



## INTEGRATING RELIGIOUS CULTURE IN EVERY SCHOOL ACTIVITY: STEPS TOWARDS CHARACTER EDUCATION

Lailis Zakiyah<sup>1</sup>, Ummul Khoiroh<sup>2</sup>, Moh. Rofiki<sup>3</sup>, Eka Diana<sup>4</sup>

<sup>1,2,3,4</sup> Universitas Nurul Jadid, East Java, Indonesia

Email.umiklil13@gmail.com<sup>1</sup>, ummulkhoiroh14@gmail.com<sup>2</sup>,  
mohrofik1984@unuja.ac.id<sup>3</sup>, ekadianaalwi8@unuja.ac.id<sup>4</sup>

### Abstract:

This research aims to examine the application of religious values in every aspect of life at MI Miftahul Ulum Opo-opo and its impact on the formation of student character. The research method used is qualitative with data collection through interviews and observation. This research focuses on routine religious activities carried out in schools, such as congregational prayers, reciting the Koran, and the integration of religious teaching in general subjects. The research results show that the application of religious values in the school environment has a positive impact on the formation of students' character, especially in terms of discipline, responsibility, empathy and concern for others. Students become more disciplined in carrying out daily activities, respect time, and show concern for the environment and other people. Apart from that, close collaboration between the school and parents also strengthens the formation of students' religious character. Parents support religious activities at school and accompany children in religious activities at home. Overall, MI Miftahul Ulum Opo-opo has succeeded in creating an environment that not only supports students' intellectual development, but also strengthens character formation based on Islamic religious teachings. In this way, students are ready to face life's challenges with commendable morals and a strong religious foundation, making them individuals who are not only academically intelligent, but also have good morals.

**Keywords:** *Religious Culture, School Activities, Character Education*

### INTRODUCTION

Character education plays an important role in the education system, with the aim of forming students so that they are not only intellectually intelligent, but also have strong morals and spirituality. One effective approach in shaping student character is to integrate religious values in various activities carried out at school. Through religious culture implemented from an early age, students can develop into individuals who are not only knowledgeable, but also have good morals, empathy, and the ability to live in harmony, even amidst diversity. In this case, schools play a very strategic role as institutions that can internalize these religious values in students' daily lives. (Amiyah & Subiyantoro, 2020)

School is not only a place to learn knowledge, but also an institution that shapes students' attitudes and character. (Fahrudin, 2023) By integrating religious culture into daily activities at school, a positive, peaceful and mutually respectful environment can be created between students. Even though students come from various religious backgrounds, universal religious values, such as compassion, discipline, honesty and mutual help, can be a strong basis for strengthening social ties between them. That is why integrating religious culture in school activities is very important to build better

student character.

The religious culture referred to here is not only limited to aspects of religious rituals, but also includes the moral values taught by each religion. These values, such as respecting others, acting honestly, caring for others, and respecting differences, have great potential in shaping students' positive attitudes. In schools, religious culture can be applied not only in religious lessons, but also in various other activities that involve interactions between students, teachers and the surrounding environment. Thus, religious culture can enrich students' experiences in interacting with the wider world.

The integration of religious culture in school activities also helps overcome challenges in a pluralistic society. (Sunarso, 2020) By teaching students to respect each other's differences, whether in terms of religion, culture or outlook on life, we can create a generation that is more tolerant and ready to face social complexity. Schools can be a safe place for all students to grow and develop without discrimination or intolerance. Therefore, activities at school do not only focus on academic achievement, but also on forming students' character based on religious values.

However, integrating religious culture into every school activity is not an easy thing, especially amidst the existing diversity. This challenge can be overcome with commitment from all parties in the school, from teachers, students, to parents. Schools must be an example in implementing the principles of religious culture, with an inclusive attitude that avoids differences that can divide. In this way, schools can create an environment that supports the development of positive and tolerant student character. (Wahidah & Heriyudanta, 2021)

There are several previous researchers who discussed the above research, including; First, Sari & Kusnadi (2021) show that schools that integrate religious culture in daily activities have a positive impact on the development of students' character, especially in forming attitudes of mutual respect, mutual assistance and tolerance. This integration is not only in formal religious activities, but also in the form of daily behavior such as the habit of helping each other, maintaining cleanliness, and praying together. Second, Fadli (2018) in his research revealed that the main challenge in integrating religious values is the differences in students' religious and cultural backgrounds. This is often an obstacle in creating activities that are acceptable to all parties, especially in schools with high religious diversity. Third, Nugroho (2022) in his research on the integration of religious culture in education stated that schools that successfully integrate religious culture tend to have students who are more disciplined, respectful of each other, and able to manage conflict wisely. This contributes to the creation of a conducive and harmonious learning environment.

