

IMPLEMENTATION OF RELIGIOUS CHARACTER EDUCATION IN SHAPING STUDENTS' ATTITUDES AT SD NEGERI 78 BENGKULU CITY

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Abstract

This study aims to analyze the implementation of religious character education in shaping students' attitudes at SD Negeri 78 Bengkulu City. The study employed a qualitative descriptive approach to obtain an in-depth understanding of the implementation of religious character education in the school environment. Data were collected through observation, interviews, and documentation involving school principals, teachers, and students as research participants. Data analysis was conducted through data reduction, data presentation, and conclusion drawing. The findings indicate that religious character education is implemented through daily habituation, religious activities, teacher role modeling, and the integration of religious values into learning and school culture. Students are encouraged to practice religious attitudes through praying before and after learning activities, participating in congregational worship, maintaining discipline, showing respect for teachers and peers, and demonstrating responsibility in carrying out school activities. Teachers play an important role in providing examples, guidance, motivation, and continuous supervision. The implementation is supported by school policies, teacher involvement, parental support, and students' participation. Several challenges remain, including differences in students' family backgrounds, levels of religious understanding, and consistency in applying religious values. The study concludes that the implementation of religious character education contributes to the development of students' religious attitudes and positive behavior in the school environment.

Keywords: religious character education; students' attitudes; character development; school culture; elementary school

Introduction

Religious character education is an important part of elementary education because character development needs to begin from an early age (Komalasari & Yakubu, 2023). Education is not only oriented toward students' academic achievement but also toward the development of

attitudes, values, and responsible behavior. Religious character refers to students' ability to understand, appreciate, and practice religious values in their daily lives. These values can be reflected through honesty, discipline, responsibility, respect, tolerance, and obedience to religious teachings (Haerudin & others, 2025).

Religious character education is expected to help students develop positive personalities that guide their behavior at school, at home, and in the community(Tandana et al., 2022).

The implementation of religious character education in elementary schools requires systematic and continuous efforts. Students at the elementary level are in a developmental stage in which habits and attitudes can be strongly influenced by their surrounding environment(Irbathy et al., 2025). School environments therefore have an important role in providing meaningful experiences that encourage students to practice religious values(Cahyanto et al., 2024). Religious character education can be integrated into classroom learning, extracurricular activities, school routines, and interpersonal relationships. Consistent implementation can help students transform religious values from theoretical knowledge into daily behavior.

Teachers have an important position in the implementation of religious character education at school. Teachers serve not only as educators who transfer knowledge but also as role models whose attitudes and behavior can influence students. Teacher examples can be demonstrated through discipline, politeness, honesty, responsibility, and respect for others(Shanti & Shohib, 2026). Teachers can also provide guidance and

motivation when students face difficulties in applying religious values. Effective teacher involvement can create a learning environment that supports the development of students' religious character.

School culture also contributes significantly to the development of students' religious character. A positive school culture can provide opportunities for students to practice religious values through repeated activities and interactions. Religious routines such as praying before and after learning, reading religious texts, participating in worship activities, and maintaining cleanliness can become part of students' daily habits. School rules that emphasize discipline, responsibility, respect, and mutual cooperation can further strengthen character development. A consistent school culture can make religious character education an integral part of students' educational experiences(Hadi & Prayogi, 2025).

Religious activities can provide practical experiences for students in understanding and applying religious values. Activities conducted regularly can encourage students to develop discipline, responsibility, cooperation, and respect for others. Religious practices also provide opportunities for students to connect knowledge with real-life behavior. The involvement of teachers and school administrators is necessary to ensure that these activities are conducted consistently and

meaningfully. The success of religious character education depends not only on the number of activities but also on the quality of guidance and habituation provided to students (Fathurrahman et al., 2024).

Family involvement is another important factor in strengthening religious character education. Students spend a significant amount of time outside school, making parental guidance important in maintaining the continuity of character development. Consistency between religious values taught at school and those practiced at home can reinforce students' habits. Communication between teachers and parents can help identify students' behavioral development and provide appropriate support. Cooperation between school and family can create a supportive environment for the sustainable development of students' religious character (Kibtiyah et al., 2025).

