

# ISLAMIC RELIGIOUS EDUCATION LEARNING AS AN EFFORT TO BUILD STUDENTS' RELIGIOUS CHARACTER IN MIN 2 BENGKULU

Natasya Nindya Kirani<sup>1</sup>, Siti Nurjannah<sup>2</sup>, Iin Nurjanah, Nur Hidayat, Mindani<sup>3</sup>

E-mail: [indykirani67@gmail.com](mailto:indykirani67@gmail.com)

UIN Fatmawati Sukarno, Bengkulu, Indonesia

## Abstract

This study examines the implementation of Islamic Religious Education learning as an effort to build students' religious character at MIN 2 Bengkulu. The research aims to analyze the learning process, identify supporting and inhibiting factors, and describe the role of Islamic Religious Education in strengthening students' moral and spiritual development within the school environment. A qualitative descriptive approach was employed to obtain comprehensive data related to the implementation of religious character education. Data were collected through classroom observations, interviews with teachers, school principals, and students, as well as documentation studies concerning school programs and religious learning activities. The findings reveal that Islamic Religious Education learning contributes significantly to the development of students' religious character through the application of habituation methods, role modeling, guidance, and motivational approaches. Religious activities integrated into school culture strengthen students' discipline, honesty, responsibility, tolerance, politeness, and spiritual awareness. Supporting factors include teacher involvement, positive school culture, parental support, students' motivation, and adequate educational facilities. Inhibiting factors include negative social influences, excessive use of digital media, differences in family backgrounds, and limited student self-discipline. The study concludes that the successful development of students' religious character requires continuous cooperation among schools, teachers, parents, and communities in implementing Islamic values consistently within students' daily lives.

**Keywords:** islamic religious education, religious character, character education, islamic values, students' moral development, min 2 bengkulu.

## Introduction

Religious character education has become one of the fundamental objectives of educational institutions in responding to moral and social challenges experienced by students in contemporary society. Schools are

expected to develop not only students' intellectual competence but also their ethical behavior, spiritual awareness, and social responsibility. Rapid technological development, unrestricted access to information, and changing social interactions have

significantly influenced students' attitudes and lifestyles. Many educational institutions face problems related to discipline, honesty, respect, and declining moral awareness among learners. These conditions indicate the importance of strengthening character education through systematic and value-oriented learning processes. Islamic Religious Education plays a strategic role in cultivating religious values that guide students toward positive behavior and responsible social interaction (Mujamil & Suryadi, 2023).

Islamic Religious Education is designed to help students understand, appreciate, and implement Islamic teachings in everyday life. The learning process emphasizes not only cognitive understanding but also the formation of attitudes, habits, and moral conduct based on Islamic principles. Students are expected to apply values such as discipline, honesty, responsibility, compassion, tolerance, and respect within their social environment (Fatihah, 2019). Religious education therefore functions as a means of shaping students' personality and strengthening spiritual awareness from an early age. Effective Islamic Religious Education learning contributes significantly to the development of students who possess noble character and balanced emotional maturity. Educational activities that integrate Islamic values into daily routines further strengthen the internalization

of moral behavior among learners (Ainiyah, 2013).

The development of students' religious character requires continuous guidance and consistent educational practices within the school environment. Character formation cannot be achieved solely through theoretical instruction because students need practical experiences and direct examples in daily activities. Teachers therefore play an important role in integrating Islamic values into learning processes and social interactions. Positive habits developed through school programs help students practice religious teachings consistently in both academic and non-academic contexts. Educational approaches that combine moral instruction with practical implementation contribute effectively to students' behavioral development. Religious character education ultimately aims to prepare students to become disciplined, responsible, and morally aware individuals.

