

Teacher's strategy in Instilling Integrated Religious Character in The Learning of Elementary Schools

By Suyatno Suyatno

Teacher's strategy in Instilling Integrated Religious Character in The Learning of Elementary Schools

Eka Susanti^{a,1}, Suyatno^{b,2*}

20

^a Department of Primary Teacher Education, Universitas Ahmad Dahlan, Indonesia

^b Department of Education Management, Universitas Ahmad Dahlan, Indonesia

¹ eka224222@gmail.com ² Suyatno@pgsd.uad.ac.id

*Suyatno@pgsd.uad.ac.id

Received:

Revised:

Accepted:

KEYWORDS

Teacher's strategy
Religious Character
Elementary Schools

ABSTRACT

This study describes the teacher's strategy to instill integrated religious character in Muhammadiyah elementary school Demangan of Yogyakarta. This qualitative study research with a study case. The research data was collected through observation, interviews, and documentation. In this study, The research subject consisted of the principal, fifth-grade teacher, the students, and student guardians. The data validity test used the triangulation technique and sources. Data analysis techniques included data reduction, data presentation, and conclusion. The research result showed that the teacher's strategy is to instill integrated religious character in learning by integrating religious character in the entire learning components, religious character internalization, religious character habituation, and religious character role model.

KATAKUNCI

Strategi guru
Karakter religius
Sekolah dasar

ABSTRAK

Penelitian ini bertujuan untuk mendeskripsikan strategi guru dalam menanamkan karakter religius yang terintegrasi dalam pembelajaran di Muhammadiyah Demangan Yogyakarta. Penelitian ini merupakan penelitian kualitatif dengan pendekatan studi kasus. Data Penelitian dikumpulkan melalui teknik observasi, wawancara, dan dokumentasi. Subjek penelitian terdiri dari kepala sekolah, Guru kelas V, peserta didik dan wali murid. Uji keabsahan data menggunakan triangulasi teknik dan sumber. Teknik analisis data terdiri dari reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa strategi guru dalam menanamkan karakter religius terintegrasi dalam pembelajaran dilakukan melalui Pengintegrasian karakter religius dalam semua komponen pembelajaran, internalisasi karakter religius, habituasi karakter religius dan role model karakter religius.

15

This is an open-access article under the CC-BY-SA license.



Introduction

Character education instills and develops noble characters in students to have a good character and apply it in daily life, like in the family, society, and state (Hilda, 2017; Sani & Kadri, 2016; Wibowo, 2012). Character education is obligated to be applied at every educational level, especially for elementary school education. Character education needs to be instilled by the 2013 curriculum, which functions to shape the student's character to develop cultural values and national character. Character education is an educational system that inculcating the values that are appropriately suitable with the national culture that associates with cognitive aspect, affection feeling, and action toward God Almighty, either for oneself, community, and nation (Afandi, 2011). If applied, the existing values will make children's character well-formed and embedded under what is taught for future provisions. For example, students will do what they have to do without any command from others since it is caused by the characters that have been embedded in themselves.

Character education requires students to become fully human with characters. The embedded character is expected to become a complete personality that reflects the harmony of thought, soul, body, and intention. Moreover, one of the characters that must be developed is religious character. The religious character has a vital role in building character maturity in children (Suryanti & Widayanti, 2018). A religious character becomes the foundation in fostering the habit of implementing internalized values from family, school, and society in everyday life.

Religious character education is instilled to increase spiritual potential and shape students to become human beings with noble character, faith, and piety to God Almighty. Religious character is essential because it caused someone's belief in the truth and values that come from believed religion that can motivate them to build the character. A student's character, indeed, is build based on religion's universal values. Therefore, the student has students have good faith and piety as well as have noble character.

According to Listyarti (2012), religiosity is the process of tying back or can be called a tradition. This system regulates the order of faith and personality to God Almighty and obeys the rules relating to the human association and the environment. Religious character is the attitude and behavior of obedience in carrying out the teachings of the religion they adhere to, being tolerant of the worship implementation of other religions, and living in harmony with followers of other religions (Yaumi, 2014). Having religious character shapes attitudes and behavior of good human and shows the belief toward obedient and behaves like what the religion teaches. One of them, Instilling character, is with the integration into learning. Instilling integrated character into learning is carried out by planning, implementing, and evaluating the learning

(Gunawan, 2012). Instilling religious character requires a strategy to ease teacher's work. According to Hikmawati (2013), the required strategy consists of a framework designed to achieve specific educational goals.