The implementation of religious character education may encounter various challenges in elementary schools. Differences in students' family backgrounds can influence their religious habits, attitudes, and levels of understanding. Differences in individual characteristics can also affect students' ability to respond to character education programs. Limited time, inconsistent habituation, and differences in teacher approaches may influence the effectiveness of program implementation. These conditions

require schools to develop appropriate strategies that consider students' needs and the characteristics of the school environment (Finelli et al., 2001).

SD Negeri 78 Bengkulu City is an elementary educational institution that has an important role in developing students' character through educational and school-based activities. The implementation of religious character education at this school provides an interesting context for examining how religious values are introduced, practiced, and strengthened in students' daily activities. School routines, teacher guidance, religious activities, and interactions among members of the school community can become important instruments in character development. Understanding the implementation process can provide information about the practices used by teachers and the school in developing students' religious attitudes. The school context also provides an opportunity to identify supporting factors and challenges in implementing religious character education.

The present study aims to analyze the implementation of religious character education in shaping students' attitudes at SD Negeri 78 Bengkulu City. The study focuses on the forms of religious character education implemented through learning activities, habituation, school culture, and religious programs. The study also examines the roles of teachers and

school administrators in supporting students' character development. Supporting and inhibiting factors in the implementation of religious character education are also identified to provide a comprehensive understanding of the educational process. The findings are expected to contribute to the development of effective religious character education practices in elementary schools and provide practical insights for teachers and school administrators in strengthening students' religious character.

Research Method

This study employed a qualitative descriptive approach to examine the implementation of religious character education in shaping students' attitudes at SD Negeri 78 Bengkulu City. The qualitative approach was selected because it enables the researcher to obtain an in-depth understanding of educational practices, teacher roles, students' responses (Stanley, 2023), and school activities related to religious character development. The research was conducted at SD Negeri 78 Bengkulu City, with the principal, teachers, and students serving as the primary sources of information. Data were collected through observation, semi-structured interviews, and documentation of school activities and relevant educational programs. Observations focused on students' religious attitudes, daily habituation, classroom activities, religious

programs, and interactions within the school environment. Interviews were conducted to obtain detailed information about the strategies implemented by teachers and the school in developing students' religious character.

Data analysis was conducted interactively through data reduction, data presentation, and conclusion drawing (Theus & Urbanek, 2008). The researcher organized and selected relevant information obtained from observations, interviews, and documentation to identify patterns related to the implementation of religious character education. Data were presented descriptively to explain the forms of implementation, teacher roles, supporting factors, and challenges encountered during the educational process. Data validity was strengthened through source and technique triangulation by comparing information obtained from principals, teachers, students, observations, and documentation. The research process was conducted systematically to ensure that the findings accurately represented the implementation of religious character education at SD Negeri 78 Bengkulu City. The results of the analysis were used to formulate conclusions regarding the contribution of religious character education to the development of students' attitudes and behavior.

Results and Discussion

Implementation of Religious Character Education

The findings indicate that religious character education at SD Negeri 78 Bengkulu City is implemented through a combination of daily habituation, religious activities, classroom learning, and school culture (Zakiyyah, 2025). Religious values are introduced to students through activities that are carried out regularly and consistently. The implementation does not focus only on students' understanding of religious concepts but also emphasizes the practice of religious values in everyday behavior. Students are encouraged to develop attitudes of discipline, responsibility, honesty, respect, politeness, and obedience through various activities at school. The school provides an environment that supports students in practicing religious values through structured routines and guidance from teachers. Religious character education therefore becomes part of the students' daily educational experiences rather than being limited to formal religious learning.

Daily habituation represents one of the main strategies used by the school to develop students' religious character. Students are accustomed to praying before and after learning activities as part of their daily routine. Religious greetings, polite communication, respect for teachers, and responsible behavior are also

encouraged during interactions at school. These activities provide students with repeated opportunities to practice positive values. Repetition helps students gradually develop habits that become part of their daily behavior. The findings suggest that consistent habituation can support the development of religious attitudes because students receive direct experiences rather than merely theoretical explanations.

