Research Article

Teacher Perceptions in Implementing Religious Character Education in Elementary Schools

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Abstract.
Religiosity is the attitude and behavior of a person who is obedient in carrying out the teachings of the religion they adhere to. It is inherent in the person, fostering tolerance and harmony with followers of other religions. It serves as a reflection of their obedience to the teachings of the religion they follow. This research aims to determine how teachers perceive implementing religious character education in elementary schools. This type of research employs a descriptive qualitative method. The results of this research indicate the implementation of religious character education in elementary schools, achieved by integrating religious values into the school curriculum. In addition, schools conduct spiritual activities, and teachers serve as role models by exemplifying positive behaviors such as doing good deeds, helping others, maintaining discipline, and engaging in religious activities.

Keywords: character education, religious, elementary school

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1. Introduction

Religion is a condition and belief within a person that can encourage a person to behave, act, and act following the teachings of the religion he has adhered to [1,2]. Religious values greatly influence humans in behaving and behaving; if his behavior and attitude are good, then the person has good religious values for his religion [2]. Religion is a driving force for humans in building faith in God so that humans can always do good and remember their God's greatness have more faith in their God [3]. Religion concerns one's self, and the level of one's religiousness is different; religion has a very solemn relationship between humans and their gods [4].

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Religious value is significant for humans to do. It is shown in obedient attitudes and behavior in carrying out the teachings of the religion they adhere to in everyday life [5]. Religious values always teach things to differentiate between good and bad. So, with the existence of faith owned by a human being, he will be afraid to make a mistake even though it is normal for humans not to escape mistakes [6]. With the existence of religious values in humans, they will try to avoid all forms of actions that lead them to sin or bad deeds [7,8].

The problem that occurs at this time is the low level of awareness of students to understand and apply religious attitudes in their daily lives [9]. The forms of delinquency that students in the school environment often carry ouinclude smoking, scribbling on school walls, speaking impolitely to fellow students and teachers, committing violence (bullying) and so on [10]. In connection with the student behavior problems that the authors have mentioned, an educator should equip himself with knowledge about psychology and the intricacies of student behavior, including the problem of delinquency that occurs in students, including its factors, characteristics, and things that are potent causes that trigger delinquent behavior, so that it will be handled appropriately and prevented [8]. Another quite important thing is that the previously planned educational goals will not be achieved [11]. Based on these problems that often arise among students, the author feels that he has a moral burden to raise. Any behavior that is student delinquency cannot be allowed to go unpunished because apart from harming himself, it can also harm others [12].

This research study is significant, according to Pridayana in his research suggesting that religious character applied in schools is education that can shape the morals of a student so that he is avoided from sin and harms others [13]. However, Kafy et al stated that the cultivation of religious character is really needed by students to face changing times [14]. The low religious attitude of students at school is due to the large number of foreign cultures that hurt the development of students' religious character. Recent developments have received much attention from the wider community [2]. Many things are inappropriate and not following applicable regulations and religious norms. Students commit many deviations that are carried out in everyday life. For example, students often lie to teachers, do not do assignments, and say impolite. Students' daily behavior, especially at school, is closely related to the environment [15].

This study aims to determine how teachers perceive the application of religious character education in elementary schools. The internalization of religious values in the learning process is an important part that needs to be developed so that the knowledge students acquire is more meaningful because the coaching technique that is carried out

through internalization is coaching that is in-depth and lives up to religious (religious) values combined with educational values as a whole whose goal is to unite in the personality of students so that they become one character or character of students.

2. Method

2.1. Research Design

This research aims to determine how teachers perceive implementing religious character education in elementary schools. This study uses a qualitative descriptive research method. Research based on post-positivism philosophyused to research the condition of natural objects, where the researcher is the key instrument, data collection techniques are triangulation, data analysis is inductive or qualitative, and the results of qualitative research emphasize meaning rather than generalization [16,17].

2.2. Participant

The participants in this research were three elementary school teachers. The selection of participants in this research was based on pre-observation data regarding implementing religious character education in the school. However, to maintain the code of ethics in research, the names of the respondents for this research are prepared in brief: the first respondent, NNA, the second respondent, RTN, and the third respondent, YTI.

2.3. Data collection

Collecting data in this study using observation is a fundamental technique in non-test research. Observations are made with clear, detailed, complete, and conscious observations of actual individual behavior in certain circumstances. The importance of observation is the ability to determine the initial factors of behavior and accurately describe individual reactions observed under certain conditions. Observations in qualitative research are carried out on natural situations, without being prepared, changed, or not explicitly held for research purposes. Observations were made on the research object as a data source in its original state or as a daily situation. Interview is the process of obtaining information for research purposes using questions and answers while looking face to face between the questioner or interviewer and the answerer or respondent using an interview guide. In this study, the researcher recorded all the

answers from the respondents as they were. The interviewer occasionally interrupts the respondent's answers, either to ask for explanations or to correct them if there are answers that deviate from the question. The type of interview used in this research is a structured interview. That is, in conducting interviews, researchers have prepared research instruments in the form of written questions.

2.4. Data analysis

The analysis technique used is descriptive data analysis, namely by collecting factual data and describing it. Data comes from all information obtained from interviews and documents through several stages. After data collection and data recording, the researcher conducted an interaction analysis consisting of data reduction, data presentation, and verification.

