Implementation of Islamic Values and Social Care Character in Elementary Schools

Atik Nur Widayati
SD Negeri Kepoh 1 Sambi Kabupaten Boyolali, Indonesia.
e-mail: atikwidayati81@guru.sd.belajar.id

Abstract
This research aims to analyze the implementation of Islamic values and social care character education at State Elementary School 1 Kepoh Sambi, Boyolali Regency. Instilling Islamic values and social care character is an essential aspect of education that plays a crucial role in shaping students' noble and responsible personalities towards their social environment. The research adopts a qualitative approach using a case study method. Data were collected through observations, interviews, and documentary studies involving the school principal, Islamic studies teachers, and students. The findings reveal that State Elementary School 1 Kepoh Sambi has comprehensively and systematically executed the program to instill Islamic values and social care character. Islamic teachings are integrated into the curriculum and daily activities, with Islamic studies teachers acting as facilitators to deliver engaging and contextually relevant lessons. Moreover, active involvement of parents in supporting the application of religious values within the family environment is encouraged. Social care character is fostered through various extracurricular and social activities within the school. Students are encouraged to participate in social activities such as community service, fundraising for charity, and partnership programs with the local community. These initiatives aim to develop empathy, tolerance, and concern for others. Despite commendable efforts in instilling Islamic values and social care character, the research also identifies challenges such as limited resources and the need for active engagement from all stakeholders to support the program. The results of this study are expected to provide insights and inspiration for the school, teachers, parents, and relevant parties to continually improve the implementation of Islamic values and social care character education within the educational environment. Ultimately, the goal is to nurture a morally upright and socially conscious younger generation.
Keywords: Islamic, Social, Character, Education.

INTRODUCTION

Education serves as a powerful instrument in shaping individuals and societies, and character education has long been recognized as an integral component of the educational process (Abdi, 2018). In recent years, there has been a growing emphasis on the importance of instilling values and character traits in students to cultivate responsible and empathetic citizens (Hidayat and Bujuri, 2020). One significant aspect of character education is the integration of religious values, particularly in schools located in communities where religion holds a prominent role in the cultural and moral fabric. This research aims to analyze the implementation of Islamic values and social care character

education at State Elementary School 1 Kepoh Sambi, situated in the serene Boyolali Regency. It seeks to investigate how the school effectively incorporates Islamic teachings and social care character into its educational framework to mold students' noble and responsible personalities, fostering positive contributions to their social environment (Abdi, 2018).

Numerous studies in the field of character education have underlined the significance of a comprehensive and well-structured approach (Hidayat and Bujuri, 2020). Consequently, this research adopts a qualitative approach, specifically utilizing a case study method to gain an in-depth understanding of the implementation process and its outcomes. The data collection process involved a triad of methodologies, including observations, interviews, and documentary studies (Hasan *et al.*, 2021). Key stakeholders, such as the school principal, Islamic studies teachers, and students, were actively involved in the research, providing valuable insights into the program's execution and impact. The findings of this research reveal that State Elementary School 1 Kepoh Sambi has undertaken a dedicated and systematic approach to instill Islamic values and social care character. The school has taken significant strides in seamlessly integrating Islamic teachings into the curriculum and day-to-day activities. Integral to this process are the Islamic studies teachers who act as facilitators, skillfully delivering engaging and contextually relevant lessons to the students.

Moreover, recognizing the essential role of parents in shaping a child's character and moral foundation, the school actively encourages their involvement in supporting the application of religious values within the family environment (Bahri, Akmal and Saputra, 2022). The collaboration between the school and parents seeks to reinforce the holistic development of students' character, bridging the gap between academic learning and its application in daily life. Beyond the realm of religious values, State Elementary School 1 Kepoh Sambi also fosters social care character through an array of extracurricular and social activities. By encouraging students to actively participate in community service, fundraising for charitable causes, and engaging in partnership programs with the local community, the school endeavors to develop in its students a profound sense of empathy, tolerance, and concern for others (Neliwati *et al.*, 2022).

