

## **Teacher Readiness in Implementing Educational Policies to Strengthen Students' Religious Character at TK Aisyiyah 1 Magetan**

<sup>1</sup>Ardhana Januar Mahardhani, <sup>2</sup>Lailatul Tasrikah, <sup>3</sup>Muhammad Azam Muttaqin

<sup>1,2,3</sup>Universitas Muhammadiyah Ponorogo

<sup>1</sup>ardhana@umpo.ac.id, <sup>2</sup>tasrikahlailatul@gmail.com, <sup>3</sup>azamseruseru@gmail.com

**Abstract:** Schools as established educational organizations, play a crucial role in transmitting moral values and directing children. This research seeks to examine the influence of teachers in enhancing students' religious character at TK Aisyiyah 1 Magetan. Data were gathered through interviews, observations, and documentation using a qualitative descriptive approach. The results indicate that teachers function not just as instructors and overseers but also as role models – acting as second parents within the school. The strategies used consist of conducting dhuha prayers prior to class, memorizing brief Qur'anic surahs and chosen hadiths, in addition to daily prayers. The findings of this study underscore the vital importance of collaboration among various stakeholders – educators, families, and communities – to successfully strengthen religious character education. This study aids educational policy by offering practical perspectives on executing character education in accordance with national guidelines, especially the Ministry of Education and Culture Regulation Number 20 of 2018 regarding the Enhancement of Character Education. The results can guide policymakers and educational organizations in developing more relevant, cohesive programs to foster religious values from early childhood.

**Keywords:** Educational Policy, Early Childhood, Character Religious

**Abstrak:** Sekolah sebagai lembaga pendidikan yang formal, memegang peranan penting dalam mentransfer nilai-nilai moral dan mengarahkan anak-anak. Penelitian ini berupaya untuk mengkaji pengaruh guru dalam meningkatkan karakter religius siswa di TK Aisyiyah 1 Magetan. Data dikumpulkan melalui wawancara, observasi, dan dokumentasi dengan menggunakan pendekatan deskriptif kualitatif. Hasil penelitian menunjukkan bahwa guru tidak hanya berfungsi sebagai instruktur dan pengawas, tetapi juga sebagai panutan – bertindak sebagai orang tua kedua di sekolah. Strategi yang digunakan terdiri dari melakukan shalat dhuha sebelum kelas, menghafal surat-surat pendek Al-Qur'an dan hadits-hadits pilihan, di samping doa-doa harian. Temuan penelitian ini menggarisbawahi pentingnya kolaborasi antara berbagai pemangku kepentingan – pendidik, keluarga, dan masyarakat – untuk berhasil memperkuat

pendidikan karakter religius. Penelitian ini membantu kebijakan pendidikan dengan menawarkan perspektif praktis tentang pelaksanaan pendidikan karakter sesuai dengan pedoman nasional, khususnya Peraturan Kementerian Pendidikan dan Kebudayaan Nomor 20 Tahun 2018 tentang Peningkatan Pendidikan Karakter. Hasil penelitian ini dapat memandu para pembuat kebijakan dan lembaga pendidikan dalam mengembangkan program-program yang lebih relevan dan kohesif untuk menumbuhkan nilai-nilai agama sejak usia dini.

**Kata Kunci:** Kebijakan Pendidikan, PAUD, Karakter religius

## Introduction

Teachers' efforts are very necessary in shaping the character of early childhood in formal institutions such as Early Childhood Education (PAUD) institutions. The main focus that is developed is on positive attitudes and behaviours<sup>1</sup>. In addition, the existence of formal educational institutions can be used as a medium to instil moral values and guide children. Early childhood itself is an important stage where children experience very rapid growth and development, both physically and psychologically, because at this phase they are in an extraordinary development process<sup>2</sup>. The golden age is the most crucial stage in a child's life, because in this period they have many opportunities to develop their best potential. This is the most appropriate time to start forming a child's personality by instilling positive character values that are expected to be firmly embedded in them<sup>3</sup>.

