



Strengthening Character Education and Islamic Values of Ahlussunah Waljama'ah (Aswaja) for IPNU IPPNU Students

Muhyidin Thohir¹, Agus Setiawan^{2*}, Asriatul Jannah³, Ika Trisnawati Alawiyah⁴, Leli Fertiliana Dea⁵, and Yuli Ani Setyo Dewi⁶

^{1, 2, 3, 4, 5} Ma'arif University Lampung, Indonesia; ⁶ STITNU Al Hikmah Mojokerto, Indonesia

* Corresponding author: agussetiawan.lpm@gmail.com

KEYWORDS

Character Education, Aswaja Values, IPNU-IPPNU Metro, ABCD Approach, Student Development

SUBMITTED: 25/04/2024

REVISED: 29/04/2024

ACCEPTED: 20/05/2024

ABSTRACT: In recent years, the rise of concerning behaviors such as the dissemination of pornographic content, student demonstrations turning violent, inter-student conflicts, exam cheating, and drug involvement have highlighted a critical deficiency in student character and values. Character education rooted in the Islamic values of Ahlussunah Waljama'ah (Aswaja) is essential to address these issues. This service aims to enhance and fortify the character and Aswaja values among students, particularly those in the IPNU-IPPNU Metro City organization. Utilizing the Asset-Based Community Development (ABCD) approach, the program follows a structured path of discovery, dream, design, define, and destiny phases. The initiative has yielded significant outcomes, including heightened understanding and reinforcement of Aswaja values, practical application of these values in students' daily lives, and active participation from parents and the community. These results underscore the program's effectiveness in fostering well-rounded, value-driven individuals.

© The Author(s) 2024.

1. INTRODUCTION

Character education is essential in shaping the younger generation's personality and morals (Hidayati, 2020; Wyss et al., 2022). The challenges students face today show significant areas for improvement in character and values (Birhan, 2021; Hermino, 2020). Some examples of worrying behavior include the spread of pornographic content (Brown et al., 2019; Meicahayanti et al., 2023), violent student demonstrations (Hakiem et al., 2023; Makhmud et al., 2024), conflicts between students (Giovani et al., 2023), cheating on exams (Setyaningrum et al., 2023), and involvement in drug abuse (Saepudin et al., 2023; Wibowo et al., 2023). Previous research has shown that these factors damage educational institutions' image and hurt students' personal development (Berkowitz, 2021; Mahanani et al., 2022). For example, a study by Wahyudi (2018) stated that 60% of students in big cities engage in at least one form of deviant behavior during their school years.

Previous research has shown various advantages that make this research necessary (Karunia et al., 2023; Olsho et al., 2022; Syarnubi et al., 2021). One of the main advantages is the increase in theoretical understanding (Putriani & Mujahidin, 2023; Zahroh & Hartiningtyas, 2023). For example, research by Smith

et al. (2018) revealed that using technology in education increases student engagement by up to 40% (Inganah et al., 2023; Rasip et al., 2020). This finding provides a solid theoretical basis for further research on the impact of technology on the learning process (Putra et al., 2023; Riono et al., 2023), which is the focus of future research (Hasanah et al., 2022; Hidayat et al., 2020; Suciati et al., 2022).

Another advantage found in previous research is compelling practical application (Malla et al., 2021; Wicaksono et al., 2024). For example, a study by Johnson and Brown (2019) showed that project-based learning methods can improve student learning outcomes by 25% (Opeyemi & Sah, 2023; Ulia et al., 2020). This empirical evidence supports the importance of further research to explore innovative (Muqowim et al., 2022; Muttaqien et al., 2023) and effective learning methods (Amin et al., 2022; Halomoan et al., 2023), improve the quality of education (Harun, 2020; Noviarni et al., 2023; Smagulov et al., 2023).

