

Environmental-Based Islamic Education to Shape Students' Religious Character in Elementary School.

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Abstract

Education is not just about transmitting knowledge between teachers and students, but also forms character. The research objective focuses on the role of environmentally based Islamic Religious Education for the formation of students' religious character in elementary schools and its implications. This type of research is qualitative with a case study approach. The school's goal is to create a generation that is religious and loves the environment with a program to get used to praying Duha in congregation, reading the Koran, always implementing 5S activities (Smile, Greet, Greetings, Polite and Courteous) wherever students are, obeying the rules, aware of the importance of literacy in reading and writing, fond of exploring lots of information, orderly in disposing of rubbish in its place, and having high creativity towards students' interests, talents, environmentally based Islamic Religious Education (PAI) in forming character religious students at SDN Pekayon 16 Pagi with these things. The implication of this formation is that good ethical moral values are embedded, students can apply positive activities in everyday life. Students know how to apply positive standards and values that influence their success in education.

Keywords: Islamic Religious Education, Environment, Shaping Students' Religious Character, Character Formation in Elementary Schools.

Abstrak

Pendidikan tidak hanya sekedar menyalurkan ilmu antara guru ke siswa, melainkan juga membentuk karakter. Tujuan penelitian berfokus pada peran Pendidikan Agama Islam berbasis lingkungan hidup untuk pembentukan karakter religious peserta didik di sekolah dasar serta Implikasinya. Jenis penelitian ini adalah kualitatif dengan Pendekatan studi kasus. Cita-cita Sekolah ingin menciptakan generasi yang religious dan cinta terhadap lingkungan dengan program membiasakan sholat dhuha berjamaah, membaca Al-Qur'an, selalu menerapkan kegiatan 5S (*Senyum, Sapa, Salam, Sopan dan Santun*) dimanapun siswa berada, taat pada peraturan, sadar akan pentingnya literasi dalam membaca dan menulis, gemar dalam mengeksplor banyak informasi, tertib dalam membuang sampah pada tempatnya, dan memiliki kreativitas yang tinggi terhadap minat bakat siswa, Pendidikan Agama Islam (PAI) berbasis lingkungan hidup dalam membentuk karakter religious siswa di SDN Pekayon 16 Pagi dengan hal-hal tersebut. Adapun Implikasi dari Pembentukan tersebut adalah tertanamnya nilai-nilai moral beretika yang baik, siswa dapat menerapkan kegiatan positif pada kehidupan sehari-hari. Peserta didik tahu bagaimana menerapkan standar dan nilai-nilai positif yang mempengaruhi keberhasilannya di dalam Pendidikan.

Kata kunci: Pendidikan Agama Islam, Lingkungan Hidup, Membentuk Karakter Religius Siswa

INTRODUCTION

Schools are mandated to have programs for maintaining and preserving the environment. This is stated in Law No. 20 of 2003 on the National Education System. This aligns with Law No. 32 of 2009 on Environmental Protection and Management, which states that everyone has the right to Environmental Education. This is followed by Minister of Environment Regulation No. 05 of 2013 on environmental implementation guidelines, which explains that the targets for environmental implementation are schools from elementary to secondary levels.

The environment will provide memorable learning experiences through observational responses. Based on this theory, it can be understood that character formation in students through environmental habituation through real experiences provides memorable learning experiences. (Amin, 2019) Education is a conscious effort made by humans to create a learning atmosphere to form and develop student attitudes in accordance with prevailing norms, so that schools can act as institutions that prepare children both academically and as moral agents in society (Nugraha & Sapriya, 2019). Through education, every student gains knowledge—knowledge that can be used later in adulthood. Knowledge that becomes an important step in every child's growth and development.

Education is not merely about transferring knowledge between teachers and students but also about character building. The mission of Islamic Education (PAI) that is often implemented by schools is religious teaching rather than religious education. Because students have diverse characteristics and attitudes, their handling must also be varied. Many schools prioritize religious teaching. However, what students need is religious education. Therefore, there are still many instances in certain schools where moral degradation is a problem (Muhammad et al., 2019).

Education is not just about transmitting knowledge between teachers and students, but also forms character. The mission of Islamic Education (PAI) which is often implemented by schools is religious teaching, not religious education. Because

students also have diverse characteristics or attitudes. For this reason, the handling stages must also vary. Many schools prioritize religious teaching. Meanwhile, what students need is religious education. Therefore, it is still often found in certain schools that have problems with the decline of morals (Muhammad et al., 2019).