In line with the significance of the golden period in character formation, experts also emphasize that character education plays a strategic role in

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<sup>1</sup> Ericson Alieto et al., "Teaching inside a Digital Classroom: A Quantitative Analysis of Attitude, Technological Competence and Access among Teachers across Subject Disciplines," *Heliyon* 10, no. 2 (2024): 2-4, <https://doi.org/10.1016/j.heliyon.2024.e24282>.

<sup>2</sup> Masfi Sya'fiatul Ummah, "No 主観的健康感を中心とした在宅高齢者における健康関連指標に関する共分散構造分析Title," *Sustainability (Switzerland)* 11, no. 1 (2019): 1-14, [http://scioteca.caf.com/bitstream/handle/123456789/1091/RED2017-Eng-8ene.pdf?sequence=12&isAllowed=y%0Ahttp://dx.doi.org/10.1016/j.regsciurbeco.2008.06.005%0Ahttps://www.researchgate.net/publication/305320484\\_SISTEM\\_PEMBETUNGAN\\_TERPUSAT\\_STRATEGI\\_MELESTARI](http://scioteca.caf.com/bitstream/handle/123456789/1091/RED2017-Eng-8ene.pdf?sequence=12&isAllowed=y%0Ahttp://dx.doi.org/10.1016/j.regsciurbeco.2008.06.005%0Ahttps://www.researchgate.net/publication/305320484_SISTEM_PEMBETUNGAN_TERPUSAT_STRATEGI_MELESTARI).

<sup>3</sup> Dadan Suryana, Amalia Husna, and Nenny Mahyuddin, "CIPP Evaluation Model: Analysis of Education Implementation in PAUD Based on Government Policy on Implementation of Learning During the Covid-19 Pandemic," *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini* 7, no. 4 (2023): 4386-96, <https://doi.org/10.31004/obsesi.v7i4.3722>.

instilling spiritual and moral values from an early age. According to Mulyasa, Character education in early childhood has a big influence on moral formation. It is not just about distinguishing between right and wrong, but more about cultivating positive attitudes, behaviours, and characters<sup>4</sup>. The goal is for children to grow with the awareness to always act in accordance with the norms that apply in everyday life. Religious character can be interpreted as a person's attitude of being obedient in practicing the religion they believe in, showing tolerance towards the worship of other religions, and establishing harmonious relationships with adherents of different religions<sup>5</sup>.

Children really need religious characters to face the rapid changes of the times and the fading of moral attitudes that are happening today. By having a strong religious foundation, children are expected to be able to act and behave well according to the teachings of their religion. Recently, religious attitudes among children have begun to decline, one of the reasons being the influence of foreign culture which has an impact on the formation of their character. The development of the era often brings influences that are not in accordance with social norms and religious teachings in society<sup>6</sup>. As a result, many children begin to show deviant behavior in everyday life. For example, children often speak impolitely to others, and it is not uncommon for us to hear them say harsh words, even though they may not really understand the meaning of the words<sup>7</sup>.

Seeing these problems, the role of PAUD teachers is very crucial in instilling religious character education from an early age. This is also in line with government policy regarding strengthening character education, as stated in Permendikbud Number 20 of 2018 concerning Strengthening Character Education in Formal Education Units. Teachers have a great

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<sup>4</sup> Ritesh Chugh et al., "Implementing Educational Technology in Higher Education Institutions: A Review of Technologies, Stakeholder Perceptions, Frameworks and Metrics," *Education and Information Technologies* 28, no. 12 (2023): 16403–29, <https://doi.org/10.1007/s10639-023-11846-x>.

<sup>5</sup> Nurassyl Kerimbayev et al., "A Student-Centered Approach Using Modern Technologies in Distance Learning: A Systematic Review of the Literature," *Smart Learning Environments* 10, no. 1 (2023), <https://doi.org/10.1186/s40561-023-00280-8>.

<sup>6</sup> Muhammad Qorib, "Analysis the Impact of Differentiated Instruction on Critical Diversity Literacy in Inclusive Education," *Aksaqila International Humanities and Social Sciences [AIHSS] Journal* 3, no. 1 (2024): 1–19, <https://doi.org/10.30596/aihss.v3i1.502>.

