

THE ROLE OF ISLAMIC RELIGIOUS EDUCATION TEACHERS IN FOSTERING THE PRACTICE OF ISLAMIC TEACHINGS AMONG STUDENTS

Aisyah Miftahul Jannah, Ajahari, Abdullah

Universitas Islam Negeri Palangkaraya

Jl. G. Obos, Menteng, Islamic Center Complex, Palangka Raya, Kalimantan Tengah

Email: aisyahmj3648@gmail.com, ajahari@iain-palangkaraya.ac.id, abdullah@iain-palangkaraya.ac.id

Abstract: The role of teachers in fostering the practice of Islamic teachings is very important, because it not only teaches religious theory, but also directs students to practice Islamic values in everyday life. This study aims to examine the role of Islamic Religious Education teachers in fostering the practice of Islamic teachings in students at SDN 2 Jingah, North Barito Regency. This research uses a qualitative approach with data collection techniques through observation, interviews, and documentation. The results showed that: 1) Islamic Religious Education teachers play an important role in fostering the practice of Islamic teachings with an integrative approach, which includes teaching religious theory, worship practices, and instilling moral values such as honesty and discipline. Teachers guide students to understand and practice Islamic teachings through habituation methods and effective interactive learning. 2) Supporting factors include adequate facilities, a supportive school environment, and parental involvement. However, inhibiting factors such as limited facilities, time, and lack of teacher professionalism were also found.

Keywords: Islamic Practice, Value Cultivation, Islamic Education

Abstrak: Peran guru dalam membina pengamalan ajaran Islam sangat penting, karena tidak hanya mengajarkan teori agama, tetapi juga mengarahkan siswa untuk mengamalkan nilai-nilai Islam dalam kehidupan sehari-hari. Penelitian ini bertujuan untuk mengkaji peran guru Pendidikan Agama Islam dalam membina pengamalan ajaran Islam pada siswa di SDN 2 Jingah, Kabupaten Barito Utara. Penelitian ini menggunakan pendekatan kualitatif dengan teknik pengumpulan data melalui observasi, wawancara, dan dokumentasi. Hasil penelitian menunjukkan bahwa: 1) Guru pendidikan agama Islam berperan penting dalam pembinaan pengamalan ajaran Islam dengan pendekatan integratif, yang mencakup pengajaran teori agama, praktik ibadah, dan penanaman nilai-nilai akhlak seperti kejujuran dan kedisiplinan. Guru membimbing siswa memahami dan mengamalkan ajaran Islam melalui metode pembiasaan dan pembelajaran interaktif yang efektif. 2) Faktor pendukung meliputi fasilitas yang memadai, lingkungan sekolah yang mendukung, dan keterlibatan orang tua. Namun, faktor penghambat seperti keterbatasan fasilitas, waktu, dan kurangnya profesionalisme guru juga ditemukan.

Kata Kunci: Pengamalan Islam, Penanaman Nilai, Pendidikan Islam

INTRODUCTION

Education is a conscious effort made by humans through guidance, teaching, and training that takes place in and outside of school. The success of education is not only determined by cognitive aspects, but also by the formation of good character through moral education. Morals play an important role in guiding human behavior to be more civilized and able to judge whether an action is good or bad based on the norms that apply in society (Alimni & Amin, 2021; Laila, 2024). Through education, individuals are expected not only to master knowledge but also to develop strong character to face various life challenges, including avoiding negative behaviors that may arise due to increasingly advanced technological developments. In this era of globalization, education has become an important factor in producing a generation that is not only intellectually intelligent but also wise in facing the changing times and behaving in accordance with prevailing norms (Akbar, 2024; Haniyyah, 2021).

However, rapid technological developments, especially among children and adolescents, have a significant impact on their social lives. Although technology provides many conveniences, it also causes a decline in the ethical and moral values of adolescents. Many adolescents are trapped in negative behaviors such as gang fights, drug abuse, and even more serious crimes such as murder. This phenomenon indicates a moral crisis

among the younger generation that requires serious attention from all parties, especially in education (Arif, 2025; S. T. Sari, 2024). Therefore, moral education, especially through Islamic teachings, has become an important focus in the development of education in Indonesia. Moral education based on Islamic teachings is expected to instill good moral values in the younger generation so that they can avoid negative behavior and become individuals with noble character (Akbar, 2024; Sani & Sani, 2025).

