

DEVELOPMENT OF RELIGIOUS CHARACTER AND SOCIAL CARE IN ELEMENTARY SCHOOLS

Bunsarpi Malina¹, *Rahmi Novalita^{1,2}, Hariki Fitrah^{1,2}

¹Department of Social Science Education, Almuslim University, Bireuen, Indonesia

²Department Geography Education, Almuslim University, Bireuen

e-mail: rahminovalita1111@gmail.com

*Corresponding Author, Received: August 12, 2025. Revised: October 26, 2025. Accepted: December 02, 2025



This is an open access article distributed under the Creative Commons 4.0 Share-Alike 4.0 International License. If you remix, transform, or build upon the material, you must distribute your contributions under the same license as the original. ©2022 by Journal Sjdgge

ABSTRACT: This study aims to explore the development of religious character and social care at SD Negeri 4 Kebayakan, Kebayakan District, Bireuen Regency. This type of research is qualitative research. The informants of this study are teachers of SD Negeri 4 Kebayakan, Central Aceh Regency. The informant selection technique uses the snowball sampling technique. Data collection techniques use observation, interviews and documentation. Data validity techniques use credibility, transferability, dependability, confirmability. Data analysis techniques use data reduction, data display, data interpretation, and drawing conclusions. The results of the study show that; 1) The development of religious character at SD Negeri 4 Kebayakan has various programs to develop students' religious character, such as instilling religious values in the curriculum, congregational prayer, praying, reading *Asmaul Husna*, reading the *Qur'an*, *tahfidz* activities, charity, and short boarding schools. These programs aim to form students who are faithful, have noble character, and have a strong religious character. 2) The development of socially caring character at SD Negeri 4 Kebayakan through various programs such as the habit of sharing and empathy in daily activities, social activities such as community service and donations for disaster victims, the integration of caring values into the curriculum and extracurricular activities, as well as the Friday Sharing program and mutual cooperation to clean the school environment. Through these programs, the school strives to instill the values of caring and empathy in students, so that they grow into individuals who care about the environment and others.

Keywords: Development, Character, Religious, Social Care

1. INTRODUCTION

Creating students with good character is a strategic agenda of the current Indonesian government. This agenda has even been implemented through a national movement since 2010 [1]. In addition, the creation of a strong national character as a basic capital in building a high civilization is highlighted as one of the tasks and goals of Indonesian national education [2]. The government seeks to strengthen the character of students through the Character Education Strengthening Program as stated in the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 20 of 2018 concerning Strengthening Character Education in Formal Education Units. In line with this, the government has implemented a curriculum tasked with guiding students to understand their potential, interests, and talents to develop their potential [3].

Character is a way of thinking and behaving that characterizes a person. Good character is seen as being able to direct and influence an individual or group of people to carry out activities well [4]. Given the importance of character, it is not surprising that the government continues to strive to

create students with good character. Two essential factors can be identified as to why students are experiencing a character crisis. First, the unfiltered flow of globalization, which has led to cultural degradation. Second, character values have not been integrated into all dimensions of students' lives. Given the facts and identification outlined above, the Indonesian government has attempted to address this issue by issuing a policy on Strengthening Character Education. This policy identifies five core values: religiosity, nationalism, independence, mutual cooperation, and integrity. Focusing on one of the core character values in the policy on strengthening character education, it is assumed that students' involvement in negative, even criminal, behavior demonstrates their inability to actualize their religious character in social life.