<sup>7</sup> Muhammad Qorib, "Analysis Of Differentiated Instruction As A Learning Solution In Student Diversity In Inclusive And Moderate Education," *IJRS: International Journal Reglement & Society Analysis Of Differentiated Instruction As A Learning Solution ...* 5, no. 1 (2024): 43–55.

responsibility in forming students who are not only academically intelligent, but also socially, emotionally, mentally, and spiritually mature<sup>8</sup>. Moreover, PAUD teachers are the main role models for young children – every word and action they say can be an example that shapes children's behavior. Therefore, PAUD teachers are required to always demonstrate positive attitudes and behaviors in order to be able to form a generation with good personalities and strong characters.

Megawangi said that character education is an effort made to guide children to be able to make wise decisions and apply them in everyday life, so that it can have a positive impact on the surrounding environment. This effort aims to instill character values in children through a process of repeated habituation, which requires a long time and is expected to have an influence on the next stage of education<sup>9</sup>.

A similar approach is applied at TK Aisyiyah 1 Magetan, a kindergarten-level educational institution based on religion that was first established in Magetan Regency. This school was established on August 1, 1950, which is located right behind the Great Mosque of Magetan. With a very strategic location with religious facilities, this school is very close to all activities, both daily and religious learning. Many habits are carried out in this school, including saying hello, shaking hands, performing dhuha prayers before learning, memorizing short letters, selected hadiths, and daily prayers. In between the tasks of working on their learning, they recite the iqro, they are called one by one.

## Method

This study uses qualitative descriptive, in this case the researcher conducts data mining and in-depth exploration of the phenomena that are the focus of the study<sup>10</sup>. The researcher observes and then makes a description more specifically, transparently and in-depth. The author conducted research at TK Aisyiyah 1 Magetan located on Jalan Basuki Rahmat Barat Magetan. This research involved several parties in the institution, namely: Mrs. Rohma Sopia Ambarukma, as the head of the Elementary and Middle Education Council of the Magetan branch, Mrs. Agustin Wijayati, S.Pd.AUD as the

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<sup>8</sup> Kingsley Okoye et al., *Impact of Digital Technologies upon Teaching and Learning in Higher Education in Latin America: An Outlook on the Reach, Barriers, and Bottlenecks, Education and Information Technologies*, vol. 28 (Springer US, 2023), <https://doi.org/10.1007/s10639-022-11214-1>.

<sup>9</sup> Okoye et al.

<sup>10</sup> Ummah, "No 主観的健康感を中心とした在宅高齢者における 健康関連指標に関する共分散構造分析Title."

Principal, Mrs. Nurul Komayasari, S.Pd. as the Vice Principal for curriculum, and Mrs. Noeroel Samsijah as the Vice Principal for student affairs<sup>11</sup>.

This research uses researchers as key research actors who also have the task of collecting data and taking part in activities at the school so that researchers really understand and get real answers to the research formulation that has been determined. Data collection uses observation, interviews and documentation methods<sup>12</sup>. Next, data analysis was carried out in several stages, namely data reduction, data presentation, drawing conclusions and data verification. To confirm the data's validity, the researcher utilized triangulation methods by contrasting information from interviews, observations, and documentation<sup>13</sup>. The analysis of the data was conducted interactively according to the framework suggested by Miles and Huberman, involving data condensation, data display, and the drawing/verification of conclusions. This method enables the researcher to consistently enhance and confirm results, leading to reliable and dependable outcomes<sup>14</sup>.