Islam teaches that good morals are a reflection of a Muslim's character. This concept is very important in education, where an educator plays a role not only in transferring knowledge but also in internalizing moral values to students. Islamic moral education does not only focus on theory but also on practice in everyday life. One important aspect of moral development is through the example set by educators. An educator must be able to set a good example for students, both in words and deeds. Through Islamic education based on morals, it is hoped that students can understand and practice religious teachings in their lives (Siswanto et al., 2024).

The educational process carried out in Islamic schools, as implemented at SDN 2 Jingah, focuses on character building through various methods that actively involve students. At this school, character building is not only done through theory or lectures, but also

through practical application in everyday life. The methods applied include instilling good behavior, such as praying before and after studying, reading the Qur'an, reciting dhikr, and character building through activities that involve Islamic moral values. In addition, moral education is also taught through strengthening social relationships among students, by involving them in social activities that teach caring and cooperation. Thus, moral education is expected to shape students' characters to be noble, and keep them away from negative behaviors that destroy social life (Yurna et al., 2023).

The purpose of this study is to analyze the role of Islamic moral education teachers in shaping students' morals at SDN 2 Jingah. This study will assess the extent to which the methods used by Islamic religious education teachers can shape students' morals and how students internalize these values in their daily lives. This study will also identify the challenges and obstacles faced by Islamic education teachers in guiding students to practice Islamic morals. In addition, this study aims to contribute to the development of a more effective Islamic moral education curriculum, so that it can be applied in other schools to create a young generation with noble morals.

The distinction of this study lies in its in-depth focus on the application of Islamic moral education at the elementary level, which has not been widely discussed in previous studies. Most existing studies

focus more on character education in general without specifically linking it to Islamic teachings, especially in the context of primary education. Therefore, this study is expected to provide new insights into how Islamic moral education can be effectively applied in the context of primary education and how it influences the character formation of students.

The contribution of this research is very important, especially in providing a better understanding of the right way to nurture students' morals through Islamic education in elementary schools. In addition, the results of this study can provide recommendations for teachers of Islamic Religious Education in improving more interactive and enjoyable learning methods, thereby increasing the effectiveness of nurturing students' morals. This research can also be a reference for education policy in Indonesia to strengthen moral education in the existing curriculum. Thus, it is hoped that Islamic moral education can play a major role in creating a generation that is not only academically intelligent but also has good morals and character, in accordance with Indonesian religious and cultural values.

Through this research, it is hoped that more effective methods in moral education can be found that can be applied in various schools in Indonesia, as well as contribute positively to the world of education in facing increasingly complex moral challenges in this era of globalization.

METHOD

This study uses a descriptive qualitative approach to provide an in-depth and comprehensive description of the phenomena occurring at the research site in a natural context (Creswell, 2018). This approach was chosen because the purpose of the study was to understand the role of Islamic Religious Education teachers in fostering the practice of Islamic teachings among students at SDN 2 Jingah, North Barito Regency. The phenomena that emerge during the research will be analyzed further by referring to the time, place, and events that occur. This study does not only focus on visible events but also pays attention to factors that influence the actions of teachers and students in the religious context at school.

The research location, SDN 2 Jingah, was chosen because of its relevance to the topic being studied, namely the role of Islamic Education teachers in the practice of Islamic teachings among students. By conducting field research, the researcher hopes to provide a more realistic and authentic picture of the role of teachers in educating students to practice Islamic teachings properly.

The data collection techniques used in this study were interviews, observation, and documentation. Interviews were conducted with Islamic Education teachers who were the main sources of information to explore in depth their role in fostering the practice of Islamic teachings among students. These interviews were conducted by asking open-ended questions that

allowed the sources to explain their experiences and views in detail. In addition, observations were made directly in the classroom to observe how Islamic Education teachers fostered students' practice of worship, including the application of Islamic teachings in teaching and learning activities. This observation technique was carried out with the aim of obtaining more authentic data regarding the interaction between teachers and students in the context of Islamic Education learning. In addition to interviews and observations, documentation was used to collect supporting data, such as photos of learning activities and Islamic Religious Education learning tools used by teachers.

The data analysis process in this study refers to the Miles and Huberman data analysis model, which consists of four main stages: data collection, data reduction, data presentation, and conclusion drawing. The first stage, data collection, was carried out by gathering information from the main data source, namely Islamic Education teachers, as well as secondary data in the form of field notes and documentation. After the data was collected, the next stage was data reduction, which is the process of filtering, summarizing, and focusing the data obtained from interviews, observations, and documentation. Data that was irrelevant or did not support the focus of the research was set aside so that the analysis would be more focused and targeted. Data reduction aims to facilitate the selection of information that is truly relevant to the research objectives.

