

Strengthening Student Character through Yasinan Tradition: The Role of Local Wisdom in State of Madrasah Ibtidaiyah (MIN)

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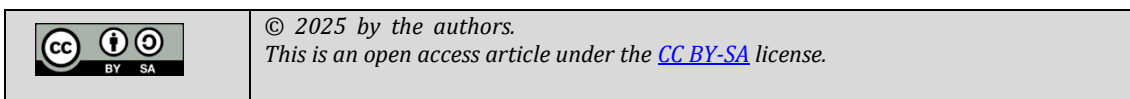
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Abstract

This study aims to analyze how the Yasinan tradition in MIN 4 Batang Hari contributes to instilling character values in students. The research method used is qualitative with a descriptive approach. Data was obtained through interviews with teachers and students, direct observation, and documentation of Yasinan's activities. The results of the study show that Yasinan activities are an effective means of shaping students' character, such as discipline, order, and other Islamic values. Teachers play a role model in guiding students, but there are several obstacles, such as lack of parental attention and the influence of social media that can affect student behavior. Therefore, synergy is needed between Madrasah and parents to optimize the formation of student character through sustainable religious activities.

Keywords: Character education, Yasinan, Madrasah Ibtidaiyah Negeri , moral formation, Islamic education



INTRODUCTION

Character education is a crucial aspect of education systems worldwide, particularly in addressing the challenges of globalization, technological advancement, and societal change (Ali, 2023). Strong character development is integral to shaping individuals who exhibit noble qualities, demonstrate good social ethics, and are equipped to navigate life's challenges with resilience and integrity (Marlina, 2023). In Indonesia, character education has long been embedded within the national education curriculum, drawing on the noble values passed down through generations. One effective approach to enhancing character education is through religious practices, such as the *Yasinan* tradition, which has been a

longstanding part of Indonesian cultural heritage (Hurairah & Susanti, 2022; Khojir et al., 2022).

Character education holds particular significance in Indonesia, where the demand for high-quality human resources to support development programs is pressing (ZA, 2019). The cultivation of such human resources is largely influenced by the role of educators, who are not only responsible for the transmission of academic knowledge but also serve as role models for character development (Rohana et al., 2023). As such, improving teachers' competence and professionalism is paramount in integrating character values into the learning process, including through culturally relevant activities like the *Yasinan* tradition at school (Badrudin et al., 2022). By incorporating traditional practices that resonate with local cultural values, teachers can foster a well-rounded approach to student development.

The *Yasinan* tradition involves the collective recitation of *Surah Yasin*, often held on Friday nights or during significant community events such as *tahlilan* (group prayers). This practice, which has both spiritual and character-forming dimensions, aims to nurture values like discipline, responsibility, and solidarity among participants (Sagir & Hasan, 2021). At MIN 4 Batang Hari, the *Yasinan* tradition has become an integral part of school activities, engaging not only students and teachers but also the surrounding community, aiming to strengthen religious awareness and instill character values through local cultural practices (Wajdi et al., 2024).

In examining the role of religious activities in shaping students' character, previous studies have illustrated the positive impact of practices like group prayers and recitations on students' moral development (Rezki, 2020). Research by Setiani et al. (2021) also highlighted the role of local wisdom in shaping character, showing that integrating local cultural values, including religious traditions, significantly contributes to enhancing student discipline and responsibility. Similarly, Husna (2024) demonstrated the social and spiritual benefits of the *Yasinan* tradition, suggesting that it not only facilitates religious devotion but also fosters a stronger sense of community, empathy, and cooperation among students (Husna & Minan, 2024). These studies provide valuable insights into how religious practices can serve as an effective tool for character education, yet few studies have explored the specific impact of the *Yasinan* tradition within the school environment, particularly in relation to its role in shaping student character.

To fully understand the concept of character, it is essential to explore the meanings of morality, ethics, and character. Morality, derived from the Arabic term *Al-Akhlaq*, encompasses ethics, temperament, behavior, and character (Nur Halim et al., 2023). As defined by Ibn Miskawaih, morality is an internal state that guides a person's actions spontaneously, without deep deliberation (Ramli & Zamzami, 2022). Al-Ghazali further explained that morality is an inherent trait of the soul, influencing actions that arise naturally and without coercion (Rahimi, 2022). These definitions underscore the close relationship between character and morality, both

of which reflect universal human values. Character encapsulates the complete spectrum of human interactions—both with God, others, and the environment—and manifests in individuals' thoughts, attitudes, words, and deeds, all grounded in religious norms, laws, manners, culture, and customs.