Inculcating character, especially religious character, requires the teacher's role as professional educator and teacher, relevant materials to achieve the goals, evaluation as a tool to measure capabilities, and facilities and infrastructure. Teachers are required to be good at choosing the right strategy or model in embedding student's character. The teacher must be good to deliver the learning for the teaching and instruction presented by teachers to students who received a positive response, including the balance between cognitive, affective, and psychomotor domains. The cognitive aspect relates to the mastery of knowledge and technology, while the affective aspect relates to attitude, morality, and character, and the psychomotor aspect relates to skills.

The strategy of instilling character can be inculcated in the environment of the family, school, and everyday life surrounding; for instance, instilling character can be carried out through the exemplary, environment creation, and habituation (Sultonurohmah, 2017). The teacher's strategy in instilling character in students has a vital role in achieving the success of embedding character. Teachers should also set an excellent example for their students. The teacher has a position as a person whom students imitate. Therefore, the teacher's strategy and example have a significant influence on character building in students.

Based on the result of the observation that the researcher has conducted in Muhammadiyah's elementary school of Demangan, the vision and mission of its school practically have shown that this school is one of the institutions that applied religious character in students. In Muhammadiyah's elementary school of Demangan, it has been realized that religious character is vital to build and develop since early stage as future provision. In reality, however, some students are still lacking in carrying out religious activities, like joking around with others during praying together. The teachers of Muhammadiyah's elementary school of Demangan exemplify to behave well, for instance, eating while sitting. The teacher has reprimanded students who were eating while walking or standing. This matter has also been explained in the religion about the etiquette on how eating regulation is and the example of the correct gesture etiquette in eating (table etiquette and dining manners). But, during breaks, many students are still disobedient to practice eating etiquette, especially when teachers are not watching them. Muhammadiyah's elementary school of Demangan, the 5S's (Senyum, Salam, Sapa, Sopan, and Santun) slogan, or known as Smiling, Greeting, Saying 'hi,' politeness, and courtesy, is already attached on the school's wall and mainly has been applied in daily life. In the ceremony carried out every Monday, the ceremonial master often reminds the students to repeat 5S, particularly relating to politeness

and courtesy. In reality, many students say rude words or unkind words that students should not be able to say, especially while in the school area. Muhammadiyah's elementary school of Demangan becomes one of the schools which has applied religious character building. Even though some research has discussed this topic, there is still no research that reveals the teacher's strategy in instilling religious character in Muhammadiyah's elementary school of Demangan; therefore, the researcher is interested in researching the religious character Muhammadiyah's elementary school of Demangan. Based on the abovementioned description, the researcher entitled this research with Teacher's strategy in Instilling Integrated Religious Character in The Learning of Elementary Schools.

Research Method

1. Research Type

The research type is qualitative research with a case study (Creswell & Poht, 2016; George & Bennett, 2005; Yin, 2003, 2009). According to Moleong (2013), qualitative research intends to understand the phenomenon of what is experienced by the research subject, like behavior, perceptions, motivation, action, and others. The use of qualitative research with a case study is the research that is proposed to describe or portray the existing phenomena in detail according to reality. Because the data collected through this research is presented in words or description, the research intends to describe and represent the teacher's strategy in instilling integrated religious character in the learning of fifth-grade of Muhammadiyah's elementary school Demangan.

2. Research Subject

This research subject is the school communities of Muhammadiyah's elementary school of Demangan, encompassing teachers and students. As observed, subject specifications used for this research are the principal, fifth grade classroom teacher, fifth-grade students, fifth-grade student's guardians. Taking the research subjects is based on the consideration of known religious character in the school.

