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Islamic Religious Education Curriculum Based on Islamic Morals: Strategic Steps for Character Education

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ABSTRACT

Education is the most important pillar in building the nation's civilization. Islamic Religious Education (PAI) curriculum based on Islamic morals is an approach in curriculum design and implementation that integrates Islamic teachings, especially in the aspect of morals, as the core of education. The main objective of this curriculum is to educate students not only in the aspect of religious knowledge, but also in the formation of good character in accordance with Islamic moral values. Research methods that can be used to examine the Islamic Education Curriculum based on Islamic morals: strategic step for character education is to use a qualitative method with the type of library study (library research). This library research method is used to analyze where researchers focus more on the use of large numbers of words and language rather than numbers. In addition, in this method, the data collected is data taken from certain sources such as literature, documents, journals, or previous research reports. In shaping the character of students, educators must have strategic ways so that the goals of character education can be achieved optimally, namely: involve all parties, be an example, integrate values and ethics, develop a positive learning environment, Get used to and train, Communicate with respect, Pay attention to child development, Instill disciplinary habits, Tell inspiring experiences, and Plan learning: Lesson planning. In creating character in students, the PAI curriculum must be appropriate, and educators and parents of students must participate more in practicing the moral values that have been taught.

ABSTRAK

Pendidikan merupakan pilar terpenting dalam membangun peradaban bangsa. Kurikulum Pendidikan Agama Islam (PAI) berbasis akhlak Islami adalah suatu pendekatan dalam perancangan dan pelaksanaan kurikulum yang mengintegrasikan ajaran Islam, khususnya dalam aspek akhlak (moral), sebagai inti dari pendidikan. Tujuan utama dari kurikulum ini adalah untuk mendidik siswa tidak hanya dalam aspek pengetahuan agama, tetapi juga dalam pembentukan karakter yang baik sesuai dengan nilai-nilai akhlak Islam. Metode penelitian yang dapat digunakan untuk meneliti Kurikulum PAI Berbasis Akhlak Islami: Langkah Strategis Untuk Pendidikan Karakter yaitu menggunakan metode kualitatif dengan jenis studi pustaka (library research). Dalam membentuk karakter peserta didik, pendidik harus memiliki cara-cara yang strategis agar tujuan dari pendidikan karakter dapat tercapai dengan maksimal yaitu: involve semua pihak, Jadi teladan, integrasikan nilai dan etika, mengembangkan lingkungan belajar yang positif, Biasakan dan latih, Komunikasikan dengan menghargai, perhatikan perkembangan anak, Tanamkan kebiasaan disiplin, Ceritakan pengalaman inspiratif, dan Rencanakan pembelajaran: Perencanaan pembelajaran. Dalam menciptakan karakter pada peserta didik, kurikulum PAI harus sesuai serta pendidik dan orang tua peserta didik harus lebih berpartisipasi dalam mengamalkan nilai nilai akhlak yang telah diajarkan.

INTRODUCTION

Education is the most important pillar in building a nation's civilization. Through education, the next generation of a nation acquires various knowledge and skills needed to face the challenges of the times. Education also plays an equally important role in shaping the character and personality of students so that they grow into human beings with noble character, morals and commendable morals. The Islamic Religious Education (PAI) curriculum based on Islamic morals is an approach in designing and implementing a curriculum that integrates Islamic teachings, especially in the aspect of morals, as the core of education. The main objective of this curriculum is to educate students not only in the aspect of religious knowledge, but also in the formation of good character in accordance with Islamic moral values. In this context, education is not only focused on teaching about worship and fiqh, but also on the formation of attitudes and behaviors that reflect Islamic teachings in everyday life.

The curriculum in this country is always changing following or in line with the change of the Minister of Education and Culture. Therefore, the Indonesian people have been familiar with the curriculum very early and are accustomed to the various changes experienced by it. Although the curriculum has changed a lot, it seems that the results of the process are still far from what is expected. Not infrequently, the implementers in it, such as teachers and students, are burdened every time the curriculum changes in this country. The curriculum is also required to have good management so that the education and learning process in it can run smoothly and according to expectations. In the process of implementing the curriculum, it should be able to adapt to developments in the era and technology, both in terms of methods, media, and even learning materials. The curriculum is also seen as a core system that has an important position in carrying out all educational activities (Julaen, et al., 2024).

