Strengthening the Religious Character of Classroom-Based Students at Sidoarjo State Elementary School
Penguatan Karakter Religius Siswa Berbasis Kelas di SD Negeri Sidoarjo

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***Abstract**.. This study aims to determine the religious character of class-based students in elementary schools. This research uses a qualitative approach to natural objects. The qualitative approach in this study uses exploratory descriptive to reveal how religious character strengthening is applied in a natural environment, namely in elementary school classrooms. This research data collection through observation, interview, documentation. Participants in the study were principals, class teachers, and students, data processing using data collection, data reduction, data presentation, and drawing conclusions. The results showed strengthening the religious character of class-based students at SDN. Classroom-based Character Education Strengthening (PPK) is carried out by integrating character values in the learning process thematically or integrated in subjects according to the curriculum. Classroom-based strengthening of students' religious character at SDN Sidoarjo has succeeded in creating a supportive environment for strengthening students' religious character. This research shows that teachers at Sidoarjo State Elementary School have succeeded in strengthening students' religious character through structured learning in the Learning Implementation Plan (RPP). Religious values have been integrated into daily activities. However, evaluation of the implementation of these religious values needs to be improved.*

Keywords - Character, Religious, Students.

***Abstrak**. Penelitian ini bertujuan untuk mengetahui karakter religius siswa berbasis kelas di Sekolah Dasar. Penelitian ini menggunakan pendekatan kualitatif terhadap objek yang bersifat alami. Pendekatan kualitatif dalam penelitian ini menggunakan deskriptif eksploratif untuk mengungkapkan bagaimana penguatan karakter religius yang diterapkan di lingkungan alami, yaitu di dalam kelas sekolah dasar. Pengumpulan data penelitian ini melalui observasi, wawancara, dokumentasi. Partisipan pada penelitian yakni kepala sekolah, guru kelas, dan siswa, olah data dengan menggunakan pengumpulan data, reduksi data, penyajian data, dan menarik kesimpulan. Hasil penelitian menunjukkan penguatan karakter religius siswa berbasis kelas di SDN. Penguatan Pendidikan Krakter (PPK) Berbasis kelas dilakukan dengan mengintegrasikan nilai-nilai karakter dalam proses pembelajaran secara tematik atau terintegrasi dalam mata pelajaran sesuai dengan kurikulum. Penguatan karakter religius siswa berbasis kelas di SDN Sidoarjo berhasil menciptakan lingkungan yang mendukung untuk penguatan karakter religius siswa. Penelitian ini menunjukkan guru di Sekolah Dasar Negeri Sidoarjo berhasil menguatkan karakter religius siswa melalui pembelajaran yang terstruktur dalam Rencana Pelaksanaan Pembelajaran (RPP). Nilai-nilai religius telah diintegrasikan dalam kegiatan sehari-hari. Meskipun demikian, evaluasi terhadap implementasi nilai-nilai religius tersebut perlu ditingkatkan.*

***Kata Kunci** – Karakter, Religius, Siswa.*

I. INTRODUCTION

Education is an important influence to create people with good character and noble character who are useful for the nation and state, which has been formulated in the National Education System Law Number 20 of 2003 concerning the National Education System has emphasized that: "Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves, society, nation and state"(UU RI, 2003). Education in 21st century Indonesia should be able to produce educated, intellectual, and competent human beings. However, in many cases there is an imbalance between the subjects taught and the attitudes and characters expected of students (Fajri & Rivauzi, 2022). Character development is currently inferior to the surge in the development of the times so that it affects the challenges of education that need to be developed, one of which is on religious values (Faiqotin Af'idah, 2023). It is through character education that can form quality human beings in supporting the achievement of the ideals of the Nation and its relationship with education.