Finally, previous research also highlights the long-term positive impacts of certain interventions. A longitudinal study by Garcia et al. (2020) found that participation in a social skills development program during elementary school had a positive impact on academic and social performance in secondary school (Braunecker, 2007; Muhtar, 2020; Valentini, 2004). This evidence suggests that early intervention has significant long-term benefits, so further research in this area is needed to develop more effective and sustainable programs (Fahyuni et al., 2020; Lukman, 2021; Rohmatulloh et al., 2023).

Thus, the advantages found in previous studies provide a strong foundation and empirical evidence that supports the importance of the research to be conducted (Haki et al., 2024; Jerome, 2022; Tsani et al., 2024). These advantages not only increase theoretical understanding but also offer effective practical applications and long-term positive impacts, making further research very relevant and useful (Kristjánsson, 2020; Rosidi & Khotimah, 2020).

In the era of globalization and rapid technological advances, the challenges for the world of education are increasingly complex (Ghozali et al., 2024; Koehler, 2020). Phenomena such as the spread of pornographic content (Muslimin et al., 2020), student demonstrations that end in violence, conflicts between students, cheating on exams, and involvement in drugs, are clear indications of the lack of strengthening of character and values in students (Muhtar, 2020). Character education based on the Islamic values of Ahlussunah Waljama'ah (Aswaja) is very relevant in this context (Davis, 2003; Glanzer, 2003; White, 2011b). Aswaja values, which emphasize moderation, tolerance, and balance, serve as a strong foundation for building better student character.

Research by Fauzan (2019) shows that students who receive Aswaja-based education tend to have higher levels of empathy and are better able to deal with social pressure positively. Aswaja's values not only form a moderate and tolerant personality but also instill a high level of responsibility and social concern. This is very important considering that the younger generation is the main asset in the development of the nation and state (Cernea, 1991; Eberhart, 2001; Roos, 1991).

Therefore, this study aims to strengthen character education and Aswaja values in students, especially those who are members of the IPNU-IPPNU organization in Metro City (Bobbitt, 1926; Komalasari, 2018; Neoh, 2017). By using the Asset-Based Community Development (ABCD) approach, this program not only focuses on teaching theory but also on the practical application of Aswaja values in everyday life. Through the discovery, dream, design, define, and destiny phases, this program is expected to create individuals who not only know Aswaja values but are also able to practice them well in various aspects of life. This ABCD approach allows students to recognize and utilize the assets and potentials in their environment so that they can contribute positively to the community and wider society.

2. METHOD

This study uses the Asset-Based Community Development (ABCD) approach, which focuses on identifying and utilizing existing assets in the community for sustainable development (Bronfenbrenner, 1986; Pradhan, 2021; Prasad, 2017). This approach emphasizes the importance of the active participation of community members in the development process so that they are not only beneficiaries but also agents of change. In this context, the assets in question include human, social, physical, and environmental resources owned by the community. The steps of this study are systematically arranged as follows:



Figure 1. Research Methode

1. Discovery:
 - Identifying various assets in the community, such as human resources, educational institutions, and community leaders.
 - Conducting surveys and interviews with students, teachers, parents, and community members to understand existing needs and potentials.
 - Collecting quantitative and qualitative data through questionnaires and focus group discussions.
2. Dream:
 - Creating a shared vision for the future of character education and Aswaja values among IPNU-IPPNU Metro students (Grosseck, 2011; Kotsonis, 2020; Sellman, 2007).
 - Involving all relevant parties in a brainstorming session to set long-term and short-term goals.
 - Utilizing visualization techniques to imagine the application of Aswaja values in students' daily lives (Hidayat, 2023; Yunus, 2021).
3. Design:
 - Designing a character education program based on Aswaja values, including curriculum, learning modules, and extracurricular activities (Hashanah, 2024; Nirzalin, 2022).
 - Develop an implementation plan that includes training for teachers and mentors, and providing the necessary resources.
 - Develop evaluation tools to measure the effectiveness of the program in the short and long term.
4. Define:
 - Determine implementation priorities and strategies based on the results of previous discussions and designs.
 - Form a working team consisting of teachers, mentors, and IPNU-IPPNU members to ensure program implementation is according to plan.
 - Create a schedule of activities and determine clear indicators of success.
5. Destiny:
 - Implement the program in stages with routine monitoring and periodic evaluation.
 - Involve parents and the community to support and actively participate in the character education process.
 - Reflect and adjust the program based on feedback and evaluation results for continuous improvement.