## **Result and Discussion**

### **A. Description of Teachers Readiness in Implementing Character Education Policies at TK Aisyiyah 1 Magetan**

Teachers at TK Aisyiyah 1 Magetan must refer to spiritual moral values as this institution is an institution under the auspices of the Aisyiyah Elementary and Middle Education Council of Magetan Regency. Therefore, teachers at the Aisyiyah charity institution must develop children's religious values which are of course in accordance with the guidance of the Aisyiyah Magetan Tarjih Council. The improvement of religious character must run

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<sup>11</sup> K A H Achjar et al., *Metode Penelitian Kualitatif: Panduan Praktis Untuk Analisis Data Kualitatif Dan Studi Kasus* (books.google.com, 2023), <https://books.google.com/books?hl=en&lr=&id=yp7NEAAQBAJ&oi=fnd&pg=PA43&dq=metodologi+penelitian+suhasimi+creswell+sugiyono+par&ots=E58SwRtPGc&sig=MV3S1eNAOI2syCCIRGL4iWlrDTc>.

<sup>12</sup> E Ardyan et al., *Metode Penelitian Kualitatif Dan Kuantitatif: Pendekatan Metode Kualitatif Dan Kuantitatif Di Berbagai Bidang* (books.google.com, 2023), [https://books.google.com/books?hl=en&lr=&id=A8LmEAAAQBAJ&oi=fnd&pg=PA40&dq=metodologi+penelitian+suhasimi+creswell+sugiyono+par&ots=em80Pgn\\_wa&sig=NOuIgrghHml3EpY17IxW0qz3FF4](https://books.google.com/books?hl=en&lr=&id=A8LmEAAAQBAJ&oi=fnd&pg=PA40&dq=metodologi+penelitian+suhasimi+creswell+sugiyono+par&ots=em80Pgn_wa&sig=NOuIgrghHml3EpY17IxW0qz3FF4).

<sup>13</sup> U Sidiq, M Choiri, and A Mujahidin, "Metode Penelitian Kualitatif Di Bidang Pendidikan," *Journal of Chemical ...* (repository.iainponorogo.ac.id, 2019), [https://repository.iainponorogo.ac.id/484/1/METODE PENELITIAN KUALITATIF DI BIDANG PENDIDIKAN.pdf](https://repository.iainponorogo.ac.id/484/1/METODE%20PENELITIAN%20KUALITATIF%20DI%20BIDANG%20PENDIDIKAN.pdf).

<sup>14</sup> Achjar et al., *Metode Penelitian Kualitatif: Panduan Praktis Untuk Analisis Data Kualitatif Dan Studi Kasus*.

significantly in accordance with the development of the times so that children can continue to receive this learning without having to be forced. Of course, providing an example is very much needed for early childhood. Because they are in their golden age, it is very easy to accept good examples from their parents or teachers at school.

Harmonious cooperation between teachers, parents, and the surrounding community is needed to improve children's religious character. With this cooperation, teachers can receive better support and guidance in helping children develop their religious values. So that later they can use this learning later when they are in society.

Teachers at TK Aisiyah 1 Magetan should not only know about the material being taught, but a teacher must have a good personality that can make him a role model for his students. The process of improving children's morals or character and increasing children's religious character is part of the educational process.

Based on the results of data analysis, researchers found that teachers provide moral knowledge learning to children in order to form an attitude of obedience, sincerity, responsibility, and sincerity in worshiping God. When starting the prayer activity, the teacher gives advice to the children by explaining that praying with good manners and obeying God's commands will make us servants who are loved by Him<sup>15</sup>. The teacher gives an example by saying that God shows His love through blessings such as health, the ability to wake up early, go to school, and meet friends and teachers. After giving advice, the teacher teaches children through methods that are easy to understand and fun, such as patting pious and pious children and singing songs about attitudes when praying, so that the learning atmosphere becomes cheerful<sup>16</sup>. The approach taken by this teacher is in accordance with Suyanto's opinion, which states that learning for early childhood should be challenging but fun, and involve elements of play, movement, singing, and learning. By involving these elements, children can more easily carry out various activities at school<sup>17</sup>.

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<sup>15</sup> Ethan R. Mollick and Lilach Mollick, "Using AI to Implement Effective Teaching Strategies in Classrooms: Five Strategies, Including Prompts," *SSRN Electronic Journal*, 2023, <https://doi.org/10.2139/ssrn.4391243>.