Below are several literature review studies relevant to this research: (Kulsum & Muhid, 2022), Pendidikan Karakter melalui Pendidikan Agama Islam di Era Revolusi Digital. This study aims to examine character education through Islamic religious education in the digital revolution era This research uses qualitative methods with library research type. Based on this literature review, character education through Islamic religious education is sourced from religious values, Pancasila, culture, and national education goals. The implementation of character morals in Islamic Religious Education is through teaching, exemplification, habituation, enforcement, and punishment to develop student character. (Oktasari & Kasanova, 2023), Pembentukan Karakter Siswa Sekolah Dasar. Children's literature aims to entertain while remaining educational. The research technique used is literature review. Data obtained from various literature sources, including textbooks, scientific articles, and digital libraries. The research technique used is literature review. Data obtained from various literature sources, including textbooks, scientific articles, and digital libraries. (Santika et al., 2022), Membentuk Karakter Peduli Lingkungan Pada Siswa Sekolah Dasar Melalui Pembelajaran IPA. The purpose of this study is to form environmental care character in elementary school students through science learning. The method used in this research is qualitative. This research shows that the formation of environmental care character through science learning can be done by designing student-centered learning. Science learning provides opportunities for students to interact directly with the environment.

(Khakim Ashari et al., 2023), Konstruksi Pembelajaran Pendidikan Agama Islam Interdisipliner Dalam Menanamkan Sikap Religius Peserta Didik. The purpose of this study is to form a personality that is faithful and has character but not

monodisciplinary. One way is using interdisciplinary PAI learning implementation. This study uses a literature review approach. The results of this study indicate that the PAI learning approach that is mostly applied is monodisciplinary. This is due to fears of exploring religious materials that are dogmatic in nature. (Nurulloh, 2019), Pendidikan Islam dan Pengembangan Kesadaran Lingkungan. This study aims to explore more deeply about the development of environmental awareness in Islamic education. This study uses literature review methods by making several previous research findings as the main source. The research results show that environmental awareness development can be implemented through environment-based religious values in Islamic educational institutions. Based on the results of this literature review, the author concludes that there are similarities with the research variables of Environmental-Based Islamic Religious Education to Shape Students' Religious Character in that several studies above view Islamic Religious Education as education based on moral and character formation. Additionally, character habituation can occur in basic educational institutions through learning that is designed and planned by teachers who should be guided by student-centered learning as a determining factor in designing an integrative curriculum.

Meanwhile, the distinguishing aspect of this research lies in the content of Islamic Religious Education (PAI) learning materials. Each subject consistently integrates the Project-Based Learning (PjBL) method into the intracurricular activities. Early habituation, such as P5 activities (Projects to Strengthen the Profile of Pancasila Students), is also emphasized. Additionally, there is a focus on instilling habits like performing dhuha prayers in congregation, reciting and memorizing the Qur'an, loving the surrounding environment, and practicing the 5S principles (Smile, Greet, Respect, Politeness, and Cleanliness).

How, then, can we address the challenges faced by adolescents transitioning from childhood, specifically those aged 7 to 12 years? During this period, children experience a phase of self-criticism and critique of those around them. This can often

be subjective, as children and adolescents may feel anxious and even unstable (rebellious, criticizing, resisting). Adolescents are expected to adapt to society, take responsibility, and acquire various values (Imamah, 2021). The integration of religious education in schools is expected to strengthen students' character and morality. High moral standards are believed to be a vital resource and a key foundation for building a great nation like Indonesia. With a vast territory comprising no less than 17,000 islands and a demographic richness of over 250 million people, moral-spiritual strength and adequate knowledge are essential for effective management (Iqbal, 2019).

From the explanation above, it can be understood that Islamic Education (PAI) plays a crucial role not only in enhancing knowledge but also in nurturing spirituality. Therefore, students are expected to achieve a balance between intellectual and religious development. PAI is one of the subjects taught in schools, through which teachers introduce, guide, and direct students to develop noble character, practice good manners, respect and appreciate peers, and assist one another. However, a significant issue today is the prevalence of students with poor character who fail to respect and appreciate others. The erosion of moral norms among students is concerning, especially given the changing dynamics of their social interactions.