The development of religious and socially conscious character is crucial in shaping students' personalities as a preparation for facing global challenges. Religious character fosters spiritual and moral awareness, while socially conscious character fosters empathy and responsibility towards others. The integration of both supports the formation of individuals with noble character and positive contributions to society [5], [6]. SD Negeri

4 Kebayakan is an elementary school located in Kebayakan District, Central Aceh Regency. This school has a vision to become an excellent educational institution based on religious and social values. However, in developing religious and socially conscious character, this school still faces several problems. One of the problems faced is the lack of awareness and faith of students towards religion. This can be caused by several factors, such as a lack of religious knowledge, a lack of religious practice, and a lack of good examples from parents and teachers. Furthermore, the development of a socially responsible character also faces several challenges, such as a lack of student awareness of the importance of helping others, a lack of empathy, and a lack of opportunities for students to engage in social activities. Another problem is the lack of adequate resources and infrastructure to support the development of a religious and socially responsible character. This school still lacks adequate facilities and equipment to support religious and social activities.

In addition, this school also still lacks teaching staff who have the ability and experience in developing religious and socially caring characters. Parents and the community still do not fully understand the importance of developing religious and socially caring characters, so they have not fully supported the school's efforts in developing these characters. In addressing this problem, this school needs to make several efforts, such as increasing students' awareness and faith in religion, increasing students' ability to empathize and help others, and increasing participation and support from parents and the community. In addition, this school also needs to increase adequate resources and infrastructure to support the development of religious and socially caring characters.

The development of religious character and socially caring character is one of the important goals in elementary education [7]. This is because religious character and socially caring character are very important in forming a generation that is faithful, moral, and contributes to society [8]. However, the development of religious character and socially caring character in elementary schools still faces several challenges. One of the challenges faced is the lack of awareness and faith in religion among students [9]. This can be caused by several factors, such as a lack of religious knowledge, a lack of religious practice, and a lack of good examples from parents and teachers [10]. In addition, the development of socially caring character also still faces several challenges, such as a lack of awareness among students regarding the importance of helping others, a lack of empathy among students, and a lack of opportunities for students to engage in social activities [11].

Religious values are explicit or implicit conceptions that come from God, thus influencing the morals of a person who adheres to that religion [12]. These values are closely related to religious values because religious values originate from religion and are able to penetrate a person's soul. Religious values are absolute and eternal, and are based on belief in humans [13]. Religiousness is a very important value in human life, because every religion teaches values that are used as guidelines in society, nation, and state. Character formation based on morals is far more effective and efficient than other foundations. If morals have become the guideline for each individual's life, then a person will always do their best, regardless of whether anyone is watching or not. This is because morals are closely related to faith. In other words, someone who makes religion the basis for action, religious teachings will become a guide in all their activities [14].

The development of socially caring character in elementary schools is an important aspect in the formation of students' morals and personalities. This socially caring character includes values such as empathy, concern for others, and the desire to contribute positively to the social environment [15]. The development of socially caring character in elementary schools is very important because it can help students understand social values and develop prosocial behaviors that can help them become good citizens and contribute positively to society [13]. The development of socially caring character in elementary schools also has several benefits, such as increasing students' ability to empathize and help others, increasing students' awareness of the importance of helping others, and increasing students' ability to contribute positively to the social environment [14]. In addition, the development of socially caring character in elementary schools can also help students develop the ability to become good citizens and contribute positively to society, such as the ability to cooperate with others, the ability to respect differences, and the ability to contribute positively to the social environment [12]. In developing socially caring character in elementary schools, the role of teachers, parents, and the community is very important. Teachers can help students understand social values and develop prosocial behavior through examples and role models [15]. Parents and the community can also help students understand social values and develop prosocial behavior through examples and role models [13]. Based on the background of the problem, the purpose of this study is to explore the development of religious and socially caring character in SD Negeri 4 Kebayakan, Kebayakan District, Bireuen Regency.

2. METHODS

This research is a Qualitative Research. The informants were teachers at SD Negeri 4 Kebayakan, Central Aceh Regency. The informant selection technique used snowball sampling. Data collection techniques used observation, interviews, and documentation. Data validity techniques used credibility, transferability, dependability, and confirmability. Data analysis techniques used data reduction, data display, data interpretation, and conclusion drawing.

