INSTILLING RELIGIOUS CHARACTER VALUES THROUGH CLASSROOM MANAGEMENT AT DARUD DAKWAH WAL-IRSYAD ELEMENTARY SCHOOL, PALU

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ABSTRACT

This study aims to examine the implementation of classroom management strategies oriented toward instilling religious character values at Darud Dakwah Wal-Irsyad Elementary School in Palu, Indonesia. The central focus of this research is to understand how values such as honesty, responsibility, discipline, care, devotion, tolerance, respect, cleanliness, and neatness can be effectively embedded through well-structured classroom management. Employing a qualitative descriptive approach, data were collected through observations, interviews, and documentation. The findings indicate that religious value-oriented classroom management positively influences students' attitudes, particularly in fostering cleanliness, orderliness, and mutual respect. Students demonstrated improved personal and environmental hygiene, neat dress and classroom arrangements, and respectful behavior toward teachers and peers. Contributing factors to this success include meticulous planning, consistent implementation, ongoing evaluation, and active parental involvement. The study concludes that character-oriented classroom management serves as an effective approach to shaping students' moral and religious characters. The success of such implementation largely depends on institutional commitment and collaboration among teachers, parents, and the school community.

Keywords: *Classroom Management, Moral Education, Religious Character Values*

INTRODUCTION

Education serves as a cornerstone of human development and national advancement. Beyond the transmission of knowledge and skills, it plays a pivotal role in shaping character and instilling values essential for a harmonious society. In today's era of globalization, educational systems face increasingly complex challenges, necessitating a holistic and integrative approach (Mardani & Siswanto, 2024). Accordingly, modern education must address cognitive, affective, and psychomotor domains to cultivate well-rounded individuals capable of responding to societal demands and global transformations (Sagirah et al., 2024).

One of the central dimensions of education in Indonesia is the internalization of moral and spiritual values, particularly those rooted in religious traditions (Khojir, 2020; Khotimah, 2020). In this context, education is not merely academic but a transformative process that nurtures ethical consciousness, moral integrity, and social responsibility. Islamic Religious Education (IRE), as mandated by the national curriculum, holds a strategic position in fostering these values. Beyond its function as a subject, IRE operates as a framework of values that influences students' behaviors, attitudes, and worldviews. The consistent reinforcement of Islamic teachings from an early age is considered vital for the development of empathetic, resilient, and morally grounded individuals (Difa et al., 2023).

Islamic education underscores the integration of religious values into everyday life, advancing a model of character education that aligns both spiritual and civic ideals. Core Islamic values, including honesty, discipline, responsibility, tolerance, cooperation, and compassion, serve as the ethical foundation for student development. Embedding these values into classroom instruction enables students to internalize them not only cognitively but also emotionally. Furthermore, the implementation of Islamic principles contributes to identity formation and emotional intelligence, equipping learners to make ethical decisions and contribute meaningfully to society (Aziz et al., 2024).

Moreover, Islamic value-based education significantly enhances social cohesion and the overall school climate. By fostering respect, empathy, and mutual understanding, it promotes inclusive engagement among students, teachers, and the broader school community (Madjid, 2019; Mahatma, 2022). Such an environment not only strengthens interpersonal relationships but also cultivates collaborative learning and conflict resolution skills. Consequently, the integration of Islamic values within schools helps develop an ethically aware generation capable of navigating the complexities of an increasingly multicultural and dynamic world (Fismanelly et al., 2024).

Teachers play a pivotal role in the formation of students' moral character. They are not simply conveyors of knowledge but also act as moral exemplars and value transmitters within the educational ecosystem. Through their daily interactions, demeanor, and ethical conduct, teachers embody the Islamic principles they aim to instill in their students (Husain & Wahyuni, 2021). Demonstrating honesty, patience, discipline, and compassion, teachers influence character development not only through instruction but through lived example. Moral learning, therefore, extends beyond textbooks. It is deeply shaped by observation and the modeling of respected figures. A teacher who consistently enacts Islamic values is more likely to leave a lasting impact than one who delivers them only through theoretical discourse (Ridwan et al., 2024).

A critical factor that shapes the success of Islamic value-based learning is classroom management. As noted by Syattar (2025), classroom management refers to deliberate and systematic efforts by teachers to create an orderly, disciplined, and engaging learning environment. This includes setting behavioral expectations, maintaining routines, and cultivating an atmosphere conducive to both academic achievement and moral development. Effective classroom management ensures that students are not only receiving content but also actively engaging in the practice and reinforcement of values during everyday school interactions (Juhaeriyah, Jamaludin, & Ilmiaah, 2022).