<sup>16</sup> Ramon Mayor Martins and Christiane Gresse Von Wangenheim, "Findings on Teaching Machine Learning in High School: A Ten-Year Systematic Literature Review," *Informatics in Education* 22, no. 3 (2023): 421–40, <https://doi.org/10.15388/infedu.2023.18>.

<sup>17</sup> Mamdouh Alenezi, Saja Wardat, and Mohammed Akour, "The Need of Integrating Digital Education in Higher Education: Challenges and

During the prayer practice activity, the teacher provides an explanation of the etiquette in carrying out the prayer service, such as having to be ready and serious. The teacher guides the children in a simple way, namely by giving advice. After the children show readiness to perform the prayer, the teacher provides guidance in front of them on how to show readiness and carry out the service seriously<sup>18</sup>.

After performing the prayer, the teacher guides the children to show a sense of responsibility towards their prayer equipment by tidying up and storing the mukena, peci, and prayer mats back into the shelves that have been provided. The teacher not only provides direction, but also provides supporting facilities so that children can more easily get used to being responsible for their prayer equipment, according to Nurfuadi teachers are professional educators whose role is as a facilitator, namely providing services including supporting facilities to facilitate students in the learning process. Therefore, in addition to acting as a guide, teachers also act as facilitators in instilling a character of responsibility in children<sup>19</sup>.

Consistent with these results, earlier studies by Hazliza emphasized that educators serve as key role models in influencing the religious identity of young children. The research at TK Islamiyah Pontianak discovered that ongoing habituation practices, reinforced by teachers' steady approach and daily support, effectively aided children in internalizing religious values like prayer discipline and respectful communication. Like TK Aisyiyah 1 Magetan, teachers' engagement beyond teaching—by exemplifying moral values through their speech and behavior—was crucial in enhancing children's religious character development<sup>20</sup>.

Moreover, Irodati highlighted that successful character education during early childhood entails incorporating moral values into everyday learning activities, supported by teachers' preparedness and skills. The research highlighted that educators who comprehend character education

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Opportunities," *Sustainability (Switzerland)* 15, no. 6 (2023): 1–12, <https://doi.org/10.3390/su15064782>.

<sup>18</sup> "Teaching and Learning International Survey (TALIS) 2024 Conceptual Framework," *Teaching and Learning International Survey (TALIS) 2024 Conceptual Framework*, 2025, <https://doi.org/10.1787/7b8f85d4-en>.

<sup>19</sup> Mamdouh Alenezi, "Digital Learning and Digital Institution in Higher Education," *Education Sciences* 13, no. 1 (2023), <https://doi.org/10.3390/educsci13010088>.

<sup>20</sup> Cecilia Ka Yuk Chan, "A Comprehensive AI Policy Education Framework for University Teaching and Learning," *International Journal of Educational Technology in Higher Education* 20, no. 1 (2023), <https://doi.org/10.1186/s41239-023-00408-3>.

policies and can apply them within classroom activities often achieve improved results in influencing students' religious attitudes and behaviors. This aligns with the method utilized by TK Aisyiyah 1 Magetan, where educators not only impart knowledge but also actively demonstrate and reinforce religious practices, making certain that values integrate into children's everyday routines instead of remaining as separate lessons.

## **B. Religious Character Values Developed at TK Aisyiyah 1 Magetan**

Learning activities about educating Islamic values and providing spiritual guidance enable children to develop responsible and moral characters. The following are the Religious Values developed in TK Aisyiyah 1 Magetan:

### **a) Dhuha prayer every morning before learning**

During the prayer practice activities, the teacher explains the etiquette of worship, such as the importance of being ready and performing the prayer seriously. The teacher guides the children in a simple way, namely through advice. After the children show readiness, the teacher provides guidance in front of them regarding the right attitude and seriousness in worship.

After the prayer is finished, the teacher directs the children to be responsible for their prayer equipment by tidying up and storing them back, such as mukena, peci, and prayer mats in the places provided. The teacher not only provides direction, but also provides facilities to support children in fostering a sense of responsibility for their prayer equipment. Teachers are professional educators who act as facilitators, namely providing services and facilities to facilitate the learning process of students. Therefore, in addition to guiding, teachers also play a role in facilitating the formation of a responsible character in children<sup>21</sup>.