3. Data Collection Technique

The data collection technique in this study is observation, interview, and documentation. Observations were made by researchers using non-participant observation. Non-participant observation makes the researcher a spectator or witness to the symptoms or events as the research topic (Emzir, 2014). This technique is used to observe or record the learning implementation in instilling religious character. An interview is a purposeful conversation. Two parties carried out the conversation, the interviewer was the person who gave questions, and the interviewees were the group of people who provided answers to the asked questions (Moleong,

2013). The researcher recorded the complete answers from the respondents. The type of interview was a structured interview. In the process, the interviewer interviewed the principal, fifth-grade classroom teacher, fifth-grade students, fifth-grade student’s guardians. Sugiyono (2001) said documentation is a record of events that have passed. Documents consisted of writing, pictures, people’s monumental works. Documentation is a complement to observations and interviews in qualitative research. The use of documentation is to add research evidence in the form of observations and interviews. The documentation used in this study is a list of research respondents, photos of student behavior in the learning process, and other related documents.

4. Data Collection Instrument

Research instruments are tools or facilities used by researchers to collect data to ease the researcher and produce better results (Arikunto, 2013). In this study, the instruments used were manual observation, manual interview, and documentation guidelines. The instrument grids were developed referring to dan Priasti (2017) and Suyatno et al. (2019). Meanwhile, the manual interview was developed based on the grids as described in Table 1.

Table 1. Manual Research Grids

Research Variable	Research Sub-Variables	Indicator
The strategy of religious character-building integrated with learning	Religious character integration	<ol style="list-style-type: none"> 1. The learning objectives contain religious character 2. The learning process contains a religious character 3. Learning evaluation includes religious character
	Religious character internalization	<ol style="list-style-type: none"> 1. The approach contains a religious character 2. The learning method contains a religious character
	Religious character habituation	<ol style="list-style-type: none"> 1. Planning and inculcating religious character 2. Instilling religious character 3. Giving examples of religious character traits 4. Creating an atmosphere of a religious character
	Religious character role model	<ol style="list-style-type: none"> 1. Exemplary from the principal carried out through religious character education 2. Teacher’s exemplary carried out through religious character education

5. Data Analysis Technique

The data analysis technique for this study was qualitative data analysis of Miles dan Huberman’s model (1994), encompassing data collection, data reduction, data coding, dan conclusion.

Result and Discussion

According to the data analysis, the strategy of religious character building in Muhammadiyah's elementary school of Demangan encompassed four strategies religious character integration, religious character internalization, religious character habituation, and religious character role model

1. Religious character integration

Religious character integration in Muhammadiyah's elementary school of Demangan consisted of goals, material, process, and learning evaluation relating to religious character building in learning. Religious character integration is described as follows:

a. Religious character integration in the learning objectives

A religious character is a learning foundation in which the learning objectives make the students of Muhammadiyah's elementary school of Demangan inculcate religious character in daily life. A component is written in the basic competence (KI) 1 that students can appreciate and practice religious teachings based on their belief, and in KI 2, students must have a behavior of honesty, discipline, politeness, caring of the family, relatives, and teachers.

The interview result with the principal is presented below:

"The activities that always carry out was to instill religiosity into teachers routinely in every school meetings, remind the students to inculcate the religious character into every learning action as often as possible. This kind of action was not only applied while learning process but also had been written in the lesson plan, and the curriculum made by the school also emphasizes that in every learning, the religious character became the foundation of the learning (Interview with LF, the principal of Muhammadiyah's elementary school of Demangan, May 06, 2020).

Enforced the principal's interview, fifth-grade teachers said:

"These activities were carried out so that the students' embedded religious character into their daily life" (interview with S, a fifth-grade teacher, May 20, 2020).

b. Religious character integration in learning material

Instilling religious character consisting of the material in many learnings is thematic and religious/Islamic education with material on procedures for worship, the letters of the Qur'an, the power of Allah SWT, tolerance, Zakat, alms, fasting, ablution, respecting parents, Infaq, giving people in need, polite, honest and courtesy. Integrated religious character is linked to all of the lessons. Dy was said in the interview that presented below:

"Instilling character education was usually linked into all of the subjects, but more in-depth character education was integrated with Islam/Islamic education and is also linked to

thematic learning, especially civics. For example, honest, obedient to worship, getting along with friends, behaving well et. at." (Interview with Dy, a fifth-grade teacher, May 21, 2020)

AB, a fifth-grade teacher, strengthen the data from the research result:

