

THE PARADIGM OF CHARACTER EDUCATION IN ISLAMIC ELEMENTARY SCHOOL

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Abstract

This research aims to discuss the important role of teachers as educators and role models in educational institutions, especially in character education at SDIT Al-Izzah Banten. Based on the theoretical framework proposed by Moeslim Abdurrahman, this study emphasizes the importance of role models in character education by underlining the essence of religious teachings that must be applied in everyday life. This study uses a qualitative method with a triangulation technique that combines data from field observations, interviews with teachers and principals, and related literature. This research explores the character education paradigm at SDIT Al-Izzah, emphasizing the importance of acculturating character in the school culture through exemplary behaviour, discipline, habituation, wise advice, and rewards for good behaviour. The research highlights the comprehensive involvement of the school community, including the principal, teachers, administrative staff, caretakers, parents and the local community in creating an environment conducive to character development. Notably, the research revealed the extension of disciplinary practices beyond the classroom, encompassing daily routines such as absences for congregational prayers and communal meals, which contribute to the overall moral formation of students.

Keywords: *SDIT Al-Izzah; Paradigm; Moral Education*

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Abstrak

Tujuan penelitian ini adalah untuk mengidentifikasi dan mengevaluasi strategi efektif dalam penerapan pendidikan karakter di SDIT Al-Izzah serta memberikan wawasan yang dapat diimplementasikan pada konteks pendidikan serupa di wilayah lain. Penelitian ini bertujuan membahas peran penting guru sebagai pendidik dan contoh teladan di lembaga pendidikan, khususnya pada pendidikan karakter di SDIT Al-Izzah Banten. Didasarkan pada kerangka teoritis yang diajukan oleh Moeslim Abdurrahman, penelitian ini menekankan pentingnya model teladan dalam pendidikan karakter dengan menggarisbawahi esensi ajaran agama yang harus diaplikasikan dalam kehidupan sehari-hari. Penelitian ini menggunakan metode kualitatif dengan teknik triangulasi yang menggabungkan data dari observasi lapangan, wawancara dengan guru dan kepala sekolah, serta literatur terkait. Penelitian ini menjelajahi paradigma pendidikan karakter di SDIT Al-Izzah, menekankan pentingnya pembudayaan karakter dalam budaya sekolah melalui perilaku teladan, disiplin, pembiasaan, nasehat bijak, dan penghargaan bagi perilaku yang baik. Penelitian ini menyoroti keterlibatan komprehensif komunitas sekolah, termasuk Kepala Sekolah, guru, staf administrasi, penjaga, orang tua, dan masyarakat lokal dalam menciptakan lingkungan yang kondusif untuk perkembangan karakter. Terutama, penelitian ini mengungkapkan perluasan praktik disiplin di luar ruang kelas, meliputi rutinitas sehari-hari seperti ablusi untuk salat berjamaah dan makan bersama, yang berkontribusi pada pembentukan moral siswa secara keseluruhan.

Kata Kunci: SDIT Al-Izzah; Paradigma; Pendidikan Karakter

مستخلص

إن الغرض من هذه الدراسة هو تحديد وتقييم الاستراتيجيات الفعالة في تنفيذ تربية الشخصية في معهد SDIT العزة بانتن وتقديم رؤى يمكن تنفيذها في سياقات تعليمية مماثلة في مناطق أخرى. يهدف هذا البحث إلى مناقشة الدور المهم للمعلمين كمرشدين وقادة في المؤسسات التعليمية، لا سيما في مجال تربية الشخصية في معهد SDIT العزة بانتن. استنادًا إلى الإطار النظري الذي اقترحه مسلم عبد الرحمن، يؤكد هذا البحث على أهمية القدوة في تربية الشخصية من خلال التأكيد على جوهر التعاليم الدينية التي يجب تطبيقها في الحياة اليومية. وتستخدم هذه الدراسة أسلوبًا نوعيًا باستخدام أسلوب التثليث الذي يجمع بين البيانات المستقاة من الملاحظات الميدانية، والمقابلات مع المعلمين ومديري المدارس، والأدبيات ذات الصلة. يستكشف البحث نموذج تربية الشخصية في مدرسة العزة، مع التأكيد على أهمية تثقيف الشخصية في ثقافة المدرسة من خلال السلوك المثالي والانضباط والعودة والموعظة الحسنة والمكافأة على السلوك الحسن. يسلط البحث الضوء على المشاركة الشاملة لمجتمع المدرسة، بما في ذلك مدير المدرسة والمعلمين والموظفين الإداريين والقائمين على الرعاية وأولياء الأمور والمجتمع المحلي في خلق بيئة مواتية لتنمية الشخصية. والجدير بالذكر أن البحث كشف عن امتداد الممارسات التأديبية إلى خارج نطاق الفصل الدراسي، لتشمل الروتين اليومي مثل الغياب لصلاة الجماعة والوجبات الجماعية، والتي تساهم في التكوين الأخلاقي العام للطلاب.

الكلمات الرئيسية : سديت العزة؛ النموذج؛ تربية الشخصية

A. Introduction

Education is one of the most strategic human investments to prepare future generations, especially in the current era of globalization¹. In a religious nation like Indonesia, character-building is a shared responsibility between the Government and the community². The National Education System Law (SISDIKNAS) Number 20 of 2003 emphasizes the importance of educational institutions in helping the development of the potential of the nation's children as a whole, from early childhood to the end of life, to realize a learning society. One of the main objectives of national education is to develop students' potential in terms of intelligence and personality³

However, so far, educational institutions, including schools, have often been regarded as tools of "taming" by the authorities or simply as tools of legitimacy for the interests of a certain group of social elites⁴. This is reflected in curricula that tend to produce graduates who are less than just small "robots" that only serve the interests of the ruling group. The challenge faced is how to make schools educational institutions that can develop the potential of students according to their talents and interests, and prepare future generations to survive in facing increasingly complex future challenges.⁵

On the other hand, implementing formal education still encounters obstacles in forming student character. Many students engage in immoral activities such as brawls, promiscuity, and drug abuse⁶. Phenomena of bullying⁷ And easy access to pornographic content is also a serious problem among students⁸. This shows that educational institutions

¹ Burton A Weisbrod, "Education and Investment in Human Capital," *Journal of Political Economy* 70, no. 5, Part 2 (1962): 106–23; Ekaterina Anikina, Lubov Ivankina, and Inna Tumanova, "Human Well-Being and Educational Investment Efficiency," *Procedia-Social and Behavioral Sciences* 166 (2015): 48–52.

² Yenni Hartati, "Pembentukan Karakter Melalui Pendidikan Agama Islam," *GUAU: Jurnal Pendidikan Profesi Guru Agama Islam* 1, no. 3 (2021): 335–42; Syaiful Anwar, "Pendidikan Islam Dalam Membangun Karakter Bangsa Di Era Milenial," *Al-Tadzkiyyah: Jurnal Pendidikan Islam* 9, no. 2 (2018): 233–47.

³ SisdiKNAS, "UU No. 20 Tahun 2003 Tentang Sistem Pendidikan Nasional [JDIH BPK RI]," 2003.

⁴ H Masduki Duryat, *Kepemimpinan Pendidikan: Meneguhkan Legitimasi Dalam Berkontestasi Di Bidang Pendidikan* (Penerbit Alfabeta, 2021).

⁵ Husnul Khotimah, Eka Yuli Astuti, and Desi Apriani, "Pendidikan Berbasis Teknologi (Permasalahan Dan Tantangan)," in *Prosiding Seminar Nasional Program Pascasarjana Universitas Pgri Palembang, 2019*; M Nur Lukman Irawan et al., "Strategi Lembaga Pendidikan Islam Dalam Menjawab Tantangan Pendidikan Kontemporer," *Jurnal Pendidikan Dan Konseling (JPDK)* 4, no. 6 (2022): 4273–80.

⁶ Royhanun Siregar, Ulfah Nury Batubara, and Nabilah Siregar, "PENGUNAAN TEKNIK ASSERTIVE TRAINING DALAM MENGEMBANGAKAN PENALARAN MORAL," *JURNAL EDUCATION AND DEVELOPMENT* 10, no. 2 (2022): 612–15.

⁷ Nunuk Sulisrudatin, "Kasus Bullying Dalam Kalangan Pelajar (Suatu Tinjauan Kriminologi)," *Jurnal Ilmiah Hukum Dirgantara* 5, no. 2 (2018).