MIN 2 Bengkulu serves as one of the educational institutions that actively implements Islamic Religious Education learning to strengthen students' religious character. Various religious activities and educational programs are integrated into school culture to support students' moral and spiritual development. Daily worship practices, Qur'an recitation, moral guidance activities, and disciplined school routines become important

## Islamic Religious Education Learning as an Effort to Build Students' Religious Character in MIN 2 Bengkulu

components of character education within the institution. Teachers consistently encourage students to apply Islamic teachings through both classroom learning and practical activities. School programs are designed to create a positive environment that supports the development of respectful and responsible behavior among students. The implementation of these activities reflects the school's commitment to strengthening Islamic values in education.

Teachers at MIN 2 Bengkulu hold significant responsibilities in developing students' religious character through Islamic Religious Education learning. Teachers function not only as educators but also as role models, mentors, motivators, and guides for students in daily life. Positive attitudes demonstrated by teachers provide concrete examples that influence students' behavior and moral awareness. Students tend to imitate values such as discipline, honesty, politeness, responsibility, and respect practiced consistently by teachers. Guidance and motivational support provided during learning activities also strengthen students' commitment to implementing Islamic teachings. Effective teacher involvement therefore becomes one of the important factors in successful religious character formation (Addawiyah & Kasriman, 2023).

The implementation of Islamic Religious Education learning at MIN 2 Bengkulu involves various methods that support the internalization of Islamic values among students. Habituation methods are applied through repetitive religious activities that encourage students to develop positive behavioral patterns. Role modeling methods provide opportunities for students to observe and imitate ethical conduct demonstrated by teachers and school communities. Guidance and counseling activities help students overcome personal challenges and improve moral awareness. Motivational approaches further encourage learners to participate actively in religious and educational activities. The combination of these methods contributes positively to the development of students' spiritual and social behavior (Marqomah & Ichsan, 2023).

School culture at MIN 2 Bengkulu also contributes significantly to strengthening students' religious character. A supportive educational environment encourages students to practice Islamic values consistently in both formal and informal situations. Religious programs implemented within the school create habits that positively influence students' attitudes and interactions. Cooperation among teachers, school leaders, parents, and students strengthens the effectiveness of character education activities. School regulations emphasizing discipline,

responsibility, and respectful behavior further support the development of positive character among learners. Conducive educational environments therefore play an essential role in reinforcing Islamic Religious Education learning outcomes.

The development of students' religious character through Islamic Religious Education learning remains relevant due to various social influences affecting students' behavior in modern society. Negative peer interactions, excessive exposure to digital media, and declining moral awareness continue to present challenges for educational institutions. Schools are therefore required to strengthen educational strategies that encourage students to maintain positive attitudes and ethical conduct. Islamic teachings provide guidance that helps students distinguish appropriate behavior from actions that contradict moral values. Students who possess strong religious character are more capable of demonstrating discipline, empathy, honesty, and self-control in everyday situations. Religious education consequently becomes an important foundation for preventing negative behavior among learners.

Research concerning Islamic Religious Education learning as an effort to build students' religious character remains important in understanding the effectiveness of educational practices implemented within schools. Educational institutions

continue to seek appropriate methods and strategies for improving students' moral and spiritual development. Previous studies indicate that consistent religious education contributes positively to students' discipline, behavior, and social interaction. Continuous evaluation of learning implementation is necessary to identify supporting factors and challenges encountered during the educational process. Understanding the effectiveness of Islamic Religious Education learning can provide valuable insights for improving character education programs in schools. Research findings are expected to contribute to the development of more effective religious education practices in educational institutions (Arifin, 2024).

Islamic Religious Education learning as an effort to build students' religious character at MIN 2 Bengkulu ultimately aims to create students who possess strong faith, noble morals, and positive social responsibility. Educational success is measured not only through academic achievement but also through students' ability to practice Islamic values consistently in daily life. Students who internalize religious teachings demonstrate greater discipline, honesty, tolerance, and respect in their interactions with others. Continuous reinforcement of Islamic values contributes significantly to the formation of balanced personalities capable of facing social

## Islamic Religious Education Learning as an Effort to Build Students' Religious Character in MIN 2 Bengkulu

challenges wisely. Effective character education also strengthens students' awareness of their responsibilities toward religion, society, and the nation. The implementation of Islamic Religious Education learning therefore becomes an important foundation for developing morally responsible and spiritually aware future generations (W. N. Hidayat, Nurlaila, Purnomo, & Aziz, 2023).

