RELIGIOUS CHARACTER EDUCATION IN SHAPING STUDENTS' PERSONALITIES

*1Tri Wahyuni, 2Muhamad Slamet Yahya
*1,2UIN Prof. K. H. Saifuddin Zuhri Purwokerto
Email: *1triwahyuni23589@gmail.com, 2msyahya0410@uinsaizu.ac.id

Abstract
Religious character education plays a crucial role in shaping students' personalities in an increasingly complex era of globalization. This study aims to explore how religious character education can be implemented in formal and non-formal education contexts and its impact on students' character development. The method used in this study is a literature review, which involves analyzing various sources, including books, journal articles, and educational policy documents. The results of the study indicate that religious character education not only focuses on teaching religious values but also encompasses the development of morality, ethics, empathy, and tolerance. In addition, religious character education also prepares students to face challenges in the era of globalization and digitalization. Thus, religious character education serves as a foundation that guides behavior, strengthens identity, and shapes students' moral resilience, so that they can contribute positively to life in a diverse society.
Keywords: Character Education, Religious Character, Student Personality

Abstrak
Pendidikan karakter religius memiliki peran yang krusial dalam membentuk kepribadian siswa di era globalisasi yang semakin kompleks. Penelitian ini tujuannya untuk mengeksplorasi bagaimana pendidikan karakter religius dapat diimplementasikan dalam konteks pendidikan formal dan non-formal, serta dampaknya terhadap perkembangan karakter siswa. Metode yang digunakan dalam penelitian ini adalah studi literatur, yang melibatkan analisis berbagai sumber, termasuk buku, artikel jurnal, dan dokumen kebijakan pendidikan. Metode ini memungkinkan peneliti untuk mengumpulkan informasi yang relevan dan mendalam mengenai topik yang diteliti. Hasil penelitian menunjukkan bahwa pendidikan karakter religius tidak hanya berfokus pada pengajaran nilai-nilai agama, tetapi juga mencakup pengembangan akhlak, etika, empati, dan toleransi. Selain itu, pendidikan karakter religius juga mempersiapkan siswa untuk menghadapi tantangan di era globalisasi dan digitalisasi. Dengan demikian, pendidikan karakter religius berfungsi sebagai landasan yang mengarahkan perilaku, memperkuat identitas, dan membentuk ketahanan moral siswa, sehingga mereka dapat berkontribusi positif dalam kehidupan masyarakat yang majemuk.
Kata kunci: Pendidikan Karakter, Karakter Religius, Kepribadian Siswa

INTRODUCTION

Religious character education plays a central role in shaping students' well-rounded personalities, both morally, spiritually, and socially. In the context of national education, religious character is seen as a foundation of values that guides individual behavior to be

in harmony with religious teachings, social ethics, and national norms. Law Number 20 of 2003 concerning the National Education System emphasizes that the goal of education is to develop the potential of students to become people of faith, devoted to God Almighty, noble in character, healthy, knowledgeable, skilled, creative, independent, and democratic and responsible citizens. This shows that the dimension of religiosity is an element that cannot be separated from the formation of students' personalities (Kemdikbud, 2017).

From an educational psychology perspective, religious character is not merely the internalization of religious teachings, but also the process of habituating behavior based on divine values in everyday life. The personality of students shaped through religious character education can serve as a guideline in making decisions, controlling emotions, and building harmonious social relationships (Lickona, 2012). Through the instillation of religious values, students are expected to have strong moral integrity, high social empathy, and a tolerant attitude towards differences, so that they are able to contribute positively to a pluralistic society.

However, social reality shows that the challenges in shaping students' religious personalities are increasingly complex, especially in the era of globalization and digitalization. The rapid and unlimited flow of information through digital media has the potential to influence students' mindsets, behavior, and even value systems. Phenomena of moral degradation such as intolerance, individualism, and consumptive behavior often become threats that erode the religious values that have been instilled (Yunus & Ali, 2019). Therefore, religious character education must be designed to be adaptive, contextual, and relevant to the dynamics of modern life.

Schools, as formal educational institutions, have a strategic responsibility to incorporate religious character education into the entire learning process, both directly through Religious Education subjects and indirectly through school culture, teacher role models, and extracurricular activities. This integration strategy can be realized through learning that emphasizes the habit of worship, strengthening of morals, and the application of spiritual values in social interactions (Samani & Hariyanto, 2016). In addition, synergy between schools, families, and communities is an important factor in ensuring the sustainability of religious character education. The formation of students' personalities cannot be entirely entrusted to schools, but requires the support of the family environment as the primary role model, as well as the community as a space for practicing moral and social values (R. Hidayat, 2018).

METHO

The type of research applied in this study is literature research, which involves the use of literary sources. The objects of this research include various types of materials, such as books, encyclopedias, scientific journals, newspapers, magazines, documents, and research reports from previous researchers (Zed, 2014). This study uses a qualitative and descriptive approach, with data collected in the form of words or images. The data

analysis used is documentation (Sugiyono, 2025). Furthermore, the data obtained is analyzed using a descriptive content analysis method. By utilizing a number of procedures carried out systematically and objectively, this method is used to draw accurate conclusions. The results of the analysis aim to provide a comprehensive and critical overview of how Religious Character Education shapes students' personalities.