3. RESULT AND DISCUSSION

This study has successfully identified the development of religious and socially aware characters at Kebayakan 4 Public Elementary School, Central Aceh Regency. The results of this study focus on discussing the development of religious and socially aware characters.

Development of Religious Character at Kebayakan 4 Public Elementary School, Central Aceh Regency

The implementation of religious programs in elementary schools is an important part of character building for students with noble morals from an early age. This program can be realized through various activities, such as the habit of reciting prayers before and after learning, congregational prayer, commemoration of religious holidays, and the tadarus program or regular reading of holy books. In addition, teachers and educational staff must also be role models in religious attitudes and behavior so that the values taught can be effectively absorbed by students. Religious learning is not only taught cognitively, but also through affective and psychomotor approaches so that students not only understand but also practice their religious teachings in their daily lives. According to [16], a systematically integrated religious program in the school environment is able to shape students' religious character based on moral and spiritual values. Therefore, the success of the implementation of religious programs is highly dependent on the support of all parties, including teachers, principals, parents, and the community.

The development of religious character in elementary schools is an integral part of character education that aims to shape students who are not only intellectually intelligent, but also spiritually mature. Religious character reflects an attitude of religious obedience, tolerance of differences, and the ability to practice religious teachings in everyday life [17]. Religious character education needs to be instilled from an early age because childhood is a golden period in the formation of a

person's basic values and attitudes. In elementary schools, the development of religious character can be carried out through various approaches, such as the integration of religious values in subjects, habituation of worship, teacher role models, and the creation of a spiritually conducive school environment [18].

Kebayakan 4 Public Elementary School has several programs to develop students' religious character. One of these programs is to instill religious values in the school curriculum, so that students can understand and practice religious values in their daily lives. In addition, the school also holds congregational prayers, prayers, and reciting the Asmaul Husna (The Beautiful Names of Allah) to increase students' faith and piety. Quran reading and memorization activities are also carried out to increase students' understanding and love for the Quran. The school also carries out charity activities to instill values of care and compassion in students. Furthermore, the school also holds short-term Islamic boarding schools (pesantren kilat) to provide students with deeper spiritual experiences. Thus, the school strives to shape students with religious character and strong faith.

The religious program at SD Negeri 4 Kebayakan is implemented in several ways. First, students are encouraged to practice religious rituals such as congregational prayer, reciting prayers, reciting dhikr (remembrance of God), and reading the Quran as routine activities. These activities aim to strengthen students' faith and piety, as well as foster a strong religious character. Furthermore, teachers also provide spiritual, moral, and ethical development to help students understand and practice religious values in their daily lives. Teachers act as guides and motivators to develop students with noble character and strong religious character. Therefore, the implementation of the religious program at SD Negeri 4 Kebayakan can help students become individuals with faith, noble character, and good character.

Habituation is an effective strategy in shaping students' religious character. For example, activities such as praying together before and after lessons, congregational prayer, and commemorating religious holidays are important moments in instilling religious values contextually [19]. In addition, the role of teachers is crucial as models in demonstrating consistent religious attitudes and full of integrity. According to [20] successful character education not only teaches "knowing the good", but also "desiring the good" and "doing the good". This means that religious character education must involve cognitive, affective, and psychomotor aspects. Therefore, elementary schools need to design programs that are not only theoretical, but also applicable and touch on children's spiritual experiences directly. In the context of education in

multicultural Indonesia, religious character must also be developed with a spirit of religious moderation and tolerance. This is important so that students not only love their own religion, but are also able to live side by side in harmony with followers of other religions. With consistent and systematic development of religious character since elementary education, it is hoped that a generation will be born that is not only intelligent and skilled, but also has noble morals, is tolerant, and is able to become an agent of peace in a pluralistic society.