### Method

This study employed a qualitative research approach with a descriptive design to analyze the implementation of Islamic Religious Education learning as an effort to build students' religious character at MIN 2 Bengkulu. The research focused on understanding the learning process, teacher roles, educational activities, and the development of students' moral and spiritual behavior within the school environment. Data were collected through classroom observations, interviews with Islamic Religious Education teachers, school principals, and students, as well as documentation studies related to school programs and learning activities. Observations were conducted to identify the implementation of religious learning methods, teacher-student interactions, and students' participation in religious activities. Interviews were used to obtain detailed information regarding strategies, challenges, and efforts applied in strengthening students'

religious character. Documentation data included lesson plans, school regulations, religious program schedules, and supporting educational records relevant to the research focus.

The data analysis process was carried out through data reduction, data presentation, and conclusion drawing to obtain systematic and comprehensive findings. Information collected from observations, interviews, and documentation was categorized based on themes related to Islamic Religious Education learning and students' religious character development. Data validity was strengthened through triangulation techniques by comparing information obtained from different sources and research instruments. Continuous observation and careful interpretation were also conducted to ensure the credibility and consistency of the research findings. The results of the analysis were presented descriptively to provide a clear understanding of the implementation of Islamic Religious Education learning in building students' religious character at MIN 2 Bengkulu. This research is expected to contribute to the development of effective Islamic character education practices within educational institutions.

### Result and Discussion

*The Implementation of Islamic Religious Education Learning in Building Students' Religious Character at MIN 2 Bengkulu*

The implementation of Islamic Religious Education learning at MIN 2 Bengkulu plays an important role in building students' religious character within the educational environment. Learning activities are directed not only toward the transfer of religious knowledge but also toward the formation of moral attitudes and spiritual awareness among students. Islamic values are integrated into classroom instruction, school routines, and social interactions to encourage students to apply positive behavior consistently in daily life. Religious character development is reflected through students' discipline, honesty, responsibility, politeness, and respect toward teachers and peers. Educational activities are designed to help students understand the relationship between Islamic teachings and everyday behavior. Effective implementation of Islamic Religious Education therefore contributes significantly to the formation of morally responsible students (Asfiani & Rapi, 2024).

Teachers at MIN 2 Bengkulu hold a central role in the implementation of Islamic Religious Education learning because they function as educators, role models, mentors, and motivators for students. Positive attitudes demonstrated by teachers provide direct examples that influence students' behavior and character formation. Students tend to imitate discipline, honesty, patience, and responsibility consistently

practiced by teachers during learning activities and school interactions. Teachers also provide moral guidance and spiritual advice to help students understand the importance of practicing Islamic values in social life. Classroom communication emphasizing respect, empathy, and cooperation creates a conducive environment for character development. Strong teacher involvement therefore becomes one of the major factors supporting the success of religious character education at the school.

The learning methods implemented in Islamic Religious Education at MIN 2 Bengkulu support the internalization of religious values among students effectively. Habituation methods are applied through repetitive activities such as congregational prayer, Qur'an recitation, greeting practices, and disciplined daily routines. Students gradually develop positive habits through continuous participation in these activities within the school environment. Role modeling methods also provide opportunities for students to observe and imitate ethical behavior demonstrated by teachers and school communities. Discussion and reflective learning activities encourage students to understand the practical relevance of Islamic teachings in everyday situations. Guidance and motivational approaches further strengthen students' awareness of

## Islamic Religious Education Learning as an Effort to Build Students' Religious Character in MIN 2 Bengkulu

moral responsibility and positive social interaction (Aziz & Ana, 2022).