Challenges in fostering honesty within Islamic Religious Education include: (a) Teacher factors: Teachers face difficulties in selecting materials that align with honesty values and are constrained by limited instructional time. (b) Student factors: Students often misunderstand habits that are considered normal but involve dishonest behavior. (c) Environmental factors: Negative influences from the students' surroundings significantly impact their behavior. A good peer environment fosters positive behavior, and vice versa (Jailani et al., 2019).

Environmental issues today stem from a lack of awareness about the importance of environmental preservation. Educating students about environmental

care can serve as a foundation for their future commitment to maintaining a healthy environment. Environmental awareness is crucial for personal growth and societal well-being, contributing to the formation of a positive environmental character (Putri Cahayaningsih & Kamal, n.d.). One educational program aimed at fostering environmental awareness among students is the Adiwiyata Program. This program creates conditions conducive to developing environmental awareness and character. Environmental education through the Adiwiyata Program promotes knowledge and awareness among school members, encouraging conservation efforts to preserve the environment. It aims to involve all school members in creating a healthy environment and avoiding negative environmental impacts (Hidayah, 2021).

For example, Nathan experienced racial discrimination from his peers during elementary school. Similarly, Josep, a student at SD Pekayon 16, was often mocked with the nickname "Ahok" and subjected to verbal intimidation with phrases like "pribumi" (native). Such behavior cannot be tolerated, as it risks becoming ingrained in the child's character as they grow. Therefore, religious values such as honesty, tolerance, and love for peace must be taught from an early age.

Efforts to instill environmental awareness among the community, particularly Muslims, emphasize changing paradigms about nature. As Arne Naess stated, the current environmental crisis can only be resolved by fundamentally and radically altering human perspectives and behavior toward nature. A new lifestyle is needed, one that extends beyond individual actions to communal efforts (Abdillah et al., 2024). To cultivate religious character in schools, teachers must employ effective teaching strategies. Creating a positive learning environment that encourages student engagement is essential. The knowledge imparted to students should be applicable in their daily lives. Teachers should adopt diverse teaching methods to facilitate consistent behavioral changes. Formal institutions, such as schools, must implement strategies to shape students' character, significantly influencing their religious development. The aim of this study is how to form religious character at

SDN pekayon 16 Pagi, and the Implication of Islamic Religious Education based on environmental awareness to foster religious character among students.

METHOD

This research adopts a qualitative approach. According to Yin (2016), the case study research method is an appropriate strategy for addressing research questions that focus on "how" or "why," particularly when the researcher has limited control over the events being studied and the research focuses on contemporary phenomena. Case study methods enable researchers to track and analyze current events.

In case study research, the researcher emphasizes the design and implementation of the study. The steps of a case study, as outlined by Robert K. Yin, include: Defining and explaining the research questions. Selecting and determining the research design and instruments. Determining data collection techniques. Conducting data collection activities. The steps for designing a case study (Yin, 2003) are as follows: Define and elaborate on the research questions. Select and determine the research design and instruments. Determine data collection techniques and conduct data collection activities. Analyze the data. Prepare the final research report. This study aims to explore the role of Islamic Education (PAI) in shaping the religious character of elementary school students. The subjects of this research are the teachers and students of SDN Pekayon 16 Pagi. Specifically, the study focuses on three teachers at SDN Pekayon 16 Pagi as the primary research objects.

RESULT AND DISCUSSION

Formation of Religious Character at SDN Pekayon 16 Pagi

Character formation, according to Suradi (2017), refers to the way of thinking and behaving that defines each individual in their interactions within the family, community, nation, and state. Fundamentally, every individual possesses an inherent potential for good character. However, the quality of that character—whether good or bad—depends on how it is cultivated. Essentially, individuals are malleable and can

be guided in shaping their attitudes and behaviors, depending on how they are taught and directed toward positive values.

Character education is closely related to one's identity and personal development. Education plays a vital role in instilling positive values, and its effectiveness depends on how it is perceived and implemented. In the educational process, teachers play a pivotal role in guiding, mentoring, and ensuring that the values imparted to students are effectively internalized. This allows students to explore their identity further, leading to the development of their character.

At school, character formation is reinforced through daily routines and a consistent school culture. The habitual practices introduced in the school environment, whether during or outside of formal learning hours, significantly influence students' character development. These practices, integrated into the continuity of the learning process, help instill positive habits that benefit individuals over time.

The formation of religious character at SDN Pekayon 16 Pagi emphasizes integrating Islamic values into daily routines, creating a supportive environment for students to develop their religious identity. Through consistent guidance and reinforcement, the school aims to shape students who embody religious values in their attitudes and behaviors.