The significance of integrating character education through culturally meaningful activities such as the *Yasinan* tradition has been underscored by recent studies in the field. Research by Afiati & Pramesti (2023) explored the role of local wisdom in shaping students' character, particularly through community-based religious activities, while Indra & Putri (2024) highlighted the growing importance of spirituality in modern educational frameworks. Recent studies have also examined the psychological and social impact of religious practices on character formation, suggesting that such practices enhance moral decision-making and social responsibility among students (Fachruddin et al., 2023; Ariani & Taufiq, 2023). These insights align with the core premise of this study that the *Yasinan* tradition can serve as a powerful tool for character formation, promoting not only religious values but also fostering essential social skills and communal ties.

The hypothesis underlying this study is that the *Yasinan* tradition plays a significant role in strengthening students' character at MIN 4 Batang Hari, supported by local wisdom that enriches the values imparted through these activities. The research aims to explore how the *Yasinan* tradition at MIN 4 Batang Hari contributes to instilling character values in students, specifically focusing on how this tradition aligns with broader educational goals of character education and how it integrates local cultural values into the curriculum.

This research will fill a gap in the existing literature by providing empirical evidence of the impact of the *Yasinan* tradition on character education in a school setting, demonstrating how traditional religious practices can be incorporated into formal education to foster character development. By focusing on MIN 4 Batang Hari, the study will provide insights into the application of local cultural wisdom in contemporary education, contributing to a deeper understanding of how religious traditions and cultural values can shape the educational process in Indonesia.

METHOD

This study employs a qualitative research approach, utilizing a case study method to explore the role of the *Yasinan* tradition in instilling character values in students at MIN 4 Batang Hari. The use of case study methodology allows for an in-depth understanding of a specific context—in this case, the implementation of the *Yasinan* tradition in a school setting (Merriam, 2009). This approach is particularly suited to exploring complex phenomena within their real-life context, such as the cultural and educational practices influencing character development (Stake, 1995).

Participants/Subjects

The participants in this study include various stakeholders at MIN 4 Batang Hari, consisting of teachers, students, and school administrators. The selection of these participants is based on their direct involvement in or experience with the *Yasinan* tradition. Teachers who facilitate the tradition and students who actively participate in the activities provide essential insights into the influence of these practices on character development. Additionally, school administrators offer a broader perspective on the implementation and institutional support for the *Yasinan* tradition in the school environment (Creswell, 2013).

Data Collection Methods

Data for this research were collected using three primary techniques: observation, interviews, and documentation.

1. Observation

The observation technique was used to directly witness the phenomena related to student character development through *Yasinan* activities. The researcher observed the activities in real time, paying close attention to the interactions between students, teachers, and the broader community during these events. This provided contextual insights into how the *Yasinan* tradition was integrated into the students' daily school life and how it influenced their character traits, such as discipline, responsibility, and social cooperation (Patton, 2002).

2. Interviews

Interviews were conducted with key informants, including teachers, students, and administrators. The interview process was semi-structured, allowing for open-ended responses that could offer deeper insights into the participants' experiences and perspectives on the *Yasinan* tradition. Interview questions were pre-prepared to guide the conversation toward the research hypothesis, focusing on the perceived impact of *Yasinan* on character development. When necessary, follow-up questions were asked to clarify or elaborate on responses. Each respondent was identified as "Interview Respondent" (IR), and the data collected from these interviews contributed to understanding the significance of *Yasinan* in shaping student character (Seidman, 2013).

3. Documentation

Documentation techniques involved the collection of written records and archival materials from the school. These documents included school records, organizational structures, curriculum materials, and specific data related to educators and students involved in the *Yasinan* tradition. The researcher analyzed these documents to understand the institutional

framework that supports the tradition and how it is integrated into the broader educational strategy (Bowen, 2009).



Figure 1 : Data Collection Process for Research

Data Analysis

Data analysis in this qualitative study was conducted concurrently with the data collection process. As interviews were conducted and observations were made, preliminary analysis occurred through constant comparison and thematic coding. This process helped identify key patterns, trends, and insights into the role of the *Yasinan* tradition in student character development (Braun & Clarke, 2006).