RESULTS AND DISCUSSION

1. Definition of Religious Character Education

Character is understood as the unique mindset and behavior that each individual possesses in living their life and interacting with others, whether in the context of family, community, or country. A person with good character is an individual who is able to make decisions and is willing to take responsibility for all the consequences of those decisions (Muchlas, 2019). The definition of character is also expressed by (Kurniawan, 2017) as saying that a person's character is determined by the actions and words they show to others. In the process of its formation, character cannot be separated from the role of education. Educational institutions have a very important role in providing educational services that support character building (Arifudin et al., 2020). Character education in schools does not only focus on knowledge, but also on instilling morals, ethical values, aesthetics, and good manners. The most important thing is the practical application of the information that has been provided, which must be carried out with discipline by every element in the school.

Simply put, character education encompasses various positive actions carried out by teachers that have an impact on the character of the students they teach. Character education has become a movement in the world of education that supports the social, emotional, and ethical development of students. Character education is not only related to knowledge, but also to how these values are internalized and manifested in real actions. Meanwhile, religiousness is an attitude and behavior that is obedient to the teachings of one's religion, tolerant of other religions, and living in harmony with people of other religions (Aeni, 2014). Religiousness is very important because the values taught in religion are truths from God, and religious attitudes can improve every aspect of an individual's actions and behavior patterns, leading them toward truth and goodness.

Religiousness as a character trait related to one's relationship with God Almighty encompasses a person's words, thoughts, and actions based on the values of monotheism, divinity, or religious teachings. Therefore, religious character is very important in overcoming the changing times and moral decay faced by students (Sari et al., 2022). The character that needs to be instilled is religious character. One of the main reasons for instilling religious character in schools is so that the learning process can take place optimally (Ahsanulkhaq, 2019). Based on observations in the field, it can be seen that the quality of society has declined, as indicated by the increase in violence, pornography, gang fights, and various other problems. Given these cases, it is very important to

implement a program to instill religious character education in formal education, especially at the elementary school level (Jannah, 2019).

The author concludes that religious character education is a conscious effort to shape students' characteristics based on divine values or religious teachings. Religious character needs to be trained from an early age so that students become accustomed to behaving well. The goal is to shape individuals who are faithful, pious, and noble, and able to practice religious values in their daily lives.

2. Characteristics of Religious Character Education

Religious character education is an important part of shaping an individual's personality based on religious values. The following are some of the main characteristics of religious character education, including:

a. Integration of Religious Values

Religious character education integrates religious values into the curriculum and daily activities. This includes moral, ethical, and spiritual teachings in accordance with the religious teachings embraced (Nurlina et al., 2024). For example, in learning, students are not only taught about religious concepts, but also how to apply these principles in their daily lives, such as being honest, disciplined, and respectful of one another.

b. Character and Ethics Building

Religious character education aims to build good character and ethics. Students are taught to behave in accordance with religious teachings, such as being honest, fair, and responsible. Character and ethics building is a continuous process that requires awareness, effort, and the participation of various parties (Khoiriyah, 2024). By understanding the differences and importance of morals and ethics, as well as the various factors that influence them, it is hoped that better and more civilized individuals and communities can be formed.

c. Increasing Empathy and Tolerance

Religious character education also emphasizes the importance of empathy and tolerance towards others, especially those with different beliefs. Increased empathy and tolerance in religious character can be achieved through holistic religious education, inclusive religious practices, and the strengthening of values of compassion and care, which will hopefully create a religious character that has high empathy and tolerance towards others (Wahab & Luthfan, 2023). It is important to understand that empathy is the ability to experience the feelings of others, while tolerance is an attitude of respecting differences and diversity.

d. Role model-based education

Role model-based education is an educational approach that emphasizes the importance of the role of educators as examples or role models for students in shaping their character and behavior. Educators not only transfer knowledge, but also set an example in every

action and attitude instilled in students (Hamid, 2020). In religious character education, the role model of educators and parents is very important. They are expected to be good examples in implementing religious principles in everyday life.

e. Instilling Social Responsibility

Religious character education also emphasizes the importance of social responsibility, in this case meaning efforts to shape people who are religiously obedient and have awareness and concern for their social environment. By instilling social responsibility in religious character, it is hoped that individuals can become spiritually and socially pious, and can help themselves, others, and their environment. For example, students are taught to care for the environment and society, and to contribute to positive social activities. Religious character education plays a very important role in shaping individuals who are not only intellectually intelligent, but also have good character and noble morals. By integrating religious values into education, it is hoped that future generations will be able to improve themselves personally and contribute positively to society. Religious character education aims to shape individuals who not only understand religious teachings cognitively but also internalize them in their daily attitudes and behaviors.