Classroom management strategies aligned with Islamic principles promote respectful behavior, student participation, and ethical engagement. Techniques such as collaborative learning, peer discussions, role-plays, and simulations provide meaningful

contexts in which students can experience and internalize religious values. A structured and value-oriented classroom thus becomes a microcosm of the society it seeks to build— one rooted in faith, discipline, and cooperation.

Selindawati et al. (2025) argue that effective classroom management must also address students' emotional and psychological needs. A classroom that fosters emotional safety, inclusivity, and responsiveness to diverse student experiences allows for deeper internalization of moral values. When students feel respected and understood, they are more likely to reflect those values in their behavior. Hence, the teacher's role expands to include mentorship and emotional support as critical components of character education.

Despite its importance, many educators face significant challenges in maintaining effective classroom management. Limited instructional time, administrative burdens, diverse student backgrounds, and inadequate professional development often hinder optimal implementation. Issues such as student disengagement, behavioral disruptions, and weak teacher–student relationships may reduce the efficacy of value-based education. These difficulties can also undermine the consistency of value transmission, thereby weakening the credibility of the learning process (Syattar, 2025).

The decline in classroom management quality has direct implications for the success of Islamic character formation. Disorganized classrooms restrict opportunities for moral engagement, critical reflection, and constructive social interaction. Teachers may find it difficult to maintain consistent modeling of values, and students may struggle to make sense of the values being taught. In light of these issues, sustained institutional support and continuous professional development are essential to empower teachers with the strategies and resilience needed to manage classrooms both effectively and ethically (Tumpag, 2021).

In this context, Darud Dakwah Wal-Irsyad Elementary School, Palu (hereafter referred to as DDI Elementary School Palu) serves as an important case study in the implementation of Islamic value-based education. The school's mission emphasizes not only academic excellence but also the development of students' religious character. Effective classroom management is a central

pillar of this mission, as it enables the seamless integration of religious teachings into daily school practices.

At DDI Elementary School Palu, teachers are expected to create classroom environments that reflect Islamic values across all subjects, not just religious education. For instance, honesty may be reinforced during assessments, while empathy and cooperation are emphasized during group work and peer interactions. Teachers are also tasked with promoting Islamic etiquette in everyday communication, modeling respectful speech, and fostering a positive learning climate.

However, the school also encounters several challenges, including disparities in students' socio-emotional maturity, limited material resources, and a lack of student awareness regarding the relevance of Islamic values in contemporary life. These challenges necessitate thoughtful, value-based classroom strategies that ensure the transmission of moral principles is both effective and lived.

Given these dynamics, this study aims to explore the implementation of classroom management practices in fostering Islamic character values at DDI Elementary School Palu. Specifically, it seeks to identify effective strategies, challenges encountered, and the impact on students' character development. The findings of this research are expected to inform future educational practices and contribute to the broader discourse on integrating religious values into elementary education.

Literature Review

The integration of character education rooted in religious values within classroom practices plays a crucial role in fostering a constructive learning environment. It not only facilitates academic achievement but also cultivates moral integrity and a sense of social responsibility among students (Achadah et al., 2022). When religious character values are embedded in classroom management, a more harmonious atmosphere emerges, where students are not merely learning but also building relationships grounded in mutual respect and collaboration. For this reason, character education must be seamlessly integrated into the curriculum, ensuring students can internalize these values and apply them in their daily lives. Accordingly, religious value-based education serves as a

foundational pillar in nurturing a generation that upholds noble character and societal accountability (Yunus, n.d.). Effective character formation requires robust collaboration between educators, parents, and the broader community to cultivate an environment that supports students' moral and social development (Touwe & Lasaiba, 2024). This collaborative synergy is essential for ensuring consistency in value reinforcement both at school and at home (Windiyani et al., 2023). In this context, the implementation of the 2024 Independent Curriculum, which prioritizes character development, is a timely and strategic initiative to strengthen student morality and citizenship (Asri et al., 2022).

Fitria et al. (2022) emphasize that effective classroom management strategies, such as reinforcing positive behavior and incorporating value-based learning activities, can significantly enhance student engagement and improve learning outcomes. Therefore, educators are encouraged to continuously innovate and refine teaching methods to ensure students tangibly experience the benefits of character education. Establishing an inclusive and responsive learning environment also plays a critical role in creating a classroom culture where all students feel acknowledged and valued, regardless of their backgrounds or abilities.