The data reduction process involved narrowing down the large volumes of collected data to focus on the most relevant themes related to the research questions. This involved categorizing responses, identifying recurring ideas, and eliminating redundant information. The data presentation was then structured in a way that clearly displayed the findings, with a particular emphasis on how *Yasinan* activities shaped students' discipline, social behavior, and moral values (Charmaz, 2014).

Finally, the results were synthesized to provide a deeper understanding of how the *Yasinan* tradition at MIN 4 Batang Hari influences student character development. This process highlighted both the strengths and limitations of the

tradition in promoting the desired character values, and how these findings can be applied to broader educational contexts (Denzin & Lincoln, 2011).

RESULTS AND DISCUSSION

Teachers' Consistency in Building Student Character Through *Yasinan* Activities at Madrasah Ibtidaiyah Negeri 4 Batang Hari

At MIN 4 Batang Hari, character education is successfully integrated through *Yasinan* activities, which involve the collective recitation of *Surah Yasin* every Friday. This practice has become a routine part of the school culture and plays a crucial role in shaping students' character by embedding Islamic values. The *Yasinan* activity not only serves as a spiritual practice but also fosters discipline, responsibility, and communal harmony among students, teachers, and the broader school community.

1. The Role of Teachers in Character Education

In an interview with the Head of the Madrasah, Mrs. Ramlina, she emphasized that character education must begin with the teachers themselves. Teachers are expected to serve as role models for students, demonstrating good character through both their professional and personal lives. She stated:

"In providing character education to students, of course, an educator must have a personality that can be used as an example for students and be consistent." (IR).

Teachers at MIN 4 Batang Hari, especially those in Islamic Religious Education (IRE), such as *fiqh*, *Al-Qur'an* Hadith, and *Akidah Akhlak*, are directly involved in shaping students' Islamic character by guiding them through religious education and leading by example.

2. Implementation of Character Education through *Yasinan* Activities

Further discussions with Mrs. Ramlina revealed that the madrasah applies a religious approach to character education through the *Yasinan* activities every Friday. She stated:

"All teachers always provide a religious approach in implementing character education in students, one of which is with Yasinan's routine activities every Friday. In Yasinan activities, students are taught to queue, sit neatly, not speak during Yasin's reading, and read solemnly. Many character values are instilled through this activity." (IR).

This aligns with the 2013 Curriculum, which has since evolved into the Independent Learning Curriculum, ensuring that character strengthening through religious activities becomes more structured and formalized.

3. Challenges in Character Formation of Students

Despite the positive outcomes, there are still some challenges in the character formation of students. According to Mrs. Markamah, a teacher in the IRE group, students' character at the madrasah varies. Some students exhibit good character, while others require more guidance to improve their discipline and participation in religious activities. She explained:

"Indeed, the character of students in this madrasah is diverse, some are good, and some are not good. The character of students who are not good must be changed for the better, and what is good if it can be improved and maintained." (IR).

This highlights the need for ongoing character development efforts within the school, particularly in ensuring that students internalize the values embedded in the *Yasinan* activities.

4. Observation of Student Attitudes

Through observation, it was noted that while the majority of students participate attentively in *Yasinan* activities, some still lack full awareness and discipline. A few students were observed leaving the activity early or being distracted during the recitation. This indicates that the students' discipline and sense of responsibility need further development. Mrs. Ramlina commented:

"In the implementation of Yasin readings, teachers always pay attention to the character of students. Some are already orderly, but some still need to be directed to be more focused and solemn in participating in activities." (IR).

Nonetheless, these activities remain a vital part of the school's efforts to provide character education.

5. Madrasah Consistency in Instilling Character

In concluding remarks, Mrs. Ramlina emphasized the commitment of the madrasah to create a generation that is not only academically proficient but also morally sound. She stated:

"The consistency of the madrasah that is passed on to teachers determines one of the missions of this madrasah, which is to create a young generation who have faith and fear in Allah SWT and have good character. Therefore, we always provide support and appreciation to all teachers, especially teachers in the Islamic Religious Education group, in providing character education to students." (IR).

This strong commitment ensures that students at MIN 4 Batang Hari are guided not only toward intellectual growth but also toward moral development.

Teachers' Obstacles in Developing Student Character Through *Yasinan* Activities at Madrasah Ibtidaiyah Negeri 4 Batang Hari

While the integration of *Yasinan* activities in character education has been largely successful, there are several obstacles in the process of developing students' character, which have been identified through interviews and observations.