From the interview results, it was obtained that in forming religious character, teachers try to instill the habit of behaving religiously towards God. Teachers consistently provide examples and become role models in carrying out various activities at school, from the beginning to the end of learning, especially those related to worshiping God Almighty. With guidance and example given repeatedly, children will find it easier to remember and slowly these values will be embedded in their lives until adulthood<sup>22</sup>.

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<sup>21</sup> Alieto et al., "Teaching inside a Digital Classroom: A Quantitative Analysis of Attitude, Technological Competence and Access among Teachers across Subject Disciplines."

<sup>22</sup> Ummah, "No 主観的健康感を中心とした在宅高齢者における健康関連指標に関する共分散構造分析Title."



Picture 1. Dhuha prayer activities at TK Aisyiyah 1, Magetan

b) Praying before and after learning

Based on the results of the researcher's observations, during the learning activities, the teacher made an effort to provide an example and model to the children regarding an attitude of obedience, sincerity, responsibility and seriousness in carrying out worship to God<sup>23</sup>. When they want to pray, the teacher invites children to be ready, raise their hands, bow their heads, cross their legs and pray seriously. The teacher is an example at the front. The teacher also gives examples of saying basmallah and hamdallah when starting and ending activities, and praying when starting and ending activities.



Picture 2. Children are praying before learning

c) The habit of giving alms every Friday

On Thursday, the teacher will announce to the children that tomorrow is Friday. Then the teacher urges the children to bring as much money as they can to donate. The children are very happy with such an appeal. The next day, the children line up neatly to donate at the grand mosque of Magetan. The grand mosque of Magetan is a mosque located in front of TK Aisyiyah I. So the children can safely do activities here. The

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<sup>23</sup> Anna Shutaleva et al., "Sustainability of Inclusive Education in Schools and Higher Education: Teachers and Students with Special Educational Needs," *Sustainability* (Switzerland) 15, no. 4 (2023), <https://doi.org/10.3390/su15043011>.

teacher continues to accompany and ensure that the children do this activity neatly, safely and comfortably.



Picture 3. Children are getting used to giving alms every Friday

d) The habit of memorizing short letters, selected hadiths and daily prayers

In addition to the habituation method, teachers also give rewards in the form of praise to children who have good manners in praying. However, for children who have not been able to pray with good manners, teachers do not give rewards in the form of praise. So teachers are expected to be able to give rewards in the form of praise to children as a whole, because praise is one of the basic motivations that can motivate someone to move and want to do something<sup>24</sup>. Many argue that motivation is a basic motivation that can move someone to behave and want to do something. The praise that teachers give already reflects rewards to children so that children are always motivated.



Picture 4. Children are memorizing short letters, selected hadiths and daily prayers.

e) Learn to recite Iqro' every day

In this activity, the teacher listens to the individual learning of Iqro. Children are called one by one to learn to read Iqro. In addition to classical learning is also applied in this school. Children also learn to read Iqro individually with their respective teachers in class. Based on data analysis, the results that researchers have obtained in the field regarding their self-awareness will carry out a useful activity given by the teacher to children

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<sup>24</sup> Shutaleva et al.

in forming an attitude of obedience, sincerity, responsibility and seriousness to God in worship<sup>25</sup>. Teachers instill children's love by creating a program of religious habituation activities such as practicing reciting the Quran. With routine religious activities, it can raise children's awareness to commit to obeying religious teachings and being sincere in worshipping God, such as being able to pray with good manners and attitudes without being forced. The teacher's habituation efforts is something that is done repeatedly and seriously with the aim of strengthening and perfecting a skill so that it becomes a habit.



Picture 5. Children are reciting the Iqro'

### **C. Establishing good relations between teachers, parents and the community to strengthen religious character.**

Harmonious cooperation between education stakeholders, namely teachers, parents and the community is very important in improving the character of children's religiosity. With this cooperation, the goals of education can be realized perfectly for the lives of children in the community environment. In TK Aisyiyah 1 Magetan there is a parent association called the parent association. This association helps activities in this institution so that activities run smoothly. All activities, especially outing class activities, often involve the association so that parents can provide learning feedback that is in line with what is given at school.