Religious activities provide additional opportunities for students to strengthen their understanding and practice of religious values. Students participate in activities related to worship, religious learning, and other school programs that contain religious values (Fathurrahman et al., 2024). These activities are directed toward developing students' awareness of the importance of religious practices and positive social behavior. Teachers provide explanations and guidance so that students understand the meaning behind each activity. Student participation also demonstrates that religious character education involves active experiences that encourage students to practice values in real situations. The integration of religious activities into the school routine contributes to the creation of an educational environment that supports character development.

The implementation of religious character education is also integrated into classroom learning (Mansir et al.,

2021). Teachers connect learning materials with values such as honesty, responsibility, discipline, cooperation, and respect. Classroom activities provide opportunities for students to demonstrate these values through assignments, discussions, group activities, and interactions with classmates. Teachers monitor students' behavior and provide direction when students demonstrate attitudes that do not reflect the expected values (Brophy, 2000). This process shows that character education can be implemented across different learning situations. The integration of religious values into classroom activities strengthens the relationship between academic learning and character development.

The Role of Teachers in Developing Students' Religious Character

Teachers play a central role in developing students' religious character at SD Negeri 78 Bengkulu City. The findings show that teachers act as role models, educators, motivators, and supervisors throughout the character education process. Students tend to observe and imitate the behavior demonstrated by teachers in their daily interactions. Teachers therefore demonstrate discipline, politeness, responsibility, honesty, and respect when interacting with students and other members of the school community. Teacher behavior provides students with concrete

examples of how religious values can be applied in everyday situations. The role of teachers extends beyond delivering learning materials because teachers also guide students in developing positive attitudes and behavior (Rochim & Khayati, 2022).

Teacher role modeling is particularly important because elementary school students are still developing their understanding of appropriate social and religious behavior (Jumatullailah et al., 2024). Teachers demonstrate religious attitudes through regular prayer, respectful communication, maintaining discipline, and showing concern for students. Students receive direct examples that can help them understand the practical meaning of religious values. Teachers also remind students when they forget to apply expected behaviors. Continuous reminders help students recognize inappropriate behavior and understand the importance of correcting it.

Teachers also provide motivation to encourage students to practice religious values consistently (Erbayanti et al., 2025). Motivation is provided through verbal encouragement, appreciation, advice, and positive reinforcement. Students who demonstrate good behavior receive recognition that encourages them to maintain the behavior. Students who experience difficulties are provided with guidance rather than immediate punishment. This approach creates a

supportive learning environment in which students can gradually develop their character. Positive reinforcement can strengthen students' internal motivation to practice religious values in their daily activities.

Supervision is another important responsibility performed by teachers. Teachers observe students' behavior during classroom activities, religious programs, breaks, and interactions with peers (Sullivan & Glanz, 2005). The observation allows teachers to identify students who require additional guidance. Teachers provide corrections when students demonstrate inappropriate behavior and explain the consequences of such actions. Continuous supervision helps maintain consistency in the implementation of character education. The findings indicate that teacher involvement is essential for ensuring that religious character education becomes a continuous process rather than a temporary school program.

School Culture and Religious Habituation in Character Development

School culture has an important contribution to the implementation of religious character education. The findings indicate that religious values are strengthened through routines, rules, interactions, and activities that involve members of the school community. A positive school culture creates an environment in which

students can practice religious values naturally. Students learn to demonstrate discipline, responsibility, respect, cooperation, and politeness through repeated interactions. Religious habituation becomes more effective when supported by consistent expectations from teachers and school administrators. The school environment therefore functions as an important social setting for the development of students' character (Azizah et al., 2025).

Religious habituation is reflected in students' daily activities. Praying before and after learning provides students with opportunities to develop awareness of worship and gratitude. Respectful communication with teachers and peers encourages students to apply religious values in social relationships. Maintaining cleanliness and following school rules also develop responsibility and discipline. Students gradually become familiar with behaviors that reflect religious and moral values. The consistent implementation of these activities helps transform values into habits.