1. Lack of Coaching and Parental Attention to Student Character Education

One of the main obstacles identified was the lack of consistent coaching and attention from parents at home. As Mrs. Markamah stated, the character education imparted at school must be reinforced by parents at home. She emphasized the importance of collaboration between the madrasah and parents:

"The character of students is a habit that has been formed from an early age, so it is difficult to change if there is no effort from parents to guide their children." (IR).

This lack of support at home was reflected in some students' behavior, which showed a lack of discipline. A student named M. Rayhan shared:

"At home, I am free to do anything because my parents are busy working and rarely give advice or guidance." (IR).

This highlights the importance of parental involvement in reinforcing character education, as the impact of school activities can be diluted without the proper support at home (Marlina et al., 2023).

2. The Influence of Mobile Phones and Social Media on Student Character

The rapid growth of technology, especially mobile phones and social media, presents another significant challenge in shaping students' character. Observations revealed that some students began to imitate behavior that contradicted the school's character values, such as wearing non-regulation accessories or spending excessive time on social media. Mrs. Sri Maryati, a teacher at the madrasah, stated:

"Almost all students already have and use mobile phones. Technological advances and developments in the digital world sometimes harm students' character." (IR).

The influence of social media on students' behavior and values has become increasingly evident, as many students idolize celebrities and follow trends that do not align with the values upheld by the madrasah. This underscores the need for both teachers and parents to work together in guiding students to navigate the digital world responsibly.

The integration of *Yasinan* activities at MIN 4 Batang Hari has played a vital role in character education by reinforcing Islamic values and promoting discipline, responsibility, and community spirit among students. However, the challenges faced, particularly in terms of parental support and the influence of social media, highlight the need for a holistic approach to character development that involves collaboration between teachers, students, and parents. Addressing these challenges will ensure that the goals of character education are fully realized, contributing to the creation of well-rounded individuals who not only excel academically but also embody strong moral and ethical values in their daily lives.

Discussion

The findings of this study highlight the significant role of the *Yasinan* tradition in shaping the character of students at MIN 4 Batang Hari. This practice, conducted every Friday, serves not only as a religious worship activity but also as a comprehensive method for character education. By embedding Islamic values into the daily routine of students, *Yasinan* contributes to the development of key character traits such as discipline, responsibility, respect, and religiosity. These findings are consistent with previous research that emphasized the role of religious practices in moral development (Akhwani, 2017).

Discipline and Responsibility

One of the most significant contributions of the *Yasinan* tradition is the instillation of discipline and responsibility in students. The structured nature of the activity, which involves strict adherence to attendance, proper conduct, and participation, reinforces students' responsibility toward their duties as part of the madrasah community. As students participate in the *Yasinan* ritual, they develop habits that contribute to their overall discipline. This is consistent with the findings of Setiani et al. (2021), which highlight that regular, structured activities help nurture discipline in educational settings. However, despite this progress, the study also identified some challenges regarding students' full engagement during the activities. Some students were observed leaving early or being distracted during the recitation, indicating a gap in maintaining discipline consistently across all students.

Exemplary Behavior and Respect

The *Yasinan* tradition also fosters values such as respect and exemplary behavior. Students are taught to respect the imam who leads the recitation, as well as their teachers and peers. This aspect of the tradition reflects the importance of manners and mutual respect, key components of character education in Islamic teachings (Rahimi, 2022). The results of this study align with Husna and Minan (2024), who found that religious activities promote respect among students, which is essential for building strong, respectful communities. However, challenges remain

in ensuring that all students understand and apply these values consistently in their interactions both within and outside the *Yasinan* activities.

Religious Values and Character Strengthening

The religious values embedded in the *Yasinan* tradition are emphasized through the integration of *Al-Qur'an* and *Hadith* teachings into the educational approach. Teachers consistently relate character education to Islamic principles, which further enhances students' understanding of how religious values can be applied in everyday life (Akhwani, 2017). This aspect of the *Yasinan* tradition contributes to the development of a strong moral foundation rooted in faith, as observed by Marlina (2023). The integration of these values into the curriculum and daily activities is in line with the objectives of the Independent Learning Curriculum, which aims to balance academic and character development.