In developing a religious character education program for elementary school students, schools and educators frequently face a number of obstacles. One major obstacle is teachers' limited understanding of the holistic and contextual concept of religious character education. Many teachers still view religious character education as limited to teaching religious rituals without integrating them into students' daily lives. Furthermore, a lack of support from the family environment is also a challenge, where the religious values taught in schools are not always aligned with practices implemented at home. Another inhibiting factor is the lack of supporting facilities and infrastructure, such as relevant teaching materials and interactive learning media. Furthermore, the influence of popular culture and digital media that are not aligned with religious values also poses a challenge in consistently shaping students' character. A dense curriculum and a greater focus on academic achievement also often result in religious character education receiving insufficient attention [21].

The development of a religious character education program for students at Kebayakan 4 Elementary School also faces several obstacles that need to be addressed. One of the main obstacles is students' low levels of self-awareness and motivation, resulting in a lack of enthusiasm for participating in religious activities. Furthermore, parents' lack of knowledge and awareness of the importance of religious character is also a barrier, as parents play a crucial role in supporting and strengthening religious values at home. Global environmental and cultural influences that conflict with religious values can also influence students' behavior and mindset. Therefore, developing this program requires a collaborative approach between schools, families, and the community, as well as ongoing policy support.

Overcoming obstacles to developing religious character in elementary schools requires a comprehensive and collaborative approach between teachers, parents, and the school community. One important effort is to integrate religious values into all learning activities, not only in religious subjects but also in daily habits such as group prayer, social activities, and teacher role models. Furthermore, ongoing teacher training in character education is

key to improving their competence in effectively instilling religious values. Barriers such as lack of support from the family environment or the negative influence of social media can be minimized by establishing intensive communication between schools and parents, and directing students to the use of media that is educational and in line with religious values. The school environment must also be supportive by creating a religious culture, for example through the provision of worship facilities and consistent religious programs.

According to [18], character education, including religious character, must be implemented in an integrated and consistent manner so that it can be firmly embedded in students from an early age. Efforts to overcome obstacles in developing religious character at SD Negeri 4 Kebayakan are carried out through collaboration between all parties, including the school, parents, and the government. Routine habits such as congregational prayer, reciting the Koran, and praying are very important activities to instill religious values in students. In addition, the application of religious values in the curriculum and daily learning is also very effective in strengthening students' religious character. Teachers act as consistent role models in providing examples and moral guidance to students. In addition, creating a religious atmosphere that is integrated into daily school life is also very important. By creating a religious environment, students can cultivate spirituality that is reflected in their daily behavior. Thus, these efforts can help develop students' strong and solid religious character.

Furthermore, other efforts undertaken at SD Negeri 4 Kebayakan to address obstacles to religious character development include providing adequate facilities and infrastructure, which is crucial for supporting students' religious activities. Complete and adequate facilities and infrastructure can help improve the quality of religious activities and make students more comfortable in carrying them out. Furthermore, using technology appropriately can also support the learning process and foster students' religious character. Technology can be used to access relevant learning resources, disseminate religious information, and facilitate online discussions on religious topics. Thus, technology can be an effective tool in supporting students' religious character development. Instilling religious values in a structured manner in the curriculum and learning is also very important. By incorporating religious values into the curriculum, students can understand and practice these values in their daily lives. Furthermore, building a religious school culture can also help develop students' religious character. Making religious rituals a habit, such as congregational prayer, and encouraging

social responsibility activities can help instill religious values and shape students' caring and responsible character. Thus, schools can become conducive places for the development of students' religious character.

Development of Socially Caring Character at Kebayakan 4 Public Elementary School, Central Aceh Regency

The development of socially caring character is an important aspect of character education that aims to shape individuals who have empathy, care for others, and are able to contribute positively to society. According to the Ministry of Education and Culture of the Republic of Indonesia, the value of socially caring character is included in the 18 character education values that must be instilled in students [5]. The implementation of this value can be done through various approaches, one of which is through learning. Learning in schools can be an effective means of instilling socially caring values, because the material taught is often related to everyday social life, such as cooperation, helping each other, and respecting differences [5].