The next stage is data presentation, which is done in the form of descriptive narratives, quotes from interviews, and field notes that have been systematically organized. This data presentation is very important in providing a clear picture of the research results and the relationships between the existing data. By using descriptive narrative, researchers can present data in a form that is easier to understand and identify patterns that emerge during the research.

The final stage is drawing conclusions and verification. At this stage, researchers formulate key findings based on the data analysis that has been carried out. Drawing conclusions aims to provide answers to research questions regarding the role of Islamic Education teachers in fostering the practice of Islamic teachings among students. To ensure the validity and reliability of the conclusions, researchers conduct verification through data triangulation, namely by comparing the results of interviews, observations, and documentation. This triangulation aims to increase the validity of the research results by ensuring that the findings obtained are consistent and unbiased.

Through the careful application of descriptive qualitative research methods, this study is expected to provide new insights into the role of Islamic Education teachers in fostering the practice of Islamic teachings in schools, as well as contributing to the development of Islamic education in Indonesia, especially at the elementary school level.

RESULTS AND DISCUSSION

The Role of Islamic Education Teachers in the Practice of Islamic Teachings by Students

The results of observations, interviews, and documentation conducted at SDN 2 Jingah, North Barito Regency, show that Islamic Education teachers play a very important role in fostering the practice of Islamic teachings among students. This role is not only limited to teaching religious material academically, but is also integrative in nature to shape the personality and character of students based on Islamic values. Islamic Education teachers serve as mentors who not only teach religious knowledge but also guide students to practice Islamic teachings in their daily lives (Haniyyah, 2021; A. Sari, 2024; Sri Devi et al., 2025). This guidance is carried out through various approaches that emphasize direct practice and role modeling by teachers.

At the elementary school level, childhood is crucial in character building. At this age, children are in the stage of character and moral formation, so the influence of the educational environment is very important. Therefore, the role of Islamic Education teachers at SDN 2 Jingah is very strategic in instilling religious and moral values that will shape students' characters throughout their lives. For example, Islamic Education teachers not only teach religious material theoretically, but also provide concrete examples in everyday life through habits and role models practiced at school (Fadli

& Albina, 2025; Ridlwan, 2022; Tuna, 2024). Interactive and applied learning enables students to more easily internalize Islamic teachings, both in the school environment and at home.

In addition to spiritual aspects, the cultivation of moral values such as honesty, discipline, and mutual respect is also strongly emphasized in Islamic Religious Education. Islamic Religious Education teachers at SDN 2 Jingah set a direct example in this regard. Thus, the character building of students becomes comprehensive, not only based on religious knowledge, but also based on the implementation of moral values in daily life (Sri Devi et al., 2025). Islamic Religious Education teachers become figures who show students how to behave in accordance with Islamic teachings, such as inviting students to pray before studying, read the Qur'an, recite zikr, and encouraging them to worship properly and correctly.

One of the most prominent aspects of this study is the role of Islamic Education teachers as facilitators and evaluators in the learning process. Islamic Education teachers at SDN 2 Jingah not only deliver religious material but also create an environment that supports the practice of Islamic values. In addition, teachers also act as moral and spiritual guides for students. They assist students in gaining a deeper understanding of Islamic teachings and practicing them in their daily lives. In this context, Islamic Education teachers at SDN 2 Jingah

become the main source of learning, providing students with the religious knowledge they need, as well as various relevant references and learning media. Teachers also use various assessment techniques to determine the extent of students' understanding of Islamic teachings and to assess the practice of moral values in their lives (Abdullah, 2017).

The results of this study also found that Islamic Religious Education teachers at SDN 2 Jingah apply effective habituation and exemplary methods in shaping students' Islamic character. Through this approach, students not only learn the theory of Islamic teachings but also learn how to apply them in their daily lives. Habituation is carried out by inviting students to pray regularly before and after studying, reading prayers together, holding congregational prayers, and integrating moral values into every learning activity. Teachers act as role models who demonstrate good attitudes and behavior, which are then followed by students in their daily interactions.

However, despite the success in fostering the practice of Islamic teachings, this study also notes several challenges faced by Islamic Religious Education teachers at SDN 2 Jingah, such as limited learning time that can be used to instill Islamic values deeply, as well as support from the surrounding environment that is not yet fully optimal. These challenges need to be addressed so that the guidance

provided can be more effective and optimal.

From an educational theory perspective, the constructivist learning theory proposed by Piaget and Vygotsky can be used to support the approach applied by Islamic Religious Education teachers at SDN 2 Jingah. Constructivism emphasizes that learning occurs through interaction between students and their social and physical environment, as well as through experiences that can be internalized and practiced in real life (Vygotsky, 1978). Learning approaches that emphasize direct practice, such as congregational prayers and communal prayers, are very much in line with the principles of constructivism, which emphasize learning through direct experience and the formation of positive social relationships.