Religious activities integrated into school programs contribute significantly to strengthening students' spiritual awareness and moral behavior. Programs such as dhuha prayer, Qur'an memorization, Islamic celebrations, and moral guidance sessions provide practical experiences for students in implementing Islamic teachings. Participation in religious activities helps students develop discipline, cooperation, responsibility, and respect within the school community. Students also become more familiar with worship practices and Islamic values through consistent educational activities conducted by the school. Religious programs create a positive atmosphere that encourages students to maintain ethical behavior both inside and outside the classroom. Continuous implementation of such activities therefore supports the effectiveness of character education comprehensively (Mutakin, Nurhayati, & Rusmana, 2014).

The implementation of Islamic Religious Education learning at MIN 2 Bengkulu also emphasizes the importance of developing students' social ethics and interpersonal behavior. Students are encouraged to demonstrate politeness, compassion, honesty, tolerance, and respect in their interactions with others. Educational activities help students recognize the significance of maintaining harmonious

relationships within the school environment. Teachers guide students in resolving conflicts respectfully and encourage cooperative attitudes during classroom and extracurricular activities. Students who internalize social ethics based on Islamic teachings are more capable of interacting positively within their communities. Religious character education therefore contributes significantly to the development of students' social responsibility and emotional maturity (Eryandi, 2023).

Students' discipline represents one of the important indicators of successful religious character development through Islamic Religious Education learning. Discipline is reflected in students' punctuality, obedience to school regulations, participation in worship activities, and responsibility in completing academic tasks. Teachers consistently supervise and reinforce disciplined behavior through reminders, guidance, and positive reinforcement during learning activities. Students gradually develop awareness that discipline is closely connected with responsibility and self-control in Islamic teachings. Continuous practice of disciplined behavior contributes positively to students' academic performance and social interaction. The cultivation of discipline therefore becomes an essential component of character education at MIN 2 Bengkulu (Purnomo, 2021).

Islamic Religious Education learning also contributes to strengthening students' emotional and spiritual development within the educational environment. Religious instruction encourages students to develop patience, sincerity, humility, gratitude, and empathy in daily interactions. Spiritual values introduced during learning activities help students manage emotions and respond positively to challenges encountered in academic and social situations. Students become more capable of controlling negative behavior and demonstrating ethical decision-making based on Islamic principles. Teachers further support emotional development by creating a respectful and supportive classroom atmosphere. The integration of emotional and spiritual education therefore strengthens students' moral awareness and personal maturity comprehensively.

The school environment at MIN 2 Bengkulu provides significant support for the implementation of Islamic Religious Education learning in building students' religious character. A positive educational culture encourages students to practice Islamic values consistently in both formal and informal situations. School regulations emphasizing discipline, cleanliness, responsibility, and respectful behavior strengthen students' moral development effectively. Cooperation among teachers, school leaders, and

parents also contributes to the consistency of character education practices implemented within the school environment. Students who learn within supportive educational settings are more likely to internalize religious values successfully. Conducive school culture therefore becomes an important factor in strengthening religious character education outcomes.

The implementation of Islamic Religious Education learning at MIN 2 Bengkulu ultimately aims to produce students who possess strong religious awareness, noble character, and positive social behavior. Character development achieved through religious education contributes not only to students' personal growth but also to the improvement of school culture and social harmony. Students who consistently practice Islamic values demonstrate greater responsibility, discipline, empathy, honesty, and respect in their interactions with others. Continuous educational guidance and supportive school environments strengthen the effectiveness of religious character formation among learners. Islamic Religious Education therefore serves as an important foundation for preparing students to become morally responsible individuals within society. The successful implementation of religious learning activities reflects the importance of integrating spiritual and ethical values into educational practices

## Islamic Religious Education Learning as an Effort to Build Students' Religious Character in MIN 2 Bengkulu

comprehensively (Marqomah & Ichsan, 2023).