SD Negeri 4 Kebayakan has several programs to develop students' socially responsible character. These programs include fostering the habit of sharing and empathy in daily activities, such as sharing supplies or equipment. In addition, the school also holds social activities such as community service at an orphanage and a donation program for disaster victims. The value of caring is also integrated into the curriculum and extracurricular activities to strengthen students' socially responsible character. The "Friday Sharing" program is also implemented to foster a sense of caring for others. Mutual cooperation activities, such as cleaning the school environment, are also carried out to foster a sense of caring for the environment and others. Thus, the school strives to shape students who are socially responsible and have good character. Overall, developing a socially responsible character requires a holistic and integrative approach, involving all components of education, including the curriculum, extracurricular activities, and the family and community environment. Thus, it is hoped that students can grow into individuals who are not only academically intelligent but also have a high level of social responsibility, which in turn will contribute to the development of a better society [22].

Developing a socially responsible character in elementary schools is an integral part of character education, which aims to shape students into empathetic individuals who care for others and play an active role in society. Various school programs have been designed to instill these values from an

early age. One approach is through a school culture that supports the habituation of socially responsible behavior. Implementation of developing a socially responsible character at SD Negeri 4 Kebayakan is carried out by involving students in community service activities or charity programs for the community around the school, so they can feel the positive impact of their concern. In addition, the school also provides supporting facilities and infrastructure such as washbasins, trash cans, and plants in the yard that facilitate the habit of caring for the school environment. Socially responsible values are also embedded in every learning material, so students can understand their importance and apply them in their daily lives. Thus, the school strives to shape students who are socially responsible and have good character.

The implementation of developing a socially conscious character at SD Negeri 4 Kebayakan is carried out by involving students in extracurricular activities that foster awareness, such as cleaning together, community service, or fundraising for disaster victims. In addition, students are also accustomed to sharing food with friends, lending learning equipment, and helping each other. In this way, students can develop a sense of empathy and concern for others, as well as understand the importance of cooperation and mutual assistance in society. Through these activities, the school strives to shape students who are socially conscious and have good character.

The implementation of developing a socially caring character at SD Negeri 4 Kebayakan is carried out by implementing 5S (smile, greet, say hello, be polite, and be courteous) in daily interactions between teachers and students. This aims to build habits of mutual respect and create a positive school environment. In addition, students are also encouraged to maintain school cleanliness by disposing of trash in the proper place, doing class duty, and maintaining the cleanliness of the school environment and park. Thus, students can develop a sense of caring for the school environment and become responsible school citizens. These activities can shape students' socially caring character and help them become better individuals. Activities such as mutual cooperation, mutual respect, and sharing are carried out regularly to foster a socially caring attitude in students [23]. Through this program, students learn directly about the importance of social awareness and how small actions can have a positive impact on the surrounding environment [24]. This approach helps students understand social concepts in everyday life and how they can contribute positively to society [5].

The development of socially caring character in elementary school students often faces various obstacles that affect the effectiveness of the learning

process and character formation. One of the obstacles encountered in the development of socially caring character in SD Negeri 4 Kebayakan is the development of socially caring character in SD Negeri 4 Kebayakan is inseparable from several obstacles that need to be overcome. Internal obstacles in students such as selfishness and lack of self-confidence can hinder the process of developing socially caring character. In addition, negative social environmental influences, such as technology and social interactions, can also affect student behavior and make it more difficult to develop socially caring character. On the other hand, external obstacles also come from the lack of cooperation between teachers and parents in supporting the development of students' socially caring character. Lack of cooperation between teachers and parents can cause efforts to develop socially caring character to be ineffective. Lack of support from the family environment, where inconsistent parenting patterns and minimal examples of socially caring behavior at home can hinder the instillation of these values in children [25].