Character education is one of the solutions to form better personalities of students. Character education in schools is one of the programs planned by the Indonesian government through the Ministry of Education since 2010. This program is intended to instill, shape and redevelop the nation's character values (Ahsanulkhaq, 2019). Character education is one of the solutions to form better personalities of students. The formation of national character through education has been emphasized by the father of Indonesian education, Ki Hadjar Dewantara. In his book entitled "I: Education", he explicitly states that "Education is an effort to advance the growth of character (inner strength, character), mind (intelligence) and body of children. These parts must not be separated so that we can advance the perfection of our children's lives". From that basis, the PPK movement formulated five main character values that are interrelated to form a network of values that need to be prioritized, namely religious, national, independent, mutual cooperation and integration. In this study, researchers focused on religious character. Religion comes from Latin religion which chooses the meaning of religion (Pakpahan & Habibah, 2021). Religion is one of the character values as the attitude and actions of obeying the teachings of the religion that is adhered to, tolerant of different religions, and living in harmony with people of other religions (Fahmi & Susanto, 2018). Description of religious values in character education in kemendiknas according to (Aswat & Ode, 2021). Religion is the attitude and behavior of obeying the teachings of the religion that is adhered to, tolerating the practice of worship of other religions, and getting along well with followers of other religions. According to the Big Dictionary (KBBI), the word "religious" means religious nature. Religious character is a person's character, character, character or personality formed from various policies based on religious teachings. In Islamic teachings, religious activities can shape religious character (Kusuma, 2018).

The problem faced today is the loss of character from students which includes the loss of mutual respect, mutual care between students until morals and respect among students begin to fade. With this problem, the participation of every educator and education personnel in the elementary school environment is needed to guide students, especially at the elementary school level (Toto Nugroho & Nurdin, 2021). In this era of globalization, character education is needed to form a religious character in elementary school students is very important, seen in theS world of education has been widely discussed about character education. With the facts showing that the character of students in this era has deteriorated very sharply this is due to digital, children in this digital era have been spoiled a lot with sophisticated technology, such as looking for learning materials through google sites and others (Tsoraya Dwi Nurul, 2023). In schools, especially in elementary schools, there are still some students who have poor character, seen from activities in the daily environment at school, students like to say dirty to their friends. from the above problems, a study is needed that can improve religious character in students in this study will explore information on how to strengthen students' religious character education in elementary schools.

Several studies have been conducted related to class-based religious character education research from Yustina Dini and Maria melani ika susanti entitled "Implementation of Classroom-Based Character Education Programs in Elementary Schools in Sleman District Sleman"(Putranti & Susanti, 2019). The results showed that character education has been implemented well. Some evidence of information is the implementation of the flag ceremony, reading prayers before and after learning, behaving politely and courteously. Meanwhile, research by Yuliana, Hawanti and wijayanti entitled "Implementation of the Class-based Character Education Strengthening Program (PPK) in Elementary Schools". In this study found a problem that character has now begun to decline, researchers explained that character can be strengthened through Strengthening Character Education (PPK) which is implemented at the classroom level through classroom management. This research uses descriptive qualitative research. From the results of the study, it can be seen that SD Negeri 1 Wonosobo has implemented Character Education Development (PPK) in the classroom through classroom management, activities related to classroom understanding, classroom control, and classroom layout. Meanwhile, according to researchers from Faiqotin Afidan et al entitled "Strengthening Class-Based Religious Character Education" which was carried out at SDN Waru. The results showed that the strengthening of class-based religious character education was maximally implemented. Forms

of reinforcement such as praying before and after learning, answering the teacher's greeting after praying, greeting the teacher (Faiqotin Af'idah, 2023).

The purpose of religious character education according to (Farnani Dea, 2019) In the current gap due to the development of the times is the importance of strengthening religious education in shaping students' religious character to create students who have religious, honest, courageous, caring for others, and responsible characters. The difference between this research and previous research is the focus of the research. This research focuses on strengthening the religious character of class-based students integrated in classroom management. updates and differences of this research compared to previous research on strengthening the religious character of class-based students in elementary schools. This research updates the approach of strengthening students' religious character in elementary schools through a more in-depth qualitative method through observation, interviews, and documentation. It integrates religious values in the curriculum and lesson plans, uses continuous assessment, and presents rich and reflective data. By focusing on specific case studies, this research offers more holistic and contextual insights than previous research.

The formulation of the problem to be investigated in this study is how the strengthening of students' religious character is based on class at the State Elementary School. The general purpose of this study is to identify and evaluate effective methods and strategies in strengthening the religious character of class-based students in elementary schools, in order to improve the morals and ethics of students in accordance with the desired religious values. The specific purpose of this study is to describe in depth the strengthening of students' religious character in class-based elementary schools at Sidorjo State Elementary School. The results of this study are expected to be an evaluation material and provide information to educators or education units on how teachers implement classroom-based character education strengthening in elementary schools to improve students' religious character.