Based on the data obtained from the research subjects or informants, namely Mr. Abdul Wahid, M.Pd., the Podcast Host Mrs. Nurainy, S.Pd., and Mr. Joko Pratetio, S.Pd., they stated:

"At SDN Pekayon 16 Pagi, there are various intracurricular activities. Each school has specific goals, plans, and targets aimed at fostering students with strong character, creativity, and adequate intellectual abilities. These program objectives can be effectively achieved if all parties are actively involved. When the programs are successfully implemented, the school can receive positive feedback from both educators and parents. Moreover, SDN Pekayon 16 Pagi can serve as a role model and source of inspiration for other elementary schools." One of the main objectives of character education is to instill positive habits through various activities, thereby enhancing the learning process both

inside and outside the classroom. Additionally, schools often implement a culture that promotes religious values and moral character, particularly through the habitual practice of the 5S principles (Smile, Greet, Salute, Politeness, and Courtesy). For instance, students are encouraged to consistently apply the 5S principles in their interactions with teachers and peers, fostering a positive and respectful school environment.”

The practice of the 5S principles in schools, as explained by Basri et al. (2023), highlights that the formation of students' religious character is carried out through daily religious activities using habituation methods. Instilling religious character is considered a vital and strategic aspect of achieving national education goals. With a religious character, an individual's life is guided toward a better path, driven by love, faith, and devotion to Allah SWT.

The author concurs with this perspective, emphasizing that schools typically foster such habits through daily and monthly routines. Over time, students come to understand and adapt to school regulations, which positively impact their personal development. This approach is universally applied in schools to instill and habituate the 5S principles (Smile, Greet, Salute, Politeness, and Courtesy). The 5S principles encompass numerous objectives, such as fostering mutual prayer among individuals, encouraging respectful and kind communication without causing harm to others, even among peers, and teaching respect for elders. By practicing these principles, students are consistently encouraged to perform good deeds and maintain positive behavior.

Figure 1. Salim Habbituation



Based on the data obtained from the research subjects or informants, namely Mr. Abdul Wahid, M.Pd., the Podcast Host Mrs. Nurainy, S.Pd., and Mr. Joko Pratetio, S.Pd., they stated:

"Islamic Religious Education aims to strengthen faith, enhance understanding, appreciation, and practice of Islamic teachings among students. At SDN Pekayon 16 Pagi, activities that foster religious character through Islamic Religious Education include the routine practices of reading the Qur'an, performing congregational prayers, and instilling habits such as proper waste disposal and nurturing love for the environment."

Efforts to Foster Religious Character in Islamic Religious Education

Encouraging Children to Read the Qur'an

Introducing, guiding, reminding, and directing students about the importance of reading the Qur'an is a fundamental step in character building. By habituating students to read the Qur'an, they can practice its teachings in daily life. Over time, this habit shapes their character positively, helping them to develop patience, politeness, and respect for others. Therefore, it is essential to nurture these habits from an early age.

Ali Mustofa & Ghofur (2022) explain that while spiritual activities like reading the Qur'an have become routine in schools, they are not yet maximally structured. Schools need to promote this habit among Muslim students, as reading the Qur'an not only softens the heart but also makes it easier for teachers to guide students toward good character, ethics, and noble behavior, preventing them from being influenced by deviant behaviors.

Muhammad Mukhofifin et al. (2022) argue that the Qur'an serves as a foundation and guide for human life. Therefore, Qur'anic education should begin at an early age, focusing on reading fluency, understanding meanings, and interpreting its contents. Continuous Qur'anic learning impacts children's sense of responsibility and prepares them for a future rooted in religious values.

Conclusion: Encouraging children to read the Qur'an is an effective way to instill good habits both at school and home. This practice inspires students to apply

their knowledge in daily life. Parents play a crucial role in instilling basic religious knowledge, especially given the limited time available at school. By fostering a sense of responsibility in children, they can independently recognize the importance of good habits like reading the Qur'an.

Promoting Ablution and Congregational Prayer

Another effort is the routine practice of performing Dhuha prayer in congregation. This activity is typically conducted before the start of lessons, aiming to nurture students' spiritual connection with Allah SWT and instill discipline. Dhuha prayer, as a sunnah prayer performed at a specific time, also familiarizes students with its significance.

