

Instilling Character Values Through Teacher Strategies

Muhammad Lazim Abidin*

LAI Agus Salim Metro Lampung, Indonesia.

abidinmuhammad312@gmail.com

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ABSTRACT Educational institutions, including madrasah at the elementary level, have a strategic role in shaping students' character; therefore, it is important to examine the effectiveness of implementing character education within the learning process. Teachers occupy a central position in instilling character values, as they are responsible for guiding students toward becoming a generation with noble character. Learning activities involve diverse students who require equal attention, where positive teacher attention can support optimal student development, while negative attention may hinder it. This study aims to identify teachers' strategies in instilling character education values among students at MIN 1 Metro and MIS Al Khoiriyah. The research employs a qualitative approach using a case study method with a multisite research design. Data were collected through observation, in-depth interviews, and documentation. Data analysis was conducted using data reduction, data display, and conclusion drawing techniques. Data validity was ensured through triangulation of sources, techniques, and time. The findings reveal that teachers' strategies include analyzing competency standards (SK), basic competencies (KD), and learning indicators, followed by implementation through exemplary actions and habituation of religious practices. Evaluation of the strategies indicates several inhibiting factors, such as limitations in facilities and infrastructure, student characteristics, and technological developments, while supporting factors include cooperation among all stakeholders and optimization of continuous guidance.

Keywords: *Teacher Strategies, Character Education Values, Students*



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INTRODUCTION

Education is one of the fundamental aspects of human life because through education, individuals acquire knowledge, skills, and values that will serve them well in the future (Aminuddin et al., 2021). Without adequate education, humans will find it difficult to develop their full potential and will be unable to achieve noble goals. Education also plays a role as a systematic process to shape a person's character, mindset, and intellectual capacity so that they can function effectively in society. Thus, education is not merely a process of transferring knowledge, but also an effort to develop oneself comprehensively so that students are able to realize their dreams and meaningful life goals.

Education becomes a vehicle for students to integrate into the dominant values in society, including moral, social, and cultural values. In this process, educational institutions not only equip students with cognitive aspects but also transmit the norms, attitudes, and ethics necessary for harmonious living. According to (Sari & Ningsih, 2024), schools are strategic environments for instilling character values such as discipline, responsibility, cooperation, and honesty. Through interactions with teachers, peers, and various learning experiences, students gradually understand and internalize these values. Thus, education serves to maintain cultural sustainability and strengthen national character through targeted and continuous value building.

Meanwhile, character education is an effort made by teachers to help shape the character of students. This includes the exemplary behavior of teachers when speaking or delivering material, how teachers show tolerance, and various other related matters. In addition to the term character, we also know the words manners and morals. From the perspective of the meaning of the word character, *adab* and *akhlak* do not have significant differences. All three are defined as actions that occur without further thought because they are already ingrained in the mind, and in other words, all three can be referred to as habits. The instilling of character values in the learning process is not something new in the concept of education in Indonesia. The proof is that the founders of this country have clearly expressed these character values as seen in all the principles of Pancasila as the foundation of the state. As is well known, all the principles of Pancasila are the foundation, philosophy, and objectives of state education (Angga et al., 2022).

Global developments in all fields of science certainly influence mindsets and behavior. As a result, global impacts require tactical and strategic measures through character building and relevant socio-cultural values that are necessary for the advancement of the nation. It must be acknowledged that the weak instilling of honesty values in students stems from the low quality of character education provided. Poor-quality education is no longer able to offer programs and situations that have a long-term impact on the growth of a person's character.

Children's education is not entirely left to teachers at school. However, children's education begins in the environment of their parents and family. As parents, we have a very important role in nurturing and developing our children's knowledge. Therefore, parents should begin to nurture and instill the concepts of character building, religious values, and morals in each of their children. This is because a child's first teacher is their parents. Whether a child's character is good or bad begins in the family environment. When children are sent to school, teachers begin to develop the character education that is already inherent in the child, so character education begins in the family and school environment.