From the results of the previous research above, the novelty in this research emphasizes a more contextual, focused and practical approach where this research offers (1) the application of the integration of religious values in every subject and learning activity at MI Miftahul Ulum Opo-opo. Apart from formal religious teaching, this research offers a model for implementing religious values in the general curriculum, for example by linking religious values (such as honesty, justice and compassion) in subjects such as mathematics, Indonesian or science. For example, linking the value of honesty in doing assignments and exams, or teaching empathy and cooperation in group projects. This approach can shape students' character as a whole, not only in religious studies, but also in every academic activity. (2) creating a religious school environment and supporting the formation of student character through various activities that reflect religious values. Apart from formal activities such as praying together, schools can also integrate religious culture into non-academic activities, such as the "Religious Day" program which is held every Friday, where all students and teachers together carry out religious activities, namely reciting the Koran together at the PP caregiver's maqbaroh. Miftahul Ulum What the heck. This aims to strengthen a sense of togetherness and create an atmosphere conducive to character education.

## **RESEARCH METHODS**

This research aims to develop a model of religious cultural integration in every school activity at MI Miftahul Ulum, as a strategic step to build character education based on religious values. To achieve this aim, this research uses a qualitative approach with a school action research design (Telaumbanua et al., 2021). This approach was chosen because this research focuses on developing a model that can be applied directly in schools to improve the quality of religious-based character education. This research was carried out through the stages of planning, action, observation and reflection, which allows evaluation of each step taken to determine the extent to which religious cultural integration can shape student character (Subroto & Pd, 2017).

The subjects of this research consisted of students, teachers, parents and the principal of MI Miftahul Ulum. Students are the main focus of research to see the impact of religious cultural integration on their character formation. Teachers play a role in teaching religious values in subjects and in daily activities at school. Parents collaborate in supporting religious activities both at home and at school, while school principals have a strategic role in supporting policies and programs for religious cultural integration in schools. The data collection techniques used were in-depth interviews, observation, documentation, and questionnaires given to students and parents to explore their perceptions regarding the application of religious values at school and home (Nartin et al., 2024).

The research process began with the planning stage, where a religious cultural integration program was prepared to be implemented in learning activities and extracurricular programs at MI Miftahul Ulum. In the action stage, the planned program is implemented involving all related parties, including teachers, students and parents. For example, the application of religious values in general subjects and religious activities such as group prayer, recital, and religion-based social activities. Strengthening collaboration with parents is also carried out through forums or regular meetings that discuss teaching religious values at home, as well as cooperation in supporting religious activities at school (Yasin et al., 2024).

During the observation stage, data is collected through direct observation of the implementation of planned activities. Observations were carried out to assess the extent of integration of religious values in students' learning and daily activities, as well as to see changes in students' attitudes and character related to religious values. In addition, interviews with teachers and parents were conducted to explore their experiences in supporting the religious-based character education process at home and school. Documentation of activities, such as recitation reports, social activities, and collaboration with parents, is also an important source of data.

After the observation stage, the collected data was analyzed qualitatively using the Miles and Huberman data analysis model, which includes data reduction, data presentation, and drawing conclusions (Thalib, 2022).



Table 1.1 Miles and Huberman Data Analysis

Triangulation techniques are used to validate the validity of the data by comparing findings from various sources, including students, teachers, parents, and activity documentation (Yasin et al., 2024). It is hoped that the results of this research can produce an applicable and contextual model for integrating religious culture in

every school activity, so that it can help MI Miftahul Ulum in forming the character of students who are virtuous, religious and have high social attitudes. The following is a table of interview respondents below:

<b>NO</b>	<b>POSITION</b>	<b>INISIAL</b>
<b>1</b>	Headmaster	SH
<b>2</b>	2 Teacher	RY, HK
<b>3</b>	2 Parent	AW, SN
<b>4</b>	5 student	AN, FS, FK, DJ, AM

## **RESULTS AND DISCUSSION**

Education does not only focus on developing students' cognitive aspects or academic skills, but also shapes their character and morality (Fahrudin, 2023). One way to shape good character is to integrate religious values in every aspect of education, including learning activities at school. At MI Miftahul Ulum, the integration of religious values in learning activities is an important strategy in educating students to become individuals who are not only intelligent, but also have noble character and good morals based on religious teachings.