II. METHOD

This research is a qualitative research with the main object of Strengthening Students' Religious Character in Public Elementary Schools. This research uses a qualitative approach to natural objects (Sulistiani & Wijaya, 2021). The author will conduct research using the Qualitative method of case study. Qualitative research is a type of research whose findings cannot be achieved using quantitative research types or by statistical means. This type of qualitative research emphasizes a phenomenon faced directly by the research subject (Sidiq et al., 2019). The case study method is a qualitative approach conducted by researchers by exploring a case, through data collection involving several sources in detail and in depth (Creswell, 1999). The case study method is used because researchers want to know about Strengthening the Religious Character of Classroom-based Students in Elementary Schools. Data collection techniques were carried out through direct observation, interviews and documentation with teachers regarding the classroom-based religious character education program in elementary schools. Observation is a data collection technique through systematic observation of the object to be studied using human senses both directly and indirectly (Arent et al., 2023). In qualitative research, the researcher is the main instrument, but in extracting data in this study we made data collection guidelines including interview guidelines to obtain objective data about strengthening religious character education in students. A more detailed description can be seen in the table 1.

Table 1 Religious Indicator

Character Dimensions Religion	Indicator
Attitude of faith in God Almighty	1. Smile, greet, say hello, be polite and courteous
	2. Pray at the beginning and end of each activity.
	3. Gratitude to God for His favors and gofts.
	4. Carry out worship in accordance with the teachings of the religios adhered to.
	5. Surrender (tawakal) to God for success or achievement.
	6. Developing Religious toleration

Researchers use documentation data to support and strengthen research. Documentation is a data collection technique through recording pre-existing data. This technique is used as a complement to research data collection in addition to observation and interviews (Hardani, 2020). The analysis used several stages in the following chart:

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Data Collection  >  Data Reduction  >  Data Display  >  Conclusions
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Chart 1 Data Analysis

Data reduction is carried out by constructing and analyzing information based on observation and interview data. Presentation of the data by presenting the research results in the form of a simple description to make it easier to understand. In the last stage of data analysis, namely making conclusions from the data that has been obtained.

III. RESULT AND DISCUSSION

Result

Based on research at Sidoarjo State Elementary School with a sample of SDN Pangkemiri II which has a vision of "Excellence in achievement in order to realize a trusted school in the community in order to succeed compulsory education". This is clarified through an interview with the principal of SDN Sidoarjo who said: "Regarding character education at school, students are expected to have a religious character that is always applied because religion leads students to behave well, including how to socialize among friends. In this area, the foundation is indeed from religion that leads students to religious character. One of the missions is to realize a religious educational environment to increase piety to God Almighty." The data obtained from this study include the results of observations, interviews with the principal, interviews with class teachers, students, and documentation during the research.

Character education in schools is one of the programs planned by the Indonesian government through the Ministry of Education since 2010. This program is intended to instill, shape, and redevelop the nation's character values (Ahsanulkhaq, 2019). Character education is one of the solutions to form a better student's personality. The formation of national character through education has been emphasized by the father of Indonesian education, Ki Hadjar Dewantara. In his book entitled "I: Education", he explicitly states that "Education is an effort to advance the growth of character (inner strength, character), mind (intelligence) and body of children. These parts must not be separated so that we can advance the perfection of our children's lives" (Dewantara, 1962). From this basis, the Character Education Movement (PPK) formulated five main character values that are interrelated to form a network of values that need to be prioritized, namely religious, nationalist, independent, mutual cooperation, and integration. In this study, researchers focused on religious character. Religion comes from the Latin "religio" which means religion(Pakpahan & Habibah, 2021).

Strengthening religious character in the classroom can be an effective means of shaping student character from an early age. Through a curriculum-integrated approach, teachers can provide learning that inspires and builds awareness of religious values in daily life. This helps students to internalize these values and apply them in social interactions (Tuhuteru et al., 2023). The application of character values in students is very important, especially religious character(Dalyono Bambang, 2022). Religious character is the first and main character that must be instilled in children as early as possible which is the basis of religious teachings in the lives of individuals, society and the Indonesian nation (Nurbaiti Rahma, Alwi Susiati, 2020). The value of religious character reflects faith in God Almighty which is manifested in the behavior of carrying out the teachings of the religion and beliefs that are embraced, respecting religious differences, upholding an attitude of tolerance for other religious worship, living in harmony and peace with followers of other religions (Widodo, 2019).