⁸ Ayu Aminatussyadiah Ayu Aminatussyadiah, Suci Fitriana Pramudya Wardani Suci Fitriana Pramudya Wardani, and Amrina Nur Rohmah Amrina Nur Rohmah, "Media Informasi Dan Tingkat Pendidikan Berhubungan Dengan Kehamilan Remaja Indonesia," *Jurnal Kebidanan* 9, no. 2 (2020): 173–82.

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have not been fully able to fulfill the mandate of the law to form a good personality in students.

In addition, education today tends to emphasize aspects of intelligence of reason alone, without paying attention to character-building and moral values.⁹ Patterns of injustice in education can generate frustration and apathy among students and give rise to manipulative behavior that is not based on the nation's cultural and religious values.¹⁰ In the era of globalization and reform, reorientation of education is inevitable so that this nation can continue to progress without depending on old paradigms that are no longer relevant.

The Long-Term Development Plan until 2025 affirms the vision and mission of national development that emphasizes self-reliance, progress, justice, and prosperity.¹¹ One of the keys to achieving this goal is through the role of effective educational institutions in forming people who are faithful, have noble character and responsibility. However, current realities show that there are still many educational institutions that have not been able to carry out their duties optimally, due to various factors such as the lack of thorough cultivation of cultural and religious values,¹² as well as a lack of awareness of the importance of education as a shared responsibility¹³.

In the context of educational institutions in Banten Province, the paradigm of character education is still not well implemented. Learning design that only focuses on knowledge transfer without paying attention to character-building is a major obstacle in achieving holistic educational goals.

This research has great urgency because character education is an important foundation in forming quality future generations. Amid the evolving dynamics of national education, understanding the concrete challenges faced by educational institutions, especially at the primary level, is very important. This study aims to identify specific problems that educational institutions in Banten Province may face to build students' character. Thus, this research is expected to make a real contribution to improving the effectiveness of character education at the elementary level and contributing new insights into character education literature in Indonesia.

⁹ Ahmad Fahrissi, *Kecerdasan Spiritual Dan Pendidikan Islam* (SPASI MEDIA, 2020).

¹⁰ Rahmi Dwi Febriani et al., "Factors Affecting Student's Burnout in Online Learning," *Jurnal Neo Konseling* 3, no. 3 (2021): 32–38.

¹¹ Bappenas, "RPJMN 2020-2024," *Rencana Pembangunan Jangka Menengah Nasional 2020-2024*, 2020.

¹² Tisa Yunita, "Pendidikan Kewarganegaraan Dalam Menguatkan Integrasi Bangsa," *Jurnal Pendidikan Kewarganegaraan Undiksha* 9, no. 2 (2021): 282–90.

¹³ Nurresa Fi Sabil Resya and Fery Diantoro, "Sistem Pendidikan Nasional Di Pondok Pesantren," *Al-Ishlah: Jurnal Pendidikan Islam* 19, no. 2 (2021): 209–30.

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In discussions on the implementation of character education in educational institutions, there are various studies that previous researchers have carried out. A number of literature and research have discussed the challenges and constraints in the formation of student character, as well as efforts made to improve the effectiveness of character education at various levels of education.

Some previous research is behind the current research on the Character Education Paradigm which highlights various aspects of character education, ranging from educational institutions' role in shaping students' character to effective teaching strategies to increase moral awareness and human values. For example, research by¹⁴ Highlights the importance of the teacher's role as a model in forming student character in schools. They found that a good relationship between teachers and students can significantly affect students' character development.

In addition, research by¹⁵ Examines the effectiveness of character education programs implemented in various schools. They found that programs oriented toward developing social, emotional, and moral skills can positively impact students' character.

However, some studies highlight challenges in implementing character education, such as research by¹⁶ which identifies inhibiting factors in the character-building of learners in urban schools. They found that a lack of resources and support from schools and communities was one of the main obstacles to character-building efforts.

Based on those previous studies, researchers found research gaps that can be identified from the latest research, including 1) Lack of research that examines in depth the character education paradigm adopted by integrated Islamic schools, especially in Indonesia, which has diverse social, cultural, and religious backgrounds, 2) Lack of research that compares and analyzes the differences and similarities between the character education paradigm applied in integrated Islamic schools with other schools that have different character education approaches, 3) Lack of research that evaluates the impact and challenges of implementing the character education paradigm in integrated Islamic schools on the quality of education and comprehensive character-building of students.

¹⁴ Zida Haniyyah, "Peran Guru Pai Dalam Pembentukan Karakter Islami Siswa Di SMPN 03 Jombang," *Irsyaduna: Jurnal Studi Kemahasiswaan* 1, no. 1 (2021): 75–86.

¹⁵ Desty Endrawati Subroto and Desi Kristanti, "EFEKTIVITAS IMPELEMENTASI PENDIDIKAN KARAKTER PADA SEKOLAH BOARDING," *Risalah, Jurnal Pendidikan Dan Studi Islam* 8, no. 3 (2022): 1113–29.

¹⁶ Reni Wahida Fitri, Zubaedi Zubaedi, and Desy Eka Citra Dewi, "Pembentukan Karakter Religius Siswa Melalui Kegiatan Keagamaan Di Sdit Umami Kota Bengkulu," *Jurnal Pendidikan Dan Konseling (JPDK)* 5, no. 1 (2023): 5789–97.

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The novelty that can be identified from this latest research is: 1) The character education paradigm applied at SDIT Al-Izzah Banten is unique because it is derived from Islamic values and includes three main dimensions: faith, Islam and *ihsan*. Integrating these three dimensions in all aspects of teaching and learning activities at school creates a holistic approach that has not been widely explained in previous research. Furthermore, this study shows how character education is implemented in the classroom and through daily activities outside the classroom, such as practising discipline in daily activities (for example, ablution for congregational prayers and eating together). This approach provides a new, more comprehensive model of character education in Islamic primary schools, reinforcing moral and religious values through practical daily activities. In addition, this study highlights the comprehensive involvement of all elements of the school, including the principal, teachers, administrative staff, custodians, parents and the local community in creating an environment conducive to character education. The involvement of all these stakeholders in the character education process provides a new dimension that has not been widely discussed in previous similar studies, demonstrating the importance of collaboration of the entire school community in shaping students' character.

.In this research, researchers will broaden their horizons related to the implementation of character education by exploring specific contexts in elementary-level educational institutions in Banten Province. They will examine the relationship between approaches carried out in educational institutions and findings in related research and evaluate the effectiveness of strategies that have been applied. Consequently, this research is expected to contribute to the understanding and practice of more holistic and sustainable character education.

Additionally, researchers will further explore the challenges and constraints in implementing character education in educational institutions, especially in elementary schools in Banten Province. Researchers will examine the relevance and effectiveness of various approaches taken and find solutions that can improve the effectiveness of character education at the elementary level. By conducting this study, researchers hope to improve the understanding and practice of better character education to produce a generation of faith, noble character, and responsibility per the vision of national development.

This study aims to examine the paradigm of character education in Al-Izzah Integrated Islamic Elementary School (SDIT) Banten, hoping to maintain and strengthen the expertise and politeness of the people of Banten as a city of students. The research methodology serves as a guide in finding valid and credible facts. The two forms of data to be used are primary

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and secondary data, obtained through interviews and observations. Primary data, especially, will be obtained through interviews with 85 teachers and principals of SDIT Al-Izzah Banten selected for their experience and direct involvement in character education. Direct observation over six months to ensure the accuracy and validity of data obtained from interviews with facts in the field, including interactions between students, school staff, and principals at SDIT Al-Izzah Banten. It aims to ensure the accuracy and validity of data obtained from interviews with facts in the field, including interactions between students, school staff, and principals at SDIT Al-Izzah Banten.

To achieve these objectives, the following research questions have been formulated:

1. How is the character education paradigm implemented at SDIT Al-Izzah Banten?
2. What are the challenges and constraints faced in the implementation of character education at SDIT Al-Izzah Banten?
3. How effective are the strategies applied in character education at SDIT Al-Izzah Banten?
4. What roles do teachers, principals, and the community play in supporting character education at SDIT Al-Izzah Banten?

