

Learning Model Based on Religious Activities in Shaping Students' Religious Character

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ABSTRAK

Pembentukan karakter religius siswa merupakan salah satu tujuan penting dalam pendidikan dasar, namun dalam praktiknya masih sering menghadapi kendala karena pembelajaran cenderung berfokus pada aspek kognitif dan kurang mengintegrasikan nilai-nilai keagamaan secara kontekstual. Penelitian ini bertujuan untuk mengkaji model pembelajaran berbasis kegiatan keagamaan dalam membentuk karakter religius siswa. Metode penelitian yang digunakan adalah studi kepustakaan dengan menelaah buku, jurnal ilmiah, dan hasil penelitian yang relevan dengan pendidikan karakter dan kegiatan keagamaan di sekolah. Hasil kajian menunjukkan bahwa model pembelajaran berbasis kegiatan keagamaan, seperti model pembiasaan, keteladanan, pembelajaran kontekstual, dan pembelajaran berbasis proyek keagamaan, berperan efektif dalam membentuk karakter religius siswa melalui pembiasaan, pengalaman langsung, dan keteladanan. Model-model tersebut saling melengkapi dalam menanamkan nilai religius. Implikasi penelitian ini menunjukkan bahwa sekolah dasar perlu mengintegrasikan kegiatan keagamaan secara sistematis dalam pembelajaran agar pembentukan karakter religius siswa dapat berkembang secara optimal.

ABSTRACT

The formation of students' religious character is one of the important goals of elementary education; however, in practice it often faces challenges because learning tends to focus on cognitive aspects and lacks contextual integration of religious values. This study aims to examine learning models based on religious activities in shaping students' religious character. The research method employed is a literature review by analyzing books, scientific journals, and previous studies relevant to character education and religious activities in schools. The findings indicate that religious activity-based learning models, such as habituation, role modeling, contextual learning, and project-based religious learning, play an effective role in shaping students' religious character through habituation, direct experience, and exemplification. These models complement one another in internalizing religious values. The implications of this study suggest that elementary schools need to systematically integrate religious activities into learning processes so that the development of students' religious character can grow optimally.

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INTRODUCTION

Education does not only function to develop students' academic abilities but also plays an important role in shaping character and moral values (Hanafiah et al., 2024; OBIZUE et al., 2025). One of the main characters that needs to be instilled from an early age is religious character, as it

serves as the foundation for students' behavior and attitudes in daily life. Religious character reflects obedience to religious teachings, tolerance, honesty, discipline, and social concern. Schools, as formal educational institutions, have a great responsibility to instill religious values in students in a planned and sustainable manner (Fahmi et al., 2024; Guna et al., 2024; Istighosah, 2025). The process of forming religious character cannot be carried out instantly but must be developed through habituation and meaningful learning experiences. Therefore, learning models that are able to integrate religious values into students' learning activities are needed. Learning based on religious activities is one strategic alternative for effectively shaping students' religious character.

Religious activity-based learning is an approach that places religious activities as an integral part of the educational process. Religious activities such as collective prayers, habituation of worship, commemoration of religious holidays, and religious social activities can serve as media for internalizing religious values in students. Through direct involvement in these activities, students not only understand religious teachings cognitively but also internalize them in their attitudes and behaviors. This learning model emphasizes habituation and role modeling as key elements in character formation. Teachers play an important role in designing and implementing religious activity-based learning in accordance with students' developmental stages. In addition, support from the school environment greatly determines the success of this learning approach. Thus, religious activity-based learning is expected to shape students' religious character holistically.

At the national level, the formation of students' religious character still faces various complex challenges. Numerous cases of moral degradation among students, such as lack of discipline, low honesty, and declining social ethics, indicate that character education has not been implemented optimally. The rapid development of technology and globalization also significantly influences students' behavior patterns, which are not always aligned with religious values. On the other hand, religious education in schools often focuses mainly on cognitive aspects and insufficiently addresses affective and psychomotor domains. Religious activities in schools are sometimes merely ceremonial and not well integrated into daily learning. As a result, the religious values taught are not fully internalized by students. These conditions indicate the need for more contextual and applicative learning models to shape students' religious character on a national scale.

Research conducted by Nahriyah et al. shows that instilling religious values in the school environment plays a significant role in shaping students' character. The study highlights that consistent integration of religious teachings in learning activities and school culture contributes to the development of students' moral behavior, discipline, and social responsibility (Nahriyah et al., 2024). Research conducted by Pujianti and Nugraha shows that Islamic Religious Education

teachers play a crucial role in shaping students' inclusive character. The study highlights that through value-based instruction, modeling positive behavior, and fostering tolerance, teachers effectively promote inclusivity, respect, and social harmony among students (Pujianti & Nugraha, 2024).