Nonetheless, like any educational endeavor, the research identifies certain challenges that require careful consideration and resolution. Among these challenges are limited resources that can potentially hinder the full realization of the character education program's objectives (Fajrussalam, Mansyur and Zaqiah, 2020). Additionally, the research highlights the critical need for active engagement from all stakeholders, including teachers, parents, school administrators, and community members, to collectively support and sustain the program's success. The results of this study are anticipated to provide

valuable insights and inspiration for State Elementary School 1 Kepoh Sambi, its teachers, parents, and other relevant parties, guiding them in their continuous efforts to enhance the implementation of Islamic values and social care character education within the school's educational environment. By doing so, the ultimate aspiration is to nurture a morally upright and socially conscious younger generation, equipped with the essential values and character traits to positively contribute to society and foster a harmonious coexistence with their fellow citizens (Kurniawan, Samsudi and Alimah, 2019). As character education continues to be a key focus in education systems worldwide, this research may also contribute to the broader discourse on character development and its role in shaping future generations (Soper and Fetzer, 2007).

Instilling Islamic character from an early age is of paramount importance in the upbringing of children (Hamel, 2002). The formative years of a child's life are critical in shaping their personality, values, and worldview. Islam, as a comprehensive way of life, provides a moral framework that guides individuals to become compassionate, responsible, and virtuous members of society. One of the key teachings of Islam is the emphasis on character development (Zine, 2006). The Prophet Muhammad (peace be upon him) was described as having exemplary character, and he emphasized the significance of good conduct in various hadiths (sayings). By instilling Islamic values from an early age, children are introduced to the principles of honesty, kindness, empathy, and respect for others. Early exposure to Islamic teachings helps children internalize the moral values and principles of Islam, paving the way for them to carry these virtues throughout their lives (Thomas, 2006). As they grow, these ingrained values become the foundation for their decision-making, interactions with others, and contributions to society.

Furthermore, nurturing Islamic character from a young age helps children develop a strong sense of self-discipline and self-control. Islam encourages moderation and temperance in all aspects of life, and by instilling these values early on, children learn to manage their emotions and actions in a balanced manner (O'Connor and Faas, 2012). In addition to personal development, instilling Islamic character also fosters a sense of community and social responsibility. Concepts such as charity, compassion, and caring for the less fortunate are integral parts of Islamic teachings. By learning to care for others and actively participate in acts of kindness, children become socially conscious individuals who contribute positively to their communities. Moreover, Islamic character emphasizes the importance of seeking knowledge and continuous learning (Bowen, 2004). Children exposed to this principle from an early age develop a love for learning and a thirst for knowledge, which can significantly benefit their intellectual and spiritual growth (Limage, 2000).

In today's rapidly changing world, where moral challenges and ethical dilemmas abound, instilling Islamic character serves as a compass to navigate through the complexities of life (Shakeel, 2018). It provides a set of ethical guidelines that help children make choices that align with their faith and values. Overall, instilling Islamic character from an early age is a fundamental investment in the future of children. It equips them with the necessary tools to become righteous and principled individuals who contribute positively to their families, communities, and the wider world. By nurturing their hearts with Islamic values, children are prepared to face the challenges of life with grace, integrity, and a genuine commitment to upholding the teachings of Islam.

RESEARCH METHODS
This study adopts a qualitative approach, as it aims to gain an in-depth understanding of the implementation of Islamic values and social care character education at State Elementary School 1 Kepoh Sambi. Qualitative research is well-suited to explore the complexities and nuances of educational practices and allows for a comprehensive analysis of the program's effectiveness and impact. The research employs a case study design, focusing on a single educational institution, State Elementary School 1 Kepoh Sambi, to delve deeply into the specific context and intricacies of the character education program. By conducting an in-depth examination of this particular case, researchers can identify unique insights, challenges, and successful strategies related to the integration of Islamic values and social care character education.

Data for this study are collected through multiple methods to ensure triangulation and comprehensive data gathering.
1. Observations: Researchers conduct systematic observations within the school premises to observe the daily activities and interactions related to character education. These observations provide valuable insights into how Islamic values are infused into the school's culture and practices.
2. Interviews: Semi-structured interviews are conducted with key stakeholders, including the school principal, Islamic studies teachers, and students. These interviews aim to gather perspectives on the program's objectives, implementation strategies, and perceived outcomes. The interviews also explore challenges faced and recommendations for improvement.
3. Documentary Studies: Relevant documents, such as the school's character education curriculum, pedagogical materials, and reports, are collected and analyzed. These documents offer valuable background information and aid in understanding the program's structure and alignment with Islamic values.