Therefore, the role of parents and teachers is crucial in developing a child's character. Character education has become an interesting and hotly discussed issue among education practitioners recently. This is because the world of education has been perceived as being constrained by absurd interests, prioritizing only intellectual intelligence, reason, and reasoning, without intensively developing the intelligence of the heart, feelings, and emotions (Ramandhini et al., 2023). While educational outcomes produce intelligent individuals, they lack honesty and humility. They are skilled but lack a sense of tolerance and compassion. Consequently, the appreciation of the quality of an elementary school will be determined by the extent to which its culture of character education truly helps each individual grow as a good person. Elementary school character education can be likened to turning iron into gold, transforming children's negative habits and behaviors into those with character and a strong soul.

Character education, previously neglected, is now receiving renewed attention, with many education experts and observers seeking strategies for instilling character education, especially within educational institutions. The role of teachers as professional educators and instructors is essential, with materials relevant to needs, appropriate methods to achieve objectives, evaluation as a tool to measure ability, and facilities and infrastructure to support learning activities. Likewise, students and their environment are crucial for educational success. Teachers must also be adept at selecting appropriate methods for presenting the material.

To ensure that the education and teaching presented to students elicit a positive response (a balance between the cognitive, affective, and psychomotor domains), teachers must apply teaching methods that are as engaging as possible. The methods used in schools are often perceived as inadequate in creating a conducive and enjoyable atmosphere for students to learn and absorb the content or material (Ayub et al., 2024). Teachers play a crucial role in the learning process. They encounter numerous students, all of whom desire attention. Students will develop optimally through positive teacher attention, while negative attention will hinder their

development. They are happy when praised by teachers, and disappointed when given insufficient attention or ignored (Mulyasa, 2021).

Teachers are a crucial factor with a significant influence on the learning process and outcomes, even crucially determining the success or failure of students and their learning. Likewise, the development of character education demands active, creative, and ethical behavior from teachers in shaping students' personal competencies. Learning should involve students as much as possible, enabling them to explore and develop competencies by exploring various potentials and scientific truths. Teachers have held a special position in society since ancient times. Their actions and antics have influenced many lives, both now and in the future. They frequently appear in public discussions and become hot topics in the media. Well-known proverbs include: "teachers must be respected and imitated" and "teachers pee standing up, students pee running" (Arifin & Mu'id, 2024).

These proverbs imply specific societal views and expectations of teachers. It is not stated who should be "respected" and imitated, or whether this applies to the entire community. However, reality shows that when a teacher deviates from societal expectations, the community immediately criticizes him, often even targeting the entire teaching staff. Rampant juvenile delinquency in some areas is often blamed entirely on teachers. Scientifically, within this framework, it is necessary to develop teachers so they can become facilitators and learning partners for their students. Therefore, it is crucial to develop teacher character in accordance with current needs and developments. A teacher's task is not merely to convey information to students; they must also be trained to be facilitators, tasked with facilitating learning for all students. This allows them to learn in a pleasant, joyful, enthusiastic, and non-anxious atmosphere, allowing them to express their opinions openly and confidently. This is the foundation for students to grow and develop into individuals ready to adapt, face various possibilities, and enter the era of globalization, rife with challenges and competition. The character education to be studied focuses on the religious and disciplinary aspects applied both within and outside of learning.

According to the researcher, both aspects are very important because the religious aspect is a reflection of a Muslim that must be implemented, while discipline is one aspect of achieving learning. Indeed, the application of Character Education, religious and disciplinary aspects, has now begun to be implemented by various educational institutions from elementary to secondary levels, therefore it is necessary to study the success of the implementation of the application of character education. Based on observations, from various educational institutions that the researcher knows, the researcher found two schools that implement character education strategies, especially religious and discipline. These schools are MIN 1 Metro and MIS Al Khoiriyah. According to the researcher, these two schools are also able to guide their students to become individuals with religious and disciplined characters and will be able to guide their students to achieve academic and non-academic achievements.