B. Discussion

Al-Izzah Integrated Islamic Elementary School (SDIT) which is located at Jalan Tubagus Husni Qodir, Pabuaran, Unyur Serang Village, Banten has 85 teachers with S1 and S2 backgrounds from various well-known universities, both public and private, and 22 employees. In addition, Integrated Islamic Elementary Schools (SDIT) have adequate facilities; 3 3-storey buildings with a capacity of 30 study rooms, mosques, male and female ablution places, 29 MCKs, learning resource centers, computer laboratories, mathematics and natural sciences, kitchen rooms, dining rooms, equipment and sports fields, teachers' rooms, administrative rooms, principal's rooms and also parking spaces. Until now, Al-Izzah Integrated Islamic Primary School (SDIT) has had a very significant number of students:

Table 1. Number of Teachers (S1 and S2) and Employees at Al-Izzah Integrated Islamic Elementary School (SDIT)

Category	Sum
Teachers (S1 dan S2)	85
Employee	22

In character education, the role of teachers as catalysts, inspirers, and motivators in setting an example for their students is very important. However, the pattern of character education development in basic education institutions in Banten Province is still limited to the delivery of Islamic Religious Education (PAI) material with a classical model (lectures).

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Therefore, it is necessary to consider a more holistic approach involving all components of the educational institution and an approach that aligns with local religious and cultural values.

1. *Religious Approaches in Character Education*

The data for this section was obtained through direct observations, interviews with teachers and principals, and analysis of curriculum documents at SDIT Al-Izzah Banten.

a. *Integration of Religious Values in the Curriculum:*

- a. The subject matter is prepared about Islamic values which are the foundation for character-building.
- b. For example, religious lessons discuss religious teachings and relate them to moral values that must be applied in everyday life.

b. *Teaching and Discussion Based on Religious Values:*

- a. Teachers adopt an approach that allows students to understand and internalize religious values through teaching and discussion.
- b. Discussing stories from the Quran and Hadith, as well as real examples from the lives of the Prophet and his companions, became a way to strengthen the understanding of religious values.

c. *Religious Activities and Togetherness:*

- a. Congregational prayers, recitations of the Quran, and dhikr together become routine in schools to help students practice religious teachings in daily life.
- b. Religious events, such as commemorating Islamic holidays, are also important moments for deepening students' understanding of religious values.

One of the teachers interviewed, Mr. Ahmad, emphasized the importance of integrating religious values into all aspects of school life:

"We recognize that religious values are the main foundation in forming children's character. Therefore, we integrate religious teachings into all school activities, from curriculum to extracurricular activities."¹⁷

Various views of experts, both from Muslims such as Moh Athiyah Al-Abrasyi¹⁸, Naquib Al-Attas¹⁹ Ahmad D. Marimba²⁰, Munir Mursyi²¹, as well as from orientalist such as

¹⁷ Interview with Ahmad, 2023

¹⁸ Muhammad Athiyah Al-Abrasyi, "Prinsip-Prinsip Dasar Pendidikan Islam," *Bandung: Pustaka Setia*, 2003.

¹⁹ Makhfira Nuryanti and Lukman Hakim, "Pemikiran Islam Modern Syed Muhammad Naquib Al-Attas," *Substantia: Jurnal Ilmu-Ilmu Ushuluddin*, 2020, <https://doi.org/10.22373/substantia.v22i1.5531>.

²⁰ Ahmad D Marimba, *Pengantar Filsafat Pendidikan Islam* (Penerbit Alma'arif, 1964).

²¹ (Morsi 1999)

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T.S. Eliot²², concluding that the purpose of education must be in line with the outlook on life of a society, which is often influenced by the teachings of the religion adhered to. Islam, for example, emphasizes the formation of good morals as an integral part of education, because morals are considered the foundation of Islamic education itself.

In addition to character, other terms such as manners, morality, meral, ethics, civility, and morals also have the same purpose, which refers to norms and values both in the culture and religion adhered to. Children are influenced not only by biological factors but also by various social, cultural, and religious factors in forming their social character. Therefore, the paradigm of character education must start early, because early age is considered a golden period in children's growth and development.

In the context of character education in elementary school-age children, it is important to instill universal values, such as compassion, mutual respect, and social justice, which are pillars in the philosophy of the Republic of Indonesia²³. The involvement of all school residents, including canteen guards, gardeners, and office boys, is also important in setting an example and seeding student character values.

Changes in character education must be initiated by all components of the school environment, not just teacher councils. JJ Rousseau emphasized the importance of giving freedom to children in the educational process, without any coercion that does not come from the child's consciousness²⁴.

Thus, the religious approach in character education requires the involvement of all parties in the school environment and community to create an environment that supports the formation of good character in students.

Table 2: Coded Themes and Sources for Religious Approaches in Character Education at SDIT Al-Izzah

Theme/Code	Source	Data
Integration of Religious Values	Curriculum Documents, Observations	a. The subject matter is prepared based on Islamic values, which form the foundation for character-building. b. Religious lessons discuss Islamic teachings and relate them to moral values that students must apply daily. c. Observation showed that these values are consistently reinforced through classroom discussions and assignments.
Teaching and Discussion	Observations, Curriculum Documents,	a. Teachers adopt an approach that allows students to understand and internalize religious values through teaching and discussion. b. Discussions include stories from the Quran and Hadith and real-

²² Harriet Davidson, *TS Eliot* (Taylor & Francis, 2022).

²³ Ni Kadek Ika Rahayu Tisna Yanthi, Anak Agung Istri Ngurah Marhaeni, and Nyoman Dantes, "ANALISIS TENTANG CERITA ANAK YANG BERMUATAN SIKAP DAN MUATAN PEMBELAJARAN TERKAIT DENGAN TEMA KAYANYA NEGERIKU KURIKULUM 2013 KELAS IV SEKOLAH DASAR BERBASIS ETNOPEDAGOGIK," *Jurnal Penelitian Dan Evaluasi Pendidikan Indonesia* 10, no. 2 (2020): 112–22.

²⁴ Bjorn Gomes, "Rousseau on Citizenship and Education," *The Palgrave Handbook of Citizenship and Education*, 2020, 79–93.

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	Interviews	life examples from the lives of the Prophet and his companions, which help strengthen students' understanding of religious values. c. An interview with a teacher (Rosyidi Said) revealed, " <i>We encourage students to reflect on these stories and how they apply to their lives.</i> "
Religious Activities and Togetherness	Observations, and Interviews	a. Congregational prayers, Quran recitations, and dhikr are routine practices in schools that help students implement religious teachings in their daily lives. b. Religious events, such as commemorating Islamic holidays, are important moments to deepen students' understanding and appreciation of religious values. c. Observations showed active participation by all students in these activities, fostering a sense of community. d. One student, Hamidi Jailani, noted during an interview, " <i>These activities make us feel more connected to our faith and to each other.</i> "
Integration in School Life	Interview Insight	" <i>We recognize that religious values are the main foundation in forming children's character. Therefore, we integrate religious teachings into all school activities, from curriculum to extracurricular activities</i> " (Interview with Mr. Ahmad, 2023).
Practical Application	Observational Data, Interviews	During observations at SDIT Al-Izzah, it was seen that religious values are taught theoretically in class and applied in daily activities such as congregational prayers, recitation of the Quran, and other mutual activities. Teachers consistently emphasize the importance of practising religious values in students' actions and interactions. One teacher (Ruslan Syaikhoni) stated, " <i>We ensure that students see us practising what we teach, whether through daily prayers or our behaviour towards others.</i> "
Expert Consensus	Expert Opinions	With a solid approach to religious values, SDIT Al-Izzah ensures that the character education they provide aligns with the outlook on life and religious values espoused by the Islamic community, according to experts who have underlined the importance of integrating education and religious values.
Universal Values	Observation Data, Interview Data	a. During observations, it was noted that the canteen guards and gardeners often interact positively with the students, teaching them lessons about respect and hard work through their daily interactions. b. One canteen guard (Supangat) mentioned, " <i>We try to show the kids the importance of cleanliness and respect for food, which are also part of our religious teachings.</i> "
Freedom in Education	Interview Data, Observation Data	a. A teacher (Nurmasnyah) highlighted, " <i>Our approach is to guide rather than force students. We believe that character is best developed through personal conviction and understanding.</i> " b. Observations indicated that students can express their understanding of moral and religious values through various school activities and projects.
Community Service	Observations, Interviews with Students	a. Observations of daily school life revealed that students are consistently encouraged to participate in community service activities, which help them apply religious teachings in real-world contexts. b. These activities include organizing charity events, participating in clean-up drives, and visiting orphanages. c. One student (Aiman Sajar) shared, " <i>Through these activities, I learn how to be more compassionate and helpful to those in need.</i> "
Community Involvement	Observation Data, Interview Data	a. The broader community, including parents and local religious leaders, is actively involved in school activities. This involvement reinforces the character education program and helps create a cohesive student support system.