Research conducted by Ni'mah and Taufik shows that the design of religious-based extracurricular activities plays an important role in shaping the religious character of students in Madrasah Ibtidaiyah. The study indicates that well-planned and consistently implemented activities strengthen students' religious attitudes, discipline, and daily religious practices (Ni'mah & Taufik, 2022). Research conducted by Abdullah et al. demonstrates that Islamic Religious Education is effective in shaping the character of elementary school students. The study reveals that systematic religious instruction contributes significantly to the development of students' moral values, discipline, and positive behavior (Abdullah et al., 2025).

Based on the review of previous studies, there is still a research gap related to the development of structured and systematic religious activity-based learning models. Most studies only highlight the impact of religious activities on students' religious character without examining how such learning models are designed and implemented. In addition, research that directly integrates religious activities into daily learning processes remains relatively limited. Each school has different characteristics, cultures, and needs in implementing religious activities. Therefore, more contextual research is needed to explore learning models that are suitable for specific school conditions. This study is expected to offer a more applicable learning approach or model. Thus, this research has novelty in terms of its focus and contextual application.

Based on this background, the purpose of this study is to describe and analyze religious activity-based learning models in shaping students' religious character. This study aims to identify forms of religious activities integrated into learning processes. In addition, it seeks to examine the role of teachers in implementing religious activity-based learning models. The study is also expected to reveal the impact of these learning models on the formation of students' religious character. Furthermore, it aims to identify supporting and inhibiting factors in the implementation of religious activity-based learning. The results of this study are expected to serve as evaluation material and contribute to the development of learning practices in schools. Thus, this research is expected to contribute to strengthening religious character education among students.

METHOD

This study employs a literature review method by examining various written sources relevant to religious activity based learning models and the formation of students' religious character (Majid, 2017). The data sources include educational textbooks, national and

international scientific journals, research articles, and educational policy documents related to character education and religious activities in schools. The researcher collected these sources through online journal databases, digital libraries, and printed library collections. The selection of sources was conducted selectively by considering their relevance, credibility, and currency. Each selected source was read and analyzed thoroughly to obtain an in-depth understanding. Data obtained from these sources were used to identify concepts, practices, and forms of religious activity-based learning models implemented in various educational contexts.

Data analysis in this study was carried out by categorizing, comparing, and synthesizing findings from the reviewed literature (Gunawan, 2023). The researcher recorded key points related to the implementation of religious activities, the role of teachers, and their impact on the formation of students' religious character. Subsequently, the data were analyzed to identify patterns, similarities, and differences among previous research findings. The results of the analysis were then presented in a systematic and coherent narrative form. Conclusions were drawn based on the relationships among concepts and findings relevant to the research focus. Thus, this literature review method is expected to produce a comprehensive overview of religious activity-based learning models in shaping students' religious character.

RESULT AND DISCUSSION

Result

Religious Character

Religious character is one of the fundamental values in character education that is closely related to individuals' beliefs, attitudes, and behaviors in practicing the religious teachings they adhere to. Religious character is not merely understood as ritual activities but encompasses a whole way of life that reflects divine values in everyday behavior (Firmansyah, 2025). Religious values serve as a moral foundation that guides students in their attitudes and actions. In the educational context, religious character functions as the basis for forming a well-rounded and balanced personality. Students who possess religious character are expected to be able to distinguish between good and bad behavior based on religious values. Thus, religious character becomes the primary foundation in shaping students' morals and ethics.

Religious character is reflected in various aspects of attitudes and behaviors, such as obedience in worship, honesty, discipline, responsibility, tolerance, and concern for others (Komalasari & Yakubu, 2023). Obedience in worship reflects the relationship between humans and God, while tolerance and social concern reflect relationships among humans. Religious character is also evident in how students respect differences, act fairly, and maintain harmony in their environment. These values do not emerge instantly but develop through continuous habituation and experience. Therefore, religious character should be understood as

the result of a planned and consistent educational process. Education that emphasizes religious values helps students internalize these values in their daily lives.

