



Teachers' efforts to develop the religious character of students at SDN 004 Teluk Dalam Pelalawan Regency

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ABSTRACT

This study explores teachers' efforts in developing students' religious character at SDN 004 Teluk Dalam, Pelalawan Regency. Initial observations revealed issues such as students lacking proper manners, minimal engagement in religious activities, and behavioral gaps such as avoiding congregational prayers and missing class sessions. This research aims to identify teachers' actions to nurture religious character and highlight its significance in the educational environment. This qualitative descriptive research employed primary data through interviews, observations, and documentation supported by secondary data from relevant literature and media sources. Findings indicate that teachers have implemented strategies including habituation, exemplary behavior, and consistent supervision to instill religious values. These methods ensure that students develop a strong religious character, which is deeply embedded in their daily conduct. The study concludes that these sustained teacher efforts effectively shape students' religious attitudes and promote respectful and ethical behavior within the school community.

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ABSTRAK

Penelitian ini mengeksplorasi upaya pendidik dalam mengembangkan karakter religius peserta didik di SDN 004 Teluk Dalam, Kabupaten Pelalawan. Observasi awal menunjukkan permasalahan seperti kurangnya tata krama peserta didik, minimnya keterlibatan dalam aktivitas keagamaan, serta kesenjangan perilaku seperti menghindari salat berjamaah dan bolos kelas. Tujuan penelitian ini adalah untuk mengidentifikasi tindakan spesifik yang dilakukan oleh pendidik dalam membina karakter religius peserta didik dan menyoroti pentingnya hal ini dalam lingkungan pendidikan. Penelitian deskriptif kualitatif ini menggunakan data primer melalui wawancara, observasi, dan dokumentasi, serta didukung data sekunder dari literatur dan sumber media yang relevan. Temuan penelitian menunjukkan bahwa pendidik telah menerapkan berbagai strategi, termasuk pembiasaan, keteladanan, dan pengawasan yang konsisten untuk menanamkan nilai-nilai religius. Metode-metode ini memastikan bahwa peserta didik mengembangkan karakter religius yang kuat dan tertanam dalam perilaku sehari-hari mereka. Penelitian ini menyimpulkan bahwa upaya berkelanjutan pendidik secara efektif berkontribusi dalam membentuk sikap religius peserta didik, sehingga mendorong perilaku yang hormat dan beretika di lingkungan sekolah.

Kata Kunci: karakter religius; pembinaan; upaya pendidik

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INTRODUCTION

Education is a lifelong learning experience that is highly beneficial. Additionally, education is essential for human survival. Education is a behaviour imparted by one person to another who is considered to lack general knowledge. Education is transferring knowledge, culture, and things considered important to learn. As stated in Pasal 3 Undang-Undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional, schools are established to develop children's potential to become individuals who are faithful and have noble character, are knowledgeable, have broader IQ abilities, and can become citizens who have a sense of responsibility.

Education is an effort, influence, protection, and assistance provided to students to foster maturity and competence in performing their duties in life (Salamah, 2020). As stated in the Undang-Undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional, the national education objectives aim to enhance students' potential to become individuals who are faithful and devout to the one and only God. Therefore, the success of a learning process is determined by factors such as educators, facilities and infrastructure, the environment, and, of course, the willingness or motivation of students to develop their potential actively. The importance of educators in the field of education is another issue. Educators have valuable responsibilities, including the ability to convey knowledge in cognitive, affective, and psychomotor domains (Khaira et al., 2023). It is important to recognize that educators play a crucial role in helping students achieve their academic goals. Without educators, students would struggle to learn a subject (Moko et al., 2022).

The world of education cannot be separated from educators and students. Schools are places where educators have students who want to learn from them and students who want to help and guide them. In schools, the positions of educators and students are important, but their roles are different. However, they remain united and share the same goal: better education. Educators have an important role in education, especially in teaching religious values. An educator must have a direct relationship with students during the learning process and at school (Rahmat, 2024). Several educational institutions provide schools and develop students' character through the programs available at their schools. One of them is developing religious education that can shape character.

In Islamic education, education is essential, mainly since education influences understanding, knowledge, application, and gratitude to Allah for all He has given. Knowledge guides all human life, enabling people to distinguish between good and bad and apply this knowledge (Rahmat, 2024). In Islamic education, there is also a fundamental concept in the Quran, namely the educational duty mentioned in Surah Al-Mujadalah, verse 11. If applied in the field of education, it will undoubtedly yield results that are not far from what is expected (Khoirul, 2023).