Strengthening religious character can be done through three main approaches, namely classroom-based, school culture-based, and community-based. In this study, it only focuses on the classroom-based approach that integrates Character Education (PPK) based on classroom management integrated in religious values in learning. The application of character values in the classroom is carried out in accordance with the aim of realizing humans who are

devoted, faithful, accomplished, independent, noble, disciplined, creative, and polite so that appropriate religious characters are formed (Romi Purnata Sari, 2020). It can be concluded that strengthening classroom-based Character Education is a character education movement managed by teachers as educators during the implementation of learning in the classroom to strengthen character through the process of forming and developing the potential of students.

Strengthening the Religious Character of Classroom-based Students at SDN Sidoarjo is an approach that integrates religious values in the classroom that has been implemented well. Strengthening this character education cannot be separated from the curriculum used by the school. The use of character strengthening does not change the existing curriculum, but to maximize the existing curriculum in the education unit(Kemendikbud, 2018). According to Presidential Regulation No. 87/2017, strengthening religious character is an educational movement that is the responsibility of the education unit, which aims to strengthen the character of students by harmonizing the heart, emotions, thinking and exercise with the participation and cooperation between education units, both families and communities. From the National Spirituan Movement of Mental Revolution (GNRM) section, (Peraturan Presiden,2017).

The research data is briefly described in Table 2

Table 2 Triangulation data

Indicator	Informant 1 (principal)	Informan 2 (class teacher)	Informan 3 (Students)	Observation result	Interpretation
Sosial (Smile, Greet, Greet, Polite, and Courtesy)	The implementation of 5S in schools aims to shape the positive character of students, creating a pleasant learning environment so that students are eager to learn.	The 5S culture has become a habit for students at school and at home. Teachers are good role models in implementing 5S.	Students follow the 5S culture every day at school.	5S culture has been implemented and cultivated in each student	Strengthening the religious character of students can be done through 5S habituation.
Religious	Students are accustomed to praying at the beginning and end of each activity. Helps students understand the value of gratitude and surrender.	The teacher teaches students to always pray, be grateful, and have faith in accordance with the first principle of Pancasila.	Participate in prayer activities in learning and be grateful for their achievements.	Students have prayed at every lesson and practiced an attitude of gratitude.	Students at this school have implemented religious activities as a practice of the first principle of Pancasila. The teachers invite them to always be grateful and trust in Allah SWT.
Social Religion	There is no special policy because it is part of the practice of Pancasila which emphasizes tolerance to develop a religious character.	Teachers develop religious tolerance in the classroom to create a comfortable learning environment that reflects religious diversity.	Students have applied tolerance to their friends.	Students have been tolerant to their friends.	Teachers are the main drivers in implementing tolerance to create an inclusive environment in the classroom.

The table above is a triangulation that researchers collect and have grouped. According to Sugiono, triangulation is a data collection technique that combines various existing data and sources. The results of the research can be described in the table above according to the kamendikbud regulation on PPK Religious character strengthening is carried out through three bases, namely, class base, school culture base, and community base. The three bases are part of a related unity, through which the education unit can organize and apply religious character activities.

Classroom-based religious character strengthening can be implemented through integration in class management, integrating the main values of PPK into the learning proces (Kemendikbud, 2018).

Learning that integrates the main values of character is intended to foster and strengthen knowledge, instill awareness, and practice the main values of PPK. Educators can optimally utilize the materials that are already available in the curriculum in a contextual manner by strengthening the main values of PPK (Kemendikbud, 2018). Teachers have the authority to manage the classroom both physically and non-physically (Fajri & Rivauzi, 2022). Grade 6 at SDN sidoarjo uses an independent curriculum whose character values are integrated in Pancasila students. Religious character in the independent curriculum is included in the dimensions of Pancasila students, namely the dimensions of faith, devotion to God Almighty, and noble character. The element of the dimension of faith, devotion to God Almighty, and noble character has 5 dimensions in it, namely: religious morals, personal morals, morals to humans, morals to nature and state morals. Strengthening religious character can be done by increasing the faith, beliefs of students according to the religion they follow to increase religious potential and help students to become human beings who have faith and devotion to God Almighty, this can be implemented by SDN Sidoarjo starting with simple things.