The application of religious values in learning activities plays an important role in forming students' personalities who respect religious values in everyday life (Astuti, 2020). Values such as honesty, discipline, mutual respect, mutual assistance, and a sense of responsibility can be integrated into various subjects and other learning activities. Thus, religious values are not just a lesson studied separately, but become part of every activity carried out at school. Through this approach, students are expected to be able to understand and internalize religious teachings in their every action.

The integration of religious values in learning activities does not only emphasize religious theory or knowledge, but also includes daily behavior and attitudes that reflect these values. For example, in daily activities at school, such as when interacting with friends, attending lessons, or participating in extracurricular activities, students are taught to behave in accordance with religious teachings which emphasize discipline, responsibility, and mutual respect. Therefore, integrating religious values in learning is also an effort to create an environment that is religious, full of respect, and supports the formation of students' overall character (Nasution et al., 2024).

By integrating religious values in every learning activity, MI Miftahul Ulum hopes to create an educational atmosphere that does not only focus on academic achievement, but also produces a generation that has spiritual depth, is able to behave well, and can bring religious values into life. them every day. This makes education in schools not only a process of transferring knowledge, but also a forum for forming students' character and morals in accordance with the religious values they believe in (Nahdiyah et al., 2021).

### **Implementation of the Integration of Religious Values in Every Subject and Learning Activity**

At MI Miftahul Ulum Opo-Opo, implementing the integration of religious values in every subject and learning activity is one of the main priorities for shaping student character (Sudirman et al., 2023). As an Islamic educational institution, MI Miftahul Ulum Opo-Opo strives to ensure that students are not only intelligent in academics, but also have good morals and are in accordance with the teachings of the Islamic religion.

The implementation of this integration of religious values can be seen in every subject taught. Even though many subjects are general, such as mathematics, Indonesian or natural sciences, religious values are still integrated. For example, in mathematics lessons, students are taught about the order of God's creation which can be linked to the principles of accuracy and justice which are also taught in Islam. This aims to

ensure that students not only master academic material, but also understand the moral and spiritual values contained in every science they study (Kartika et al., 2023).

Apart from formal lessons, activities outside class hours are also designed to strengthen religious values. One way is to carry out congregational prayers every day. This activity not only teaches the importance of worship in Islam, but also builds togetherness among students. Apart from that, extracurricular activities such as scouting and art are also filled with religious values, such as cooperation, mutual respect, and maintaining brotherhood, which are very important in social life.

The implementation of this integration of religious values has a very positive impact on the development of students' character (Amiyah & Subiyantoro, 2020). They become more disciplined, honest and polite. Apart from that, the integration of religion in learning also makes students love and understand Islamic teachings more, so that they can apply religious values in their daily lives, both in the school environment and in society.

However, there are several challenges that need to be faced in this implementation. One of them is the difficulty of linking some more technical subjects with religious values, such as mathematics or science. Apart from that, differences in understanding of religion among students can also influence the success of integrating religious values in learning. Moreover, limited time in the lesson schedule is also an obstacle in implementing religious values optimally.

To overcome these challenges, several steps need to be taken. Teachers at MI Miftahul Ulum Opo-Opo need to receive training to integrate religious values in each subject effectively. Apart from that, it is important to strengthen collaboration between teachers from various subjects so that they can design activities that can combine science with religious teachings. No less important is strengthening religious activities outside of lessons, such as recitations and social activities, which can give students the opportunity to deepen religious values.

In general, implementing the integration of religious values in every subject and learning activity at MI Miftahul Ulum Opo-Opo provides many benefits. Even though there are challenges, with maximum efforts from all parties, this institution has succeeded in producing a generation that is not only intelligent in science, but also has good morals, is commendable, and in accordance with Islamic teachings.

As stated by the principal, namely (SH), said that the integration of religious values in every subject is part of the school's vision and mission. At MI Miftahul Ulum, apart from focusing on academic knowledge, the school tries to shape good student character, in accordance with the teachings of the Islamic religion. Mr. SH emphasized that even though many subjects are not directly related to religion, such as mathematics and science, teachers at this school still link these lessons to religious principles, such as honesty, thoroughness and mutual respect. The impact of this implementation is very positive, as can be seen from changes in students' attitudes, who are increasingly disciplined, honest and have good morals. Apart from that, students also increasingly love religion and understand the importance of applying Islamic teachings in everyday life.

Strengthened by the teacher, namely (RY, HK) who said that in science lessons, he connected material about the universe and ecosystem with the greatness of God. He teaches students to respect and protect nature as a trust from God. This gives students a deeper understanding that science and religion can go together, and are important for protecting God's creation.