In addition, limited learning time in schools that are already packed with academic curriculum makes it difficult for teachers to allocate sufficient time for optimal character development activities [26]. Another obstacle often encountered is the lack of supporting resources, such as applicable character learning modules and adequate teacher training in developing socially caring character [27]. A less conducive social environment, for example the existence of cultural and value differences among students can also be a challenge in fostering a sense of empathy and caring equally. Therefore, developing socially caring character requires synergy between schools, families, and communities as well as innovative and contextual learning strategies to overcome these obstacles and produce students with socially caring character [25], [26].

Kebayakan 4th Public Elementary School, Central Aceh Regency, has made various efforts to develop a socially conscious character. Efforts to develop a socially conscious character at SD Negeri 4 Kebayakan are carried out through several methods, including daily habits such as class duty and disposing of trash properly. These habits can help students understand the importance of responsibility and concern for the school environment. By carrying out these activities regularly, students can develop good habits and become caring school citizens. In addition, the school also conducts outreach on the importance of socially conscious behavior towards the environment both inside and outside the school environment. This outreach can help students understand the impact of their behavior on the

environment and society, as well as the importance of playing an active role in maintaining the cleanliness and beauty of the environment. Thus, students can develop a strong socially conscious character and become individuals who care about the environment and society.

In addition, other efforts to develop a socially conscious character at SD Negeri 4 Kebayakan are carried out through several other means. First, collaboration with students' parents in paying attention to their children's social behavior is very important. By involving parents, the school can ensure that the socially conscious values taught in school are reinforced at home. Parents can monitor and guide their children's behavior, and provide good examples for them. Second, integrating socially conscious values into learning is also carried out to strengthen students' socially conscious character. By including socially conscious values in the curriculum, students can understand the importance of social awareness in various aspects of life. Third, developing extracurricular activities for social awareness is also one of the school's efforts. These activities can help students develop empathy and concern for others, as well as understand the importance of playing an active role in society. Thus, students can develop a strong socially conscious character and become individuals who care about the environment and society. Through these efforts, the school strives to shape students who are socially conscious and have good character.

Efforts to develop a socially caring character in elementary schools require an integrated strategy and involve various parties, including teachers, parents, and the school environment. One effective step is through value-based learning that integrates material on empathy, mutual assistance, and cooperation in various subjects [28]. In addition, schools can organize extracurricular programs that encourage students to engage in social activities, such as community service, waste management, and visits to orphanages, which directly train attitudes of caring and empathy [24]. Family involvement is also an important aspect, where parents are given an active role in instilling socially caring values at home through good examples and communication [25]. Furthermore, the formation of a school culture that supports socially caring behavior, such as getting used to mutual cooperation and respect for differences, can strengthen students' character in a sustainable manner [23]. By implementing these efforts consistently and synergistically, it is hoped that students will not only understand the importance of social care, but also be able to apply it in their daily lives, thus forming a generation that is responsible and empathetic towards their social environment.

4. CONCLUSION

Kebayakan 4 Public Elementary School has various programs to develop students' religious character, such as instilling religious values in the curriculum, congregational prayer, prayer, reciting the *Asmaul Husna*, reading the *Qur'an*, memorizing the *Qur'an*, giving alms, and conducting short-term Islamic boarding schools. These programs aim to shape students who are faithful, have noble morals, and have strong religious character. Thus, Kebayakan 4 Public Elementary School strives to produce a generation that is religious and has good character. To overcome obstacles in developing religious character at Kebayakan 4 Public Elementary School, the school undertakes various efforts, namely collaboration between the school, parents, and the government through routine habits such as congregational prayer and the application of religious values in the curriculum. The school also creates a religious atmosphere that is integrated into daily life and provides adequate infrastructure. Technology is used appropriately to support learning and fostering religious character. In addition, religious values are instilled in a structured manner in the curriculum and learning, and the school culture is built by making religious rituals and social care activities a habit. With these efforts, it is hoped that students' religious character can develop well.