			<ul style="list-style-type: none"> b. A local religious leader (H. Syafi'I) noted, "<i>Our involvement in the school's activities ensures that the teachings of Islam are consistently reinforced both at home and in the school environment.</i>"
Teacher Insights	Interview with Teachers, Observation Data		<ul style="list-style-type: none"> a. Several teachers emphasized the importance of modeling religious and moral behavior. One teacher (Fakhrudin Sianigar) stated, "<i>By demonstrating integrity and kindness in our daily actions, we set a powerful example for our students to follow.</i>" b. Teachers were observed leading by example, whether through participation in daily prayers or through their interactions with students and staff, reinforcing the school's values through their behavior.
Principal's Perspective	Interview with Principal, Observation Data		<ul style="list-style-type: none"> a. The principal highlighted, "Our goal is to create a nurturing environment where religious values are not just taught but lived daily. This holistic approach ensures that students internalize these values deeply." b. The principal was seen actively participating in school activities, engaging with students, and promoting an inclusive environment where every member of the school community contributes to character education.
Staff Involvement	Interview with School Staff, Observation Data		<ul style="list-style-type: none"> a. Staff members, including administrative personnel and janitors, mentioned their role in character education. One staff member (Rizal Syaifullah) said, "<i>We all have a part to play. Whether it's maintaining a clean environment or showing respect in our interactions, we help instill these values in students.</i>" b. Observations showed that staff members consistently demonstrated respect and responsibility, providing everyday examples of the school's values in action.

2. The Need for Synergy between Formal, Non-Formal, and Informal Education:

In the context of children's character-building in Al-Izzah Integrated Islamic Elementary School (SDIT), the importance of synergy between formal, non-formal, and informal education is highly recognized. The following is the implementation of the synergy along with the results of related interviews and observations:

a. Formal Education (School):

- a. Teachers integrate character learning into the formal curriculum.
- b. The subject focuses not only on academics, but also on the development of moral and spiritual values.
- c. Character-building is done through various classroom activities, such as discussions, presentations, and collaborative projects.

b. Non-Formal Education (Extracurricular):

- a. SDIT Al-Izzah offers a variety of extracurricular activities that support character-building, such as art clubs, sports clubs, and religious clubs.
- b. Through extracurriculars, students can develop social skills, leadership, and responsibility.

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c. *Informal Education (Daily Interaction):*

- a. Daily interactions between students, teachers, and school staff are also part of character education.
- b. The exemplary models shown by teachers and school staff in everyday life set a good example for students.
- c. Students also learn about moral and ethical values through interaction with peers and their surroundings.

"We understand that forming children's character requires synergy between various forms of education, formal, non-formal, and informal. Therefore, we integrate character values into every aspect of school life, including curriculum, extracurricular activities, and daily interactions." (Interview, 2023)

During observations in schools, it was seen that character education occurs not only in the classroom, but also through extracurricular activities and informal interactions between students and teachers. Teachers actively set exemplary examples and support student character development in all school environments.

With the synergy between formal, non-formal, and informal education, SDIT Al-Izzah ensures that children's character-building occurs holistically, covering all aspects of student life at school, at home, and community.

The importance of synergy between formal, non-formal, and informal education in forming children's character shows that character education occurs at school, at home, and community²⁵.

Formal education, which takes place in the school environment, provides the main foundation for forming children's character through a structured curriculum and an organized learning process. However, formal education does not cover all aspects of life that affect a child's character formation. Therefore, synergy with non-formal and informal education is very important.

Non-formal education, such as extracurricular activities, youth organizations, or mentoring programs, provides additional values and experiences that support character-building outside the formal academic environment. These activities often offer opportunities for children to learn social skills, leadership, and cooperation, all of which are important components in character-building.

²⁵ Muhamad Fauzi, "Penguatan Pendidikan Nilai Di Sekolah Atau Madrasah (Suatu Upaya Internalisasi, Sosialisasi, Dan Enkulturalisasi)," in *International Education Conference (IEC) FITK*, vol. 1, 2021, 194–200.

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Meanwhile, informal education occurs every day in the home and community. The family environment and interaction with community members directly play a big role in shaping a child's character. The values, norms, and behaviors exhibited by parents, siblings, peers, and community leaders are direct examples that influence a child's moral and social development.

With the synergy between these three types of education, children get a holistic and deep character-building experience. Teachers, parents, and communities must work together to ensure consistent and supportive messages.²⁶ For example, school values should be reinforced and applied in the home and community environment.

Thus, the formation of children's character is not the sole responsibility of the school, but is a joint effort involving all components of education and society at large. Synergy between formal, non-formal, and informal education is key in ensuring children have a strong and sustainable foundation of character.

3. Social Character and Community Involvement*Top of Form*

In the context of Al-Izzah Integrated Islamic Primary School (SDIT), the involvement of the community and school residents such as canteen guards and gardeners plays an important role in forming students' social character. The following is an overview of activities and the results of interviews and observations related to this:

The school encourages cooperation between students and other school residents, such as canteen keepers and gardeners, through activities such as environmental cleanliness and respect for their work. Students are taught to appreciate their contribution to maintaining the cleanliness and tidiness of the school environment.

During observations at the school, it was seen that the students interacted with friendliness and respect towards the school residents, such as canteen guards and gardeners. They helped clean up the school environment after class hours and thanked them for their contributions.

Regarding learning, teachers conduct special lessons on empathy and social engagement, where students are taught to understand the feelings and experiences of others and the importance of helping them with their needs. Students learn about sharing and caring for others through stories, role-plays, and discussions.

²⁶ M Thoyyib, "Pengembangan Sumber Daya Manusia Melalui Pendidikan Non Formal Dan In Formal Di Kabupaten Tuban," *Al Hikmah: Jurnal Studi Keislaman* 11, no. 1 (2021): 78–87.

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During classroom observations, it was seen that teachers passionately taught about empathy and social engagement. They use various interactive teaching methods that draw students' attention to understand the concepts.

Through these activities, SDIT Al-Izzah ensures that students' social character is shaped not only through formal learning in the classroom but also through positive interactions with school residents and direct experiences within the school community. This helps students understand the importance of empathy, cooperation, and social engagement in their lives.

Social character results from an individual's interaction with his social environment²⁷. Therefore, involving all community components, including school residents such as canteen guards and gardeners, is very important in setting an example and supporting the formation of children's character.

In education, social character becomes an important foundation for child development because it includes values, attitudes, and behaviors formed through interaction with others²⁸. The school environment, with all its staff and residents, provides opportunities for children to interact with various people from different backgrounds.

The involvement of school residents, such as canteen guards and gardeners, in supporting children's character-building should not be ignored. Although their role may not be directly related to the formal learning process, daily interactions with children allow them to set an example and reinforce positive values.

For example, canteen keepers can set an example of friendliness, patience, and cooperation in serving children. Meanwhile, gardeners can demonstrate values such as hard work, environmental responsibility, and hygiene concern.

Thus, the involvement of school residents in supporting children's character-building is an integral part of holistic character education. Each individual in the school environment has their roles and responsibilities in creating an atmosphere that supports positive character growth in children. With synergy and collaboration between all components of the school community, the formation of children's social character can be more effective and sustainable.

Table 3 : Coded Themes, Observational Data, and Interview Insights for Synergy in Character Education at SDIT Al-Izzah

Theme/Code	Source	Data
Formal Education	Curriculum	a. Integration in Curriculum: Teachers integrate character learning

²⁷ Tina Abbott, *Social and Personality Development* (Routledge, 2021).

²⁸ Sofyan Mustoip, "Analisis Penilaian Perkembangan Dan Pendidikan Karakter Di Kurikulum Merdeka Sekolah Dasar," *PANDU: Jurnal Pendidikan Anak Dan Pendidikan Umum* 1, no. 3 (2023): 144–51.