<sup>25</sup> Chugh et al., "Implementing Educational Technology in Higher Education Institutions: A Review of Technologies, Stakeholder Perceptions, Frameworks and Metrics."

Picture 6. Parenting activities at TK Aisiyiah 1 Magetan

Teachers have a very important role in increasing students' interest in learning. Students' conditions are the most important part in determining what learning methods will be implemented by the teacher, this is necessary so that the learning carried out every day is not monotonous and becomes interactive. In addition, teachers at TK Aisiyiah 1 Magetan also provide equal opportunities for all students to be active in asking questions, writing, and providing responses during discussions with their groups. The use of appropriate learning media is something that must be prepared by teachers so that students are enthusiastic and ready to participate in learning in class.

The role of teachers and teacher readiness in improving the character of early childhood is very important and strategic. The important points regarding the role of teachers in joint educational activities between parents and the community at school in order to strengthen religious character are as follows<sup>26</sup>:

1. Parental protection: teachers play a role in protecting parents so that they can participate and actively participate in early childhood care activities. This helps parents understand the importance of paying attention to the psychosocial and emotional health of young children.
2. Facilitator: teachers act as facilitators between schools and parents in implementing parent programs. Coordinating childcare activities and helping parents actively participate in their child's learning process.
3. Process description: the teacher will explain to parents about the process of holding parent-teacher meetings, including an explanation of parents' responsibilities in parent activities and the facilities and infrastructure needed.
4. Parental involvement: teachers contribute to increasing parental involvement in early childhood education activities. We invite parents to the first meeting and help them understand their roles and responsibilities in their child's learning journey.
5. Role in learning: teachers play a role in the development of child-friendly early childhood learning. Our learning process is based on the principles of child development and helps children learn through active play.
6. Participation in institutional events: Teachers are responsible for facilitating parental involvement in school events, including: school

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<sup>26</sup> Kerimbayev et al., "A Student-Centered Approach Using Modern Technologies in Distance Learning: A Systematic Review of the Literature."

- planning activities, beginning of semester meetings, commemoration of religious holidays, and other joint activities carried out incidentally.
7. Welcoming children: the teacher greets the children and helps parents arrange play equipment appropriate to the child's age.
  8. Participation in online learning: teachers are responsible for facilitating parents' participation in online learning.
  9. Evaluation and monitoring: teachers are responsible for monitoring and evaluating educational activities at school, including parental involvement in the learning process and assessing children's growth and development.
  10. Effective communication: teachers are responsible for communicating effectively with parents through lively and responsive question and answer sessions and discussions.

Religious values have a positive influence on children's learning outcomes. These religious values can also increase learning motivation, learning quality, and children's ability to apply Islamic values in everyday life. TK Aisyiyah 1 Magetan teachers have a strategic role in helping children understand and develop religiosity. Providing guidance on religious and moral values before learning can increase balanced and sustainable religiosity.

According to the results of an interview with Mrs. Nurul Komayasari, S.Pd. as the curriculum section at TK Aisyiyah 1 Magetan, teachers are very influential in encouraging the success of a learning program. Teachers are good role models for their students. Therefore, a teacher must have good religious values and teachers must also continue to develop their competence so that learning programs can be implemented well and also produce students who have noble morals according to the guidance of Allah and His Messenger. Because one of the visions of TK Aisyiyah 1 Magetan is to create students who have noble morals.

#### **D. Teachers' Obstacles in the Formation of Religious Character in Aisyiyah I Kindergarten Magetan**

The character formation of early childhood carried out at TK Aisyiyah 1 Magetan encountered several obstacles which meant that the implementation of these character values could not be carried out properly, including:

1. Limited teachers

TK Aisyiyah 1 Magetan is a school owned by a foundation so the recruitment process for educational staff is the right of the foundation.