### ***Supporting and Inhibiting Factors in Building Students' Religious Character Through Islamic Religious Education Learning at MIN 2 Bengkulu***

The development of students' religious character through Islamic Religious Education learning at MIN 2 Bengkulu is influenced by several supporting factors within the educational environment. One of the primary supporting factors is the active involvement of teachers in implementing character education consistently during learning activities. Teachers provide direct examples through disciplined behavior, honesty, politeness, responsibility, and respect in their interactions with students. Positive attitudes demonstrated by teachers encourage students to imitate similar behavior in both academic and social situations. Guidance, motivation, and continuous supervision further strengthen students' understanding of Islamic values in daily life. Strong teacher commitment therefore contributes significantly to the successful formation of students' religious character (T. Hidayat, 2024).

A supportive school environment also becomes an important factor in strengthening

students' moral and spiritual development at MIN 2 Bengkulu. The school integrates Islamic values into daily activities and institutional culture through various religious programs and disciplined routines. Activities such as congregational prayer, Qur'an recitation, Islamic celebrations, and moral guidance sessions encourage students to practice religious teachings consistently. School regulations emphasizing discipline, cleanliness, responsibility, and respectful behavior further support positive character formation among learners. Students who study within a conducive educational atmosphere are more likely to develop ethical behavior and spiritual awareness effectively. Positive school culture therefore plays a major role in supporting the implementation of Islamic Religious Education learning.

Parental involvement contributes significantly to the development of students' religious character through reinforcement of Islamic values within the family environment. Parents who provide supervision, moral guidance, and encouragement at home help students apply positive behavior consistently outside the school setting. Harmonious cooperation between teachers and parents strengthens the continuity of character education in students' daily lives. Students who receive consistent support from their families generally demonstrate stronger discipline, responsibility, and commitment to

worship activities. Family environments that prioritize honesty, respect, and religious practices positively influence students' emotional and spiritual growth. Consistency between school education and family guidance therefore becomes an essential factor in successful character development (Purwadi & Hidayati, 2025).

Students' internal motivation also supports the effectiveness of Islamic Religious Education learning in building religious character. Learners who possess enthusiasm for religious activities are more likely to participate actively in worship programs, classroom discussions, and moral guidance activities organized by the school. Positive motivation encourages students to practice Islamic teachings voluntarily in their academic and social interactions. Teachers support this process through appreciation, encouragement, and meaningful educational experiences that strengthen students' confidence and awareness of moral responsibility. Active student participation contributes positively to the achievement of character education objectives within the school environment. High learning motivation therefore becomes an important factor in strengthening students' religious attitudes and behavior.

Adequate educational facilities further support the implementation of Islamic Religious Education learning at

MIN 2 Bengkulu. Facilities such as prayer rooms, Qur'an learning materials, religious books, and multimedia learning resources help students understand Islamic teachings more effectively. Proper infrastructure creates educational environments that encourage spiritual activities and moral development among learners. Teachers are also able to implement interactive and engaging learning methods supported by available educational resources. Religious programs and practical worship activities can be conducted more efficiently when schools provide sufficient facilities for students. Adequate learning resources therefore contribute significantly to the effectiveness of religious character education (Kartika, Kuswandi, Herawati, & Ropitasari, 2023).

Despite the presence of supporting factors, several inhibiting factors continue to affect the development of students' religious character at MIN 2 Bengkulu. One major obstacle originates from external social influences experienced by students outside the school environment. Negative peer interactions and unhealthy social trends may weaken students' commitment to maintaining disciplined and ethical behavior. Students are sometimes exposed to actions and attitudes that contradict Islamic teachings through their surrounding social environment. Such conditions create challenges for teachers in ensuring the consistency of

## Islamic Religious Education Learning as an Effort to Build Students' Religious Character in MIN 2 Bengkulu

students' moral behavior beyond school activities. External social influences therefore become one of the important barriers in character education implementation.

Technological advancement and unrestricted access to digital media also present significant challenges in building students' religious character. Many students spend considerable time using social media and online entertainment that may expose them to inappropriate content and negative behavioral influences. Excessive use of digital technology can reduce students' focus on educational activities and weaken interest in religious programs when not properly supervised. Exposure to harmful information may influence students' communication patterns, emotional control, and social interactions negatively. Teachers and parents therefore need to provide continuous supervision and guidance regarding responsible technology use among students. Digital media influences have consequently become one of the major challenges faced by educational institutions in maintaining students' moral consistency.