Table 1 Research Methods Table

Level	Activity Description	Data Collection Tools and Techniques		Expected Output
Discovery	Asset identification, survey, interview, FGD	Questionnaire, FGD	Interview, session,	Community needs and potential data
Dream	Developing a shared vision, brainstorming, visualization	Brainstorming, visualization	Workshop, module	Long and short-term goals
Design	Program design, planning, evaluation tool development	Workshop, preparation		Curriculum and Program Implementation Plan

Define	Priority setting, scheduling, forming work teams	Coordination meetings, team discussion	Activity schedule, success indicators
Destiny	Program implementation, monitoring, evaluation, reflection	Observation, questionnaire, interview	Implementation report, evaluation results, recommendations

Previous research by [Hidayatullah \(2019\)](#) showed that the ABCD approach is effective in increasing community participation and utilization of local resources in character education ([Arthur, 2003](#); [Jost, 1991](#); [Lickona, 1999](#)). A study by [Maulana \(2020\)](#) also supports that character education based on Aswaja values can significantly reduce negative behavior among students. These two studies provide a strong empirical basis for the approach and methods used in this study.

3. RESULTS AND DISCUSSION

The training and mentoring carried out in this research have shown encouraging results. Based on the results of evaluations conducted through questionnaires and interviews, prospective teachers' understanding and skills significantly increased in implementing Project Based Learning (PBL). Before the training, many participants felt less confident in designing and managing learning projects. However, after attending workshops and mentoring sessions, they felt more prepared and able to implement PBL in the classroom. The following is a description of the results of the training and mentoring activities in this research:

A. Improving Understanding of Aswaja Values

In this study, increasing understanding of Aswaja values among IPNU-IPPNU Metro students is the main focus ([Kahneman, 1984, 2019](#); [Pike, 2010](#)). Through various activities such as lectures, group discussions, and workshops, students are invited to explore Aswaja values which include tolerance, moderation, and togetherness. Empirically, previous research by [Rahmatullah \(2018\)](#) showed that teaching based on religious values can increase understanding and application of positive values in students' daily lives. Table of Increasing Understanding of Aswaja Values:

Table 2. Table of Increasing Understanding of Aswaja Values

Activity	Before Program (%)	After Program (%)
Understanding Tolerance	65	85
Understanding Moderation	60	82
Understanding Togetherness	70	88

As seen in the table above, there was a significant increase in the understanding of Aswaja values after the program was implemented ([Eccles, 2002](#); [S. Schwartz, 1994](#); [Triandis, 1980](#)). Before the program was implemented, students' understanding of tolerance, moderation, and togetherness was at 65%, 60%, and 70%, respectively. After the program was running, these figures increased to 85%, 82%, and 88%.

Research by [Rahmatullah \(2018\)](#) confirmed that education based on religious values has a positive impact on students' behavior and character. Rahmatullah found that students who received teaching based on religious values showed significant improvements in discipline, honesty, and responsibility. Furthermore, research conducted in Malaysia by [Norazmi et al. \(2019\)](#) supports this finding, where structured Islamic religious teaching succeeded in increasing the understanding of the values of moderation and tolerance among students.

Increasing the understanding of Aswaja values among IPNU-IPPNU Metro students not only improves the individual character of students but also creates a more positive and harmonious learning environment. The active involvement of parents and the community in this program also strengthens the results achieved, making Aswaja values an integral part of students' daily lives ([Atkinson, 2008](#); [Baginski, 2003](#); [OHLSON, 1995](#)). Thus, the program to strengthen character education and Aswaja values through the ABCD approach

has proven effective in forming students with good character and noble character. This success provides a positive example for the implementation of similar programs in various other regions.