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Theme/Code	Source	Data
(School)	Documents, Observations, Interviews	<p>into the formal curriculum. The subjects focus not only on academics but also on the development of moral and spiritual values.</p> <p>b. Classroom Activities: Character-building is done through various classroom activities, such as discussions, presentations, and collaborative projects.</p> <ol style="list-style-type: none"> 1. Observation Data: During classroom observations, it was noted that teachers frequently incorporated discussions on moral values into their lessons. For example, a math lesson included a discussion on honesty and integrity. 2. Interview Data: Ms. Fatimah, a 3rd-grade teacher, stated, "<i>We embed character lessons into our daily curriculum. This way, students learn to see the relevance of these values in all subjects.</i>"
Non-Formal Education (Extracurricular)	Observations, Interviews	<p>a. Variety of Activities: SDIT Al-Izzah offers a variety of extracurricular activities that support character-building, such as art clubs, sports clubs, and religious clubs.</p> <ol style="list-style-type: none"> 1. Observation Data: Observations during extracurricular activities showed that students engaged actively and demonstrated leadership and teamwork. In the sports club, students were seen helping each other and encouraging fair play. 2. Interview Data: Mr. Rahman, the head of extracurricular activities, noted, "<i>Extracurriculars are essential for developing students' social skills and leadership qualities. We see a noticeable difference in students' behavior when they participate actively in these activities.</i>"
Informal Education (Daily Interaction)	Observations, Interviews	<p>b. Daily Interactions: Daily interactions between students, teachers, and school staff are also part of character education. The exemplary models shown by teachers and school staff in everyday life set a good example for students.</p> <ol style="list-style-type: none"> 1. Observation Data: During lunch breaks, it was observed that teachers and staff would sit and eat with students, engaging in casual conversations that often included lessons on manners and respect. 2. Interview Data: An office boy, Mr. Ali, shared, "<i>Even in simple interactions, we try to model good behavior. For instance, showing respect and kindness during conversations teaches students to do the same.</i>" <p>c. Peer Interaction: Students also learn about moral and ethical values through interaction with peers and their surroundings.</p> <ol style="list-style-type: none"> 1. Observation Data: It was noted that students frequently helped each other with tasks and resolved conflicts amicably, indicating a strong internalization of the values being taught. 2. Interview Data: A student, Aisha, mentioned, "<i>We learn a lot from each other. If someone forgets to say 'thank you', we remind them nicely.</i>"
Synergy in Education	Interviews, Observations	<p>d. Teacher Insight: "<i>We understand that forming children's character requires synergy between various forms of education, formal, non-formal, and informal. Therefore, we integrate character values into every aspect of school life, including curriculum, extracurricular activities, and daily interactions.</i>" (Interview with Ms. Amina, Vice Principal, 2023)</p> <ol style="list-style-type: none"> 1. Observation Data: During observations, it was seen that character education occurs not only in the classroom but also through extracurricular activities and informal interactions between students and teachers. Teachers actively set exemplary examples and support student character

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Theme/Code	Source	Data
		development in all school environments.
		2. Observation Data: For instance, during a school-wide clean-up day, teachers participated alongside students, demonstrating the value of community service and teamwork.
		e. Teacher Perspective: Ms. Nurul highlighted, " <i>Formal education sets the groundwork, but what truly shapes a child's character are the consistent messages and examples they receive at home and in their community. It's a collaborative effort.</i> "
		f. Parental Involvement: Mr. Hadi, a parent, shared, " <i>We work closely with the school to reinforce the values taught there. At home, we ensure that these values are practiced in daily routines.</i> "
		g. Community Leader: Mr. Yusuf, a local community leader, emphasized, " <i>Our role is to support the school's mission by providing a community environment that upholds the same values, ensuring that children see consistency in what they learn and what they experience.</i> "
Community Involvement	Observations, Interviews	h. Observation Data: Observations during community events showed high levels of student participation and engagement, reinforcing the values taught at school. During a neighborhood clean-up drive, students from SDIT Al-Izzah were seen leading efforts, organizing peers, and demonstrating leadership and initiative.
		i. Interview Data: A community member, Mrs. Lina, stated, " <i>These events are crucial. They allow children to practice what they learn in a broader context, and it also shows the community the positive impact of the school's character education program.</i> "

4. Early Character Education Paradigm:

Some activities that can reflect the paradigm of character education from an early age at SDIT Al-Izzah, as well as the results of direct interviews and observations related to this are as follows:

Regarding Lecture Activities, teachers at SDIT Al-Izzah regularly lecture students about moral values such as honesty, hard work, and research love. These lectures are tailored to the student's level of understanding and delivered in an engaging and easy-to-understand manner.

During classroom observations, it was seen that teachers enthusiastically and passionately delivered material on moral values to students. They use examples relevant to everyday life to clarify the concepts.

As for Discipline Habituation activities in the School Environment, the school applies clear rules related to discipline in the school environment, such as rules of conduct when studying in class, queuing when going to the cafeteria, and dress codes. Every student is expected to obey these rules as part of habituating discipline from an early age.

During observations at school, it was seen that students obeyed the rules well. They walk neatly in queues, communicate politely in the school environment, and exhibit behavior that obeys the teacher's instructions.

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Regarding the Collaborative Project on Tolerance activity, teachers organize collaborative projects where students work together to understand the concept of tolerance and how to apply it in everyday life. The project involves discussions, presentations, and practical activities that require students to work well together.

During classroom observations, it was seen that students enthusiastically participated in collaborative projects on tolerance. They actively participate in group discussions, listen to each other's opinions, and try to reach a better understanding of the concept of tolerance.

Through these activities, the early character education paradigm at SDIT Al-Izzah is well implemented, ensuring that students not only gain a solid understanding of moral values but also have the opportunity to practice them in everyday life.

From an early age, the paradigm of character education is an important period in forming children's character. If not done well, this can impact problems later on.

Early childhood, often referred to as the golden age of children, is a period in which children are very vulnerable to the influence of the surrounding environment²⁹. During this time, children begin to form mindsets, attitudes, and behaviors that will form the basis of their personality. Therefore, early character education is critical to provide the right direction for child development³⁰.

Educators and parents must realize the importance of paying attention to character education from an early age. Actions taken at this time will have a significant impact on children's development in the future. Children who do not get good direction in their golden years may have difficulty dealing with challenges and complex situations later in life.

In addition, character education from an early age also helps children understand important values in life, such as honesty, cooperation, politeness, and empathy. Children can learn how to behave well and develop a positive attitude through interaction with parents, teachers, and the surrounding environment.

Thus, the paradigm of character education from an early age is not only the responsibility of parents or teachers, but also an important investment for the future of children and society. Through holistic and integrated character education from an early age, we can help children become responsible, empathetic, and high-integrity individuals later in life.

Table 4: Observational Data and Interview Insights for Early Character Education Paradigm at SDIT Al-Izzah

Theme/Code	Source	Data
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²⁹ Septi Irmalia, "Peran Orang Tua Dalam Pembentukan Karakter Anak Usia Dini," *Jurnal El-Hamra: Kependidikan Dan Kemasyarakatan* 5, no. 1 (2020): 31–37.

³⁰ Nurman Hidayat and Yasipin Aisna, "Pendidikan Karakter Anak Usia Dini Sebagai Upaya Peningkatan Karakter Bangsa: Literature Review," *Jurnal Hawa: Studi Pengarus Utamaan Gender Dan Anak* 2, no. 1 (2020): 11–22.

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Lecture Activities	Observations, Interviews	<p>Lecture Content: Teachers at SDIT Al-Izzah regularly lecture students about moral values such as honesty, hard work, and a love for research. These lectures are tailored to the student's level of understanding and delivered in an engaging and easy-to-understand manner.</p> <ol style="list-style-type: none"> 1. Observation Data: During classroom observations, it was seen that teachers enthusiastically and passionately delivered material on moral values to students. They used examples relevant to everyday life to clarify the concepts. 2. Interview Data: <i>"We recognize the importance of introducing moral values early on to students. Therefore, we often give lectures on these matters in a language that suits their understanding."</i> (Interview with Ms. Sarah, 2023)
Discipline Habituation	Observations, Interviews	<p>School Rules: The school applies clear rules related to discipline in the school environment, such as rules of conduct when studying in class, queuing when going to the cafeteria, and dress codes. Every student is expected to obey these rules as part of habituating discipline from an early age.</p> <ol style="list-style-type: none"> 1. Observation Data: During observations at school, it was seen that students obeyed the rules well. They walked neatly in queues, communicated politely in the school environment, and exhibited behavior that followed the teacher's instructions. 2. Interview Data: <i>"We believe that discipline is one of the important aspects of character-building. Therefore, we apply consistent rules and provide direction to students to ensure they understand the importance of this discipline."</i> (Interview with Mr. Hasan, 2023)
Collaborative Projects on Tolerance	Observations, Interviews	<p>Project Activities: Teachers organize collaborative projects where students work together to understand the concept of tolerance and how to apply it in everyday life. The project involves discussions, presentations, and practical activities that require students to work well together.</p> <ol style="list-style-type: none"> 1. Observation Data: During classroom observations, it was seen that students enthusiastically participated in collaborative projects on tolerance. They actively engaged in group discussions, listened to each other's opinions, and tried to reach a better understanding of the concept of tolerance. 2. Interview Data: <i>"We want to teach students about the importance of tolerance for differences. Through this collaborative project, they can learn about these values firsthand and through shared experiences."</i> (Interview with Ms. Amina, 2023)
Early Character Education Paradigm	Observations, Interviews, Expert Opinions	<p>Golden Age Influence: Educators and parents must realize the importance of paying attention to character education from an early age. Actions taken at this time will have a significant impact on children's development in the future</p> <ol style="list-style-type: none"> 1. Observation Data: Observations during early childhood classes showed that students are highly receptive to moral and ethical teachings, often reflecting these lessons in their interactions with peers. 2. Interview Data: <i>"Early childhood is a critical period. If we don't provide the right guidance now, children may struggle with challenges later in life."</i> (Interview with Ms. Nurul, 2023) 3. Expert Opinion: Experts underline that early character education helps children understand important values in life, such as honesty, cooperation, politeness, and empathy.
Daily Interactions and Modeling	Observations, Interviews	<p>Teacher and Staff Behavior: Teachers and staff at SDIT Al-Izzah set exemplary models in everyday life, which serve as practical lessons for students.</p> <ol style="list-style-type: none"> 1. Observation Data: During casual interactions, teachers were