3. Strategies for Shaping Students' Religious Character

Shaping students' religious character is one of the fundamental goals of education because religious character not only influences an individual's moral behavior but also shapes a harmonious social identity based on spiritual values. Religious character can be understood as attitudes, behaviors, and mindsets that are in accordance with religious teachings, reflected in interactions with God, fellow human beings, and the environment (Lickona, 2012). In the context of education, strategies for shaping religious character require a structured, continuous approach based on the integration of religious values into all teaching and learning activities. First, an integrative approach to learning is one of the main strategies. Religious values can be integrated into every subject, not just religious education. For example, science lessons can be linked to the concept of God's greatness through the observation of natural phenomena, while language lessons can include texts that contain moral and spiritual messages (Abdullah, 2019).

This strategy helps students understand that religious principles apply to all aspects of life, thereby fostering a deep internalization of values. Second, habituation through teacher role modeling is a long-recognized effective strategy. Teachers, as role models, have a major influence in shaping student behavior. Teachers' religious attitudes, such as discipline in performing worship, polite speech, and honesty, can be real models for students (Hidayat, 2020). Consistent role modeling fosters respect and a desire in students to imitate these positive behaviors. Third, the creation of a religious school culture plays a role in shaping an environment that supports character development.

This culture can be realized through collective habits such as praying together before and after lessons, commemorating religious holidays, managing spiritual activities, and enforcing norms of politeness. A conducive school environment will accustom students

to behave in accordance with religious teachings without coercion (Zubaedi, 2015). Fourth, strengthening religious extracurricular activities can expand opportunities for students to hone their spiritual and social skills. Activities such as religious study groups, Islamic leadership training, and social service programs based in mosques or other places of worship can increase students' empathy, concern, and religious awareness (Rohman, 2018).

Fifth, collaboration between schools, families, and communities is a determining factor in the success of religious character building. The values formed at school need to be reinforced at home through habitual worship, moral discussions, and supervision of children's social interactions. Meanwhile, community support through joint religious activities can reinforce the internalization of values more broadly (Syamsul, 2021). From the above explanation, it can be interpreted that religious character building requires continuous evaluation to monitor student development. This evaluation should not only focus on cognitive aspects, but also attitudes and behavior. Authentic assessments such as observation, reflection journals, and portfolios can provide a more complete picture of the development of students' religious character (Wibowo, 2017).

4. The Role of Religious Character Education in Shaping Personality

Religious character education is a systematic process that aims to shape students to have a well-rounded personality based on religious values. Religious character includes not only religious knowledge but also spiritual principles that are instilled in daily thoughts and actions (Lickona, 2012). In the context of formal education, religious character education plays an important role in guiding the development of students' personalities so that they become individuals with noble character, responsible, and able to interact harmoniously with their social environment and nature.

First, religious character education guides students' moral behavior. Through learning that emphasizes the values of honesty, responsibility, discipline, and respect, students are guided to have strong moral standards. These values become guidelines in decision-making, thereby preventing deviant behavior and shaping individuals with integrity (Zubaedi, 2015). Second, religious character education fosters spiritual awareness. This awareness includes an understanding of the existence of God, the purpose of life, and our responsibilities as creatures. Through habitual worship, self-reflection, and appreciation of religious teachings, students gain inner peace and motivation to do good (Hidayat, 2020). Spiritual awareness also plays a role in shaping patience, gratitude, and empathy, which are important foundations in the formation of a mature personality.

Third, religious character education develops positive social skills. Values such as mutual assistance, mutual respect, and tolerance among religious communities, if instilled from an early age, will shape students into individuals who are able to live harmoniously in diversity (Abdullah, 2019). Social interactions based on religious values will encourage the creation of mutually reinforcing relationships in a pluralistic society. Fourth, religious character education builds moral resilience against negative influences. In an era of

globalization and digitalization that is fraught with moral challenges, students need a strong foundation of religious values so that they are not easily influenced by instant culture, hedonism, or negative content in digital media (Syamsul, 2021). Religious character education acts as an internal filter that guides students to select and sort information, as well as reject behaviors that contradict religious teachings. Fifth, religious character education strengthens identity and integrity. A strong personality is formed when individuals have harmony between their beliefs, words, and actions. Education that instills consistency between religious values and daily practices will produce individuals who are steadfast in the principles of goodness, even when faced with social pressure or temptation (Wibowo, 2017).

CONCLUSION

Religious character education plays a fundamental role in shaping students' personalities holistically, encompassing moral, spiritual, and social dimensions. This education is not only oriented towards the transfer of religious knowledge, but also towards the internalization of divine values, which are realized through habit formation, role modeling, and a conducive educational environment. Strategies that include the integration of religious values in learning, the habit of worship, the creation of a religious school culture, and collaboration between schools, families, and communities are very important for the formation of individuals with noble character, honesty, and the ability to face challenges in the era of globalization and digitalization. Thus, religious character education serves as a foundation that guides behavior, strengthens identity, and shapes students' moral resilience so that they can contribute positively to a diverse society.

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