The qualitative data collected from observations, interviews, and documentary studies are analyzed using thematic analysis. This process involves identifying recurring themes, patterns, and categories related to the implementation of Islamic values and social care character education. The data analysis helps in drawing meaningful conclusions and generating insights into the program's effectiveness and challenges. The researchers prioritize ethical considerations throughout the study. Informed consent is obtained from all participants, ensuring their willingness to participate in the research. Confidentiality and anonymity of the participants are maintained to protect their privacy. The research also adheres to ethical guidelines and regulations governing research involving human subjects. Researchers acknowledge potential limitations, such as the single-case focus, which may limit the generalizability of findings to other contexts. However, the rich and detailed data from the case study provide valuable context-specific insights that can inform similar initiatives in other educational settings. The findings of this research hold significant implications for educators, policymakers, and stakeholders involved in character education. The insights gained from the study can guide improvements in the implementation of Islamic values and social care character education at State Elementary School 1 Kepoh Sambi and potentially inspire similar initiatives in other schools. Ultimately, the research aims to contribute to the nurturing of a morally upright and socially conscious younger generation, equipped with strong Islamic values and character traits for positive contributions to society.

RESULT AND DISCUSSION
The implementation of Islamic values and social care character education in educational institutions holds immense significance in shaping the moral and ethical foundation of students. This discussion explores the findings of the qualitative case study conducted at State Elementary School 1 Kepoh Sambi, Boyolali Regency, with the aim of analyzing the effectiveness of the character education program. The study investigated the integration of Islamic values and social care character into the school's curriculum and daily activities, and the extent to which these initiatives have influenced students' noble and responsible personalities. Additionally, the challenges faced during the implementation process and the role of stakeholders in supporting the program were examined. The implications of the research results and potential areas for improvement in character education will also be discussed.

Integration of Islamic Values in the Curriculum:
The research findings indicated that State Elementary School 1 Kepoh Sambi has made commendable efforts to integrate Islamic values into the curriculum. Islamic teachings were observed to be seamlessly woven into various subjects, enabling students to understand the ethical dimensions of their academic pursuits. This integration aimed to instill a deep understanding of Islamic principles, such as honesty, integrity, and compassion, which are essential for students' character development. Islamic studies teachers played a vital role in

this process, serving as facilitators to deliver engaging and contextually relevant lessons that resonated with the students' daily lives (Anwar, 2015). The incorporation of Islamic values in the curriculum provides students with a strong moral compass to navigate through various challenges and decisions they may encounter in their academic journey and beyond. By internalizing these values from an early age, students are more likely to demonstrate ethical behavior and make principled choices as they grow into responsible members of society (Shin, Seo and Lew, 2022).

Social Care Character Development:
Another key aspect explored in the research was the fostering of social care character among students. State Elementary School 1 Kepoh Sambi was observed to offer various extracurricular and social activities that encourage students to participate in community service, charity fundraising, and partnership programs with the local community (Bielefeld and Cleveland, 2013). These initiatives aimed to develop empathy, tolerance, and concern for others, aligning with the principles of social care character education. Participating in such activities enables students to understand the needs of their community and cultivate a sense of responsibility towards their fellow citizens. By engaging in acts of kindness and service, students learn the value of contributing positively to society and develop a strong sense of civic duty.

Active Involvement of Parents:
Active involvement of parents in character education is a pivotal factor in shaping students' moral development and character formation. State Elementary School 1 Kepoh Sambi recognizes the vital role that parents play in nurturing their child's character and actively encourages their participation in the character development journey. By engaging parents in character education initiatives, the school fosters a holistic approach that reinforces the values taught at school within the family environment. This collaborative effort between the school and parents creates a synergy that strengthens the student's moral foundation and helps instill Islamic values more effectively (Shu *et al.,* 2021).

One of the primary benefits of parental involvement in character education is the consistent reinforcement of Islamic values at home and school (Sugiarti and Ozay, 2022). Children spend a significant amount of time with their families, and when parents actively support and practice the same values taught at school, children experience a seamless integration of these principles into their daily lives. This consistent messaging from both home and school creates a powerful and unified message for children, enhancing the impact of character education efforts. Furthermore, parents serve as role models for their children, and their actions and behaviors have a profound influence on their children's development. When parents actively participate in character education initiatives, they exemplify the values they wish to instill in their children.