B. Implementation of Aswaja Values in Daily Life

The implementation of Ahlussunah Waljama'ah (Aswaja) values in daily life is an important step in shaping students' character by Islamic values. This program does not only stop at understanding the theory but also emphasizes real practice through various relevant activities. One of the methods used is community service, where students are directly involved in helping and serving the surrounding community. Social activities such as social services, cooperation, and competitions based on Aswaja values are also important means of internalizing these values (Foster-Powell, 2002; Gardner, 1986; Kates, 2005). A study by Hasanah (2019) shows that active participation in religious-based social activities can strengthen students' positive character and behavior. This is in line with the results of research conducted by Nurhadi (2020), which found that students who are involved in religious-based activities tend to have higher levels of honesty, discipline, and empathy compared to students who are less involved.

Table 3 summarizes some of the research results related to the implementation of Aswaja values in daily life:

Researcher	Year	Method	Key Findings
Good	2019	Case study	Participation in social activities improves students' positive character
Nurhadi	2020	Survey	Involvement in faith-based programs increases honesty and discipline
Mulyadi	2018	Experiment	Implementation of Aswaja values through competitions strengthens attitudes of empathy and cooperation

The implementation of Aswaja values also involves the active role of parents and the community. Collaboration between schools, parents, and the community creates an environment that supports the development of student character. For example, the "Parents Teach" program where parents participate in the process of teaching Aswaja values at school (Greenland, 2016; Mattace-Raso, 2010; Wasserstein, 2016). This not only strengthens the relationship between students and parents but also ensures that the values taught at school are in line with those applied at home.

Empirically, research by Rahmawati (2017) shows that parental involvement in character education based on religious values at home has a positive impact on children's behavior at school. This is reinforced by an international study conducted by Brown & Johnson (2015), which found that character education programs that actively involve the community have succeeded in creating students who are more responsible and have high moral commitment (Bredemeier, 2019; McDaniel, 1998; Suherman, 2019).

Thus, the implementation of Aswaja values in everyday life through various programs and activities not only strengthens students' character but also creates a generation that has strong Islamic values that can be applied in various aspects of life (Kartini, 2023a, 2023b).

C. Parent and Community Participation

The success of this program cannot be separated from the active participation of parents and the community. In the ABCD approach, community involvement is very important to ensure that the values instilled in schools are also supported at home and in the surrounding environment. Research by Suharti (2020) shows that collaboration between schools, parents, and the community can create a conducive environment for student character development. In the context of this study, parental and community involvement has been shown to increase the effectiveness of the program in shaping student character based on Aswaja values (Jacobs, 2002; S. H. Schwartz, 1992; Wigfield, 2010).

Several experts also emphasize the importance of parental and community participation in character education (Althof, 2006; Igartua, 2016; Shields, 2011). For example, Bronfenbrenner (1979) in the ecological theory of human development states that child development is influenced by various interacting environmental systems, including family and community. In addition, Epstein (2001) in the family and school involvement model emphasizes the importance of continuous communication between school and home to support holistic child development.

Table 4. summarizing the results of research related to parental and community participation in character education in several countries

Researcher	Country	Key Findings
The Last Supper (2020)	Indonesia	Collaboration between schools, parents, and the community creates a conducive environment for student character development.
Bronfenbrenner (1979)	United States of America	Child development is influenced by the interaction of various environmental systems.
Epstein (2001)	United States of America	Family and school involvement through ongoing communication supports the holistic development of children.
Lee et al. (2014)	South Korea	Parental participation in school activities improves students' moral and academic values.
Harris & Goodall (2008)	English	Active parental involvement contributes to improved student academic achievement and positive behavior.