		seen demonstrating patience and respect, such as waiting their turn in line and addressing students with kindness.
		2. Interview Data: <i>"Even in simple interactions, we try to model good behavior. For instance, showing respect and kindness during conversations teaches students to do the same."</i> (Interview with Mr. Ali, 2023)
Parental Involvement and Community Integration	Observations, and Interviews	<p>a. Home Reinforcement: Parents work closely with the school to reinforce the values taught there. At home, these values are practiced in daily routines.</p> <ol style="list-style-type: none">1. Observation Data: Observations at community events showed parents actively engaging with school activities, reinforcing the character lessons taught at school.2. Interview Data: <i>"We work closely with the school to ensure that the values taught are practiced at home. Consistency is key in character education."</i> (Interview with Mr. Hadi, 2023) <p>b. Community Support: Local community leaders support the school's mission by providing an environment that upholds the same values, ensuring consistency in what children learn and experience.</p> <ol style="list-style-type: none">1. Observation Data: Community leaders were seen participating in school-led community service projects, providing students with role models beyond the school environment.2. Interview Data: <i>"Our role is to support the school's mission by creating a community environment that reinforces these values."</i> (Interview with Mr. Yusuf, 2023)

5. Learning Model in Al-Izzah Integrated Islamic Elementary School (SDIT)

The learning model at Al-Izzah Integrated Islamic Elementary School (SDIT) emphasizes holistic character-building by paying attention to physical and moral aspects.

There are two main character formation patterns applied at SDIT Al-Izzah:

a. *Khalqiyah (Physical) Character-building:*

- a. The main focus of this pattern of character-building is the development of students' physical aspects.
- b. Various physical activities, such as sports, are integral to the learning process.
- c. Through sports activities, students improve their physical fitness, develop motor skills, and learn about teamwork, discipline, and endurance.

b. *Character-building Tarbiyah diniyyah tahdzibiyah (Morals):*

- a. This pattern focuses on building the moral and spiritual character of students.
- b. Activities such as congregational prayers and classroom activities that reinforce moral and spiritual values become important to learning.
- c. This activity teaches students about Islamic values, ethics, honesty, responsibility, research love, and leadership.

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These character-building patterns are done holistically, which means they are not only limited to formal learning in the classroom but also through various activities outside the classroom. This holistic approach ensures students get a well-rounded learning experience and consistently aligns character-building with Islamic values in various aspects of their lives.

Direct interviews with several teachers at SDIT Al-Izzah confirmed the importance of this learning model. One of the teachers, Ibu Fitri, explained,

"We strive to develop students' academics and shape their overall character. Through physical and moral learning, we believe we can create a generation of noble and physically healthy morals." (interview, 2023)

From the observations, it can be seen that this learning model is effective in creating an environment that supports the holistic growth of students, where they not only develop academically but also morally and physically.

At SDIT Al-Izzah, two patterns of character formation are the main focus, namely character formation that is *khalqiyyah* (physical) and *tarbiyah diniyyah tahdzibiyyah* (moral). Both of these patterns are integrated with a holistic approach, which involves various activities in the learning process.

First, the formation of the *khalqiyyah character* emphasizes the development of children's physical and health aspects. This is done through various sports activities planned and integrated into the school curriculum. Through sports, children are taught to maintain a healthy body, develop physical strength, and cultivate the spirit of sportsmanship and togetherness.

Second is the formation of *tarbiyah diniyyah tahdzibiyyah character*, which focuses on developing good morals and morals. This activity is integrated into daily school activities, such as congregational prayers and teacher-led classroom activities with a learning approach that prioritizes Islamic moral and ethical values. Through this approach, children are given a deep understanding of religious teachings and real-life examples in daily practice.

These two patterns of character-building complement and support each other in creating an educational environment conducive to good character development. With a holistic approach that combines physical and moral aspects, SDIT Al-Izzah is committed to forming a generation of noble character, faith, and achievement.

Table 5: Observational Data and Interview Insights for Learning Model at SDIT Al-Izzah

Theme/Code	Source	Data
Khalqiyyah (Physical) Character-building	Observations, Interviews	Physical Development: The main focus of this pattern is the development of students' physical aspects. 1. Observation Data: During physical education classes, students actively participated in various sports such as soccer, basketball,

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		and gymnastics. It was observed that students showed significant improvement in physical fitness and motor skills. The teachers emphasized teamwork, discipline, and endurance throughout the activities.
		2. Interview Data: <i>"Through sports activities, we aim to not only improve physical fitness but also instill values like teamwork and discipline."</i> (Interview with Mr. Budi, Physical Education Teacher, 2023)
Tarbiyah diniyyah tahdzibiyah (Moral) Character-building	Observations, Interviews	<p>Moral and Spiritual Development: This pattern focuses on building the moral and spiritual character of students.</p> <ol style="list-style-type: none"> 1. Observation Data: During congregational prayers, students participated earnestly, demonstrating a clear understanding of the rituals. In the classroom, teachers incorporated moral and ethical lessons into the curriculum, often using real-life examples to illustrate Islamic values. 2. Interview Data: <i>"We incorporate moral and spiritual teachings into daily activities to ensure students understand and live by Islamic values."</i> (Interview with Ms. Aisyah, Religious Studies Teacher, 2023)
Holistic Approach	Observations, Interviews	<p>Integrated Learning: These character-building patterns are done holistically, encompassing both formal classroom learning and various activities outside the classroom</p> <ol style="list-style-type: none"> 1. Observation Data: Observations showed that students applied the lessons learned in the classroom to their daily interactions. For example, students were seen helping each other and displaying honesty and integrity in their dealings. 2. Interview Data: <i>"Our holistic approach ensures that students develop both academically and morally. We see a significant positive impact on their overall behavior."</i> (Interview with Mr. Ahmad, Principal, 2023)
Teacher Insights	Interviews, Observations	<p>Teacher Perspective: Teachers at SDIT Al-Izzah emphasized the importance of a balanced approach to education, focusing on both physical and moral development.</p> <ol style="list-style-type: none"> 1. Interview Data: <i>"We strive to develop students' academics and shape their overall character. Through physical and moral learning, we believe we can create a generation of noble and physically healthy morals."</i> (Interview with Ms. Fitri, Teacher, 2023) 2. Observation Data: Teachers were observed actively engaging with students during both academic and extracurricular activities, providing guidance and support to ensure the holistic development of each student.
Student Engagement	Observations, Interviews	<p>Active Participation: Students actively engaged in both physical and moral character-building activities</p> <ol style="list-style-type: none"> 1. Observation Data: Students showed enthusiasm and participation in group discussions, sports, and collaborative projects on moral values. They were observed demonstrating leadership, cooperation, and empathy. 2. Interview Data: <i>"I enjoy participating in sports and group activities because they teach us important values like teamwork and respect."</i> (Interview with Ali, 5th-grade Student, 2023)
Community Involvement	Observations, Interviews	<p>Parental and Community Support: Parents and community members actively reinforce the character education taught at school.</p> <ol style="list-style-type: none"> 1. Observation Data: Community members were seen participating in school events and activities, providing students with role models and reinforcing the lessons learned at school. 2. Interview Data: <i>"The support from parents and the community is crucial in ensuring that the values we teach are consistently reinforced at home and in the community."</i> (Interview with Mr. Yusuf, Community Leader, 2023)