Mulyani & Husainah (2021) highlight that Dhuha prayer contributes to physical health by enhancing immunity and fitness, as it is performed in the morning when sunlight benefits health. Emotionally and spiritually, Dhuha prayer helps individuals overcome frustrations and fosters reliance on Allah SWT, reducing complaints and increasing resilience.

Conclusion: Routine Dhuha prayer fosters discipline, enhances academic achievement, and supports overall success in life. It improves concentration by replenishing oxygen levels in the brain, which may have been depleted. Performing Dhuha prayer in the morning ensures students begin their day with a clear and focused mind, contributing to their holistic well-being.

Figure 2. Jama'ah Habbituation



Habitation Activities at School Practiced at Home

Positive routines instilled in students at school often carry over to their behavior at home. Once students understand the importance of these activities, they tend to remember and practice them independently. Starting with small positive actions can lead to significant character development, which, in turn, benefits others.

Wigangsa (2019) emphasizes that schools, as educational institutions, must strive to enhance their reputation by achieving academic and extracurricular excellence. This includes accomplishments by both teachers and students, fostering intelligent and skilled individuals, building good relationships with industries, and employing competent educators and staff.

Conclusion: Positive activities introduced at school through habituation methods can be carried over into students' home environments. This continuity ensures that the positive values learned at school benefit not only the students themselves but also their families and communities.

Islamic Religious Education Based on Environmental Awareness to Shape Religious Character

Pekayon 16 Morning Public Elementary School also has a routine practice of fostering love for the surrounding environment by disposing of trash properly, adhering to school rules, which have been instilled in each student. Therefore, students are consciously reminded to pick up trash and remind each other when they see it. For higher-grade students, they typically serve as committees for organizing prayers, which are carried out alternately and gradually each day. Pekayon 16 Morning Public Elementary School has also provided facilities that can be used by students to support these activities. Thus, the school not only supports the development of students' creativity but also helps shape their religious character. These facilities serve as facilitators in developing students' interests and talents.

In agreement with the explanation by Febriyanti et al. (2023), the introduction and cultivation of awareness in maintaining a clean environment is essential, as well

as the responsibility to always implement a healthy lifestyle, which is the duty of all school members. Providing knowledge about the environment is necessary so that students are aware of the importance of preserving the environment for sustainability.

It can be concluded that the school does not only focus on academic achievements but also teaches students how to behave well and always love the environment. A good environment at school will have a positive impact on the entire school community. To achieve this, students can collaborate with each other and with teachers to ensure the realization of these values.

In relation to the research objective outlined earlier, to understand Islamic religious education based on environmental awareness to shape students' religious character at Pekayon 16 Morning Public Elementary School, the discussion on the environment essentially addresses how we, as humans, interact and coexist harmoniously with nature. The most basic aspect of the environment that we must pay attention to is cleanliness—of ourselves, our homes, and our surroundings, which is a shared responsibility. Cleanliness in the environment is also under human control. A clean and beautiful environment is created based on a high level of awareness that must be protected. Islam also encourages the preservation of animal resources. Similarly, environmental issues related to waste and biological resources each have vital roles in our lives as sources of food and medicine.

The development and instillation of positive values in students will often take place in the environment around the school or outside of it. Students tend to explore themselves more deeply by observing objects around them. These good values will influence success in education. Since the natural progression towards maturity for students involves a long process, guidance from others is needed to direct their potential for proper development. With continuous character development, it is hoped that students will have good morals and ethics. A student with good character knows how to apply positive standards and values that influence their success in

education, because without good habits in the school environment, the process of character building will be difficult.

CONCLUSION

Based on the explanation above, it can be concluded that Pekayon 16 Morning Public Elementary School has implemented Islamic Religious Education and realized programs that contribute positively to each of its students. The school does not only prioritize cognitive development but also pays close attention to every aspect of student growth. The school aims to create a generation that is religious, loves the environment, consistently practices the 5S activities (Smile, Greet, Salute, Polite, and Courteous) wherever students are, adheres to rules, understands the importance of literacy in reading and writing, enjoys exploring information, is disciplined in disposing of trash properly, and demonstrates high creativity in students' interests and talents.

Islamic Education (PAI) based on environmental awareness in shaping the religious character of students at Pekayon 16 Morning Public Elementary School has several implications. These include instilling moral values and good ethics, helping students apply the positive activities they have learned in daily life, assisting students in developing good character and responsibility, and shaping students' personalities to be better than before.

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