Here the author concludes that the Islamic Religious Education (PAI) Curriculum based on Islamic morals is very positive and relevant to current educational needs. This approach not only emphasizes the mastery of religious knowledge, but also the formation of good character, which is the essence of Islamic teachings. In the context of an increasingly complex and diverse society, education that integrates moral values is very important to form a generation that is not only intellectually intelligent, but also has strong morals. However, the challenges faced in implementing this curriculum are quite large. Frequent curriculum changes, along with the change of Minister of Education and Culture, can cause confusion and instability in the teaching and learning process. Teachers and students often feel burdened by rapid changes, which can disrupt the consistency and quality of education. Therefore, it is important to have a more stable and planned system in the development curriculum, so that all parties can adapt better.

Good management in implementing the curriculum is also very crucial. The curriculum must be able to adapt to the development of the times and technology, so that the learning methods and media used are relevant and interesting for students. Thus, the educational process is not only a routine, but also a fun and meaningful experience. Overall, the Islamic Education Curriculum based on Islamic morals has great potential to create a generation that not only understands religion, but also has good character. However, to achieve this goal, commitment is needed from all parties, including the government, educators, and the community, to create a supportive and sustainable educational environment.

In the view of Islamic Religious Education, the main goal is to build the character or ethics of students starting from small things, namely in family life to national and social life. Every day is not limited to legal policies, but because of politeness, respect for others, used equally in social life. Islamic values cannot be found in a society based on morals before Islamic religious education, because culture or behavior is closely related to religion, so that it can be strengthened in the form of praise. Religion as a source of education can strengthen people's lives to fulfill what is commanded by Islam and avoid what is prohibited in Islam (Cahyani & Masyithoh, 2023).

In the author's opinion regarding the statement, Islamic values are indeed very closely related to the morals and behavior of society. Before there was systematic Islamic religious

education, these values may not have been internalized properly in everyday life. Religious education plays an important role in shaping the character and behavior of individuals, so that society can better understand and practice Islamic teachings in their lives. Religion as a source of education provides clear guidelines on what is commanded and prohibited, so that it can strengthen morality and ethics in society. With good religious education, Islamic values can be fostered and applied, creating a more harmonious and noble environment. Therefore, it is important to continue to integrate religious education into the life of society so that Islamic values can be realized in a real and sustainable manner.

Although various changes have been made in the development of the Islamic Religious Education (PAI) curriculum, the initial paradigm is still in some respects to this day. This can be observed in the following phenomena. The shift from an emphasis on memorizing and memorizing Islamic religious texts and spiritual disciplines influenced by the Middle East to an understanding of the goals, meanings, motivations of Islam, and PAI learning. The goals to be achieved. Second, we see a shift from textual, normative, and absolutist thinking to historical, empirical, and contextual thinking in understanding and explaining Islamic teachings and values. Character education is an effort to shape and develop character values and noble morals in students. Character education includes several aspects such as religious attitudes, honesty, responsibility, discipline, tolerance, social care, hard work, and environmental care.

Character education is very important in shaping and developing students' characters. In the context of character education in schools, teachers have a very central and strategic role. Teachers are not only tasked with transferring knowledge to students but are also responsible for shaping students' characters and personalities through the learning process carried out. One of the subjects that specifically has a mission to instill character values is Islamic Religious Education (PAI). Character education also provides students with the ability to internalize, examine, and personalize moral values, including religious values, so that they are realized in daily activities. Religious values are one of the important aspects of important aspects in character education, which are derived from religious teachings and have eternal and absolute properties. Religious values, such as honesty, responsibility, and empathy, act as the foundation of human life and become the basis for the formation of strong and moral characters.

METHOD

Research methods that can be used to research Islamic Moral-Based Islamic Education Curriculum. Strategic steps for character education, namely using qualitative methods with library research. This library research method is used to analyze where researchers focus more on the use of a large number of words and languages than numbers. In addition, in this method, the data collected is data taken from certain sources such as literature, documents, journals or previous research reports to explain in detail the topic of discussion.

In this study also uses a strategy component, the strategic component related to is the strategy of implementing the PAI curriculum in schools or madrasahs. The curriculum in the sense of an educational program is still at the stage of hope and must be implemented concretely in schools in order to influence students and lead them to educational goals. Therefore, strategic implementation capabilities play an important role. How good is the curriculum as a plan that can be followed up, but its implementation does not provide the expected results.

FINDINGS AND DISCUSSION

Basic Concepts of Islamic Religious Education Curriculum

Curriculum can be interpreted as a set of plans and arrangements regarding objectives, basic competencies, standard materials and learning outcomes and which are used as guidelines for organizing learning activities to achieve basic competencies and educational objectives. Curriculum in formal education in schools/madrasahs has a very strategic role and determines the achievement of educational objectives. If detailed in more detail, there are three roles that

are considered very important, namely the conservative role, the creative role, and the critical/evaluative role.