The efforts made by an individual or a group are actions taken to achieve something meaningful. According to the Big Indonesian Dictionary or Kamus Besar Bahasa Indonesia (KBBI), effort is a type of activity that focuses energy, thoughts, or both to achieve a specific goal. Alternatively, the effort can be described as actions taken to achieve something significant and carried out (Sitopu et al., 2021). There are 18 character education values, but this study focuses on religious character education values for students. This is because by instilling religious character values, children can develop attitudes and morals that are obedient in following every teaching of their religion, become more tolerant of other religions, become more harmonious, and so on (Fahmi et al., 2021; Fausi, 2020; Mulasi & Saputra, 2024).

The role of an educator cannot be separated from assessment. Educators can teach, care for, and educate students to help them develop character, manners, and morality (Komariah & Nihayah, 2023; Lian et al., 2020). Therefore, educators and prospective educators need to instill quality education in children from an early age, as this can inspire society to act morally. Thus, educators are the primary source of moral

education because they inspire students to acquire, apply, and demonstrate knowledge. Therefore, education must advance high-quality knowledge. Religious activities at SDN 004 Teluk Dalam have become one of the inspirations and advancements in knowledge.

Based on the above statement, the researcher conducted preliminary observations at SDN 004 Teluk Dalam and found results related to religion, such as some students still prefer to play rather than pray in congregation. In addition, several students at the school were absent from class, and some students even entered the classroom without greeting anyone, even though lessons had already started. This middle school case study has many problems, especially in grades IV and V. As a result of the above phenomenon, most children do not care about religious activities and prefer to spend their time with their cell phones, neighbours, and perhaps their parents at home, who do not provide much guidance for character development. Therefore, the school has begun to prepare all students to practice character principles from leaving for school until they return home.

Considering the background information and several events discussed in the above section, research on the role of educators in helping children develop religious character is very important and highly relevant. This study's urgency or importance determines the efforts of educators in helping children at SDN 004 Teluk Dalam, Pelalawan Regency, develop their religious character. This study aims to identify the efforts made by educators at SDN 006 Teluk Dalam, Pelalawan District, in helping students develop their religious character.

LITERATURE REVIEW

Educator Efforts

Efforts are actions taken to achieve a goal or improve a situation. They are often made as a response or solution to a problem or challenge. Examples include improving education quality, reducing poverty, improving community welfare, and so on. Individuals, groups, organizations, or the government can make these efforts (Gita, 2023). In Kamus Besar Bahasa Indonesia, effort is defined as an endeavour, an attempt (to achieve a goal, solve a problem, find a solution, or exert energy).

Educators are professionals whose primary role is to educate, teach, guide, direct, train, assess, and evaluate students in formal education. Educators are at the forefront of education and are responsible for the quality of the nation's future generations. It can be said that educators are the key to the success of education for students. However, the role of educators is not only as a medium for transferring knowledge to students but also as motivators for students to achieve good academic performance (Sulistiani, 2023). Educators are professionals or hold positions that require specialized skills. This type of work cannot be done by just anyone outside the field of education; however, in reality, many who are not graduates of education programs have become educators, whereas those who should ideally hold a background in education (Sanjani, 2020).

Religious Character

Character, also known as personality, is generally defined as the inner qualities that influence a person's thoughts, behaviour, morals, and habits. Common character traits in people around us include quiet, timid, vengeful, diligent, greedy, honest, wise, cheerful, treacherous, loving, hateful, lazy, forgiving, and angry (Huda, 2022). According to Pusat Bahasa Departemen Pendidikan Nasional, character or personality is defined as temperament, heart, soul, personality, moral character, behaviour, personality, nature, moral character, temperament, and moral character. Some define character as a personal assessment of moral and mental qualities, while others define it as a personal assessment of mental qualities alone. To date,

changing or creating a character is closely linked to one's knowledge (Padila, 2022). Therefore, it can be concluded that character means nature or personality. Character is the integrity of original and acquired traits that define an individual's overall psychological and moral qualities, making them normal in thinking and acting.