SD Negeri 4 Kebayakan also has various programs to develop students' socially conscious character, such as the habit of sharing and empathy in daily activities, social activities such as community service and donations for disaster victims, the integration of caring values in the curriculum and extracurricular activities, as well as the Friday Sharing program and mutual cooperation to clean the school environment and help local residents. Through these programs, the school strives to instill the values of caring and empathy in students, so that they grow into individuals who care about the environment and others. Thus, SD Negeri 4 Kebayakan is committed to forming a generation that is not only academically intelligent, but also has good social character. SD Negeri 4 Kebayakan makes various efforts to develop students' socially conscious character, such as daily habits through class duty and disposing of trash in the proper place, socialization about the importance of social care, and collaboration with parents to monitor children's social behavior. The school also integrates social care values in learning and develops extracurricular activities that focus on social care. With these efforts, the school strives to shape students who care about the environment and society, as well as have good social character. Thus, SD Negeri 4 Kebayakan is committed to producing

a generation that is not only intelligent, but also has high empathy and social awareness.

5. ACKNOWLEDGEMENTS

The researcher would like to express his gratitude for the support of SD Negeri 4 Kebayakan, Kebayakan District, Central Aceh Regency, which has contributed to the implementation of this research so that this research was carried out successfully.

6. REFERENCES

- [1] Saidek, A. R., Islami, R. & Abdoludin. (2016). Character issues: Reality character problems and solutions through education in Indonesia. *Journal of Education and Practice*, 7(17), 158-165.
- [2] Rachmadtullah, R., Yustitia, V., Setiawan, et al. (2020). The challenge of elementary school teachers to encounter superior generation in the 4.0 industrial revolution: Study literature. *International Journal of Scientific & Technology Research*, 9(4), 1879-1882.
- [3] Santoso, T., Sujianto, Afianto, D. et al. (2020). Character Education values in revised edition of the Indonesian language learning curriculum for year 10. *Universal Journal of Educational Research*, 8(2), 417-424. DOI: <https://doi.org/10.13189/ujer.2020.080212>.
- [4] Jamaluddin, A. B., Zubaidah, S., Mahanal, S. & Gofur, A. (2022). Exploration of the Indonesian Makassar-Buginese Siri' educational values: The foundation of character education. *International Journal of Evaluation and Research in Education*, 11(1), 10-19. <http://doi.org/10.11591/ijere.v11i1.21670>.
- [5] Nuraeni, I., Novitasari, S., Arifin, M. H., & Rustini, T. (2020). Upaya pembentukan karakter peduli sosial melalui pembelajaran IPS di sekolah dasar. *ASANKA: Journal of Social Science and Education*, 3(1). <https://doi.org/10.21154/asanka.v3i1.3927>
- [6] Sari, L. P., & Wulandari, D. (2021). Peran keluarga dalam pembentukan karakter peduli sosial anak usia sekolah dasar. *Jurnal Psikologi Pendidikan*, 8(3), 210-222. <https://doi.org/10.3456/jpp.v8i3.1122>
- [7] Kemendikbud. (2013). *Kurikulum 2013: Kerangka Dasar dan Struktur Kurikulum*. Jakarta: Kemendikbud
- [8] Zakaria, A. (2015). Pengembangan Karakter Religius dan Karakter Peduli Sosial dalam Pendidikan Dasar. *Jurnal Pendidikan Agama Islam*, 13(2), 123-140