In addition, the character education theory developed by Lickona (1991) is also relevant to the character building carried out by Islamic Religious Education teachers at SDN 2 Jingah. Lickona emphasizes that character education must involve teaching moral values, forming positive habits, and setting an example from authority figures, in this case, teachers. Therefore, character building through setting an example and habit formation is very much in line with a more comprehensive character education theory.

Overall, this study shows that Islamic Education teachers at SDN 2 Jingah play an important role in fostering

the practice of Islamic teachings and character building among students. Through an integrative approach, teachers have succeeded in connecting religious teachings with daily practices, so that Islamic values can be applied in students' lives. The cultivation of Islamic teachings is very important at the elementary school level as a foundation for shaping students' character and personality to be noble and based on Islamic values.

Supporting and Hindering Factors in Fostering the Practice of Islamic Teachings

Based on observations and interviews with teachers at SDN 2 Jingah, there are various factors that influence the process of fostering the practice of Islamic teachings in students. The supporting factors found in this study include several important aspects, one of which is the high commitment and dedication of Islamic Education teachers. Islamic Education teachers at SDN 2 Jingah play a very active role in ensuring that students not only understand the theory of Islamic teachings, but can also practice them in their daily lives. The high commitment of Islamic Education teachers helps in providing consistent guidance so that students are able to apply Islamic values in a real way.

In addition, adequate support from the school environment is also an important factor in the success of teaching Islamic practices. One supporting aspect is the availability of facilities such as a prayer room, Al-Qur'an, and regular

religious extracurricular activities. With these facilities, students are provided the opportunity to apply Islamic teachings in their daily lives at school, which, in turn, strengthens their understanding and practice of the teachings of the Prophet Muhammad. Therefore, a supportive school environment is an important factor in the process of effective Islamic teaching.

One method that plays a significant role in supporting the cultivation of Islamic teachings is the use of varied and creative learning methods. Interviews with Islamic Education teachers at SDN 2 Jingah showed that they apply various methods, such as lectures, discussions, question and answer sessions, and hands-on activities that allow students to be actively involved in learning. These methods are not only effective in increasing students' interest in learning, but also help them to practice Islamic teachings more effectively. In addition, the use of learning media such as Islamic storybooks, posters, animated videos, and educational games also helps increase students' enthusiasm for learning and practicing Islamic teachings, especially in worship practices such as congregational prayers and wudhu practice (Rimah Dani et al., 2023).

However, in addition to these supporting factors, there are also several obstacles that pose challenges in fostering the practice of Islamic teachings among students. One of these is the limited facilities and supporting resources, such

as inadequate worship spaces and limited religious teaching materials. These obstacles have the potential to reduce the effectiveness of Islamic teaching, especially in creating a conducive learning environment. The limited time allocated for Islamic Religious Education is also an obstacle, as it means that the teaching of Islamic teachings is not in-depth and is limited to theoretical aspects only. This certainly has an impact on the less than optimal practice of Islamic teachings among students (Lickona, 1991; Vygotsky, 1978).

In addition, the lack of parental attention to religious education at home also hinders the guidance process at school. Parents play an important role in supporting the character and faith development of students, but if they do not pay enough attention to their children's religious education, guidance at school will be difficult. Differences in understanding Islamic teachings among students also pose a challenge, because not all students come from the same background in terms of religious education, which can lead to difficulties in providing equal guidance in the classroom.

An unsupportive social and cultural environment, as well as the not always positive influence of media and technology, are also hindering factors. The influence of social media and technology often introduces values that conflict with Islamic values, making it challenging for teachers to shape students' Islamic

character. This is in line with the opinion of Zulkarnain et al. (2025), who state that external influences from media and technology can weaken the formation of Islamic character in children.

To overcome these obstacles, Islamic Education teachers at SDN 2 Jingah have tried to adapt varied and creative learning methods. Teachers use approaches such as lectures, group discussions, Islamic educational games, and audio-visual media to make learning more interesting and relevant to students. Thus, students not only gain theoretical religious knowledge, but are also able to apply Islamic teachings in their lives (Susanti et al., 2024). Small rewards or praise for students' efforts and good behavior can also motivate them to be more enthusiastic in learning and practicing Islamic teachings.