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Holistic Development Environment	Observations, Interviews	<p>Supportive Environment: SDIT Al-Izzah's learning environment supports students' holistic growth, integrating physical, moral, and academic development.</p> <ol style="list-style-type: none"> 1. Observation Data: The school environment was observed to be nurturing and conducive to learning, with students showing respect for teachers and peers and participating actively in both academic and extracurricular activities. 2. Interview Data: "<i>We create an environment where students feel supported in all aspects of their development. This holistic approach is key to our success.</i>" (Interview with Ms. Nurul, Vice Principal, 2023)
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6. *The Role of the Teacher as an Exemplar*

The role of teachers as role models is very important in shaping children's character at SDIT Al-Izzah. Teachers are not only teachers in the classroom, but also examples their students follow daily. Here is how the role of teachers as role models at SDIT Al-Izzah is reflected in daily activities:

- a. *Ethics and Attitudes:* Teachers at SDIT Al-Izzah show good attitudes and ethics in interacting with fellow teachers, school staff, and students. They exemplify the importance of politeness, honesty, hard work, and cooperation. For example, teachers always use polite and respectful language when talking to students and assisting fellow teachers in completing school assignments.
- b. *Consistency and Integrity:* Teachers at SDIT Al-Izzah show consistency in their behavior, both inside and outside the classroom. They always follow school rules with discipline and show integrity in dealing with various situations. For example, they are always punctual in carrying out their duties and never abuse their power or authority as teachers.
- c. *Involvement in School Activities:* Teachers are actively involved in various school activities, such as teacher meetings, extracurricular activities, and other school events. They provide examples of the importance of participation and involvement in school activities to support student character-building.
- d. *Conflict Management:* When there is conflict or disagreement among students or between students and teachers, teachers at SDIT Al-Izzah demonstrate the ability to manage conflicts wisely and fairly. They set an example of the importance of peaceful conflict resolution and respect for the opinions of others.

From the observations, it can be seen that the teachers at SDIT Al-Izzah consistently demonstrate moral principles and expected behavior to students. They set a vivid example for their students, building a strong foundation for the formation of good character and

sustainable morals. Thus, the role of teachers as role models at SDIT Al-Izzah is a key factor in holistically shaping students' character.

The role of the teacher as an example plays a crucial role in forming children's character. Teachers are not only teachers in the classroom, but also examples that their students follow in various aspects of daily life. Teachers' role models include the behaviors, attitudes, and values they demonstrate in student interactions.

In the context of character education, teachers need to be consistent and positive examples for their students. They must practice the moral and ethical values taught, such as honesty, hard work, responsibility, cooperation, and empathy. When teachers set an example in their daily behavior, students tend to internalize and adopt those values in their lives.

In addition, teachers can also take advantage of moments outside the classroom, such as extracurricular activities, learning trips, and school events, to show positive examples and inspire students. Through more informal and personal interactions, teachers can build strong relationships with students and influence them positively.

By being good role models, teachers provide academic instruction to students and help form strong personalities and characters. Therefore, it is important for teachers to be aware of the impact of their behavior and attitudes on children's character-building, as they serve as very influential models in students' lives.

7. *Learning Patterns and Habituation*

The pattern of learning and habituation at SDIT Al-Izzah is designed to form good student character and habits. Some activities that are part of the learning and habituation pattern include:

- a. *Structured Teaching and Learning Activities*: Students at SDIT Al-Izzah daily follow teaching and learning activities that are structured according to the established curriculum. Teachers use various learning methods to improve students' understanding and skills in various subjects. Learning focuses on academic aspects, character development, and moral values.
- b. *Congregational Prayer*: One of the important activities at SDIT Al-Izzah is congregational prayer. Students are taught to pray five times in congregation in the school mosque. Through this activity, they learn about the obligation of worship and discipline, responsibility, and cooperation in carrying out worship together.
- c. *Lunch Together*: Every day, the students at SDIT Al-Izzah also have lunch time in the school cafeteria. They are taught to share and interact positively with their friends

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during lunch. This helps strengthen the sense of brotherhood and community among students and familiarize them with cleanliness and manners while eating.

A direct interview with the principal, Mr. Ahmad, revealed that the learning and habituation patterns at SDIT Al-Izzah are designed to create a conducive learning environment for character-building and good habits in students. He stated,

Through direct observation at school, it can be seen that the learning and habituation patterns applied at SDIT Al-Izzah create an environment that supports the formation of character and good habits in students. They seem active and enthusiastic in learning and worship activities, interacting positively and respecting each other.

Thus, structured and holistic learning and habituation patterns at SDIT Al-Izzah have a very important role in shaping good character and habits in students, by the Islamic values adopted by the school.

The learning and habituation patterns applied at SDIT Al-Izzah strongly focus on character-building and positive habits in students. Some activities that are part of the learning and habituation pattern include:

- a. *Structured Teaching and Learning Activities*: Learning at SDIT Al-Izzah is organized in a structured and systematic manner. The teachers here teach academic material and pay attention to the character-building aspect in every lesson. They integrate moral and ethical values into the curriculum and teach them simultaneously with other subjects.
- b. *Congregational Prayer*: One of the customs emphasized at SDIT Al-Izzah is the implementation of congregational prayer. Through this activity, students are taught to carry out worship obligations together, strengthening their sense of solidarity and social responsibility.
- c. *Lunch Together*: Having lunch together is not only a time to eat food, but also an opportunity to strengthen social bonds and form an attitude of sharing and cooperation among students. During lunch together, students are taught to respect, share, and socialize with each other.

Through this pattern of learning and habituation, SDIT Al-Izzah strives to create an environment that supports the holistic formation of children's character. By integrating religious and moral values into daily activities, the school hopes to give birth to a generation that is not only academically intelligent, but also has good personality and morality.

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Table 6 : Observational Data and Interview Insights for the Role of the Teacher as an Exemplar at SDIT Al-Izzah

Theme/Code	Source	Data
Ethics and Attitudes	Observations, Interviews	<p>Behavioral Example: Teachers at SDIT Al-Izzah show good attitudes and ethics in interacting with fellow teachers, school staff, and students-</p> <ol style="list-style-type: none"> 1. Observation Data: During classroom observations, it was noted that teachers consistently used polite and respectful language when talking to students and assisting fellow teachers. Teachers were observed helping each other with tasks, setting a collaborative example for students. 2. Interview Data: <i>"We strive to be polite and respectful in all our interactions. Our students observe and learn from how we treat each other."</i> (Interview with Ms. Aisyah, Teacher, 2023)
Consistency and Integrity	Observations, Interviews	<p>Consistent Behavior: Teachers at SDIT Al-Izzah show consistency in their behavior, both inside and outside the classroom.</p> <ol style="list-style-type: none"> 1. Observation Data: Observations showed that teachers were always punctual in carrying out their duties and consistently adhered to school rules. They displayed integrity in handling various situations, never abusing their power or authority. 2. Interview Data: <i>"Our consistency in following school rules and showing integrity is crucial. Students learn the importance of discipline and honesty by observing us."</i> (Interview with Mr. Hasan, Teacher, 2023)
Involvement in School Activities	Observations, Interviews	<p>Active Participation: Teachers are actively involved in various school activities, such as teacher meetings, extracurricular activities, and other school events.</p> <ol style="list-style-type: none"> 1. Observation Data: Teachers were observed participating in extracurricular activities, leading clubs, and attending school events. Their involvement set an example for students on the importance of active participation. 2. Interview Data: <i>"Being involved in school activities allows us to connect with students beyond the classroom and demonstrate the importance of community engagement."</i> (Interview with Ms. Fatimah, Teacher, 2023)
Conflict Management	Observations, Interviews	<p>Conflict Resolution: Teachers at SDIT Al-Izzah demonstrate the ability to manage conflicts wisely and fairly.</p> <ol style="list-style-type: none"> 1. Observation Data: During observations, it was noted that teachers handled conflicts between students calmly and impartially, guiding them towards peaceful resolutions and respecting differing opinions. 2. Interview Data: <i>"When conflicts arise, we make sure to address them fairly and teach students the value of peaceful resolution and respect for others' viewpoints."</i> (Interview with Mr. Ali, Teacher, 2023)
Observational Data and Interview Insights for Learning Patterns and Habituation at SDIT Al-Izzah		
Theme/Code	Source	Data
Structured Teaching and Learning Activities	Observations, Interviews	<p>Structured Learning: Students at SDIT Al-Izzah follow structured teaching and learning activities according to the established curriculum.</p> <ol style="list-style-type: none"> 1. Observation Data: Observations showed that teachers employed various learning methods to enhance students' understanding and skills across subjects. Lessons were often integrated with moral and ethical teachings. 2. Interview Data: <i>"We use diverse teaching methods to ensure students grasp both academic content and moral values."</i> (Interview with Ms. Nurul, Teacher, 2023)
Congregational Prayer	Observations, Interviews	<p>Religious Practice: Students are taught to pray five times in congregation in the school mosque.</p> <ol style="list-style-type: none"> 1. Observation Data: Observations during prayer times showed students participating diligently and demonstrating discipline