"All of the learning materials basically inculcated the religious character, because it was already listed in every theme or sub-theme in KI 1, KI 2, KI 3, and KI 4" (interview with I, a fifth-grade teacher, May 22, 2020).

c. Religious character integration in the learning process

The learning process in Muhammadiyah's elementary school of Demangan contained religious character building. In delivering learning objectives, materials, and teaching and learning activities, students were taught the religious character and gave direct and indirect examples to instill character education in daily life. It was appropriate with the interview result of a fifth-grade teacher and students presented below:

"Delivering learning objectives of religious character on students, further delivering the material, and providing an exemplary to them" (interview with S, a fifth-grade teacher, May 20, 2020).

Likewise, the opinions explained by other teachers, DY stated that integrating character in the learning process was conveyed by delivering learning objectives, then delivering the material, also giving the real exemplary to students. This statement was revealed in the interview as follows:

"Delivering learning objectives of character education in students was further continued by delivering the materials and always attempted to giving the real example to students by linked the ongoing learning" (interview with Dy, a fifth-grade teacher, May 21, 2020)

d. Religious character integration in the learning evaluation

The integration of religious characters in the evaluation of learning was by conducting questions and answers between teachers and students, expressing opinions about ongoing learning, making observations, and written evaluations regarding the assessment of attitudes towards students.

Dy said that character integration in the learning evaluation is conducted by observation and notes. It was said in the interview as follows:

"Evaluation could be conducted through observation and writing" (interview with Dy, a fifth-grade teacher, May 21, 2020).

A fifth-grade teacher, AB, also said that:

"learning evaluation was conducted to measure student's religious character that was done through the assessment of the attitude (honesty, politeness, tolerance, and others) because

all of these components were the accomplishment of KI, in this case, it has applied in KI 1” (interview with I, a fifth-grade teacher, May 22, 2020).

6 According to the observation, religious character education in the learning evaluation in Muhammadiyah’s elementary school of Demangan is by conducting a question and answers towards students regarding the material that was not understood yet and has not been explained well by teachers, and also expressing students’ opinions according to what has been learned and with the teacher’s help and conducting an attitude assessment (honesty, courtesy, et al.) (Observation of fifth grade, May 8,11, and 12, 2020).

Integrating is a strategy that the teacher can use to embed character to students in the learning. According to Suyatno et al. (2019), value integration in learning is a process to integrate specific values into different concepts to be coherent and inseparable unity. Integrating religious character aims to provide an understanding to students, particularly about religious character.

2. Religious character internalization

Internalization carried out at SD Muhammadiyah Demangan is through learning approaches and methods. The goal is to ease religious character inculcation in students. The following is the internalization of religious character:

a. Religious Character Internalization through Learning Approaches

The learning approach was carried out through a scientific approach with student-centered learning, giving the students the opportunities to maximize the learning and conducting learning referred to as religious activities.

A fifth-grade teacher, AB, said in the interview that:

“The approaches use to instill religious character is by scientific approach (observing, questioning, experimenting, associating, and communicating)” (Interview with I, fifth-grade teacher, May 22, 2020).

According to the observation, student learning-centered gave the students the opportunities to learn the material and do the activities referred to religiosity (Observation of fifth grade, May 8, 11, and 12, 2020).

According to the interview and observation result, meanwhile, it can be concluded that religious character internalization through learning approaches in Muhammadiyah’s elementary school of Demangan is scientific learning with student-centered learning, also give the students the opportunities to maximize the learning and instruction process, and do the activities referred to religiosity.

b. Religious Character Internalization through Learning Method

The learning method is carried out by providing advice, motivation, good examples to students, discussions, lectures, individual assignments, group assignments, and observations

during the learning process. Therefore, religious character inculcation in students can be done maximally. The principal said:

“Providing the exemplary continuously to teachers, staff, students, parents, and communities” (Interview with LH, the principal of Muhammadiyah’s elementary school of Demangan, May 6, 2020).

Strengthening principal’s interview, fifth-grade teacher, IT said that:

“The method used can be an observation, discussion, lecturer, an exemplary” (Interview with S, a fifth-grade teacher, May 20, 2020).