Classroom-based PPK is carried out by integrating character values in the learning process thematically or integrated in subjects according to the content of the curriculum Classroom-based character education is an interaction in the learning process and there is interaction between teachers and students or between students. Classroom-based character education is central because the character building process occurs in the classroom (Ika & Putranti, 2019). Strengthening Character Education (PPK) implementation can be carried out through several activities (Dewayani, 2018) Planning classroom management, learning methods and conducting learning evaluations (Fajri & Rivauzi, 2022). Based on the data obtained, the results of observations regarding the process of strengthening the religious character of class-based students integrated in classroom management can be described in the lesson plans that have been made by the teacher. The following is a table of 3 core competencies contained in the lesson plan.

Table 3 Learning Implementation Plan

No.	Core Competencies
KI. 1	Accepting and practicing the teachings of the religion he adheres to. (Spiritual Attitude).
KI 2	Have honest, disciplined, responsible, polite, caring, and confident behavior in interacting with family, friends and teachers. (Social Attitude)
KI 3	Understand factual knowledge by observing (listening, seeing, reading) and questioning based on curiosity about himself, God's creatures and their activities, and the objects he encounters at home and at school (Knowledge)
KI 4	Present factual knowledge in clear and logical language and systematically, in aesthetic work in movements that reflect healthy children, and in actions that reflect the behavior of children of faith and noble character.

The table above describes the strengthening of class-based students' religious character integrated in the learning process, teachers can provide strengthening of religious character by connecting the core competencies that have been made. This is useful for developing and instilling in students the religious character that students have.

Strengthening Character Education (PPK) Integration in Learning Planning

Based on the results of the interviews, the researchers can understand that the planning stage at SDN Sidoarjo teachers are assigned to make lesson plans as a form of learning guidelines, and report cards to increase religious values in students. The lesson plans prepared by the teachers and analyzed by us are illustrated in table 4 below:

Table 4 Learning Planning

Analysis of Lesson Planning	
Destination	Based on the analysis of the objectives in the implementation of learning, it illustrates the strengthening of religious character by connecting the core competencies made by the teacher, developing and instilling religious character in students through the learning process.

Methods	Using several methods in strengthening the religious character of class-based students. The following are the methods used: praying before and after activities, 5S habituation (Smile, Greeting, Greeting, Polite and Polite).
Classromm Management Planner	Teachers and students plan classroom management by: Agreeing on how to maintain order and cleanliness of the classroom such as: Dividing the cleaning and security pickets.
Description	Objectives, methods and planning show that teachers at Sidoarjo primary school effectively integrate religious character strengthening in learning through the prayer method and 5S habituation. Classroom management planning that involves students in maintaining cleanliness and order also contributes to the development of students' religious character and responsibility.

Integration of Strengthening Character Education in learning implementation

Table 5 Learning Steps

	Learning Steps
Introduction	- Learners and teachers greet each other and ask how the are doing. - Students pray led by the class leader (Religious) - Sing the garuda pancasila song (Nationalism) - The teacher takes attendance & checks the tidiness of clothes, position and seating according to the learning activities.
Learning Core	- The teacher explains the material - Students form small groups and work on the task. - Students form small groups and work on the task.
Closure	- Students work on evaluations (QUIZ) related to the material that has been learned. - Learners express their opinions about the learning that has been followed - Learners close the lesson with a prayer led by learners who are present earlier that day.(Religious)

The observation results show that teachers at the beginning of learning are very responsible in strengthening the religious character of class-based students through learning prepared by teachers in the classroom. This can be seen from the teacher's preparation in preparing the Learning Implementation Plan (RPP) with religious character values integrated in it and applying these values in learning, following the time allocation that has been designed in the lesson plan, and utilizing the facilities provided by the school to help the process of classroom-based students' religious Character Education (PPK). The purpose of classroom preparation is to provide facilities that support students in learning, create an effective learning environment, and make it easy for teachers to control and monitor student progress (Asmara & Nindianti, 2019).