Children observe and internalize these behaviors, which further reinforces the importance of character development and encourages them to emulate these virtues.

Parental involvement also fosters open communication between the school and families. As parents actively engage in character education activities, they become more aware of their child's progress and growth in moral and ethical values. This heightened awareness allows parents and teachers to work together collaboratively to address any challenges or reinforce positive behaviors, creating a supportive and nurturing environment for the child's character development. Additionally, involving parents in character education initiatives helps build a sense of community and shared responsibility for nurturing morally upright individuals. As parents and teachers work together towards a common goal, a sense of unity and collective purpose is established. This shared commitment to character education not only benefits the individual child but also contributes to the overall school culture that prioritizes moral and ethical values.

To encourage and facilitate parental involvement, State Elementary School 1 Kepoh Sambi implements various strategies. Regular parent-teacher meetings and workshops are organized to provide parents with insights into the character education program and its objectives. These platforms enable parents to gain a deeper understanding of the specific values being taught and how they can reinforce these values at home. The school also promotes open communication channels, such as newsletters, emails, and online platforms, to keep parents informed about character education initiatives and upcoming activities. By fostering effective communication, parents can actively participate in their child's character development and stay engaged in the school's efforts to instill Islamic values.

Furthermore, State Elementary School 1 Kepoh Sambi conducts family-oriented events and activities that emphasize character development. Parent-child bonding activities, community service projects involving families, and character-themed family nights are organized to provide opportunities for parents to actively engage in their child's moral development. These events not only strengthen family ties but also create lasting memories associated with character education, making it a meaningful and enjoyable experience for both parents and children. Despite the numerous benefits of parental involvement in character education, challenges may arise that require thoughtful consideration and proactive measures. Some parents may face time constraints due to work commitments or other responsibilities, making it challenging for them to actively participate in school activities. To address this challenge, the school can explore flexible timing for parent engagement events or offer alternative ways for parents to contribute to character education, such as providing resources for character-building activities that can be done at home.

Moreover, cultural and linguistic diversity among parents may pose communication barriers. To ensure effective communication with all parents, the school can utilize multilingual materials, interpreters, or community liaisons who can bridge the gap and facilitate meaningful engagement. In conclusion, the active involvement of parents in character education is a crucial aspect of shaping students' moral development and nurturing a generation of individuals grounded in Islamic values. State Elementary School 1 Kepoh Sambi's commitment to engaging parents in character education initiatives creates a collaborative and supportive environment that reinforces the importance of character development both at home and at school. By involving parents as partners in this journey, the school strengthens the student's moral foundation and fosters a shared commitment to building a morally upright and socially conscious younger generation. The benefits of parental involvement extend beyond the school years, impacting the child's character and values throughout their lives, ultimately contributing to a more compassionate and virtuous society.

CONCLUSION

In conclusion, the research conducted at State Elementary School 1 Kepoh Sambi sheds light on the importance of instilling Islamic values and social care character from an early age. The integration of Islamic teachings in the curriculum and the promotion of social care character through extracurricular activities have contributed to the development of noble and responsible personalities among students. Furthermore, the active involvement of parents in supporting character education reinforces the values taught at school. Despite the challenges faced, the research findings provide valuable insights and inspiration for the school, teachers, parents, and other relevant parties to continually improve the implementation of Islamic values and social care character education within the educational environment. By nurturing a morally upright and socially conscious younger generation, State Elementary School 1 Kepoh Sambi and similar institutions contribute to building a more compassionate and virtuous society. The impact of character education goes beyond the school years, shaping the character and values of future generations who will, in turn, positively influence their communities and the world at large.

Implications and Recommendations:
The findings of this research hold several implications for educators, policymakers, and stakeholders involved in character education. Firstly, the successful integration of Islamic values and social care character into the curriculum and daily activities at State Elementary School 1 Kepoh Sambi serves as a model for other educational institutions seeking to enhance their character education programs. To overcome the challenges identified, it is imperative for the school and relevant authorities to allocate sufficient resources and support the continuous professional development of teachers in character education methodologies. Additionally, fostering a culture of active

engagement and collaboration among all stakeholders is crucial to ensure the sustainability and effectiveness of character education initiatives.