3. Results and Discussion

3.1. Results

The results of this research have one research focus, namely, knowing teacher perceptions regarding the implementation of religious character education. The implementation of character education can be integrated into self-development programs, subjects, and school culture. All activities at school, whether in learning activities or outside of learning, can be embedded with character education values. Each school is free to choose which character education values will be developed in the school. One of the values in character education is religious values related to God. Religious values are the central values that need to be instilled in students, especially at the elementary school level, to provide a solid foundation of character following religious teachings.

Departing from the discussion above, the development of religious character for students is significant, and it is clear to us that at this time, many students are affected by the era of globalization, which is increasingly damaging the morals of students. To overcome this, the participants, namely elementary school teachers, carried out several unique treatments to develop the religious character of their students. The summary results of the interviews with teachers show that implementing religious character values in schools attempts to integrate religious and moral principles into learning activities and the school environment. The following are some examples of how to implement religious values in schools: integrating religious values into the school curriculum is an essential

first step. Make sure that religion or ethics subjects teach moral and spiritual values that are following the religious beliefs held. Schools can hold religious activities such as group prayers, recitations, and religious ceremonies regularly. This helps students feel a spiritual presence in their daily lives. Apart from religious subjects, religious values can be integrated into other subjects. For example, teaching empathy, compassion, and justice in Indonesian or science lessons.

Schools can encourage the development of positive attitudes such as tolerance, respect, and cooperation through learning and extracurricular activities. Through community service activities, students can learn to apply religious values in helping others and the environment. Inviting religious leaders or spiritual figures to give lectures or inspirational lectures to students can help them understand and relate religious values to everyday life. Providing guidance and counseling services with an approach that integrates religious values can help students face life's challenges with a more positive outlook. Designing a school environment with supportive religious symbols (such as a meditation room or a place of prayer) can provide opportunities for students and staff to reflect and get in touch with the spiritual dimension. Rewarding or recognizing students who demonstrate attitudes and actions that reflect religious values can be a positive incentive. Next are the results of a simple example interview. What teachers often do is implement religious character education.

At school, I make it a habit to pray in congregation per class, pray together on Fridays, do morning exercises, pray before and after lessons, line up before entering class, and carry out the class picket schedule that has been made. One of the benefits of having routine activities is to form a good habit for students so that it is unconsciously ingrained in them (NNA).

The teacher should spontaneously provide direction and understanding to students that this is not good and set an example that should be. As a teacher, you must set a good example for students, such as dressing neatly, speaking politely, and throwing rubbish in its place (RTN).

The instillation of religious values is carried out in an integrated manner in implementing learning activities in class for all subjects. The activities carried out to instill religious values in students during the learning process in class include praying every time they start a learning activity and praying for the recovery of friends who are sick or in disaster (YTI).

It is important to note that implementing religious values in schools should be carried out in a way that respects the diversity of students' beliefs and promotes inclusivity. Schools must create an environment in which students feel comfortable expressing

their religious beliefs while learning and respecting the beliefs of others. Furthermore, religious values are moral, ethical, and spiritual principles taken from one's religious teachings and beliefs. These values guide individual behavior, actions, and attitudes in living daily life. Religious values often have a basis in the teachings of a particular religion and play an essential role in shaping a person's character and morals.

3.2. Discussion

Applying religious values in schools is an essential aspect of character education. This helps students develop a solid moral foundation and shapes their character [18]. This religious character is very much needed by students in dealing with changing times and moral degradation; in this case, students are expected to have a personality and behave according to good and bad standards based on religious provisions and provisions [19]. Therefore, students must develop their character so that they genuinely believe, behave, speak, and behave following the teachings of the religion they adhere to [20]. To realize these hopes, educators or teachers are needed who can be role models for students [21]. Teachers not only order students to be obedient and carry out religious teachings but also provide examples, figures, and role models. Implementing religious values can already be applied in the elementary school environment, but the level is still within a simple scope that students can accept. The implementation of religious values in character education is carried out in schools, namely by carrying out routine religious activities that are used as school culture so that students will get used to doing and applying them not only in the school environment but also when they are at home [22].

Religious character refers to the traits and behavior reflected in a person's religious beliefs and values. Religious character reflects a commitment to spiritual and moral principles inherited from the religion one adheres to [23]. Religious character from two different tribes, namely character and religion. Even though these words seem different, they greatly influence a person's behavior based on their religion. Religion is part of the character, because there are 18 character values, one of which is religion. In fact, through this religious character, it is hoped that other values developed in the school and madrasah environment can be inspired and human figures with noble character can be produced.

4. Conclusion

The conclusion in this study is based on the teacher's perception that the implementation of religious characters in elementary schools starts with getting used to carrying out religious activities in schools, the teacher gives examples of exemplary attitudes, the teacher invites students to do good, the teacher implements all religious character values in every content and implementation of learning in class. Character is the root of all a person's actions, whether good or bad. A person with character is a person who has specific characteristics. This characteristic is original and rooted in each individual's personality and is a driving force for how the individual acts, behaves, says, and responds to something. Character is inherent in an individual closely related to that individual's behavior. If a person has a solid good character, then that person will always feel safe and secure in his life; he will prefer to carry out beneficial actions related to God, his person, fellow humans, the environment, words, and based on religious norms, laws, customary cultural etiquette customs.

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