This is because it is related to the lack of income for the assembly to provide welfare for teachers under the auspices of the foundation.

2. Children's understanding is lacking  
This lack of understanding by children begins with habits that are not carried out at home regarding the implementation of religious attitudes (related to prayer, prayer habits, reciting the Koran) which results in children's lack of understanding of religious values.
3. Lack of parental cooperation  
There are many reasons why parents do not cooperate with schools in shaping their children's characters. Some have both parents working, children living with other family members, or even parents' indifference to their children's development.
4. Inadequate infrastructure  
The lack of institutional facilities and infrastructure for teaching and learning activities greatly affects development. Therefore, teachers must continue to provide the best service amidst the lack of facilities and infrastructure.
5. Lack of spiritual guidance provided by teachers.  
Teachers do not provide guidance on religious and moral values, sometimes they underestimate small activities such as greetings when meeting, eating and drinking while sitting, eating with the right hand and so on. Even though these good habits have a big influence on the child's life in the future.
6. Teacher competencies are not diverse  
This is because teachers do not attend enough seminars, studies and activities that can increase their competence as educators in Islamic institutions.
7. Lack of teacher supervision of children's behavior.  
In the school environment, teachers must always monitor children's behavior and provide positive words for children who show good character. And conversely, teachers immediately reprimand children who have bad character at school.
8. Limited religious activities  
School activity programs that have religious values must continue to be improved to form better children's characters. Such as dhuha prayer in the mosque, tahfidz camp activities as the peak of memorization activities in schools, and so on.
9. The development of religious and moral values in children is limited  
The development of religious values in early childhood must continue to be improved so that when they are in society they can become good individuals.

The different challenges encountered by educators at TK Aisyiyah 1 Magetan—including a shortage of teaching personnel, insufficient facilities, and inconsistent parental involvement—demonstrate that

character education cannot depend only on in-class initiatives. These obstacles underscore the essential requirement for cooperation among schools, families, and the local community to maintain the process of developing religious character<sup>27</sup>. In the absence of robust support systems, the capacity of teachers to act as facilitators, mentors, and role models becomes more challenging to achieve efficiently, particularly given the evolving demands of early childhood education<sup>28</sup>.

Additionally, these challenges highlight the necessity of ongoing professional growth for educators and the organization's dedication to enhance character education initiatives. Improving teacher skills via training, offering suitable religious education resources, and building stronger collaborations between parents and schools are vital approaches to tackle these issues. Through this approach, the method of developing students' religious character can evolve into a more organized, uniform, and in harmony with educational policies and the larger goal of cultivating ethically sound future generations.

## **Conclusion**

The findings of this research indicate that educators at TK Aisyiyah 1 Magetan significantly influence the religious character of young learners through the implementation of moral knowing, moral feeling, and moral action. Teachers, as secondary caregivers in school, direct children through a mix of habituation activities and everyday religious practices, including performing dhuha prayers prior to lessons, memorizing brief surahs and chosen hadiths, along with reciting daily prayers. In addition to these classroom approaches, the research emphasizes the significance of cooperative relationships among educators, parents, and the community to enhance religious character education. The results of this study have significant consequences for educational policy and practice. They highlight the importance of ongoing teacher development initiatives to improve teachers' abilities as role models and supporters of character education. Moreover, the research emphasizes the importance of institutional backing, such as sufficient infrastructure and organized religious initiatives, to address the challenges highlighted. This research offers specific suggestions to policymakers and educational stakeholders by aligning character education

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<sup>27</sup> Qorib, "Analysis the Impact of Differentiated Instruction on Critical Diversity Literacy in Inclusive Education."

<sup>28</sup> Okoye et al., *Impact of Digital Technologies upon Teaching and Learning in Higher Education in Latin America: An Outlook on the Reach, Barriers, and Bottlenecks*.

initiatives in schools with national regulations, including the Ministry of Education and Culture Regulation Number 20 of 2018 on Strengthening Character Education. It fosters the creation of cohesive, situational strategies to cultivate students' spiritual values from a young age, ultimately equipping morally accountable and socially aware future generations.

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