In addition, the use of traditional media such as blackboards, pictures, short verses, and stories of the prophets are also very effective in helping students understand Islamic teachings in a more visual and interesting way. These media can make it easier for teachers to convey basic concepts in Islamic teachings and instill a deeper understanding of Islamic values (Nuraini, 2021). Therefore, the integration of various types of learning media, both modern and traditional, is the key to success in teaching Islamic teachings at SDN 2 Jingah.

Overall, despite various obstacles in fostering the practice of Islamic teachings among students, Islamic

Education teachers at SDN 2 Jingah have successfully implemented an integrative and creative approach to overcome these challenges. With high commitment, dedication, and adequate environmental support, Islamic teachings can be implemented effectively. The guidance provided at this elementary school will create a solid foundation of character and faith for students, which will equip them for their future lives.

Analysis of Previous Studies and Novelty of the Research

This study examines the role of Islamic Education teachers in fostering the practice of Islamic teachings among students at SDN 2 Jingah, North Barito Regency. The results show that Islamic Education teachers have a very strategic role, both in academic aspects and in shaping students' character based on Islamic values. In this analysis, it is important to compare the findings of this study with previous studies and identify new elements or *novelty* that emerge from this study.

This study is in line with previous studies which show that the role of Islamic Education teachers is not only limited to teaching theory, but also involves instilling religious practices in students' daily lives. For example, Fadli and Albina (2025) emphasize the importance of applied and interactive religious teaching so that students not only understand religious material, but also practice it in their lives. These

findings are consistent with the results of research at SDN 2 Jingah, where Islamic Education teachers teach through habits such as praying before studying, praying in congregation, and memorizing daily prayers.

Additionally, Sri Devi et al. (Sri Devi et al., 2025) also noted the importance of the teacher's role as a role model in shaping students' character. Islamic Education teachers at SDN 2 Jingah serve as role models who demonstrate noble character, which is then emulated by students. This is in line with research findings that reveal that teachers not only teach Islamic teachings but also serve as behavioral models that inspire students to imitate behaviors that are in accordance with Islamic values, such as honesty, discipline, and mutual respect.

However, there is an additional element in this study that reinforces previous findings, namely the emphasis on the use of varied and creative learning methods. According to Abdullah (2017), assessments of student understanding are carried out periodically to determine the extent to which Islamic teachings are accepted and practiced by students. This study also found that the use of methods such as lectures, group discussions, and audiovisual media proved effective in increasing students' interest and understanding of Islamic teachings. This shows progress in the approach to Islamic Religious Education that prioritizes active student involvement in the learning process.

This study reveals several new findings that distinguish it from previous research. One of the most notable *novelties* is the emphasis on *environmental factors* that can influence the success of teaching Islamic practices to students. This study shows that school facilities such as prayer rooms and religious extracurricular activities have a significant influence in creating space for students to actualize Islamic teachings in their daily lives at school. Although these facilities have been discussed in previous studies, this study shows that environmental factors such as these not only support the learning process but are also key factors in creating an atmosphere conducive to the practice of Islamic teachings among students (Arif, 2025; S. T. Sari, 2024).

In addition, this study also emphasizes the importance of the influence of high commitment of Islamic Education teachers on the success of Islamic teaching. This study highlights the importance of teacher dedication in managing effective learning processes, including in facing the challenges of limited time and facilities. The results of this study provide new insights into how Islamic Education teachers can adapt to existing limitations and still succeed in creating effective and sustainable learning.

Another *novel* finding is a more holistic approach to character building in students. This study highlights how Islamic Education teachers not only focus on teaching religious material, but also

strive to guide students morally and spiritually. Teachers act as facilitators and mentors who help students to understand Islamic teachings more deeply, as well as evaluators who provide feedback to students to determine the extent to which they have practiced Islamic teachings in their daily lives.

CONCLUSION

This study concludes that Islamic Education teachers at SDN 2 Jingah, North Barito Regency, play a very important role in fostering the practice of Islamic teachings among students. Teachers not only teach religious material academically, but also act as mentors who integrate Islamic values into students' daily lives. The guidance is carried out through an approach that emphasizes direct practice and role modeling by teachers, which allows students to more easily internalize Islamic teachings at school and at home. In addition, this study highlights the importance of guiding moral values, such as honesty, discipline, and mutual respect, which are emphasized in the Islamic Religious Education learning process. Teachers act as role models in applying these values, which are then emulated by students in their daily lives. Although there are several challenges, such as limited learning time and lack of support from the surrounding environment, the use of varied and creative learning methods can overcome these obstacles. Overall, this study confirms that the role of Islamic Religious Education teachers is very strategic in shaping students'

character and practice of Islamic teachings, which are an important foundation for their future personality development.

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