Furthermore, as noted by Sandiko et al. (2022), fostering collaboration among teachers, parents, and local communities is essential to sustaining a holistic and impactful approach to character education. Through collective efforts, stakeholders can share resources, ideas, and strategies to strengthen the moral fabric of educational programs. Character education, when implemented effectively, contributes not only to the development of virtuous individuals but also to the cultivation of a socially cohesive and supportive learning community. To this end, the ongoing evaluation and enhancement of pedagogical approaches are crucial to ensuring relevance, responsiveness, and long-term impact. Religious values must therefore be positioned as integral components of the curriculum to produce students who are both intellectually competent and morally grounded (Ernalida & Oktarina, 2024).

Hasnadi (2020) underlines the importance of student participation in the process of character building. Actively involving students fosters a sense of ownership and responsibility in developing their own and others' moral values. This engagement can be facilitated through activities such as group discussions, collaborative projects, and experiential learning, which allow students to apply moral concepts in real-life contexts. Such approaches bridge the gap between theory and practice, resulting in a deeper internalization of values. A strong foundation in character development not only enhances the classroom climate but also supports the emergence of empathetic and principled individuals. Thus, it is imperative that educators design curricula that holistically address both academic excellence and character formation across all learning domains (Pratiwi & Ismail, 2023).

According to Tumpag (2021), parental and community involvement plays an equally vital role in reinforcing character education. Through initiatives such as neighborhood programs, school-family partnerships, and community workshops, students are provided with broader support systems that model and reinforce ethical conduct. These efforts create an ecosystem in which students are not only prepared to excel academically but also encouraged to become conscientious citizens who contribute meaningfully to society. A holistic approach ensures that students' moral development is not confined to the school setting but extends into their broader lived experiences.

According to Isroani and Huda (2022), a holistic approach to education is expected to nurture students into individuals who not only excel academically but also contribute positively to society and uphold humanitarian values. Effective character education necessitates continuous evaluation to ensure that the values taught are applicable to real-life situations, allowing students to genuinely understand and internalize the underlying principles. Through this process, students are expected to develop empathy, a sense of social responsibility, and leadership skills that will better equip them to face future challenges.

Conceptual Framework

Effective classroom management is not only intended to create a conducive learning environment but also plays a crucial role in shaping students' character in accordance with religious values. In this context, classroom

management encompasses aspects of planning, implementation, and evaluation carried out by educators to foster a learning atmosphere that supports the internalization of religious values such as honesty, discipline, responsibility, and tolerance. The implementation of such management is influenced by various factors, including school policy, teacher competence, school culture, and the roles of parents and the surrounding community. This study aims to analyze how classroom management strategies and methods can contribute to the development of students' religious character, as well as to examine the challenges encountered in this process. By understanding how religious value-oriented classroom management is implemented, this research is expected to contribute to the development of more effective character-based educational models in Islamic elementary schools.

This study will also explore the best practices implemented in various schools and provide recommendations to enhance the effectiveness of classroom management in supporting religious value-based learning (Wantu et al., 2023). Therefore, the findings of this research are expected to not only offer insight into effective classroom management but also promote the creation of learning environments that support the holistic development of students' religious character. The research outcomes will serve as a valuable reference for educators and school administrators in designing curricula that integrate religious values into all aspects of instruction, enabling students to become not only academically competent but also individuals with strong characters. Through this approach, students are expected to understand and internalize religious values in their daily lives, ultimately contributing to the formation of a more harmonious and civilized society.

The importance of collaboration among educators, parents, and the wider community must also not be overlooked, as collective support strengthens the implementation of religious values in education (Cahyarini et al., 2023). With strong cooperation, educational programs can be more effectively designed to instill religious character, thereby creating a learning environment that supports students' spiritual and moral growth. In this way, the integration of religious values into education will not only produce academically capable individuals but also foster future agents of positive change in society.

Marzuki (2020) explains that the indicators of religious character values include honesty, responsibility, discipline, care, worship observance, tolerance, respect, cleanliness, and neatness. These indicators serve as reference points across all learning activities, enabling students to not only understand the values theoretically but also apply them in everyday life. The consistent implementation of these values in daily routines will help students develop stable attitudes and contribute to the creation of a positive school culture, which in turn may influence their behavior outside of the educational setting. By building this positive culture, students are expected to become role models for their peers and contribute to the development of a more respectful and harmonious society.

RESEARCH METHOD

This study was conducted between August and September 2024 at DDI Elementary School, Palu. A qualitative research design with a descriptive approach was employed. Qualitative research is intended to explore and understand phenomena holistically by providing in-depth descriptions of the social context being studied, without manipulating existing variables. The descriptive approach enables researchers to systematically detail the characteristics, patterns, and relationships that emerge from the observed phenomenon (Oliveira et al., 2019).