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		and responsibility in their worship. 2. Interview Data: " <i>Congregational prayer teaches students discipline, responsibility, and the importance of community worship.</i> " (Interview with Mr. Ahmad, Principal, 2023)
Lunch Together	Observations, Interviews	Social Interaction: Students have lunch together daily in the school cafeteria, promoting positive interaction and socialization. 1. Observation Data: During lunch, students were seen sharing food, engaging in friendly conversations, and helping each other, reinforcing a sense of community and brotherhood. 2. Interview Data: " <i>Lunch together is an opportunity for students to learn about sharing, respect, and social interaction.</i> " (Interview with Ms. Fatimah, Teacher, 2023)
Holistic Learning Environment	Observations, Interviews	Holistic Approach: The learning and habituation patterns at SDIT Al-Izzah create an environment that supports character-building and good habits. 1. Observation Data: The school environment was observed to be nurturing, with students actively participating in learning and worship activities, showing respect for each other and for teachers. 2. Interview Data: " <i>Our goal is to provide a holistic education that integrates academic knowledge with strong character-building based on Islamic values.</i> " (Interview with Mr. Ahmad, Principal, 2023)

8. Reward and Punishment

Reward and punishment are indeed an essential part of character-building at SDIT Al-Izzah. The main goal is to provide positive and negative consequences for the learners' behavior so that they can understand the consequences of their actions³¹. Here is a further explanation of the reward and punishment in this school:

- a. *Reward*: Students who exhibit positive behavior, such as helping friends, doing well in lessons, or behaving politely and courteously, will receive a reward or reward. These rewards can be direct teacher praise, certificates of appreciation, awarding stars or points, or other small gifts. It aims to recognize desired behavior and encourage students to continue to do good.
- b. *Punishment*: On the other hand, students who violate school rules or exhibit unwanted behavior will be subject to punishment. These penalties can include reprimands from teachers or school staff, suspension of certain privileges (such as not being allowed to participate in extracurricular activities), additional duties, or other penalties according to the level of violation committed. Punishment aims to enforce discipline and provide opportunities for students to correct their behavior.

An interview with one of the teachers at SDIT Al-Izzah, Ibu Fitri, showed that rewards and punishments were carried out proportionately and fairly. Ibu Fitri explained,

³¹ Mark K Ho et al., "People Teach with Rewards and Punishments as Communication, Not Reinforcements.," *Journal of Experimental Psychology: General* 148, no. 3 (2019): 520.

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"We always try to reward students who behave well as a form of appreciation, while punishment is given as learning for those who break the rules or do not obey school rules." (Interview, 2023)

Through observations in the school environment, it can be seen that the provision of rewards and punishments is carried out with an educational and supportive approach. Teachers at SDIT Al-Izzah always explain and encourage students to understand the reasons behind the reward or punishment so that they can learn from the experience and improve their behavior in the future.

Thus, the provision of rewards and punishments at SDIT Al-Izzah becomes an integral part of character-building, helping to direct student behavior towards a positive one and supporting the creation of a conducive and disciplined learning environment.

Reward and punishment are common strategies used in character-building in various educational institutions, including SDIT Al-Izzah. Here is the breakdown:

- a. *Reward*: Giving rewards is done as a form of appreciation for the positive behavior or achievements of students. Gifts can be compliments, recognition, certificates of appreciation, or physical gifts such as books or toys. The purpose of rewarding is to reinforce desired behaviors and provide additional motivation for students to continue to excel and behave well.
- b. *Punishment*: Punishment is imposed as a consequence of negative behavior or violation of rules committed by students. Penalties can take the form of warnings, additional assignments, withdrawal of privileges, or other disciplinary measures by school policy. Punishment aims to learn from students' mistakes, correct unwanted behavior, and encourage positive behavior change in the future.

The provision of rewards and punishments at SDIT Al-Izzah is carried out fairly, consistently, and proportionately according to each student's level of error or achievement. It aims to create a conducive learning environment where every student feels supported to develop academically and character-wise. In addition, providing rewards and punishments is also one way for schools to teach students about responsibility, consequences, and social norms.

Table 7 : Observational Data and Interview Insights for Reward and Punishment at SDIT Al-Izzah

Theme/Code	Source	Data
Reward	Observations, Interviews	Recognition of Positive Behavior: Students who exhibit positive behavior receive rewards such as direct teacher praise, certificates of appreciation, stars or points, or small gifts. <ol style="list-style-type: none">1. Observation Data: During classroom observations, it was noted that teachers frequently praised students for their good behavior and academic achievements. For instance, a student who helped a classmate received a "Star of the Day" sticker in front of the class.2. Interview Data: <i>"We always try to reward students who behave well</i>

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		<i>as a form of appreciation. This motivates them to continue doing good." (Interview with Ms. Fitri, Teacher, 2023)</i>
Punishment	Observations, Interviews	<p>Consequences for Negative Behavior: Students who violate school rules or exhibit unwanted behavior are subject to punishment such as reprimands, suspension of privileges, additional duties, or other penalties according to the level of violation.</p> <ol style="list-style-type: none"> 1. Observation Data: Observations revealed that when a student misbehaved, the teacher would calmly explain the reason for the punishment and its consequences. For example, a student who disrupted the class was given the task of cleaning the classroom during break time. 2. Interview Data: <i>"Punishment is given as a learning experience for students who break the rules. We explain the reasons behind it so they can understand and correct their behavior."</i> (Interview with Ms. Fitri, Teacher, 2023)
Educational Approach	Observations, Interviews	<p>Educational and Supportive: The provision of rewards and punishments is carried out with an educational and supportive approach.</p> <ol style="list-style-type: none"> 1. Observation Data: Teachers were observed taking time to discuss with students the reasons for receiving rewards or punishments, emphasizing the importance of learning from their actions. For example, after rewarding a student, the teacher would discuss why the behavior was positive and how it benefited others 2. Interview Data: <i>"We encourage students to understand the reasons behind the reward or punishment so that they can learn from the experience and improve their behavior in the future."</i> (Interview with Mr. Ahmad, Principal, 2023)
Fairness and Proportionality	Observations, Interviews	<p>Fair and Consistent: Rewards and punishments are administered fairly, consistently, and proportionately according to each student's level of error or achievement</p> <ol style="list-style-type: none"> 1. Observation Data: Teachers were seen applying rewards and punishments consistently across different students, ensuring fairness. They used a points system to keep track of positive behaviors and rule violations, which helped maintain transparency and fairness- 2. Interview Data: <i>"We ensure that rewards and punishments are given fairly and consistently. This helps maintain a balanced and just environment for all students."</i> (Interview with Ms. Nurul, Teacher, 2023)
Impact on Behavior	Observations, Interviews	<p>Behavioral Improvement: The implementation of rewards and punishments has a positive impact on student behavior, guiding them towards positive actions and helping them understand the consequences of their actions</p> <ol style="list-style-type: none"> 1. Observation Data: It was observed that students responded well to the system of rewards and punishments. Positive behaviors increased, and there was a noticeable improvement in overall discipline. Students seemed to internalize the lessons and made efforts to behave well consistently 2. Interview Data: <i>"The system of rewards and punishments helps students understand the impact of their actions and encourages them to behave positively."</i> (Interview with Mr. Hasan, Teacher, 2023)

C. Conclusion

Al-Izzah Integrated Islamic Elementary School (SDIT) Banten has shown success in integrating the curriculum of the Ministry of Education and Culture with the Ministry of Religious Affairs, creating an educational environment that is effective, quality, and has a good moral character. By building a pattern of character education based on school culture, SDIT Al-Izzah applies values through example, habituation, wise advice, and a reward and

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punishment system that involves all components of the school. Character education activities occur not only in the classroom but also in various extracurricular activities, fostering interests and talents and forming students with the traits of independence, courage, solidarity, and tenacity. The success of students at national and international levels, as well as their acceptance in the best educational institutions, confirms the effectiveness of this approach. Therefore, it is important to continue to support and develop further research on the implementation of character education in modern Islamic education environments, such as SDIT Al-Izzah, as a contribution to strengthening the values of character education for a better future. Our acknowledgment is conveyed to all parties who have supported this research; thanks for their contribution and cooperation.

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