The researcher also observed that the educators were serious about encouraging their students to have a religious and disciplined character by providing activities that could lead to activities related to religious and disciplined aspects. The ustadz and ustadzah had high hopes that the planned program could be implemented. The other reasons for the researcher to choose MIN 1 Metro and MIS Al Khoiriyah include the following: first, MIN 1 Metro and MIS Al Khoiriyah have never been the object of research related to teacher strategies for instilling religious and disciplined character education values in students. Second, MIN 1 Metro and MIS Al Khoiriyah are schools that aim to educate students with religious and disciplined characters. Third, MIN 1 Metro and MIS Al Khoiriyah are schools that prioritize morals, and one of the efforts made by these schools is by implementing character education that aims to improve morals or attitudes, especially religious and disciplined aspects. Fourth, student learning outcomes are beginning to be seen and formed, both in academic and non-academic aspects, as well as the character that will be formed from these aspects, especially in elementary school subjects, as evidenced by student achievement and in competitions. Fifth, the ability to rise above all the limitations and problems

that plague the madrasah environment. The overall situation above is quite interesting to study, encompassing various aspects, including: the setting (MIN 1 Metro and MIS Al Khoiriyah); the actors (principals, teachers, supervisors, school committees, and students); and the activities (activity), namely learning and religious activities.

In general, the selection of learning strategies plays a significant role in the learning process. Researchers recognize the importance of character education, particularly religious and disciplined aspects, in helping develop students' potential and shape their identities. Therefore, they were interested in conducting this study. This study aimed to determine the strategies used by MIN 1 Metro and MIS Al Khoiriyah in instilling character education in their students. Therefore, the researcher took the title *Teacher Strategies in Instilling Character Education Values in Students*.

METHOD

This research employs a qualitative research method, characterized by phenomenological analysis/case study, aimed at understanding, exploring, and interpreting the meaning of events, phenomena, and relationships between ordinary people in specific situations. This is commonly referred to as qualitative research, utilizing observations of natural social phenomena or symptoms as data sources. This approach is based on empirical reality (Firmansyah & Masrun, 2021). The first research location was MIN 1 Metro, located in Ngrukem, Pulotondo, Ngunut District, Tulungagung Regency. The second location was MIS Al Khoiriyah, also located in a rural area in Gandusari, Trenggalek Regency.

The data sources for this research were students and teachers. Data collection techniques used were observation, interviews, and documentation studies. This study uses a multi-site study design, so data analysis is carried out in two stages, namely: (1) individual case data analysis, and (2) cross-case data analysis (Rifa'i, 2023). This study uses cross-case data analysis which is intended as a process of comparing the findings obtained from each case, as well as a process of integrating between cases. Initially, the findings obtained from MIN 1 Metro Ngunut were arranged into categories and themes, analyzed inductively conceptually and made narrative explanations that were arranged into certain propositions which were then developed into substantive theory I. The propositions and substantive theory I were then analyzed by comparing them with propositions and substantive theory II (findings from MIS Al Khoiriyah). This comparison was used to find differences in the characteristics of each case as a theoretical conception based on the differences (Poltak & Widjaja, 2024).

RESULT AND DISCUSSION

Teachers' Strategic Approaches to Instilling Character Values in Students

The implementation of character education, for example, involves each subject having expected character indicators for students, usually listed in the learning materials (syllabus and teaching modules). It is crucial for schools to create a healthy environment because such conditions foster a comfortable learning atmosphere and a clear mindset. Creative values will emerge if supported by a positive environment. A clean, beautiful, and orderly environment is a culture that supports character education (Romadoni et al., 2023).

