPP). Religious values such as prayer, courtesy, and tawakal have been integrated into daily activities. The main inhibiting factor is a less supportive environment, while supporting factors include school policies that encourage religious activities such as congregational prayer and recitation. A supportive learning environment has been created, but planning and evaluation improvements are needed for better results.

The implications of this research are strengthening the theory of educational character, developing more comprehensive lesson plans, improving evaluation, strengthening school policies, and creating a supportive environment. This aims to create a better academic environment and produce students with solid religious characters.

Research limitations in public elementary schools need to include the provision of class-based religious character strengthening. Suggestions Future research is expected to focus on developing and testing more comprehensive and objective evaluation methods to measure students' internalization of spiritual values. By conducting further research in this area, it will be possible to improve the understanding of how best to strengthen students' religious character in the educational environment and provide better insights for developing more effective programs.

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