From the student side, AN, FS, FK, DJ, AM, all felt great benefits from implementing the integration of religious values in learning. Fira revealed that she found it easier to understand lessons because the teacher always linked the material to religious teachings. Rizky added that apart from being more disciplined, he also felt closer to his friends because of the regular congregational prayers at school. Lina feels that the integration of religion in lessons makes her more confident in learning, and she cares more about the environment around her after learning about the greatness of God through nature. Andi also feels that the lessons at MI Miftahul Ulum are different,

because they are always taught to remember God in every aspect of learning, which makes him respect others more.

In general, this interview shows that the implementation of the integration of religious values at MI Miftahul Ulum Opo-Opo has succeeded in creating a holistic learning atmosphere, where students not only develop academically, but also develop good character. The integration of science and religious values makes the learning process more meaningful and relevant in students' daily lives, makes them smarter, has good morals, and cares more about the environment and each other.

### **Creating a Religious School Environment and Supporting Student Character Formation**

Creating a religious school environment and supporting the formation of student character through various activities that reflect religious values is one of the main goals at MI Miftahul Ulum Opo-Opo. Good education does not only teach knowledge, but also shapes students' character into individuals who have noble character, have social responsibility, and are close to spiritual values (Sunarso, 2020). In this case, schools play an important role in integrating religious values into students' daily lives.

The religious environment at MI Miftahul Ulum is formed by prioritizing habits that reflect the teachings of the Islamic religion, such as congregational prayers, recitation of the Koran, and integrated religious teaching in other subjects. Students are not only taught general knowledge, but are also given an understanding of the values of honesty, discipline and mutual respect which are closely related to Islamic teachings (Wahidah & Heriyudanta, 2021). In this way, lessons become more meaningful, because students can see a direct connection between the knowledge they learn and the religious values they adhere to.

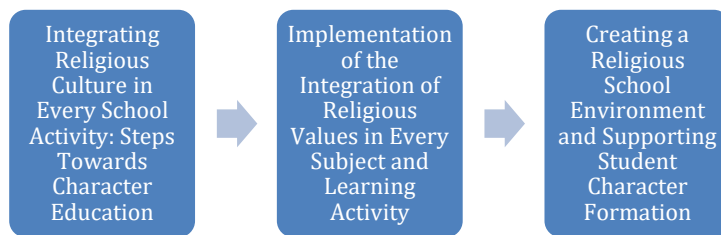
Religious activities carried out at school, such as congregational dhuha and dluhur prayers, reading asmaul husna and tadarus Al-Qur'an, also function to teach discipline, togetherness and the importance of worship. Through regular congregational prayers, students learn to manage their time well and become more disciplined. Tadarus Al-Qur'an every morning not only helps students understand the contents of the Koran, but also gives them the opportunity to reflect on the values contained in it, such as patience, honesty and concern for others. Social and charitable activities are also taught, where students are involved in various sharing activities with others, which teaches them about empathy and social care.

The impact of implementing this religious environment is very positive (Sofannah et al., 2023). Students become more disciplined, empathetic towards others, and their morals improve. They are not only intelligent in science, but also behave in accordance with religious teachings. Students increasingly realize that science and religion complement each other, and both can be applied in their daily lives. This helps them become individuals who are not only smart, but also have noble character.

However, of course there are challenges faced, such as differences in religious understanding among students and limited resources. To deal with this, the school continues to strive to provide training to teachers so they can teach religious values in an interesting and effective way. Apart from that, collaboration with parents is also important to strengthen understanding of religion at home.

Parents, such as AW and SN, strongly support the implementation of religious values at school because of its clear impact on their children's development. Children become more disciplined, love religion more, and care more about the environment around them. They also realize the importance of collaboration between schools and parents in supporting the formation of good character in children.

The following is a diagrammatic illustration of the steps for forming student character through religious culture.



## CONCLUSION

From the discussion regarding the implementation of a religious school environment at MI Miftahul Ulum Opo-Opo, it can be concluded that the school's efforts to integrate religious values in every aspect of school life have a very positive impact on the formation of student character. Through routine religious activities such as congregational prayers, Al-Qur'an tadarus, and integrated religious teaching in various subjects, students not only develop academic knowledge, but also develop good morals and morals.

The impact of implementing this religious environment can be seen in increasing discipline, a sense of responsibility, empathy and concern for others. Students become more disciplined in carrying out daily activities and value time more, and become more concerned about the environment and other people. Apart from that, they also love religion more and try to apply religious teachings in their daily lives.