According to one classroom teacher, the instillation of character values can be integrated into language learning aspects, including listening, speaking, reading, and writing in Indonesian. For instance, in speaking activities, students are required to communicate politely, clearly, and appropriately according to the context of their interlocutors. In writing activities, students are guided to apply correct spelling and grammar in accordance with the Indonesian language conventions. Character values are embedded directly in students through learning objectives and achievement indicators aligned with the *Capaian Pembelajaran* (CP) and *Tujuan Pembelajaran* (TP) as outlined in the Independent Curriculum. Furthermore, students who demonstrate strong competencies and positive character traits based on their interests and abilities are selected to

participate in various competitions, such as public speaking or “little doctor” programs. Indicators for achieving character education in speaking and writing skills are integrated into the syllabus and teaching modules developed under the Independent Curriculum framework.

Character education is an integral part of the educational process, aiming to produce students who are not only academically intelligent but also morally, socially, and spiritually mature. In the context of Indonesian national education, character education is a priority, as stated in the 2013 Curriculum and the Independent Curriculum, where character values are integrated into every subject. The implementation of character education begins with lesson planning, the implementation of the teaching and learning process, and finally, evaluation, all of which are outlined in learning tools such as the syllabus, lesson plans, and teaching modules. Therefore, character formation is not an additional process, but rather an inherent part of every learning activity.

According to the Ministry of Education and Culture, one factor that significantly influences the success of character education is the school environment, particularly the physical and non-physical environment. A clean, orderly, and beautiful environment acts as a hidden curriculum that indirectly shapes students’ character. Humanistic educational theory, particularly that developed by Carl Rogers, emphasizes that a conducive environment encourages students to develop optimally (Hidayat & Santosa, 2024). A healthy physical environment creates a comfortable learning atmosphere, while a harmonious social environment encourages positive interactions, tolerance, and mutual respect.

From Bronfenbrenner’s perspective on Ecological Systems Theory, the school environment is a microsystem, the first environment after the family that has a strong impact on the formation of behavior and character. When schools are able to provide a clean and orderly environment, students learn through observation and habituation (Noursi et al., 2021). This aligns with Skinner’s behaviorism theory, which asserts that behavior can be shaped through stimulus, reinforcement, and habituation (Ulum & Fauzi, 2023). Thus, a clean and orderly environment provides a positive stimulus for students to emulate and maintain these behaviors.

In addition to the physical environment, character education can also be integrated into the learning process in every subject. One classroom teacher emphasized that character values can be embedded in language aspects, such as listening, speaking, reading, and writing. This approach aligns with Fogarty’s integrated learning theory, which emphasizes that values are not taught separately but are instilled through contextual learning (Taufik et al., 2023). For example, in speaking, students are trained to speak politely to the person they are speaking to. This reflects the implementation of character values such as politeness, self-confidence, and good communication skills.

Lave & Wenger’s situated learning theory is also relevant in this context (Ahfa et al., 2025). They emphasize that learning occurs in a social context through direct practice. When students are trained to speak ethically, they learn not only language structure but also the moral values inherent in everyday language use. Similarly, in writing, students accustomed to writing according to EYD not only master the language but are also trained to become meticulous and responsible individuals.

The integration of character education into language skills is also reinforced by the theory of language socialization, which states that language use is the primary means of shaping culture, values, and identity. In this context, learning Indonesian not only teaches linguistic skills but also instills the values of politeness, discipline, and creativity.

Indicators of character achievement for each language skill are listed in the syllabus and teaching modules. The presence of these indicators demonstrates that character education has a strong curricular foundation. In curriculum theory, this is known as the explicit curriculum, character values clearly formulated in core competencies and learning objectives (Sudirman et al., 2025). On the other hand, learning that emphasizes ethical speaking and careful writing falls under

the implicit or hidden curriculum, namely values learned by students through daily learning practices (Crane et al., 2021).