Religious characters can be attitudes or behaviours that are obedient to religious teachings, tolerant of religious practices, and live harmoniously with others. Behaving and acting according to religious teachings is a religious characteristic (Luthfiah & Zafi, 2021). Since religious teachings are essential for every individual, society, nation, and country, a religious personality must be developed in children early (Joharsah & Muhlizar, 2023). Religious character is one aspect of human personality that cannot stand alone. It is related to other aspects of personality and must be taught to children as early as possible so as not to hinder their subsequent developmental tasks. The ability to be religious does not develop on its own. This ability is acquired through willpower and encouragement from others (Jannah, 2019). Religious character is one aspect of human personality that cannot stand alone. It is related to other aspects of personality and must be taught to children as early as possible so as not to hinder their subsequent developmental tasks.

METHODS

This study uses qualitative descriptive research methodology to determine an educator's efforts at SDN 004 Teluk Dalam, Pelalawan Regency, to foster religious character in children. It was conducted in Kuala Kampar, namely at SD Negeri 004 Teluk Dalam, Kuala Kampar District, Pelalawan Regency, Riau.

The research subjects were all fourth-grade students at SDN 004 Teluk Dalam. The researcher used primary data from interviews with informants, observations, and documentation. Secondary information was obtained from media sources such as books, journals, and articles to complement the research exploration and strengthen the data. After conducting the research through interviews and observations at the school, observing the students' activities, the researcher then reduced the data obtained so that conclusions could be drawn from this study. The research instruments used by the researcher were three methods: interviews, observations, and documentation. (Table 1).

Table 1. Research Indicators

| Aspects | Indicators |
|--|---|
| Educators' Efforts in Building Religious Character of Students at SDN 004 Teluk Dalam, Pelalawan Regency | Habitation |
| | 1. Educators accustom students to do things properly, politely, orderly, and regularly, thereby building religious character in students. |
| | 2. Educators give tasks to students, thereby instilling independence and hard work in students. |
| | Setting an example |
| | 1. Educators set a good example for students, so students will follow what they see in their educators. |
| | 2. Educators teach or accustom students to uphold the ethics of treating people humanely. |
| | Supervision |
| | 1. Educators supervise every student who violates or does not comply with the rules, so intensive monitoring is necessary to prevent undesirable situations that could be detrimental to the whole group. |

Sumber: Author's Research (2024)

RESULTS AND DISCUSSION

Results

The research findings were used to assess the efforts made by educators at SDN 004 Teluk Dalam in helping students improve their religious character. Three primary informants were interviewed at SDN 004 Teluk Dalam. The principal was one source of information; the other sources were the religious educators in charge and the homeroom teachers of grades IV and V. In addition, this study seeks to explore comprehensive knowledge about teachers' efforts to improve students' religious character by collecting data from various sources. The primary sources of information are homeroom teachers and religious educators in grades IV and V. However, the principal's perspective adds another layer that facilitates fully understanding how these values are internalized in the learning environment.

In addition to direct observation during activities, interviews also play a role in information collection. These observations are important for developing a comprehensive understanding of the observed scenarios. Direct observation helps researchers respond more effectively to real-world situations and enhances the information gathered from interviews. In addition to observation, researchers also supplemented their documentation to support the information obtained from field observations and interviews. The notes examined provided more important information for creating an educational environment, such as statistics on school infrastructure and facilities. Information about school infrastructure and facilities can provide a more complete picture of what is available and assist learning.

Habituation

This has become ingrained in the curriculum at SDN 004 Teluk Dalam thanks to the efforts of educators in instilling these values in their students. This initiative was carried out by the homeroom teachers of grades IV and V, who incorporated the ideal of responsibility into the school's vision and mission. This method has shown significant progress in developing students' religious character. After conducting observations and interviews with informants, the research results show that educators have been actively involved in teaching students to sing, encouraging them to pray before and after lessons, and greeting them when they enter or encounter them outside the classroom. These observations include how educators teach, how students react when taught the importance of responsibility, and how students participate in school activities. The teacher interviews focused on the role of habit formation in shaping students' religious character. This made it easier for researchers to understand how habit formation methods help students at SDN 004 Teluk Dalam develop religious character.

At SDN 004 Teluk Dalam, teachers' habit formation efforts are ongoing and routine. Using routines to help students develop habits is one strategy. The purpose of these routines is to help students integrate values of responsibility into their daily school life. Through school activities, educators educate students on religious character development. By modeling good behavior, manners, orderliness, and discipline, they help students develop their religious character. This is done by the religious educators at SDN 004 Teluk Dalam and the homeroom teachers of grades IV and V. Educators provide positive examples to demonstrate acceptable attitudes and behavior inside and outside the classroom.