Strong collaboration between the school and parents is also the key to the successful implementation of these religious values. Parents fully support religious activities at school and accompany their children at home so that this character formation can continue to develop.

Overall, MI Miftahul Ulum Opo-Opo has succeeded in creating an environment that not only supports students' intellectual development, but also leads to the formation of good character, in accordance with the teachings of the Islamic religion. This makes students not only academically intelligent, but also have commendable morals and are ready to face life's challenges with a strong religious foundation.

## REFERENCES

- Amiyah, F., & Subiyantoro, H. (2020). Membangun Budaya Religius Siswa Melalui Kegiatan Sekolah di Lingkungan SMA Sunan Ampel. *Jurnal Ilmu Ilmu Sosial*, 17(2), 346–357.
- Astuti, A. D. (2020). The Strategy of Principal in Instilling Religious Character in Muhammadiyah Elementary School. *European Educational Researcher*, 3(2), 67–85.
- Fahrudin, M. (2023). Pola Pendidikan Karakter Religius Melalui Islamic Boarding School di Indonesia. *Pustaka Peradaban*.
- Kartika, I., Saepudin, S., Norman, E., & Uswatiah, W. (2023). Instilling religious character values in elementary school students through Islamic religious education learning. *JPPi (Jurnal Penelitian Pendidikan Indonesia)*, 9(4), 100–107.
- Nahdiyah, A., Hanief, M., & Musthofa, I. (2021). Implementasi Budaya Religius Dalam Meningkatkan Karakter Siswa Di Smp Islam As-Shodiq Bululawang. *Vicratina: Jurnal Pendidikan Islam*, 6, 129–136.
- Nartin, S. E., Faturrahman, S. E., Ak, M., Deni, H. A., MM, C. Q. M., Santoso, Y. H., SE, S., Paharuddin, S. T., Suacana, I. W. G., & Indrayani, E. (2024). Metode penelitian kualitatif. *Cendikia Mulia Mandiri*.
- Nasution, A., Sumarni, S., & Lubis, N. (2024). The Application of Religious Values in