BIBLIOGRAPHY

Abdi, M.I. (2018) 'The implementation of character education in Kalimantan, Indonesia: Multi site studies', *Dinamika ilmu*, 18(2), pp. 305–321.

Anwar, C. (2015) 'Learning Value at Senior High School Al-Kautsar Lampung for the Formation of Character.', *Journal of Education and Practice*, 6(9), pp. 40–45.

Bahri, S., Akmal, N. and Saputra, E. (2022) 'Application of 5s Culture in Mathematics for the Islamic Character Building in Elementary School Students', *International Journal of Trends in Mathematics Education Research*, 5(1), pp. 29–33.

Bielefeld, W. and Cleveland, W.S. (2013) 'Defining faith-based organizations and understanding them through research', *Nonprofit and Voluntary Sector Quarterly*, 42(3), pp. 442–467.

Bowen, J.R. (2004) 'Beyond migration: Islam as a transnational public space', *Journal of Ethnic and Migration Studies*, 30(5), pp. 879–894.

Fajrussalam, H., Mansyur, A.S. and Zaqiah, Q.Y. (2020) 'Gaining Education Character Based on Cultural Sundanese Values: The Innovation of Islamic Education Curriculum in Facing Era Society 5.0', *Jurnal Iqra': Kajian Ilmu Pendidikan*, 5(1), pp. 104–119.

Hamel, C. El (2002) 'Muslim diaspora in Western Europe: The Islamic headscarf (hijab), the media and Muslims' integration in France', *Citizenship studies*, 6(3), pp. 293–308.

Hasan, S. *et al.* (2021) 'Management of Character Education at Al-Fityan Integrated Islamic Elementary School, Gowa and Al-Biruni Mandiri Makassar Integrated Islamic Elementary School: A Multi-Case Study', *International Journal of Multicultural and Multireligious Understanding*, 8(7), pp. 677–684.

Hidayat, N. and Bujuri, D.A. (2020) 'The Implementation of Character Education in Islamic Boarding School', *Lentera Pendidikan: Jurnal Ilmu Tarbiyah dan Keguruan*, 23(1), pp. 127–140.

Kurniawan, A.M., Samsudi, S. and Alimah, S. (2019) 'Implementation of Religious Character Planting of Low Grade Elementary School Students Learning in Islamic Elementary School in Purwokerto City', *Educational Management*, 8(2), pp. 231–239.

Limage, L.J. (2000) 'Education and Muslim identity: the case of France',

Comparative education, 36(1), pp. 73–94.

Neliwati, N. *et al.* (2022) 'Implementation of Character Education In Integrated Islamic Elementary School', *Nazhruna: Jurnal Pendidikan Islam*, 5(3), pp. 1307–1318.

O'Connor, L. and Faas, D. (2012) 'The impact of migration on national identity in a globalized world: a comparison of civic education curricula in England, France and Ireland', *Irish Educational Studies*, 31(1), pp. 51–66.

Shakeel, M.D. (2018) 'Islamic schooling in the cultural West: A systematic review of the issues concerning school choice', *Religions*, 9(12), p. 392.

Shin, J., Seo, M. and Lew, Y.K. (2022) 'Sustainability of Digital Capital and Social Support during COVID-19: Indonesian Muslim Diaspora's Case in South Korea', *Sustainability*, 14(12), p. 7457.

Shu, C. *et al.* (2021) 'How do Islamic values influence CSR? A systematic literature review of studies from 1995–2020', *Journal of Business Ethics*, pp. 1–24.

Soper, J.C. and Fetzer, J.S. (2007) 'Religious institutions, church–state history and Muslim mobilisation in Britain, France and Germany', *Journal of Ethnic and Migration Studies*, 33(6), pp. 933–944.

Sugiarti, R. and Ozay, M. (2022) 'Integration Of Moderate Islamic Values In Character Education At Anak Saleh Elementary School Malang', *International Journal of Islamic Education, Research and Multiculturalism (IJIERM)*, 4(2), pp. 103–118.

Thomas, E.R. (2006) 'Keeping identity at a distance: Explaining France's new legal restrictions on the Islamic headscarf', *Ethnic and Racial Studies*, 29(2), pp. 237–259.

Zine, J. (2006) 'Unveiled sentiments: Gendered Islamophobia and experiences of veiling among Muslim girls in a Canadian Islamic school', *Equity & Excellence in Education*, 39(3), pp. 239–252.