Aspects of character development are also evident in the student selection process for various competitions, such as speech contests, Little Doctors, or other activities that reflect their talents and interests. This concept is related to Gardner's theory of multiple intelligences, which states that each student possesses different intelligences, such as linguistic, interpersonal, intrapersonal, and so on (Putri & Luqman, 2025). By providing opportunities for students to participate in competitions according to their talents, schools indirectly develop self-confidence, responsibility, and creativity.

Furthermore, Ryan & Deci's self-determination theory emphasizes the importance of developing three psychological needs: competence, autonomy, and relatedness (Marberliantina et al., 2025). Through competitions, students feel competent and capable of achieving something. They also feel connected when supported by teachers and peers. This strengthens intrinsic motivation, which is crucial for long-term character development.

It is also important to emphasize that character education cannot be separated from teacher professionalism. Teachers, as role models, play a central role through modeling. According to Bandura's Social Learning Theory, students learn primarily through observing figures considered authoritative, including teachers (Bandura, 2021). Therefore, teachers who demonstrate integrity, discipline, politeness, and a strong work ethic will more easily shape students' character than teachers who only lecture on morality.

Overall, educational theories indicate that the implementation of character education must be comprehensive. First, character must be designed into the curriculum through indicators in the syllabus and teaching modules. Second, the physical and social environment of the school must support the development of positive behaviors. Third, values must be integrated into learning through language and other relevant activities. Fourth, teachers must be role models and primary facilitators in character formation. Fifth, schools must provide space for students to develop their talents through various competitive and non-competitive activities.

Thus, the implementation of character education depends not only on the teaching materials, but also on the learning environment, learning approaches, and the overall school culture. Strong character can only be formed through collaboration between the curriculum, teachers, students, and a harmonious educational environment.

Implementation of Teacher Strategies to Instill Character Values in Students

Student success in learning is demonstrated by their assignment scores for each skill, particularly writing, listening, reading, and speaking. Daily assignment and test scores are processed into grades for the subject matter, while character achievement scores are assessed through evaluations of daily activities at the end of the semester. According to the teacher, the learning materials provided to students have an impact on Character Education, particularly for students at MIN 1 Metro and MIS Al Khoiriyah. This includes both classroom and out-of-class learning. In-class learning, for example, involves practicing speaking skills in front of the class, group discussions, poetry readings, and drama practice. Building courage in children is a plus in this learning. Meanwhile, out-of-class learning, for example, includes visits to public places like museums, swimming pools, and rice fields. This research is aimed to find out the strategies used by teachers in instilling character values in students and developing them well, this is proven by the development of the existing SKL character education formulation by adding character indicators according to the conditions of students needed at MIN 1 Metro and MIS Al Khoiriyah.

Character education essentially serves to help students develop noble character, responsibility, discipline, honesty, and integrity. Theoretically, Thomas Lickona asserts that character consists of three components: moral knowing, moral feeling, and moral action. These three are inseparable, because character education is not only about understanding concepts but also about fostering a sense of caring and practicing these values in real life. In the context of Islamic elementary schools (MI), the integration of character education is increasingly important

because elementary school is the phase of internalizing values, a phase where students easily imitate, accept, and form habits. Therefore, everything taught by teachers, whether through formal learning or activities outside the classroom, will significantly influence the development of their personalities.

A clean, tidy, orderly, and safe school environment is a crucial factor in supporting the success of character education. Based on Bronfenbrenner's ecological theory, the environment (microsystem) has a direct influence on a child's personality development. A healthy environment will make it easier for students to concentrate, feel comfortable, and be more open to accepting positive values. The Ministry of Education and Culture (Romadoni et al., 2023) also emphasizes the importance of school culture as a foundation for character development. School culture is reflected in habits such as disposing of trash properly, practicing greetings, smiling, and greeting others, and maintaining school facilities. A positive environment fosters the values of discipline, responsibility, and social awareness without the need for excessive directives. Therefore, the implementation of character education in Islamic elementary schools (MI) can also be seen in the environmental culture established by the school, including cleanliness, classroom order, and routine activities that nurture students into individuals of good character.