This approach is deemed suitable for investigating classroom management practices in the context of learning aimed at instilling religious character values, as well as for examining how elements of local wisdom are integrated into the instructional process (Bancin & Corry, 2023). The findings are expected to offer both theoretical insights and practical contributions to the development of effective learning strategies, while enriching understanding of how religious character values are applied within elementary educational settings.

The participants in this study included one fifth-grade teacher and 26 fifth-grade students at DDI Elementary School Palu. Participants were selected using purposive sampling to ensure the relevance and richness

of the data in relation to the study's objectives. The teacher was selected as the key informant due to their role in implementing classroom management strategies, while the students were considered direct informants who experienced the teaching and learning process. The fifth grade was chosen under the assumption that students at this level possess adequate cognitive and affective development to meaningfully engage with classroom management approaches.

Data collection methods included in-depth interviews, participant observation, and documentation. Interviews were conducted with the teacher and six students, selected based on a range of academic and behavioral characteristics to ensure diversity. Classroom observations were carried out continuously over a four-week period during regular learning activities. Field notes and photographs were also collected as supporting documentation.

The data analysis procedure followed the model proposed by Sugiyono (2020) in Educational Research Methods, which consists of three main stages. The first stage, data reduction, involves selecting, focusing, simplifying, and transforming raw data from interviews, observations, and documentation into more meaningful and manageable forms. This helps direct the analysis toward issues most relevant to the study's objectives. In the second stage, data display, the processed information is organized in ways that allow researchers to identify emerging patterns and insights, often through descriptive narratives and thematic categorization. The final stage, conclusion drawing and verification, entails interpreting the data to produce findings that are meaningful and scientifically grounded. To ensure the credibility and dependability of the conclusions, this study utilized multiple triangulation strategies—data triangulation (cross-verifying information from different sources), source triangulation (involving both teacher and student perspectives), and methodological triangulation (employing various data collection techniques). Member checking was also conducted by presenting the summarized findings to the participants for validation and confirmation of accuracy.

DISCUSSION

This study aims to analyze the implementation of classroom management practices oriented toward the instillation of religious character values at DDI Elementary School Palu. Employing a descriptive qualitative research approach, the study provides an in-depth account of how religious character values are integrated into classroom management. It also explores the challenges encountered by educators in embedding these values within daily teaching and learning activities (Alfiana, 2023). The findings indicate that the integration of religious character values not only enhances students' discipline but also fosters mutual respect and empathy among them. Additionally, this study identifies effective strategies employed by teachers to cultivate religious character and offers recommendations for other schools seeking to implement similar classroom management practices (Sofiah, 2022).

Based on the data gathered through observations, interviews, and documentation, it was found that the implementation of religious character values in classroom management DDI Elementary School Palu has been carried out systematically through a variety of strategies and teacher-led approaches, supported by the broader school environment. This implementation has contributed not only to the formation of student character but also to the development of a more positive and harmonious classroom atmosphere (Febriyani et al., 2022). Therefore, the study underscores the importance of collaboration among educators, students, and parents in creating an educational environment that supports character and moral development.

HONESTY

The value of honesty is instilled by teachers through daily communication practices and by consistently emphasizing the importance of speaking truthfully in various situations. For example, students are entrusted with managing their own attendance and are encouraged to report unfinished assignments without fear of punishment. This approach not only enhances students' sense of personal responsibility but also helps them understand the consequences of their actions and fosters trust between teachers and students. Furthermore, the promotion of honesty within the learning environment contributes to more positive student interactions, cultivating a classroom atmosphere marked by mutual

appreciation and support. Thus, the implementation of moral values such as honesty plays a role not only in individual character development but also in building a harmonious and productive learning community (Halija et al., 2021).

RESPONSIBILITY

The value of responsibility is reinforced through daily classroom duties and personal accountability for cleanliness and order. Teachers assign tasks that must be completed on time, aiming to cultivate a strong sense of responsibility in students. This emphasis on responsibility is a vital aspect of character development, encouraging students to actively engage in their learning and decision-making processes. Through these practices, students not only learn to value their own time and efforts but also understand the importance of their contributions to a positive classroom environment. Additionally, this approach promotes peer collaboration and collective effort toward shared goals, thereby fostering an atmosphere conducive to both academic and social growth.