Differences in family backgrounds further influence the effectiveness of Islamic Religious Education learning in developing students' religious character. Some students come from family environments that provide limited supervision and insufficient reinforcement of moral values at home.

Lack of parental attention toward worship activities, discipline, and ethical behavior may reduce the effectiveness of character education implemented within schools. Students experiencing unstable family conditions often face emotional and behavioral difficulties that affect their learning process and social interaction. Inconsistency between educational values at school and family practices can weaken students' understanding and application of Islamic teachings. Family-related challenges therefore become important considerations in strengthening religious character education strategies (Anggraenie, Hanafiah, & Niâ, 2022).

Limited student self-discipline and low awareness of moral responsibility also become obstacles in the implementation of religious character education at MIN 2 Bengkulu. Some students demonstrate low motivation to participate actively in worship activities, classroom learning, and moral guidance programs conducted by the school. Difficulties in controlling emotions, maintaining discipline, and obeying school regulations may hinder the internalization of Islamic values among learners. Teachers are therefore required to apply patient, creative, and adaptive educational approaches to address different student characteristics and behavioral problems effectively. Continuous supervision and motivational support

remain necessary to encourage positive behavioral changes among students. Student-related internal factors consequently influence the overall effectiveness of religious character development programs (Purwanti, Putra, & Sunantri, 2024).

The success of building students' religious character through Islamic Religious Education learning at MIN 2 Bengkulu depends on the ability of schools, teachers, parents, and communities to strengthen supporting factors while addressing existing obstacles effectively. Cooperation among educational stakeholders contributes significantly to the consistency of moral guidance and religious reinforcement provided to students. Continuous evaluation of educational strategies is necessary to adapt to social and technological changes affecting students' behavior and character development. Educational institutions must create supportive environments that encourage students to practice Islamic values consistently in their daily lives. Strong commitment from all parties contributes positively to the formation of disciplined, responsible, ethical, and spiritually aware individuals. The balance between educational support and obstacle management therefore becomes essential in achieving successful religious character education among students.

## **Conclusion**

The implementation of Islamic Religious Education learning at MIN 2 Bengkulu demonstrates a significant contribution to building students' religious character through the integration of Islamic values into classroom instruction, religious activities, and daily school routines. The learning process strengthens students' discipline, honesty, responsibility, respect, tolerance, and spiritual awareness through methods such as habituation, role modeling, guidance, and motivational approaches. Supporting factors including active teacher involvement, positive school culture, parental support, students' motivation, and adequate educational facilities contribute positively to the effectiveness of character education programs. Several inhibiting factors, such as negative social influences, excessive exposure to digital media, differences in family backgrounds, and limited student self-discipline, continue to present challenges in maintaining consistent moral behavior among students. Continuous cooperation among schools, teachers, parents, and communities is therefore necessary to strengthen the internalization of Islamic values comprehensively. Islamic Religious Education learning ultimately serves as an important foundation for developing disciplined, ethical, responsible, and spiritually aware students who are capable of contributing positively to society.