The SDN Didik 004 Teluk Dalam school fosters a conducive environment for the development of religious character through the efforts of educators as part of a planned routine. These habit-forming efforts are implemented to ensure students become accustomed to and remain exposed to the practice of religious character traits in their daily activities. Through these methods, the students' mindset and behavior will be more effectively assimilated into their religious awareness and involvement, forming religious individuals who will become kind, polite, and educated.

This is evidenced by the results of the documentation analysis conducted by the researcher in **Figure 1**, based on the observations and interviews.



Figure 1. Muhadoroh is part of the program to develop the religious character of students.
Sumber: Author's Research, 2024

Based on the documentation, one of the religious activities at SDN 004 Teluk Dalam was held on Friday before the start of teaching and learning activities to instill religious habits. One of the activities was reading the Quran aloud while involving religious habit formation exercises by asking students to read short verses taught by educators. Furthermore, during the habit-forming activity, the students practiced the Seven-Minute Lecture or Kuliah Tujuh Menit (kultum).

Setting an Example

Observational findings indicate that educators' efforts to instill religious attitudes in students at SDN 004 Teluk Dalam are sufficient to inform them about the value of religious character in shaping religious character. This is evident from the way educators set an example for students. Educators' role models or routine actions carried out as effectively as possible toward students are essential in character education. The school principal cited similar examples from educators who provide motivational guidance and act as role models. They demonstrate noble character and discipline. They encourage students to pray before starting their lessons, assist students in resolving their issues, engage in polite conversations, and recognise students who achieve success.



Figure 2. Students pray before studying, monitored by educators.
Sumber: Author's Research, 2024

The documentary photo in **Figure 2** shows students starting their lessons by praying together first. This action is an effort by the teacher to set an example by inviting students to pray first. This finding reinforces that teachers implement or carry out their duty to set an example. The picture shows that this action is part of the teachers' efforts to set an example for students. This indicates that the school pays serious attention to the exemplary behaviour of students.

The researcher also conducted interviews with educators. Based on these interviews, it was found that one of the efforts made by educators to set a good example for students is that students will follow what they see from educators. Examples set by educators include praying on time, reading the Quran, speaking honestly and politely, and greeting others.



Figure 3. Students recite short surahs and the Quran during religious education lessons.
Sumber: Author's Research, 2024

The documentary photo in **Figure 3** shows students participating in religious guidance during extracurricular activities. SDN 004 Teluk Dalam students perform congregational or dhuha prayers and read the Quran. This activity reinforces the findings that educators apply or carry out their duty to set an example for students.

The application of role modelling through religious activities can also be seen in the daily activities of educators at SDN 004 Teluk Dalam. Students are asked to participate in every religious activity by educators and are invited to recite the Quran with them. For example, educators typically provide religious

guidance after reciting a short surah or the Quran. Students may be asked to ask questions about religion or topics considered important in religious practice, and how they can apply these principles in their daily lives.

Supervision

The principal of SDN 004 Teluk Dalam's efforts in implementing supervision can be seen in the fact that supervision activities begin with the start of the school day, teaching schedules, and responsibilities as homeroom teachers. Senior educators assist with these activities at higher ranks. Supervision is beneficial as a centre for developing or improving the competencies of educators so that their strengths and weaknesses can be analyzed. Meanwhile, the principal typically supervises students by monitoring their behaviour and waiting for reports from homeroom teachers if any issues arise.

Based on interviews, educators have implemented various supervision efforts to foster religious character among students. These efforts include using role models as examples to be followed by students and feared if violated, implementing clear and consistent rules, providing understanding about disciplinary religious values, and providing support and rewards for moral behaviour demonstrated by students. These efforts aim to help students understand, internalize, and practice religious character values as an integral part of their character education.



Figure 4. Students Receive Punishment
Sumber: Author's Research (2024)

In **Figure 4**, it can be seen that one of the supervisory efforts carried out by educators at SDN 004 Teluk Dalam is directed at students who violate rules or are rude. Educators will punish these students to deter them from repeating their behaviour. Based on the research data obtained, the researcher also found obstacles faced by educators in their efforts to foster religious character, including the following:

1. Lack of role modelling by educators
2. Insufficient parental support
3. Students' personalities that have not yet developed the ability to take responsibility for themselves

Discussion

Education aims to develop a well-rounded generation, possessing intellectual intelligence, good attitudes, and the skills needed to live in society. This is the effort of educators in carrying out their duties as educators in education, so that they can produce good learning. Thus, the learning process is mandatory

and vital. As facilitators, educators must identify all the strengths and weaknesses of the learning model applied to create effective learning (Badry & Rahman, 2021). Through the development of the world of education today, many parties are involved in the success of this goal of instilling religious character in children, one of which is the role of educators in the field of religious and moral education, such as instilling religious character through worship habits such as praying Zuhur in congregation, praying Dhuha, and reading the Quran (Lili, 2022).