The implementation of character education in MI through the integration of character indicators in the syllabus and teaching modules, the development of learning activities that integrate linguistic aspects (listening, speaking, reading, and writing), and a clean and orderly school environment demonstrate a holistic approach to developing students' morals, discipline, responsibility, and self-confidence. A conducive physical and social environment supports the internalization of values because it aligns with ecological theory, which states that the environment directly influences a child's development. While learning in the classroom (discussions, speeches, drama) and outside the classroom (visits to museums, nature, and communities) provide real experiences that strengthen character through direct practice, as emphasized by the theory of experiential learning (Safitri, 2025a). Thus, through a combination of curriculum that includes character values, teacher role models, and habituation activities and experiences, character education is not only a theory, but is realized in concrete actions that shape students' personalities as a whole.

Evaluating Teacher Strategies for Instilling Character Values in Students

The implementation of character education certainly involves factors that support and hinder the achievement of the desired goals, including those identified in each character education indicator in each subject. Among these factors are the following: a) Facilities and Infrastructure. It is undeniable that adequate facilities and infrastructure will facilitate smooth learning, such as computer laboratories, health and safety rooms, prayer rooms, and libraries. Furthermore, supporting learning media, such as building expansions and other supporting learning materials, are also needed. b) Students. The number of students in a school also determines the quality and quantity of a school or madrasah. c) Technological Developments. The rapid development of science and technology has also impacted the world of education, as information is needed from various parts of the world, such as the internet, iPads, tablets, and so on. Second, supporting factors: 1) Collaboration between the school and parents; 2) Optimization of character development at school through extracurricular activities and religious activities (Safitri, 2025b). Some of the religious activities that are characteristic of Islamic education include: (1) Reciting prayers and special material/furudhul ainiyah (2) Congregational Dhuha and Dzuhur prayers.

The implementation of character education cannot be separated from the theoretical framework of education, which positions character development as part of the process of forming a whole person. According to Lickona, character education encompasses three main components: moral knowing, moral feeling, and moral action. All three can only develop optimally if the educational environment provides supportive conditions and minimizes inhibiting factors (Ningsih, 2024). Therefore, analysis of supporting and inhibiting factors must be placed within this theoretical framework.

From the perspective of educational systems theory, inhibiting factors in the implementation of character education can be understood as components within the system that are not functioning optimally. First, the facilities and infrastructure factor is related to the learning environment theory, which emphasizes that the physical environment significantly determines the quality of the learning process (Astuti, 2022). According to Bronfenbrenner's educational ecology theory, adequate educational facilities are part of the "microsystem" that directly influences student development (Nasution et al., 2025). When facilities such as computer laboratories, prayer rooms, libraries, and learning media are inadequate, character-building activities and practices cannot be consistently implemented. This creates a gap between the intended character development goals and the reality on the ground.

Second, student factors as subjects of education also have a significant influence on the effectiveness of character education implementation. Kohlberg's theory of moral development emphasizes that each student's level of moral maturity varies, so character education approaches must be tailored to their developmental stage. Students from less supportive family and social backgrounds may be at a lower stage of moral development, requiring more intensive learning strategies and character guidance. Students' internal unpreparedness is a natural barrier that must be managed through student-centered learning methods.

Third, technological development represents an important aspect of social change theory in education. While technology provides wide access to information and learning resources, it also creates opportunities for value degradation when not accompanied by adequate digital literacy. Vygotsky's social constructivism theory emphasizes that students' thinking is shaped through social interaction; in the digital context, negative online interactions may influence patterns of thought and behavior that conflict with character values (Ramandhini et al., 2023). Therefore, the uncontrolled use of technology becomes a significant inhibiting factor in the implementation of character education.