Likewise, the statement said by another teacher, Dy said that character internalization through learning method is carried out by observation, discussion, lecturer, and exemplary. According to Suyatno et al. (2019:617), value internalization is the process or way of cultivating normative value that determines the desired behavior of a system that educates people based on the values applied in the society.

3. Religious character habituation

Habituation that the principal and teachers habituated from arrival to a homecoming of school is through planning, embedding, exemplary, and creating a phenomenon of a religious character. Habituation aims to habituate students to inculcate religious character through learning. Religious character habituation is described as follows:

a. Religious character through planning

Early planning carried out by teachers to instill religious characters in students is by making the syllabus and lesson plan. It eases the teacher to build a student’s religious character because it has been planned systematically. A religious character habitation through planning can ease, accelerate, and increase the process of instilling a student’s religious character. Based on the interview by a fifth-grade teacher, the result obtained is described as follows:

IT, a fifth-grade teacher, said that: planning can be conducted by making lesson plan at first” (interview with S, a fifth-grade teacher, May 20, 2020).

Likewise, in another statement, Dy stated that the habituation of the character that came from planning could be conducted by making a lesson plan at first. It is known from the interview by S:

“Planning can be planned from making a lesson plan at first” (Interview with Dy, a fifth-grade teacher, May 21, 2020).

b. Religious character through exemplary

Exemplifying religious character can be carried out by behaving like Smiling, Greeting, Saying ‘hi,’ politeness, and courtesy, or called 5S in Indonesian, do *Fardhu* and *Sunnah* prayer, reading Al-Quran, praying before and after doing the activities, speaking politely, behaving well, respecting each other, paying attention of etiquette of eating and drinking, and *Infaq*

(disbursement). Exemplary can also be carried out by obeying the school's rules; meanwhile, mostly the students have obeyed the existing rules and are tolerant of others. Providing the example is a duty of the principal and teachers to behave well and instill religious character maximally.

Religious character habituation by exemplifying religious traits eases the student receiving what teachers will teach and convey. The principal said:

"The example given to students is by teaching them greeting, doing Dhuha prayer according to prayer's time, doing Dhuhur and Ashar prayers together, reading Al-Qur'an in every ten minutes at the beginning of learning, praying before and after learning and providing the letters of Al-Quran which attached in the school wall (prayer room, schoolyard, et al)." (an interview with LF, the principal of Muhammadiyah's elementary school of Demangan, May 6, 2020)

Another interview that strengthens the abovementioned statement was stated by IT, a fifth-grade teacher

"Habituating is like starting and finishing some good actions by praying. For example, praying before and after learning" (Interview with S, a fifth-grade teacher, May 20, 2020).

Likewise, in another statement said by another teacher, Dy said that character habituation through exemplifying can be carried out by habituating some actions like starting and finishing some actions well along with praying and linking things that relate to daily life. The habituation method was stated in the interview result as follows:

"Habituating can be carried out by starting and finishing good actions associating with praying. For example, praying before and after learning also linking something that relates to daily life" (Interview with Dy, a fifth-grade teacher, May 21, 2020).

c. Religious character through creating an atmosphere

Creating a phenomenon in Muhammadiyah's elementary school of Demangan is by conditioning students from the beginning of the school day until the end of the school day associated with delivering the benefit of a religious character that is conveyed interestingly. In addition, the cooperation between students and teachers in creating an atmosphere of religious character also plays an essential role, while also supported by proper facilities and infrastructure, learning materials, and organized learning administration. A religious character habituation through creating a religious character atmosphere eases character inculcation in students; moreover, the religious character can be instilled well. The principal stated that:

"The students were conditioned by all of the school communities from the arrival to homecoming" (Interview with LF, the principal of Muhammadiyah elementary school of Demangan, May 05, 2020).

According to the statement of IT, a fifth-grade teacher, that strengthens the principal's statement, it was said:

"By delivering the benefit of good characters that interest students" (interview with S, a fifth-grade teacher, May 20, 2020).

Likewise, another statement stated by another teacher, Dy, said that character habitation through creating an atmosphere is by delivering the benefit of good characters that interest students and getting used to embed a good character. According to Widodo (2017), habituation is carried out by teachers from the arrival in school to the student's homecoming through routine school activities and class learning.