Compared to moral education, character education has a broader meaning. It encompasses efforts to change behavior positively, foster high awareness and understanding, and address serious issues (Mustika & Dafit, 2019). Undang-Undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional requires students at SDN 004 Teluk Dalam to have noble character, faith, and piety toward God Almighty. This component aligns with the religious principles developed in the Character Education Enhancement Curriculum or Kurikulum Penguatan Pendidikan Karakter. The curriculum covers the relationship between individuals and God, fellow human beings, and the universe. Students at SDN 004 Teluk Dalam believe in the existence of God. Therefore, they internalize their love and responsibility toward God Almighty. This dimension aligns with the religious values developed in the Character Education Enhancement program, which includes the relationship between individuals and God, individuals and others, and individuals and the universe. Students at SDN 004 Teluk Dalam believe in the existence of God. Therefore, they live out their love and responsibility towards God Almighty.

Religious and moral principles are fundamental in improving education in Indonesia. Character is a set of moral principles identified and practised by a person through their daily actions (Harmadi et al., 2022; Solihin et al., 2020; Subaidi, 2020). In addition, character is something that is ingrained in a person. Kurniawan, in his book *"Pendidikan Karakter: Konsepsi & Implementasinya secara Terpadu di Lingkungan Keluarga, Sekolah, Perguruan Tinggi, dan Masyarakat"* states that a person's character is shaped by their behaviour, such as the attitudes and language they often use when interacting with others. In other words, a person's character is not limited to their understanding of values; it also takes the form of actual behaviour and interpersonal interactions (Chen et al., 2022). Therefore, developing strong morals and character in Indonesian society requires awareness of good character values and applying them in daily activities and interactions.

Character education and religious education are two interrelated things. In Indonesian character education, the values developed can be identified from four sources: religion, Pancasila, culture, and national educational goals (Subaidi, 2020). One of the methods or strategies used in teaching religious character is the formation of good habits and abandoning bad habits through teaching, educational training, and hard work. Thus, these habits become a person's character. Therefore, a strong character is usually built by instilling values that emphasize good and bad, and these values are created through recognition and experience (Kusmawati et al., 2022). Religious character can also be understood as a way of living harmoniously with others, adhering to the principles of one's religion, and being tolerant of how others practice their faith. A religious person is someone who lives according to principles and upholds morality. Religious personality must be instilled in children early because religious teachings are crucial for every individual, society, nation, and state (Joharsah & Muhlizar, 2023). Since achieving the highest academic achievement is one of the benchmarks for an educator's effectiveness, instructors play a significant role in improving students' academic achievement. The task of educators in the classroom is to impart knowledge to each student.

The evolution of students' behaviour cannot be separated from the role of educators as disseminators of virtue. Additionally, this is closely related to specific examples of instructors' behaviour; this naturally serves as an initial benchmark for students' understanding of the material taught or instructed by an educator to their students (Lili, 2022). Educators at SDN 004 Teluk Dalam can take several steps to help their students grow into religious individuals. Educators must focus primarily on their students. Students

automatically begin processing new information within themselves when the teacher provides them with such information (Akmal, 2022). Educators play an important role in helping children develop their religious character because their actions can significantly influence the success of children's religious education in class. Educators can be very concerned about the behaviour of their students; for example, if students are accustomed to behaving rudely towards older people and do not respect their peers, they are often seen acting and speaking rudely.

In schools, instilling religious beliefs in students is very important because it fosters a sense of reciprocity between educators and students, enabling educators to serve as mentors and educators. Morality, faith, and worship are the three core components of religious life, serving as guidelines for behaviour following divine principles to achieve worldly and eternal wealth and happiness. Religious values reflect the growth and development of religious life (Komariah & Nihayah, 2023). First, efforts must be made to adjust all aspects of life. One strategy implemented by educators at SDN 004 Teluk Dalam to help students build character is through habit formation. Behavioural modification and developing good habits can be achieved by consistently applying habitual thinking patterns.