Strengthening religious-based character education is in accordance with the vision and mission of SDN Sidoarjo. SDN Sidoarjo's vision is "Excellence in achievement to realize a trusted school in the community." One of the missions that is in line with this research is: 1) Realizing a religious educational environment to increase devotion to God Almighty. 2) Fostering a sense of love for the country, tolerance, honesty, discipline, hard work, and concern for others to form noble morals in accordance with the norms prevailing in society. In implementing religious character education in accordance with the school's vision and mission, teachers strongly emphasize religious character at school. This is so that students can improve their religious character while in the school environment and outside of school, and as a strategy for forming religious character both morally and noble morals.

Based on the results of interviews with SDN Sidoarjo teacher resource persons, how to strengthen the religious character of class-based students integrated in Character Education (PPK) in classroom management (Kemendikbud, 2018) can be done in various ways. For example, habituation of 5S (Smile, Greet, Greet, Polite, and Courtesy), praying before and after doing activities, thanking God for His favors and gifts, performing worship in

accordance with religious teachings, and having faith in God and tolerance towards others (Kemdikbud, 2019). Values such as politeness and courtesy help shape students' character. Applying these values in everyday life can help students understand the importance of social ethics, both in the classroom and outside the classroom (Kusumaningrum, 2020).

SDN Sidoarjo implements class-based religious character strengthening that is integrated with PPK in classroom management. The implementation of class-based religious character education strengthening activities includes integration in classroom management.

Figure 1 Prayer Activities

Figure 1 shows the implementation of the indicator of praying before and after the activity. Praying is done before learning activities begin, with students saluting the teacher and the prayer led by the class leader in accordance with the lesson plan. Praying at the beginning and end of every activity at SDN Sidoarjo is always done because it is the practice of the first principle of Pancasila, the One True God. Therefore, character education begins with prayer, where students are asked to ask God for ease in learning. According to (Isnawati et al., 2023) through the habituation of praying before and after learning, the aim is to teach students to always expect the blessing of Allah SWT when starting and ending activities. The application of praying before and after learning is in accordance with the practices and customs in SDN Sidoarjo, so that students can also apply the values of Pancasila in every activity.

Figure 2 worship and recitation activities

Figures 2 at SDN Sidoarjo show that Grade 6 students worship according to religious teachings, including praying and reciting the Quran. Teachers have strategies to teach students the meaning of tawakal, such as studying hard and building good relationships between teachers and students. SDN Sidoarjo classroom teachers teach students the meaning of tawakal by always being diligent and persevering in learning, mastering effective and efficient learning methods, and not recognizing the attitude of despair in seeking knowledge. After all the efforts are made, teachers teach students to surrender and leave everything to the will of Allah. This builds a strong relationship between teachers and learners, which is key to creating a positive learning environment. As such, it can create an atmosphere where learners feel comfortable to talk about their mistakes and learn from the experience.

Integration of PPK in Learning Evaluation

Evaluation of Learning: Based on the results of the study, it was found that the teacher had conducted reflection and evaluation activities at the end of teaching and learning activities. Reflection activities are carried out by the teacher by asking what material has been learned today. This statement is supported by the opinion (Lisa Candra Sari, Novrianti, 2021) which states that reflection activities are carried out at the end of learning so that students can evaluate what has been learned today through discussion or question and answer activities with the teacher regarding the material studied. Meanwhile, evaluation activities are carried out at the end of learning by giving questions to students. This is in accordance with the opinion of (Alfarizi & Shabrina, 2020) which states that learning evaluation

can be carried out by written, oral and student participation exams.

Assessment of the learning process and results is carried out by the teacher to measure student progress, both progress in attitude and knowledge. In the assessment of religious attitudes, teachers assess students' religious behavior through daily activities. From the above assessment the teacher knows the learning outcomes of students so that the teacher can provide solutions for students who have not met the Minimum Completeness Criteria (KKM).