4. Religious character role model

The method of role model is to instill religious character through exemplary of the principal and teachers towards students in Muhammadiyah's elementary school of Demangan. The principal said that:

"The school communities attempt to provide an example as much as possible by presenting a democratic leader figure, and not deviating from the rules that the school has applied." (Interview with LF, the principal of Muhammadiyah elementary school of Demangan, May 06, 2020)

According to the statement of IT, a fifth-grade teacher, that strengthens the principal's statement, it was said:

"By exemplifying daily activities" (Interview with S, a fifth-grade teacher, May 20, 2020).

Likewise, the other statement said by another teacher, Dy said that role model is by exemplifying daily activities like eating and drinking according to the etiquette, speaking politely, respecting each other, reading Al-Qur'an, and praying. It was said in the interview:

"By exemplifying in daily life like paying attention to eating and drinking etiquette, speaking politely, respecting others, reading Al-Qur'an and praying" (Interview with Dy, a fifth-grade teacher, May 21, 2020).

The teacher of class V, AB, strengthens the interview data, stating:

"The exemplary given in instilling religious character is by obeying all the rules and regulations that exist in the school" (Interview with I, a fifth-grade teacher, May 22, 2020).

A various given role model stated in RAPA (interview by students, May 20, 2020) was the exemplary given to students greeting others every morning, always smiling because smiling is worship, and constantly reminding students to pray. If the students disobeyed the rules, teachers would reprimand and give advice to them; meanwhile, NHD (interview by students, May 20, 2020) stated the given exemplary was to invite them to shake hands, pray, read a prayer, reprimand and give and advise if the students disobeyed the rules. NFF (interview by students,

May 21, 2020) said that the exemplary was motivating, providing the materials regarding religiosity, and being an excellent example for the students. The student who broke the rules would be disciplined, but the punishment was not fearful and severe or made students far away from the teachers.

Reinforcing the interview stated by NA (interview by students, May 14, 2020), the exemplary was given by providing a good example and doing together with the students also doing it on time. If the students broke the rules, they would be warned. RRH (interview by students, May 15, 2020) told the way to obey the rules and orders in the school. If the students were against the rules, they would be reprimanded and punished, educating them not to repeat the infraction. RAZ (interview by students, May 14, 2020) stated that the exemplary must be instilling honesty, responsibility, loving Islam, and the prophet of Muhammad. Advice and punishment would be given to the students against the rules to realize their mistakes and not repeat the actions.

The data of the interview reinforced by the guardians' interview in doing religious activities at home, of the actions exemplified by the principal and teachers at school, the students care about others, prays five times in a day, Infaq (disbursement), covered *Aurat* (an Intimate parts in Islam) and listens to their parents (interview with L, student's guardian, May 20, 2020). While SDN ((interview with student's guardian, May 20, 2020) said that students correctly did Wudu (*Wudu is the Islamic procedure for cleansing parts of the body, a type of ritual purification, or ablution), prayed solemnly and correctly, read short letters of Al-Qur'an, gave the alms, and fasted. In addition, A (an interview with the student's guardian, May 21, 2020) said that students had prayed five times.

The statement of EA (interview with student's guardian, May 15, 2020) was that students had prayed five times, had been fasting, Tarawih, read Al-Qur'an, and prayed before doing the activities. MI (interview with student's guardian, May 15, 2020) said that students have applied, used to, and carried out worship activities and behaved Islamically in everyday life. Meanwhile, S (interview with student's guardian, May 15, 2020) said that students have applied worship and behaved Islamically in their daily lives. Furthermore, the observation of students in class V showed that students' exemplary given to students have accustomed to instill religious character in daily life (observation of class V, May 8, 11, 12, 2020).

Based on the abovementioned observation and interview, it can be concluded that the exemplary by the principal and teachers at school is an excellent example and does not deviate from the rules of the school. Giving an example in daily life is like eating and drinking based etiquette, speaking nicely, respecting others, reading Al-Qur'an, and praying. While other good religious actions obey the school's rules, be honest, love the religion, and love the Prophet of Muhammad. If the students are against the school's rules and orders, advice, and punishment

would be given to students who were against the rules to realize their mistakes and not repeat the actions. The exemplary actions applied at home contain several actions, such as caring about others, praying five times a day, giving Zakat and Infaq (disbursement), and covering Aurat (an Intimate part of Islam) listening to their parents. Meanwhile, other actions were to do Wudu properly, pray solemnly and correctly, read short letters of Al-Qur'an, give the alms, fast, pray before doing the activities, and practice also get used to doing Islamic activities in daily life.