Specifically, at SDN 004 Teluk Dalam, the second effort made by educators is to set an example; they must be able to present an image of themselves that students can aspire to. Essentially, students will imitate the behaviour and attitudes of their educators (Aziz & Ifrianti, 2017). One effective strategy educators can implement to provide positive role models for their students is exemplary behaviour. At SDN 004 Teluk Dalam, the third effort of educators is focused on supervision. Additionally, educators at SDN 004 Teluk Dalam can enhance or expand religious character or the importance of religious character education in academic areas and the daily supervision of students. These initiatives must be carried out in line with the stages of character education implementation in schools. The main objective of religious character education is to help children develop their character comprehensively, holistically, and integrally, following the standards used in madrasahs and schools (Suriadi & Supriyatno, 2020). Of course, character education cannot be focused on one group of people alone to achieve its goals. Especially when face-to-face learning is limited to fourth and fifth-grade students, educators wish to continue instilling religious character at SDN 004 Teluk Dalam. Collaboration with various parties, including the madrasah, parents, teachers, and others, is required. This is because fourth and fifth-graders have many distinctive characteristics, such as a love for exploration, asking questions about everything, following others, using social media, and enjoying physical fights. Since they can imitate well, they will imitate what they see.

Educators at SDN 004 Teluk Dalam may need to identify each student to ensure that efforts to foster religious character are not wasted and to find ways to improve their behaviour. This may involve various other efforts, such as individualized approaches for each student, communicating the importance of religious character values, and finding ways to motivate students who may be less enthusiastic about religion. Educators must also pay attention to the obstacles found at SDN 004 Teluk Dalam so that these obstacles can be turned into opportunities for education or religious personality building. In addition to the family environment, schools also play a role in instilling religious values in students. Schools are formal institutions that have the authority to instill character in students so that they can protect themselves from negative influences that can erode their character, morals, and ethics. Within schools, there are essential components in character building that can be achieved properly, namely, educators. Educators guide students to achieve maturity and develop their full potential following Islamic values (Zuhaeriah *et al.*, 2020).

In instilling religious character in schools, educators are figures who greatly influence their students' behaviour. Students with good character do not develop independently or are not entirely innate, as their character is fundamentally influenced by the adults around them (Muzakki & Nurdin, 2022). This is evident in the educators' exemplary behaviour within the school environment, how educators behave, speak, or deliver material, build relationships with students, and other related aspects. This exemplary behaviour

will impact students' character because, besides instilling religious character in learning, students will more likely imitate or directly follow what their educators do. Therefore, an educator should be able to be a good role model for their students.

Educators must instill the belief and faith that Allah exists and is always watching and observing every action they take. Educators also emphasize how one must believe in Allah. They teach how to get closer to Allah by performing acts of worship, both obligatory and optional. Examples include praying, fasting, reading the Quran, and so on. The role of educators or teachers is significant in instilling religious values in the Indonesian nation's future generations. This is because educators are responsible for determining the direction of education. Therefore, Islam highly values and respects knowledgeable people who serve as educators. Educators have a noble duty, so Islam considers them to have a higher status than people who are not knowledgeable and those who are not educators.

One indicator of an educational institution's success can be seen in its students' character (Fatoni, 2020). Students who have good personalities or characters mean that the educational institution can be said to be successful in nurturing its students. This is because students with good personalities can make themselves dignified and have the spirit of a good student. The formation of character values and personality in students cannot be achieved instantly without a continuous and sustained process and effort. Continuous nurturing aims to instill good character in their souls until they reach adulthood, and they can obtain this character in their family, environment, or social circle, as well as at school, as the leading centre (Siregar, 2024).

CONCLUSION

Efforts to foster religious character at SDN 004 Teluk Dalam can be seen from the first effort of habit formation, which can be identified as one of the methods educators use at SDN 004 Teluk Dalam. Educators encourage students to perform tasks properly, politely, orderly, and systematically, thereby fostering religious character in students. Additionally, educators assign tasks to students, instilling independence and a strong work ethic. The second effort made by educators is setting a good example. Educators at SDN 004 Teluk Dalam provide good examples to students who follow what they see their educators do. Educators also teach or accustom students to uphold ethical values, especially at SDN 004 Teluk Dalam. The third effort is supervision. Teachers at SDN 004 Teluk Dalam supervise every student who violates or does not comply with the rules. Therefore, intensive supervision is needed to prevent unwanted situations that could harm the entire school, add or nurture religious character or religious character education values in subjects, and daily supervision of students.

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