Teachers in curriculum development have several roles, namely: (a) The role of teachers as curriculum implementers. (b) The role of teachers as curriculum adapters. (c) The role of teachers as curriculum developers. (d) The role of teachers as curriculum researchers (Rikha, 2020). According to the author, the curriculum is an important foundation in education that functions as a strategic tool to shape students' learning experiences. There are three main roles of the curriculum: conservative, which maintains educational values and traditions; creative, which encourages innovation and the development of relevant learning methods; and critical, which allows teachers to evaluate and improve the curriculum continuously.

The role of teachers is very central in the implementation of the curriculum, where they act as implementers, aligners, developers, and researchers. A good curriculum must integrate these three roles to create a holistic and meaningful learning experience, so that education can shape individuals who are academically intelligent and have the character and skills needed to face future challenges. The Islamic Religious Education (PAI) curriculum based on Islamic morals aims to produce a generation with noble morals and a deep understanding of Islamic teachings. The following are some of the objectives and principles of the PAI curriculum, while the Islamic Religious Education Curriculum is Islamic Religious Education materials in the form of activities, knowledge and experiences that are deliberately and systematically given to students in order to achieve the goals of Islamic Religious Education. The Islamic Religious Education Curriculum is an educational program that has meaning, everything that is given to students in developing all the natural potential that exists in students to achieve the goals expected in Islam, namely to become a pious servant of Allah, and to be able to become a caliph on this earth.

The Islamic Religious Education Curriculum is included in the curriculum unit for schools in a complete unity together with other fields of study. Every Islamic religious teacher as a curriculum implementer is expected to be able to learn well and then apply it according to interactive and communicative principles by paying attention to student activities, but must act as a guide and be able to coordinate the environment and provide opportunities for children to learn independently (Julaen, et.al., 2024). The author concludes that the Islamic Religious Education Curriculum (PAI) has an important role in education in schools, not only as an introduction to religious knowledge, but also as a shaper of students' character and morals. PAI must be integrated with the overall curriculum and interact with other fields of study to create a holistic learning experience.

Islamic religious teachers as implementers of the Islamic Religious Education curriculum have the responsibility to apply the principles of interactive and communicative learning. They must create a learning atmosphere that actively involves students and adjust teaching methods to be more relevant. The role of teachers as guides is very important, where they must coordinate a supportive learning environment and provide opportunities for students to learn independently. With this approach, it is hoped that students will not only gain in-depth religious knowledge, but also be able to apply it in everyday life, so that they grow into individuals with character and noble morals.

The development of Islamic Education curriculum is a dynamic and complex process, which must accommodate the changing times without sacrificing the basic principles of Islam. The main goal is to produce a generation that not only has intellectual skills, but also has noble morals and a deep understanding of Islamic teachings. By considering principles such as monotheism, balance, and relevance, and paying attention to existing challenges, the development of Islamic Education curriculum can contribute significantly to forming the character of a strong people spiritually, intellectually, and socially.

Character building

Character is one of the psychological conditions that exist in every human being. Normally, a creature called a human has two sides, namely good and bad in its soul. So that the process of developing character becomes its central position in human life because it is related to ethics, morals and ethics. The process of developing this character can be realized through various forms of education, both formal and informal. Character education does not lie in justifying actions alone, but also includes the process of good behavior that makes students understand, feel, and want to behave well in order to build good character. Character education in an individual is a very important foundation for forming a personality in psychological development that is useful in the future. Character education should not be outdated because of changes in civilization in the current era of sophistication, the values of goodness must continue to be upheld and not be eroded by moral and ethical deviations (Nurhayani & Wanto, 2022).

The author argues that character education is not only about justifying actions, but also the process of forming good behavior, so that students understand, feel, and want to behave well. This is important for psychological development and the formation of a good personality. In the midst of the progress of the times, character education must continue to uphold moral and ethical values so that they are not eroded by changes in civilization. Thus, character education helps create individuals who have integrity, ethics, and readiness to contribute positively to society. In Pakpahan and Habibah, Ryan and Bohlin stated that there are 3 interrelated elements in character education, including: (1) knowing the good, namely in the form of moral knowledge that can change a person's bad habits towards goodness through the education process. (2) loving the good is a feeling that justifies the value of goodness and condemns the value of badness. (3) doing the good is a moral action that creates aspects of goodness and badness carried out by human individuals.