DISCIPLINE

Discipline is instilled through the establishment of clear classroom rules, such as punctuality, neat appearance, and adherence to school regulations. When students violate these rules, they receive constructive reprimands designed to help them understand the importance of discipline in everyday life. The application of disciplinary values is beneficial not only within the school setting but also in preparing students for life beyond the classroom, including their future professional environments. Emphasizing discipline also helps develop students' sense of personal responsibility, which serves as a critical foundation for success across various domains. Therefore, through the consistent implementation of discipline, students are expected to grow into individuals who are not only academically capable but also possess strong character and the ability to contribute positively to society (Hamzah et al., 2023).

CONCERN

The value of care is nurtured through social programs, such as sharing with friends in need and helping classmates who are experiencing academic difficulties. Teachers also emphasize the importance of respecting one another and discourage teasing or harmful behavior among students. In this way, students not only learn to empathize but also develop essential social skills for building healthy and productive relationships within and beyond the school environment. Cultivating a caring attitude is crucial, as it creates a supportive atmosphere where every student feels valued and accepted. This, in turn, encourages active participation in social activities and fosters a strong sense of solidarity among peers. The development of a caring attitude extends beyond the school setting and into society at large, contributing to the emergence of future generations who are empathetic and socially responsible. By building this foundation, students are better prepared to confront real-world challenges and become agents of positive change in their communities (Burhanuddin et al., 2023).

OBEDIENCE IN WORSHIP

Religious practices are integrated into daily learning at school, including routines such as performing Dhuha prayers before lessons, reciting prayers before and after learning sessions, and reading the Qur'an regularly. Teachers provide direct guidance to ensure that students carry out worship correctly and with understanding. These practices strengthen students' spiritual connection while shaping their character to be disciplined and responsible in upholding religious values. As a result, students not only acquire academic knowledge but also develop a balanced character, enabling them to become whole individuals who are better prepared to face life's challenges. Through this approach, it is hoped that students will grow into individuals who are not only academically competent but also uphold integrity and exhibit a high degree of social concern.

TOLERANCE

The value of tolerance is instilled by teaching students to respect differences in opinions, backgrounds, and abilities. During classroom discussions, teachers consistently emphasize the importance of listening to others' perspectives without judgment or ridicule. These activities encourage students to support one another and collaborate in building a positive learning environment where moral and ethical values are integral to the

educational process. Through the cultivation of strong character and tolerant attitudes, students are better prepared to become future leaders capable of addressing global challenges with wisdom and empathy. A holistic character education program such as this not only shapes responsible individuals but also contributes to the formation of a harmonious and mutually supportive society. With this approach, students are better equipped to engage meaningfully in multicultural and dynamic communities and to develop the interpersonal skills necessary for working effectively with diverse groups.

RESPECT

Teachers instill the value of respect by fostering habitual greetings, encouraging polite communication with peers and teachers, and promoting the use of respectful language in everyday interactions. They serve as role models by demonstrating respectful behavior themselves, providing students with authentic examples to emulate. By creating a classroom climate rooted in mutual respect, students learn empathy and tolerance, which are essential for building positive relationships. Character education that prioritizes respect contributes to the formation of a generation that is not only academically competent but also morally grounded and capable of making positive contributions to social life. Students in this study exhibited improved attitudes of respect toward teachers and peers. They more frequently initiated greetings, listened attentively during lessons, and demonstrated polite behavior in daily interactions. Teachers also designed specific activities aimed at reinforcing the value of respect through consistent routines and behavioral expectations.

CLEANLINESS AND NEATNESS

The school promotes cleanliness through structured programs such as daily classroom duties, inter-class cleanliness competitions, and the cultivation of awareness that cleanliness is a reflection of faith. Teachers consistently remind students to maintain a clean learning environment and to dress neatly. Students have shown noticeable improvement in maintaining personal and environmental hygiene. They regularly wash their hands, clean the classroom, and dispose of waste properly. Attention to neatness is also evident in their appearance and surroundings. Classrooms are well-organized, with neatly arranged tables and chairs, and students ensure their dress and grooming align with school regulations.

CLOSING

The results of this study indicate that the implementation of religious character-based classroom management at Darud Dakwah Wal-Irsyad Elementary School in Palu has been successfully carried out through various strategies employed by teachers, supported by the broader school environment. The success of value internalization is reflected in noticeable improvements in students' attitudes and behaviors, particularly in terms of discipline, responsibility, honesty, care, and obedience in worship.

However, several challenges remain, including the sustainability of these programs beyond the school environment and the need to strengthen collaboration among teachers, parents, and other stakeholders. A more holistic approach is therefore required to ensure that the values instilled are not only internalized within the school context but also practiced consistently in students' daily lives.

throughout this research journey. May all acts of kindness be rewarded, and may this study contribute meaningfully to the development of knowledge and the improvement of educational practices.

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