The formation of religious character from an early age is very important because childhood is a crucial phase in moral and spiritual development. At the elementary school level, students tend to easily imitate behaviors they observe and experience in their surroundings. Religious values instilled early will become habits that persist into adulthood. If religious character is not developed from the beginning, students may face a crisis of values when dealing with environmental influences and the challenges of modern times. Therefore, religious character education must be a top priority in the education system. Early formation of religious character strengthens students' moral resilience in facing life's challenges

Schools have a strategic role in instilling and developing students' religious character through various learning activities and school culture. The process of forming religious character requires habituation and role modeling that are consistently practiced by all members of the school community. Teachers do not only act as instructors but also as role models in applying religious values. In addition, religious activities integrated into learning serve as an effective means of instilling religious character. Religious character education cannot stand alone; it must be integrated into all school activities. Through comprehensive integration, religious character can develop optimally within students.

Concept of Learning Model Based on Religious Activities

The results of the literature review indicate that religious activity-based learning models are learning approaches that integrate religious activities into the educational process in a planned manner. Religious activities are not merely positioned as supplementary activities but become part of a sustainable learning strategy (Rifat et al., 2020). This model emphasizes learning through direct experience, enabling students to understand and internalize religious values. Various sources state that students' active involvement in religious activities can strengthen the internalization of spiritual values. Learning does not take place only in the classroom but also through routine school activities. Thus, learning becomes more meaningful and contextual.

The literature shows that religious activities commonly used in this learning model include collective prayers, habituation of worship, reading sacred texts, commemoration of religious holidays, and religious social activities. These activities are designed according to students' age levels and characteristics. Consistent habituation of religious activities is able to shape students' religious attitudes in their daily lives. Students learn religious values through practice rather than mere knowledge. This approach makes it easier for students to understand the meaning of religious teachings. Therefore, religious activities become the core of this learning model.

Several sources also emphasize that religious activity-based learning models are flexible and can be combined with various teaching methods. Teachers can integrate religious activities into thematic learning as well as specific subject areas. This integration allows religious values to permeate all learning activities. Thus, religious character education is not only the responsibility of religious education teachers but of all teachers. This model supports a holistic learning approach. The review results indicate that this flexibility is a major strength of religious activity-based learning models.

The literature review also shows that the success of this model is highly influenced by the consistency of implementing religious activities. Activities carried out sporadically tend to have less significant impact. In contrast, activities that are well-programmed and conducted regularly are able to form positive habits among students. Habituation becomes the main key in shaping religious character. Through habitual practices, religious values are gradually and sustainably internalized. This indicates that this learning model requires careful planning.

Based on the review findings, it can be concluded that religious activity-based learning models are approaches that emphasize direct experience, habituation, and role modeling. This model is not only oriented toward academic outcomes but also toward the formation of students' religious character. The integration of religious activities into learning provides a holistic learning experience. Thus, this model is relevant for application in elementary education, which emphasizes character formation from an early age. The literature review shows that this model has great potential in shaping students' religious character.

Learning Model Based on Religious Activities

The Learning Model Based on Religious Activities is an educational approach that integrates religious values and practices into the learning process to support students' holistic development (Sulaeman et al., 2023). This model emphasizes the use of structured religious activities such as prayers, reflections, moral discussions, and community service as learning experiences that shape students' character, discipline, and social responsibility alongside academic achievement. By embedding religious activities into daily learning, the model aims to create a meaningful and value-oriented educational environment that nurtures spiritual awareness, ethical behavior, and positive attitudes, while also enhancing students' motivation and engagement in learning across various subjects.

1. Habituation Model

The habituation model is a learning model that emphasizes the routine and continuous implementation of religious activities in school life (Nursobah et al., 2025). Through activities carried out repeatedly, students become accustomed to practicing religious values without coercion. Activities such as praying before and after lessons, performing congregational Dhuha prayers, reading sacred texts, and practicing greetings and smiles become part of

students' daily routines. This habituation helps students develop positive habits from an early age. With consistent routines, religious values are gradually internalized within students. This model is particularly effective when applied at the elementary education level.

2. Role Model

The role model approach positions teachers and all members of the school community as real examples in the implementation of religious values (Fatimah et al., 2020). Students tend to imitate behaviors they observe in their daily lives; therefore, teachers' religious attitudes have a significant influence on the formation of students' character. Role modeling is demonstrated through simple behaviors such as performing worship on time, being polite, honest, and tolerant. When teachers consistently display religious behavior, students are more likely to understand and emulate these values. This model emphasizes the importance of consistency between words and actions. Thus, role modeling becomes an effective means of character education.

3. Contextual Learning Model (Contextual Teaching and Learning)

Contextual learning models link subject matter with religious values that are relevant to students' lives. Learning does not focus solely on the mastery of academic content but also on understanding the religious values embedded within it. Teachers integrate exemplary stories of prophets or religious figures into subjects such as Social Studies, Indonesian Language, or Civics Education. Through this approach, students are able to understand the relationship between lesson content and religious values. Learning becomes more meaningful and is not separated from real-life experiences. This model helps students recognize religious values across various aspects of life.