In terms of supporting factors, character education theory highlights the importance of collaboration between educational institutions and families. According to Epstein's School-Family Community Partnership Theory, parental involvement plays a crucial role in ensuring continuity of values between school and home environments (Angga et al., 2022). When schools and parents work together, character values can be instilled more effectively due to consistency in role modeling and supervision.

Another supporting factor is the optimization of character-building activities, both curricular and non-curricular. From the perspective of habit formation theory, religious practices such as reciting prayers, studying *furudhul 'ainiyah*, and performing congregational *Dhuha* and *Dzuhur* prayers serve as concrete means of internalizing religious and moral values. Ningsih (2024) emphasizes that character formation is not merely achieved through theoretical instruction but requires routine, structured, and continuous practice. This approach aligns with Kolb's experiential learning theory, which asserts that direct experience has the strongest impact on the development of attitudes and values.

Optimizing character-building activities, both through the curriculum and non-curricular activities, aligns closely with the habit formation theory proposed by classical educational figures such as Aristotle and modern educators. This theory states that character does not emerge instantly, but is formed through consistent repetition of actions until they become habits. In the context of Islamic education, activities such as reciting prayers, memorizing *furudhul 'ainiyah* (the precepts of the Quran), and performing *Dhuha* and *Dzuhur* prayers in congregation are forms of habituation that enable religious values to be firmly embedded in students. (Ningsih, 2024) also emphasizes that character development cannot be achieved solely through lectures or theoretical presentations, as moral values are more effectively instilled when practiced in real, repeated activities. In other words, routine religious activities organized by schools serve as a means of internalization, aligning with the principle that character is formed through consistent positive habits.

The link between these activities and Kolb's experiential learning theory further confirms that direct experience has the most significant influence in shaping students' attitudes, behaviors, and moral beliefs. In Kolb's model, meaningful learning must go through four stages: concrete experience, reflection, conceptualization, and application (Safitri, 2025b). Religious activities in schools such as practicing congregational prayer or reciting prayers before studying provide concrete experiences that are then followed by reflection on their spiritual, ethical, and disciplinary meaning. From this reflective process, students develop a conceptual understanding of religious values and responsibilities, which they ultimately apply in their daily behavior. Thus, the integration of habituation activities and direct experience forms a strong synergy, making the implementation of character education not merely theoretical, but truly internalized within students through a series of directed, meaningful, and ongoing experiences.

CONCLUSION

Regarding the teacher's strategic approach to instilling character values in students, this can be effectively implemented through actions such as first analyzing the competency standards (SK), core competencies (KD), and indicators of the material to be presented to identify the character values that align with the material. Then, they implement a fun learning concept that incorporates Islamic values, creativity, and fun. Students are placed at the center of learning activities, thus prioritizing their psychological development. This is also achieved through planning excellent programs for character development.

Regarding the implementation of the teacher's strategy to instill character values in students, this can be effectively implemented through actions such as not relying solely on high grades as the benchmark for desired results. Students' achievements include ensuring that students have good Quran recitation skills, demonstrate polite attitudes and character, perform prayers well, recite daily prayers, and understand the importance of devotion in worship. Regarding the evaluation of teacher strategies to instill character values in students at MIN 1 Metro and MIS Al Khoiriyah, it can be implemented well and in general, namely with the existence of supporting and inhibiting factors in instilling character values in students.

Based on the research findings, it is recommended that teachers continuously develop planned and sustainable strategies for instilling character values by aligning them with the current curriculum and students' psychological needs. Teachers should design learning activities that are not solely oriented toward academic achievement but also emphasize character development through role modeling, habituation of religious practices, and meaningful, enjoyable learning experiences. In addition, learning evaluation should be conducted comprehensively by considering students' attitudes, spiritual development, and skills, as well as strengthening collaboration between schools, parents, and the surrounding community to minimize inhibiting factors and optimize supporting factors in the implementation of character education.

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