Therefore, it becomes a challenge for the 2013 PAI curriculum, Islamic teachings are not only used as a foundation in doing but are able to become competitive humans in the era of sophisticated technology today without leaving Islamic religious education with character. In Islamic religious education, character education can be internalized in three aspects of learning activities, namely, first in intra-curricular, co-curricular and extra-curricular activities, Second, the implementation of religious rituals or traditions that can increase the faith and piety of students. Third, the direct involvement of all levels of society to strengthen character education with collaboration and joint work programs. has maximized intra-curricular activities in the PAI learning process, local content based on co-curricular activities such as tahsin, khatil and muhadharah as well as PHBI and extra-curricular activities of tahfizh, scouts and so on.

The application of Islamic values in character education is carried out through various approaches, such as the integration of Islamic values into the curriculum, character strengthening through extracurricular activities, and the role of teachers as role models. The main values applied include honesty, patience, responsibility, and compassion. In its implementation, schools include Islamic religious teaching materials into certain subjects such as Islamic religious education, but also include indirect teaching of values through daily practices in the school environment. In addition, activities such as congregational prayer, religious studies, and moral discussions are also ways to develop strong character and high morals in students. The role of teachers is very important, because teachers not only act as teachers, but also as role models who demonstrate Islamic behavior that students can imitate in their daily lives.

The application of Islamic values in character education is an important aspect in building a generation with noble morals. Character education based on Islamic values not only broadens scientific knowledge but also helps in shaping the character and morals of students. In this regard, various studies have shown that Islamic religious education has a significant influence on the development of students' personalities at various levels of education (Muharram, 2024). The application of Islamic values in character education is very important in forming a generation with noble morals. Education based on Islam not only enriches knowledge

but also helps shape good character and morals in students. Research shows that Islamic religious education has a major influence on the development of students' personalities at various levels of education.

The application of Islamic values in character education as an effort to build a generation with noble morals. With the challenges of modernization and globalization, moral values are often neglected, and the application of Islamic values in schools is crucial to instill a strong foundation of morals from an early age. These values not only function to regulate individual behavior, but also to form a sense of social responsibility, empathy, and mutual respect. Islamic-based character education also helps students form a strong religious identity, which can be a foundation in facing various challenges and social changes in the future.

This is believed to be able to provide a positive contribution to the environment and society, because students with noble character are expected to grow into individuals who are able to contribute constructively. The application of Islamic values in character education is very urgent, especially amidst the challenges of globalization and modernization that tend to obscure moral values. With a foundation of Islamic values, students can build a strong religious identity that serves as a foundation in facing social and cultural changes. These values are considered crucial to instilling high morality, forming positive social behavior, and producing a generation that is not only intellectually intelligent, but also strong in ethics and morals.

Significant challenges in implementing Islamic values in character education. The main obstacles faced are limitations in the curriculum, differences in understanding and religious background of students, and lack of resources such as teachers trained in Islamic character education. In addition, the influence of the media and the social environment outside of school often contradict the values taught, thus weakening character building efforts. Therefore, synergy is needed between schools, families, and communities to overcome these challenges and create an environment that supports character development based on Islamic values consistently.

Strategic Steps in Forming Character Education

In shaping the character of students, educators must have strategic methods so that the goals of character education can be achieved optimally. Here are some strategic steps in shaping character education: first, Involve all parties: Involve all stakeholders, such as students, teachers, parents, and school staff in shaping the character of students. Second, Be a role model: Teachers and school staff must be good examples for students in terms of character and behavior (Muhibi & Arifin, 2023). Third, integrate values and ethics: Values and ethics can be integrated into subjects such as faith, morals, fiqh, and so on.

Fourth, develop a positive learning environment: Schools must create a positive and supportive learning environment to help students feel comfortable and stimulate their character development. Fifth, get used to and train: Get used to and train students to apply the values that have been instilled and taught to students such as: asking for help and thank you when asking for help and when given something, applying 5S (smile, greet, say hello, be polite and courteous). Sixth, communicate with respect: Communication with children must respect them as individuals and use gentle language.

Seventh, pay attention to child development: Pay attention to the development of children's talents and independence so that you can easily find out the child's character. Eighth, instill a habit of discipline: Instill a habit of discipline in students by getting students used to discipline will encourage children to behave positively and be able to understand the values of the norms and rules that apply in schools, which then make students have a sense of responsibility for their duties and create conducive environmental conditions. Ninth, Inspirational experience stories: Tell inspiring experiences, either from yourself or famous figures, aiming to encourage children's creativity and make children stimulated by the stories they hear, making the story a motivation to do good, and it is very influential in character formation. Tenth, Plan learning: Learning planning, such as preparing syllabus and lesson plans, will determine the success of character education.