School rules also contribute to character formation by providing clear expectations regarding students' behavior. Rules concerning discipline, attendance, cleanliness, communication, and responsibility encourage students to develop self-control. Teachers consistently remind students to follow these rules and

explain the importance of responsible behavior. Students who follow the rules contribute to a positive school environment. Students who violate the rules receive guidance and direction to improve their behavior. The combination of clear rules and continuous guidance supports the development of responsible and disciplined students.

The effectiveness of school culture depends on consistency among school members. Teachers, principals, and other educational staff need to demonstrate similar expectations regarding students' behavior. Consistency provides students with a clear understanding of the values that are expected within the school environment. Cooperation among school members also strengthens the implementation of religious character education. A supportive school culture can influence students not only during formal learning activities but also during informal interactions. The findings indicate that religious character education becomes more meaningful when it is embedded in the overall culture of the school.

Supporting and Inhibiting Factors in Religious Character Education

The implementation of religious character education at SD Negeri 78 Bengkulu City is supported by several factors. School policies provide a foundation for integrating religious values into daily activities and

educational programs. Teacher involvement strengthens the implementation because teachers directly interact with students and provide continuous guidance. Student participation also supports the success of religious activities because active involvement provides opportunities for students to practice the values being taught. Support from parents can further strengthen character development by maintaining consistent habits outside the school environment. These supporting factors create conditions that allow religious character education to be implemented continuously.

The availability of religious activities and a supportive school environment also contributes to the implementation process. Students receive opportunities to practice religious values through structured activities and daily routines. Teachers can use these activities to provide direct guidance and reinforce positive behavior. School programs that involve students collectively can also strengthen cooperation and social responsibility. The combination of formal instruction and practical activities provides students with broader opportunities to understand religious values. The findings demonstrate that successful character education requires an environment that supports both learning and practice.

Several inhibiting factors remain in the implementation of religious character education. Differences in students' family backgrounds can influence their religious habits and behavioral patterns. Students also have different levels of understanding, motivation, discipline, and ability to practice religious values. Some students may require more intensive guidance because their habits at home are not always consistent with the values promoted at school. Limited learning time can also affect the opportunity for teachers to provide individual guidance. These conditions require teachers to apply flexible and continuous strategies according to students' needs.

Parental involvement represents an important aspect that needs to be strengthened to overcome some of these challenges. Consistency between school-based education and family-based habituation can help students maintain positive behavior in different environments. Communication between teachers and parents can provide information about students' progress and behavioral difficulties. Parents can reinforce religious habits through daily routines at home. Teachers can provide suggestions regarding appropriate forms of guidance based on students' needs. Strong cooperation between school and family can therefore increase the sustainability of religious character education.

The overall findings indicate that religious character education at SD Negeri 78 Bengkulu City contributes to the development of students' positive attitudes and behavior. The implementation is supported by daily habituation, religious activities, classroom integration, teacher role modeling, school culture, and cooperation with parents. Religious character education becomes more effective when students receive continuous opportunities to understand and practice religious values. Teacher involvement remains a key element because teachers provide examples, motivation, guidance, and supervision throughout the educational process. School culture provides a broader environment that reinforces the values introduced through classroom learning and religious activities. The implementation of religious character education therefore requires a continuous and collaborative process involving teachers, school administrators, students, and families.

Conclusion

The study concludes that the implementation of religious character education at SD Negeri 78 Bengkulu City contributes to the development of students' religious attitudes and positive behavior. Religious character education is implemented through daily habituation, religious activities, classroom learning, school culture, and teacher guidance. Teachers play an

important role as role models, educators, motivators, and supervisors who consistently guide students in practicing religious values such as discipline, responsibility, honesty, respect, politeness, and cooperation. The implementation is supported by school policies, teacher commitment, student participation, religious activities, and parental support, while differences in students' backgrounds, levels of understanding, behavioral habits, and limited learning time remain challenges that require continuous attention. The findings imply that elementary schools should strengthen religious character education through consistent school routines, teacher role modeling, meaningful religious activities, and stronger collaboration between schools and families. Future research is recommended to examine the effectiveness of specific religious character programs using mixed-method or comparative research designs across different elementary schools to obtain broader evidence regarding the development of students' religious character.

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