Discussion

The data analysis above is in accordance with the indicators of class-based character strengthening, including illustrated in the following table:

Table 6 Data analysis results

Indicator	Data analysis results
Giving (Smile, greet, say hello, polite and courteous)	From the results of strengthening religious character in the classroom through : **Planning** occurs to strengthen religious character, starting from the preparation of the Learning Implementation Plan (RPP)**:** Teachers include religious character values in the lesson plan, ensuring that each learning step includes activities that support the strengthening of religious character. **Implementation of learning activities,** teachers carry out activities that teach religious values, such as praying before and after activities, habituation of smiles, greetings, greetings, polite and courteous behavior. In **Learning Evaluation**: the value above the teacher supports but there is only politeness.
Habituation Praying at the beginning and end of each activity	Results of Strengthening students' Religious Character in prayer habituation: **Planning**: In the lesson plan, there are prayer activities as part of the daily routine, ensuring that each learning session begins and ends with prayer. **Learning Implementation**: students have prayed before and after learning. **Evaluation:** In the teacher evaluation, there are no values of prayer habituation.
Gratitude to God for His favors and gifts	The results of strengthening religious character in the classroom through planning that there are no provisions regarding the value of gratitude, but in learning the value of gratitude has been done by students with teacher guidance. In the evaluation of learning the value of gratitude does not exist.
Implementation of worship in accordance with the teachings of the religion adhered to	From the results of character strengthening, that in lesson planning there is no worship according to the teachings adopted, but the implementation of worship the teacher supports students to carry out worship at school, namely dhuhur prayer before going home. In the evaluation of learning there are no values of worship.
Surrender (tawakal) to God for success or achievement,	From the results of strengthening classroom-based character through lesson planning, there is strengthening of grateful religious character, in the implementation of learning, SDN Sidoarjo teachers have invited students to surrender and tawakal through prayer, this is important so that students understand the meaning of surrender and gratitude to God. In the evaluation of learning, the value is not there.
Developing religious tolerance	From the results of strengthening students' religious character in developing tolerance, there is no lesson plan but the teacher supports in advising students to respect each other. In the teacher's evaluation, there is still nothing about the value of developing religious tolerance.

This classroom-based strengthening of students' religious character education at SDN Sidoarjo has succeeded in creating a supportive environment for strengthening students' religious character, but there are several things to maximize the strengthening of students' religious character in integrating religious character values in lesson planning and implementation, the evaluation aspect still needs to be improved to ensure that all religious character values taught are also reflected in the assessment. This shows that the research has created a supportive environment for classroom-based religious character strengthening, but there are still some areas that need to be improved to achieve more

comprehensive results. Things that need to be improved are **Planning**: Religious character strengthening has been integrated in lesson plans, but some important values such as gratitude, worship, and tolerance are not specifically accommodated in the planning.**Implementation**: Teachers have successfully implemented most of the religious values in daily classroom activities, although there is still room for improvement in some aspects **Evaluation**: The strengthening of religious character has not fully reflected all the values taught, as some important values such as prayer, gratitude, and tawakal are not recorded in the assessment.

There are always inhibiting and supporting factors in every activity. (Pridayani & Rivauzi, 2022). Inhibiting Factors in Strengthening the Religious Character of Classroom-Based Students at SDN Sidoarjo, namely the environment is the main obstacle to the character building of students. supporting factors in carrying out religious character strengthening activities. supporting factors include school policies that encourage religious activities such as congregational prayer and recitation. In a seminar with the theme of character education delivered by Muhammad Dzarfan, he said that student character education is strongly influenced by good parenting to their children where character cultivation starts from small things such as politeness to elders, keeping oral and respecting each other (Nurhaliza 2022).

V. CONCLUSION

This research shows that teachers at SDN Sidoarjo have succeeded in strengthening students' religious character through learning that is structured in the Learning Implementation Plan (RPP). Religious values such as prayer, courtesy and tawakal have been integrated into daily activities. The main inhibiting factor is a less supportive environment, while supporting factors include school policies that encourage religious activities such as congregational prayer and recitation. Overall, a supportive learning environment has been created, but improvements are needed in the planning and evaluation aspects for better results. The implications of this research are strengthening the theory of educational character, developing more comprehensive lesson plans, improving evaluation, strengthening school policies, creating a supportive environment. All of this aims to create a better educational environment and produce students who have strong religious characters. Research limitations in public elementary schools lack the provision of class-based religious character strengthening. Suggestions Future research is expected to focus on developing and testing more comprehensive and objective evaluation methods to measure the internalization of religious values in students. By conducting further research in this area, it will be possible to improve the understanding of how best to strengthen students' religious character in the educational environment, as well as provide better insights for the development of more effective programs in the future.

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Conflict of Interest Statement:
The author declares that the research was conducted in the absence of any commercial or financial relationships that could be construed as a potential conflict of interest.