Challenges in Character Formation

Despite the positive impact of the *Yasinan* activities, several challenges persist in fully developing students' character. One key issue identified in this study is the lack of student participation and awareness during the activities. Some students were observed coming in and out of the recitation session, which suggests that their discipline and responsibility have not been fully internalized. This finding reflects a gap in the consistency of character formation, especially among younger students or those from environments where discipline is less emphasized (Fachruddin et al., 2023).

Moreover, the role of teachers in guiding students through these activities is crucial. Teachers not only lead the religious activities but also serve as role models for their students. Their ability to consistently reinforce the values taught through *Yasinan* is essential for maintaining the effectiveness of the tradition. As Setiani et al. (2021) noted, the teacher's role as a guide and role model significantly impacts the successful transmission of character values to students.

External Challenges: Parental Support and Technological Influences

The study also identified two major external challenges that affect the effectiveness of character education: the lack of parental involvement and the influence of technology. As highlighted by Cahyono (2022), students' character development is strongly influenced by the home environment. Some students reported that they did not receive sufficient guidance from their parents, a factor that hinders the formation of positive habits from an early age. This finding aligns with the research by Ariani and Taufiq (2023), which underscores the importance of family support in character education.

Additionally, the impact of technology, particularly mobile phones and social media, has become an increasing concern. The study observed that some students

were distracted by social media and imitated behaviors from online platforms that did not align with the values promoted by the madrasah. This is consistent with the findings of Indra and Putri (2024), who highlighted that the digital age poses a challenge to character education, especially when students are exposed to influences that conflict with educational values.

Recommendations for Overcoming Challenges

To address these challenges, the study suggests several strategies. First, improving communication between the madrasah and parents is crucial. By engaging parents in character education through seminars, regular meetings, and parenting programs, parents can be made more aware of their role in supporting their children's moral development (ZA, 2019). Second, leveraging technology in a positive way can also help. Rather than restricting the use of technology altogether, the madrasah can guide students on how to use digital platforms responsibly, promoting Islamic content and ethical online behavior (Fachruddin et al., 2023). Finally, the madrasah should continue to strengthen its character education framework by ensuring that all teachers remain consistent in their approach and that the values imparted through *Yasinan* are reinforced throughout all aspects of students' school life.

This study contributes to the growing body of research on the role of religious traditions in character education. It provides valuable insights into how the *Yasinan* tradition at MIN 4 Batang Hari has helped shape students' character by instilling discipline, respect, and religious values. However, it also highlights the ongoing challenges in ensuring consistent student engagement and the need for stronger collaboration between the madrasah, parents, and the broader community. By addressing these challenges, the madrasah can continue to effectively use the *Yasinan* tradition as a tool for character development, ensuring that students grow into individuals who are both intellectually and morally capable.

CONCLUSION

This research highlights the significant impact of *Yasinan* activities at MIN 4 Batang Hari in shaping students' character by embedding Islamic values. Far beyond a religious ritual, *Yasinan* functions as a practical tool for promoting discipline, respect, and solemnity during worship. Through consistent guidance from teachers, especially those in the Islamic Religious Education group, students are encouraged to internalize and apply these character values in their daily lives. Teachers play an essential role by setting examples, fostering an environment of learning that prioritizes both academic and moral growth.

However, despite the positive outcomes, the research identifies several challenges that hinder the optimal implementation of character education. One significant issue is the lack of parental involvement and guidance in character

development. The busy schedules of parents and their limited awareness of the importance of character education make it difficult for the madrasah to reinforce these values at home. Furthermore, the influence of technology, particularly mobile phones and social media, presents an additional challenge. Without adequate supervision, digital media can encourage behaviors that conflict with the character values being promoted at the madrasah.

To address these challenges, it is essential to strengthen cooperation between the madrasah, parents, and the broader community. Effective character education requires continuous communication between teachers and parents, along with proactive efforts to manage the influence of technology. By adopting a more integrated approach, where both home and school environments work in tandem, the benefits of Yasinan activities can be fully realized. This approach not only promises to enhance students' academic success but also ensures that they grow into morally responsible individuals.

This study underscores the importance of holistic character education, which includes religious practices like Yasinan while considering the broader societal influences. It also opens avenues for future research into the role of family engagement and the digital age in shaping young people's character. The findings of this research have significant implications for educational institutions, policymakers, and communities aiming to foster well-rounded individuals who are both intellectually capable and morally grounded.

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