4. Religious Project-Based Learning Model (Project Based Learning)

Religious project-based learning places students as active participants in the learning process through the completion of projects with religious themes (Firdaus et al., 2023). Students are involved in activities such as creating worship schedules, posters promoting noble character, or carrying out religious social service activities. These projects are designed to train students to work independently as well as collaboratively in groups. Through project activities, students learn to plan, implement, and evaluate their work. This model provides authentic and meaningful learning experiences. As a result, learning becomes more engaging and applicable to real-life contexts.

Discussion

The discussion on religious character in this study strengthens the theory of character education proposed by Lickona, which states that character education must encompass the aspects of moral knowing, moral feeling, and moral action. Religious character cannot be taught

merely as knowledge but must be manifested in real attitudes and actions. Religious activity-based learning models that emphasize direct experience and habituation are consistent with this perspective. Through religious activities, students not only learn religious values but also experience and practice them. Thus, the findings of this study reinforce Lickona's theory that effective character formation occurs through the integration of values into real-life activities. This indicates that religious character develops optimally when religious values are practiced consistently within the school environment.

The habituation model discussed in this study strengthens the theory of habit formation proposed by Aristotle, which states that character is formed through habits developed through repeated actions. In the educational context, this theory is also reinforced by John Dewey, who emphasized the importance of direct experience in moral learning. The habituation of religious activities such as prayer, routine worship, and greetings gradually instills religious habits in students. This model demonstrates that the formation of religious character is ineffective if conducted solely through lectures or verbal instruction. Therefore, the habituation model within religious activity-based learning theoretically and empirically reinforces the view that character is the result of repeated and consistent practice.

The role model approach in religious activity-based learning strengthens the social learning theory proposed by Albert Bandura. Bandura argued that individuals learn through observation and imitation of figures they perceive as significant. In the school context, teachers become the primary figures observed and imitated by students. Teachers' role modeling in practicing religious values, honesty, and tolerance serves as a highly effective means of character education. These findings indicate that without role modeling, religious character education tends to be normative and lacks meaningful impact. Thus, this discussion reinforces Bandura's theory that students' moral behavior is strongly influenced by the models they observe within the school environment.

Contextual learning models that link subject matter with religious values are consistent with the theory of Contextual Teaching and Learning (CTL) developed by Johnson (2002). CTL theory emphasizes that learning becomes meaningful when students are able to relate content to real-life situations. The integration of exemplary stories of prophets or religious figures into general subjects helps students understand religious values contextually. These findings strengthen the theory that moral and religious values are more easily internalized when connected to students' experiences and realities. However, this study also shows that implementing CTL based on religious values requires teachers' creativity and readiness. Without careful planning, contextual learning may remain merely symbolic.

Religious project-based learning in the formation of religious character strengthens constructivist theory proposed by Piaget and Vygotsky, which emphasizes that knowledge and

values are constructed through activity and social interaction. Religious projects such as social service activities and the creation of religious media provide students with opportunities to construct their understanding of religious values through real experiences. This model also expands the application of Project-Based Learning, which has traditionally focused on cognitive skill development. Thus, this study not only reinforces constructivist theory but also demonstrates that Project-Based Learning is effective for religious character formation. This constitutes an important contribution to the development of character-based learning practices.

Overall, this discussion does not weaken existing theories but rather strengthens and further develops religious activity-based learning as an integrative model. The study demonstrates that the formation of religious character is most effective when habituation, role modeling, contextual learning, and project-based learning are combined. These findings point to a contextual and holistic model of religious character education rather than a single, isolated approach. Consequently, this study contributes to the enrichment of religious character learning models that are adaptive to the context of elementary education. This model can be viewed as a practical development of existing character education theories.

CONCLUSION

The formation of students' religious character can be effectively achieved through integrated and sustainable religious activity-based learning models. Habituation, role modeling, contextual learning, and religious project-based learning have been proven to complement one another in internalizing religious values into students' attitudes and behaviors. These findings reinforce character education theory and social learning theory, which emphasize the importance of habituation, role modeling, and meaningful learning experiences. In addition, this study shows that religious activity based learning functions not only as a means of strengthening spiritual values but also as a medium for developing students' moral and social character. Thus, this study offers the development of a holistic and contextual religious character learning model that is relevant for implementation in elementary education to strengthen the formation of students' religious character.

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