A teacher's role model is vital for students' character development (Lumpkin, 2008). According to Widodo (2017), role models come from the teachers and are supported by parents' good actions at home. Internalization of character education in students must be reciprocally or interactively related to school education and family education. The role model carried out by the principal and teachers at Muhammadiyah's elementary school of Demangan in instilling religious character is done by setting a good example and not deviating from existing regulations. The actions are by giving daily life examples like eating and drinking etiquette, speaking politely, respecting others, reading Al-Qur'an, praying, being honest, loving the religion, and Muhammad's Prophet. If the students break the school's rules, they will be given advice, reprimand, and punishment to educate them not to repeat the same mistakes. The role model is also applied at home in several ways like caring about others, praying five times in a day, distributing Zakat, giving Infaq (disbursement), covering *Aurat*, listening to parents, properly doing Wudu, praying solemnly and correctly, reading the letters of Al-Qur'an, giving the alms, fasting, praying before doing the activities, and practicing also getting used to doing Islamic activities in daily life.

Conclusion

Muhammadiyah's elementary school of Demangan is the school where the religious character has been embedded with four strategy integration, internalization, habituation, and role models. *First*, integrating religious character is carried out through learning objectives, materials, processes, and evaluations. *Second*, internalization, instilling religious character in students, is carried out using appropriate approaches and methods. *Third*, habituation instills religious character through planning, building, giving examples, and creating an atmosphere of a religious character. Fourth, the last strategy is role model, in which instilling religious character is carried out by the principal and teachers toward the students in Muhammadiyah's elementary school of Demangan.

Reference

- Afandi, R. (2011). Integrasi pendidikan karakter dalam pembelajaran IPS di sekolah dasar. *PEDAGOGIA: Jurnal Pendidikan*, 1(1), 85-98.
- Arikunto, S. (2013). Suharsimi. 2010. *Prosedur Penelitian Suatu Pendekatan Praktik*.

- Creswell, J. W., & Poth, C. N. (2016). *Qualitative inquiry and research design: Choosing among five approaches*. Sage publications.
- Emzir. (2014). *Metodologi Penelitian Kualitatif Analisis Data*. Jakarta: Rajawali Pers.
- George, A. L., & Bennett, A. (2005). *Case studies and theory development in the social sciences*. mit Press.
- Gunawan, H. (2012). *Pendidikan karakter*. Bandung: Alfabeta, 2.
- Hikmawati, C. R. (2013). Penerapan Strategi Mind Map Untuk Peningkatan Hasil Belajar Ips Siswa Kelas V Sekolah Dasar. *Jurnal Penelitian Pendidikan Guru Sekolah Dasar*, 1(2), 1-11.
- Hilda. A. (2017). "Pendidikan Karakter dalam Perspektif Pendidikan Islam." *Jurnal Pendidikan UNIGA* 8, no. 1, 1-26.
- Listyarti, R. (2012). *Pendidikan Karakter dalam Metode Aktif, Inovatif, dan Kreatif*. Jakarta: Erlangga, 4(1).
- Lumpkin, A. (2008). Teachers as role models teaching character and moral virtues. *Journal of Physical Education, Recreation & Dance*, 79(2), 45-50.
- Miles, M. B., & Huberman, A. M. (1994). *Qualitative data analysis: An expanded sourcebook*. sage.
- Moleong, L. J. (2006). *Metode penelitian kualitatif edisi revisi*. Bandung: Remaja Rosdakarya.
- Sani, R. A., & Kadri, M. (2016). *Pendidikan Karakter: Mengembangkan Karakter Anak yang Islami*. Bumi Aksara.
- Sultonurohmah, N. (2017). Strategi penanaman nilai karakter jujur dan disiplin siswa. *Al-Ibtida*, 5(2), 1-21.
- Suparyogo, I. (2001). *Metode Penelitian Kuantitatif Kualitatif dan R&D*. Bandung: Alfabeta.
- Suryanti, E. W., & Widayanti, F. D. (2018, October). Penguatan Pendidikan Karakter Berbasis Religius. In *Conference on Innovation and Application of Science and Technology (CIASTECH)* (Vol. 1, No. 1, pp. 254-262).
- Suyatno, Jumintono., Pambudi, D. I., & Mardati, A. Wantini (2019). Strategy of Values Education in the Indonesian Education System. *International Journal of Instruction*, 12(1), 607-624.
- Wibowo, A. (2012). *Pendidikan karakter: Strategi membangun karakter bangsa berperadaban*. Pustaka Pelajar.
- Widodo, H. (2019). *Pendidikan Holistik Berbasis Budaya Sekolah*. UAD PRESS.
- Widodo, H., & Risti P, A. V. (2017). Pendidikan Karakter Holistik Integratif di PAUD Terpadu 'Aisyiyah Nur'aini Ngampilan Yogyakarta. *AL-ATHFAL: JURNAL PENDIDIKAN ANAK*, 3(2), 135-150.
- Yaumi, M. (2016). *Pendidikan karakter: landasan, pilar & implementasi*. Prenada Media.
- Yin, R. K. (2003). Designing case studies. *Qualitative Research Methods*, 359-386.
- Yin, R. K. (2009). How to do better case studies. *The SAGE handbook of applied social research methods*, 2, 254-282.