- Humanistic Education in the Elementary School Curriculum: An Ethnographic Study. *IJEGR: International Journal Education and Global Research Analysis*, 1(1), 27–37.
- Sofannah, I. A., Amrullah, M., & Wardana, M. D. K. (2023). Penguatan Pendidikan Karakter Religius Melalui Pembiasaan Budaya Sekolah. *JPK: Jurnal Pancasila Dan Kewarganegaraan*, 8(2), 115–125. <http://journal.umpo.ac.id/index.php/JPK/index>
- Subroto, S. E., & Pd, M. M. (2017). *Penelitian Tindakan Sekolah: Desain Praktik Pembelajaran 4.0*. LPPM IAI Ibrahimy Genteng Press Editor: Rima Trianingsih M. Pd.
- Sudirman, S., Wijayanto, M. A., Fatmawati, E., Sesario, R., & Hanim, S. A. (2023). The Role of Religious Culture in Forming the Character of Vocational High School Students. *Edunesia: Jurnal Ilmiah Pendidikan*, 4(1), 347–357.
- Sunarso, A. (2020). Dengan demikian, budaya religius sekolah adalah terwujudnya nilai-nilai ajaran agama sebagai tradisi dalam berperilaku dan budaya organisasi yang diikuti oleh seluruh warga sekolah. *Jurnal Kreatif: Jurnal Kependidikan Dasar*, 10(2), 155–169. <https://journal.unnes.ac.id/nju/kreatif/article/view/23609/10082>
- Telaumbanua, M., Sos, S., & MM, M. P. (2021). *Belajar teori dan praktik dalam penelitian tindakan sekolah*. Ahlimedia Book.
- Thalib, M. A. (2022). Pelatihan Analisis Data Model Miles Dan Huberman Untuk Riset Akuntansi Budaya. *Madani: Jurnal Pengabdian Ilmiah*, 5(1), 23–33.
- Wahidah, S. N., & Heriyudanta, M. (2021). Internalisasi Nilai-Nilai Budaya Religius Melalui Kegiatan Keagamaan di MTs N 3 Ponorogo. *Al-Fikri: Jurnal Studi Dan Penelitian Pendidikan Islam*, 4(1), 28. <https://doi.org/10.30659/jspi.v4i1.17446>
- Yasin, M., Garancang, S., & Hamzah, A. A. (2024). Metode dan Instrumen Pengumpulan Data (Kualitatif dan Kuantitatif). *Journal of International Multidisciplinary Research*, 2(3), 161–173.
- Amiyah, F., & Subiyantoro, H. (2020). Membangun Budaya Religius Siswa Melalui Kegiatan Sekolah di Lingkungan SMA Sunan Ampel. *Jurnal Ilmu Ilmu Sosial*, 17(2), 346–357.
- Astuti, A. D. (2020). The Strategy of Principal in Instilling Religious Character in Muhammadiyah Elementary School. *European Educational Researcher*, 3(2), 67–85.
- Fahrudin, M. (2023). *Pola Pendidikan Karakter Religius Melalui Islamic Boarding School di Indonesia*. Pustaka Peradaban.
- Kartika, I., Saepudin, S., Norman, E., & Uswatiyah, W. (2023). Instilling religious character values in elementary school students through Islamic religious education learning. *JPPI (Jurnal Penelitian Pendidikan Indonesia)*, 9(4), 100–107.
- Nahdiyah, A., Hanief, M., & Musthofa, I. (2021). Implementasi Budaya Religius Dalam Meningkatkan Karakter Siswa Di Smp Islam As-Shodiq Bululawang. *Vicratina: Jurnal Pendidikan Islam*, 6, 129–136.
- Nartin, S. E., Faturrahman, S. E., Ak, M., Deni, H. A., MM, C. Q. M., Santoso, Y. H., SE, S., Paharuddin, S. T., Suacana, I. W. G., & Indrayani, E. (2024). Metode penelitian kualitatif. *Cendikia Mulia Mandiri*.
- Nasution, A., Sumarni, S., & Lubis, N. (2024). The Application of Religious Values in Humanistic Education in the Elementary School Curriculum: An Ethnographic Study. *IJEGR: International Journal Education and Global Research Analysis*, 1(1), 27–37.
- Sofannah, I. A., Amrullah, M., & Wardana, M. D. K. (2023). Penguatan Pendidikan Karakter Religius Melalui Pembiasaan Budaya Sekolah. *JPK: Jurnal Pancasila Dan Kewarganegaraan*, 8(2), 115–125. <http://journal.umpo.ac.id/index.php/JPK/index>
- Subroto, S. E., & Pd, M. M. (2017). *Penelitian Tindakan Sekolah: Desain Praktik*



- Pembelajaran 4.0. LPPM IAI Ibrahimy Genteng Press Editor: Rima Trianingsih M. Pd.
- Sudirman, S., Wijayanto, M. A., Fatmawati, E., Sesario, R., & Hanim, S. A. (2023). The Role of Religious Culture in Forming the Character of Vocational High School Students. *Edunesia: Jurnal Ilmiah Pendidikan*, 4(1), 347–357.
- Sunarso, A. (2020). Dengan demikian, budaya religius sekolah adalah terwujudnya nilai-nilai ajaran agama sebagai tradisi dalam berperilaku dan budaya organisasi yang diikuti oleh seluruh warga sekolah. *Jurnal Kreatif: Jurnal Kependidikan Dasar*, 10(2), 155–169. <https://journal.unnes.ac.id/nju/kreatif/article/view/23609/10082>
- Telaumbanua, M., Sos, S., & MM, M. P. (2021). Belajar teori dan praktik dalam penelitian tindakan sekolah. Ahlimedia Book.
- Thalib, M. A. (2022). Pelatihan Analisis Data Model Miles Dan Huberman Untuk Riset Akuntansi Budaya. *Madani: Jurnal Pengabdian Ilmiah*, 5(1), 23–33.
- Ulumuddin, U., Aisyah, S. N., Hakim, L., Khoir, A., & Suhermanto, S. (2023). Advancing Islamic Education: Fostering Multicultural Values through the Implementation of Islamic Religious Education. *Jurnal Islam Nusantara*, 7(1), 82-96.
- Wahidah, S. N., & Heriyudanta, M. (2021). Internalisasi Nilai-Nilai Budaya Religius Melalui Kegiatan Keagamaan di MTs N 3 Ponorogo. *Al-Fikri: Jurnal Studi Dan Penelitian Pendidikan Islam*, 4(1), 28. <https://doi.org/10.30659/jspi.v4i1.17446>
- Yasin, M., Garancang, S., & Hamzah, A. A. (2024). Metode dan Instrumen Pengumpulan Data (Kualitatif dan Kuantitatif). *Journal of International Multidisciplinary Research*, 2(3), 161–173.