**References**

- Addawiyah, R., & Kasriman. (2023). Peran Sekolah dalam Pembentukan Karakter Disiplin Siswa. *Jurnal Educatio*, 9(3), 1516–1524. <https://doi.org/10.31949/educatio.v9i3.5837>
- Ainiyah, N. (2013). Pembentukan Karakter Melalui Pendidikan Agama Islam. *Al-Ulum: Jurnal Studi Islam*, 13(1), 25–38.
- Anggraenie, B. T., Hanafiah, D., & Niâ, Y. (2022). Pengaruh Pendidikan Agama Islam Dalam Membentuk Karakter Religius Siswa Di Era Revolusi Industri 4.0. *PROCEEDING UMSURABAYA*, 1(1).
- Arifin, H. (2024). INTERNALISASI RELEGIUS CULTURE BAGI SISWA SD ISLAM SUNAN KALI JAGA. *International Conference on Humanity Education and Society (ICHES)*, 3(1).
- Asfiani, A., & Rapi, M. (2024). Pengaruh Penggunaan Bahan Ajar Pendidikan Agama Islam dan Budi Pekerti Berbasis Aplikasi Quizizz Terhadap Motivasi Peserta Didik di UPT SMP Negeri 1 Pangkajene Sidrap: The Effect of the Use of Teaching Materials for Islamic Religious Education and Ethics Based on the Quizizz Application on Student Motivation at UPT SMP Negeri 1 Pangkajene Sidrap. *ISEDU: Islamic Education Journal*, 2(1), 30–37.
- Aziz, M. I., & Ana, R. F. R. (2022). Peran Budaya Sekolah Dalam Membangun Karakter Religius Siswa Kelas 5 Sdit Surya Melati Bandung Tulungagung. *TANGGAP: Jurnal Riset Dan Inovasi Pendidikan Dasar*, 2(2), 138–144.
- Eryandi, E. (2023). Integrasi nilai-nilai keislaman dalam pendidikan karakter di era digital. *Kaipi: Kumpulan Artikel Ilmiah Pendidikan Islam*, 1(1), 12–16.
- Fatihah, I. (2019). Manajemen Pembelajaran Agama melalui Pembiasaan Shalat Dhuha di Sekolah Dasar Negeri Mega Eltra. *JIEEM (Journal of Islamic Education Management)*, 3(1), 50–63.
- Hidayat, T. (2024). Studi Analisis Keberhasilan Integrasi Pembelajaran Sosiologi Dengan Nilai-Nilai Islam Dalam Membina Karakter Islami. *Indonesian Journal of Humanities and Social Sciences*, 5(4), 1977–1992.
- Hidayat, W. N., Nurlaila, N., Purnomo, E., & Aziz, N. (2023). Technological Pedagogical and Content Knowledge (TPACK) in Islamic religious education in the digital era. *Al Hikmah: Journal of Education*, 4(1), 93–106.
- Kartika, I., Kuswandi, S., Herawati, S., & Ropitasari, A. (2023). Manajemen Pembelajaran

- Pendidikan Agama Islam Dalam Mewujudkan Karakter Religius Pada Peserta Didik. *Edukasi Islami: Jurnal Pendidikan Islam*, 12(001).
- Marqomah, M., & Ichsan, A. S. (2023). Pengembangan Kecerdasan Spiritual Siswa Perspektif Psikologi melalui Pembelajaran Fiqih. *Journal of Elementary Educational Research*, 3(2), 131–150.
- Mujamil, N. M. S., & Suryadi, R. A. (2023). Upaya Guru Kelas Dalam Membentuk Karakter Religius dan Disiplin Pada Siswa Kelas VI B SDS Karakter Al-Adzkiya Cianjur. *Edukasi Islami: Jurnal Pendidikan Islam*, 12(001).
- Mutakin, T. Z., Nurhayati, N., & Rusmana, I. M. (2014). Penerapan teori pembiasaan dalam pembentukan karakter religi siswa di tingkat sekolah dasar. *Jurnal Edutech*, 1(3), 361–373.
- Purnomo, B. (2021). Implementasi Pembentukan Karakter Religius Pada Masa Pandemi Melalui Kegiatan Pembiasaan Keagamaan. *Madaniyah*, 12(1), 1–18.
- Purwadi, R., & Hidayati, S. (2025). Peran Guru Akidah Akhlak dalam Mencegah Kenakalan Siswa di Madrasah Aliyah. *Didaktika: Jurnal Kependidikan*, 14(3 Agustus), 4009–4022.
- Purwanti, S., Putra, P., & Sunantri, S. (2024). PEMBELAJARAN PENDIDIKAN AGAMA ISLAM DALAM MEMBENTUK KARAKTER RELIGIUS. *ILJ: Islamic Learning Journal*, 2(3), 623–629.