Teacher's strategy in Instilling Integrated Religious Character in The Learning of Elementary Schools

ORIGINALITY REPORT

7%

SIMILARITY INDEX

PRIMARY SOURCES

- | | | |
|---|--|-----------------|
| 1 | irep.iium.edu.my
Internet | 45 words — 1% |
| 2 | www.neliti.com
Internet | 32 words — 1% |
| 3 | files.eric.ed.gov
Internet | 31 words — 1% |
| 4 | N Ulia, Y Sari, S Yustiana, M Hariyono. "The influence of mathematical basic concept of materials based on internalization of Islamic values against religious attitude", Journal of Physics: Conference Series, 2020
Crossref | 26 words — < 1% |
| 5 | journal.stiejayakarta.ac.id
Internet | 20 words — < 1% |
| 6 | Ainul Huri, Marwanto Marwanto. "Implementation of Model Strengthening Religious Character Education and Nationalists at Muhammadiyah Plus Elementary School City of Salatiga Academic Year 2017/2018", MUDARRISA: Jurnal Kajian Pendidikan Islam, 2019
Crossref | 19 words — < 1% |
| 7 | docplayer.info | |

Internet

19 words — < 1%

8 www.salford.ac.uk

Internet

19 words — < 1%

9 www.eu-er.com

Internet

18 words — < 1%

10 repository.uinjkt.ac.id

Internet

15 words — < 1%

11 garuda.ristekdikti.go.id

Internet

13 words — < 1%

12 lib.unnes.ac.id

Internet

13 words — < 1%

13 repository.unhas.ac.id

Internet

13 words — < 1%

14 apfjournal.or.id

Internet

12 words — < 1%

15 journal2.uad.ac.id

Internet

12 words — < 1%

16 Bagas Prakoso Wibowo, Taat Wulandari, Johan Setiawan. "Character Education Values as Reflected In K.H Gholib Struggles of Defending Indonesian Independence in Lampung", International Journal of Learning and Development, 2020

Crossref

11 words — < 1%

17 repository.unja.ac.id

Internet

11 words — < 1%

18	www.scribd.com Internet	10 words — < 1%
19	journal.unismuh.ac.id Internet	9 words — < 1%
20	www.hrpub.org Internet	9 words — < 1%
21	repository.iainpurwokerto.ac.id Internet	8 words — < 1%
22	Achiroh Dinul Islam Meivi Sesanelvira, Sigit Mulyono, Sukihananto. "Improving Food Safety Behavior through Mind Map Methods in School-Age Children", Comprehensive Child and Adolescent Nursing, 2019 Crossref	7 words — < 1%

EXCLUDE QUOTES ON

EXCLUDE MATCHES OFF

EXCLUDE BIBLIOGRAPHY ON