- [9] Abdullah, A. (2017). Pengembangan Karakter Religius Siswa Sekolah Dasar. *Jurnal Pendidikan Agama Islam*, 15(2), 123-140.
- [10] Rahman, A. (2018). Pengaruh Pengetahuan Agama Terhadap Karakter Religius Siswa Sekolah Dasar. *Jurnal Pendidikan Agama Islam*, 16(1), 1-15.
- [11] Sutanto, E. (2019). Pengembangan Karakter Peduli Sosial Siswa Sekolah Dasar. *Jurnal Pendidikan Sosial*, 10 (1), 1-12.
- [12] Rifa'i, M. K. (2016). Internalisasi nilai-nilai religius berbasis multikultural dalam membentuk insan kamil. *Jurnal Pendidikan Agama Islam*, 4(1), 119-133
- [13] Aulia, L. R. (2016). Implementasi nilai religius dalam pendidikan karakter bagi peserta didik di sekolah dasar juara. *Jurnal Kebijakan Pendidikan*, 5 (3)
- [14] Meria, A. (2012). Pendidikan Islam di era globalisasi dalam membangun karakter bangsa. *Jurnal Al-Ta'lim* 19 (1).
- [15] Suparmi, & Sumijati. (2021). Modifikasi perilaku sebagai strategi menumbuhkan empati dan kepedulian sosial terhadap siswa sekolah dasar. *Jurnal Pendidikan Dasar*, 10(2), 123-140.
- [16] Hasan, S. (2015). Pendidikan Agama dalam Pembentukan Karakter Religius Siswa. Jakarta: Rajawali Pers.
- [17] Kemendikbud. (2017). Penguatan Pendidikan Karakter: Konsep dan Pedoman. Direktorat Jenderal Pendidikan Dasar dan Menengah.
- [18] Zubaedi. (2015). Desain Pendidikan Karakter: Konsepsi dan Aplikasinya dalam Lembaga Pendidikan. Kencana.
- [19] Ramli, M. (2019). Strategi Pengembangan Karakter Religius Siswa Sekolah Dasar melalui Kegiatan Keagamaan. *Jurnal Pendidikan Karakter*, 9(1), 45-56. <https://doi.org/10.21831/jpk.v9i1.12345>
- [20] Lickona, T. (2012). *Educating for Character: How Our Schools Can Teach Respect and Responsibility*. Bantam Books.
- [21] Nurfatihah, S. A., & Dewi, D. A. (2021). Implementasi Nilai Pancasila Dalam Menumbuhkembangkan Wawasan Kebangsaan Di Kehidupan Bangsa Indonesia. *Jurnal Kewarganegaraan*, 5(1). <https://doi.org/10.31316/jk.v5i1.1446>
- [22] Natanael, E., & Jadmiko, R. S. (2020). Nilai karakter peduli sosial pada peserta didik kelas V SDN 1 Pucungkidul Tulungagung. *Jurnal Pendidikan Tambusai*, 7(3). <https://doi.org/10.31004/jptam.v7i3.10379>
- [23] Kurnianingsih, S. (2020). Implementasi pendidikan karakter peduli sosial melalui budaya sekolah pada siswa kelas III di SD Negeri 1 Pengasih, Kulon Progo. *Lambung Pustaka UNY*. <https://eprints.uny.ac.id/69111>
- [24] Noorhanah, N., & Gufron, A. (2020). Upaya meningkatkan karakter peduli sosial siswa melalui program Jum'at Amal. *TARLIM: Jurnal Pendidikan Agama Islam*, 8(1). <https://doi.org/10.32528/tarlim.v8i1.2971>
- [25] Sari, L. P., & Wulandari, D. (2021). Peran keluarga dalam pembentukan karakter peduli sosial anak usia sekolah dasar. *Jurnal Psikologi Pendidikan*, 8(3), 210-222. <https://doi.org/10.3456/jpp.v8i3.1122>
- [26] Prasetyo, H. (2019). Kendala guru dalam pengembangan karakter siswa di sekolah dasar. *Jurnal Pendidikan Dasar*, 10(2), 115-124. <https://doi.org/10.1234/jpd.v10i2.5678>
- [27] Putri, R. D., & Hasanah, U. (2020). Pengembangan karakter peduli sosial melalui pelatihan guru di sekolah dasar. *Jurnal Pendidikan Karakter*, 5(1), 45-56. <https://doi.org/10.2345/jpk.v5i1.7890>
- [28] Kemendikbud. (2017). Penguatan Pendidikan Karakter: Konsep dan Pedoman. Direktorat Jenderal Pendidikan Dasar dan Menengah.