Educators must also do several things that can affect character education, namely: first, the Teacher's Teaching Method. Several teaching methods that are suitable for character education in schools include: (a) Cooperative learning, which is a method that emphasizes social interaction and cooperation between students. This method can help students receive information better. (b) Demonstration method, which emphasizes practice or performances. This method can help students practice the material learned in real life (Fina, et.al., 2020). (c) Storytelling method, which is a method that can help students absorb moral messages. (d) Reflection method, included in HOTS (High Order Thinking Skills), namely the ability to think critically, logically, reflectively, metacognitively, and creatively. (e) Self-learning method, this method can help students develop talents and train independence but are still guided by teachers (Kumoro, et.al., 2021). The author concludes that the above method is a method that can be used to develop the character of students in addition to the character that is formed cognitively can also develop well.

Second, Teacher Exemplar. Islamic Religious Education teachers are given the task and full responsibility to guide students towards achieving happiness in this world and the hereafter. To realize effective character education, Islamic Religious Education teachers need to implement comprehensive strategic management. This strategic management consists of four main functions, namely planning, organizing, implementing (actuating), and controlling. The planning function in Islamic Religious Education teacher strategic management involves the process of analyzing character education needs, setting goals and targets, and designing relevant programs and activities.

Islamic Religious Education teachers need to conduct an in-depth analysis of student conditions, the school environment, and the character challenges faced. Based on this analysis, Islamic Religious Education teachers can set specific, measurable, and realistic character education goals. Furthermore, Islamic Religious Education teachers design programs and activities that are in accordance with the goals that have been set, including the integration of character values in Islamic Religious Education learning materials, the development of learning methods that support character education, and the planning of relevant extracurricular activities (Amalia & Istikomah, 2024). Islamic Religious Education teachers have a very important role in guiding students to achieve happiness in this world and the hereafter. To realize effective character education, Islamic Religious Education teachers must implement comprehensive strategic management, which includes planning, organizing, implementing, and supervising.

Third, Close Relationship Between Teachers and Students. The emotional attachment between teachers and students is an important aspect in the learning process, especially in instilling Islamic values. This closeness must be built through a combination of professionalism and a personal approach (Sheleisya, et.al., 2024). The closeness that is established can influence students' motivation to be more open and accept the teachings given. For this reason, educators must combine their professionalism in teaching with a personal approach that is full of affection, care, and affection. Students not only feel appreciated because of this, but they also find it easier to understand and internalize Islamic values in their lives. A strong relationship between teachers and students can strengthen their relationship, create a positive learning atmosphere, and support the development of students' character more comprehensively.

Fourth, Support from the School Environment & Parents/Guardians. The achievement of learning and education goals that are in line with the instillation of Islamic values and the development of student character does not only depend on school policies, participation in religious activities, and teacher professionalism, but also on external stakeholders such as: support from parents or guardians of students. The success of a child's education is not only measured by the achievements or synergy of the school. This is because students are also influenced by their environment outside of school, such as family and social environment, which affect their development. Schools function as a place to obtain systematic knowledge, but the role of external factors is very important to support the process of developing student character.

CONCLUSION

Based on the discussion or research results that have been conducted, we can conclude that in the Islamic Religious Education Curriculum, the goal is to form a generation with noble morals and a deep understanding of Islamic teachings. This curriculum aims to develop students' innate potential to become pious servants of Allah and capable administrators on Earth. Teachers play various roles in curriculum development, such as implementers, adaptors, developers, and researchers. The curriculum is dynamic and complex, which aims to accommodate changes in society while upholding Islamic principles.

Character education focuses on developing positive behavior and morals in individuals. It emphasizes the importance of not only justifying actions but also cultivating attitudes and behaviors that lead to good character. This involves three interrelated elements: knowing the good, loving the good, doing the good, Islamic teachings are integrated into character education to instill values such as honesty, patience, responsibility, and compassion. Teachers act as role models to demonstrate Islamic behavior that students can emulate. Strategic steps are essential in character education. Involving all stakeholders, setting a good example, integrating values and ethics into lessons, creating a positive learning environment, practicing and training students about values, communicating respectfully, monitoring student progress, instilling disciplined habits, sharing inspiring experiences, and planning lessons effectively are important strategies. Teachers can use appropriate teaching methods, demonstrate exemplary behavior, build emotional connections with students, and collaborate with parents and the school community to support character development.

Some of the main character values that can be instilled in students include religiosity, self-esteem, social responsibility, national pride, and environmental awareness. The success of character education depends on the involvement of all stakeholders, such as students, teachers, parents, and school staff. Teachers must plan and implement character education effectively, integrate Islamic values into the curriculum, practice appropriate teaching methods, build emotional relationships with students, and receive support from the school community and parents.

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