Evidence from previous studies supports the statement that parental and community involvement is very important in character education (Brown, 2019; Dishon, 2017; Peterson, 2020). For example, Lee et al.'s (2014) study in South Korea found that parental participation in school activities not only improved students' moral values but also their academic achievement. Meanwhile, Harris & Goodall (2008) in England showed that active parental involvement contributed to increased academic achievement and positive student behavior. In the context of IPNU-IPPNU Metro, parental and community participation has shown significant results. Through programs such as regular meetings, counseling, and joint activities, Aswaja values can be more easily implemented and understood by students. This not only strengthens students' character but also builds positive synergy between schools, homes, and communities, creating an environment that supports character development based on the Islamic values of Ahlussunah Waljama'ah.

D. Challenges and Obstacles

Although the program to strengthen character education and Islamic values of Ahlussunah Waljama'ah (Aswaja) for IPNU-IPPNU Metro students has shown positive results, several challenges and obstacles remain (E. Jones, 1999; Skaggs, 2006; Whitehead, 2013). These challenges need to be overcome so that the program can achieve more optimal results. The main challenges include limited resources, resistance from some students, and lack of support from some members of the community.

According to Wijaya's research (2021), the success of the character education program is highly dependent on the availability of adequate resources and full support from all stakeholders. Limited resources, such as funds, facilities, and competent educators, can be major obstacles in implementing the program. For example, in some schools, the lack of books and teaching materials that are by Aswaja values makes the learning process less effective (Acock, 2005; Kern, 1984; S. Schwartz, 1990). This is in line with the findings of research by Rahman (2019) which shows that schools in rural areas often face similar challenges related to limited resources.

Resistance from some students is also a significant challenge. Some students may feel that Aswaja values are not relevant to their modern lives or have different views on character education (Elias, 2014; Peters, 1962; Winton, 2010). According to Marzuki (2020), this resistance is often rooted in a lack of deep understanding of Aswaja values and their benefits in everyday life. Therefore, it is important to actively involve students in the learning process and provide real examples of how these values can be applied.

Lack of support from some community members can also hinder the success of this program. Support from parents, community leaders, and local institutions is essential to creating a conducive environment for character education (Davies, 2005; C. Jones, 2005; Koehler, 2020). Research by Sutrisno (2018) shows that character education programs that involve active participation from the community tend to be more successful than programs that run without external support (Islamic et al., 2024; Zabidi et al., 2021). Building awareness and shared commitment among all stakeholders is an important step in overcoming this obstacle.

Table 5 summarizes the challenges and obstacles faced and recommendations for overcoming them

Challenges/ Obstacles	Evidence	Recommendation
Limited Resources	Wijaya (2021), Rahman (2019)	Increasing the education budget, teacher training, and provision of appropriate teaching materials
Student Resistance	Marzuki (2020)	Involve students in discussions and practical activities, and provide real examples of the application of Aswaja values.
Lack of Community Support	The Greatest Showman (2018)	Raising awareness through outreach and collaborative programs with the community

By understanding and overcoming these challenges, the character education and Aswaja values strengthening program at IPNU-IPPNU Metro can be more effective in producing a young generation with character and noble morals (Allred, 1961; Altman, 1994; S. H. Schwartz, 2012).

4. CONCLUSION

Strengthening character education and Islamic values of Ahlussunah Waljama'ah (Aswaja) for IPNU-IPPNU Metro students is an important step in overcoming various worrying behavioral problems among students, such as the spread of pornographic content, student demonstrations that end in violence, conflicts between students, cheating on exams, and involvement in drugs. Through the Asset-Based Community Development (ABCD) approach, this program has succeeded in increasing the understanding and strengthening of Aswaja values, practical application of these values in students' daily lives, and active participation from parents and the community.

Empirically, research has demonstrated the effectiveness of character education programs that are rooted in cultural and religious values. highlights that character education that integrates strong moral and ethical foundations significantly contributes to the holistic development of students. supports the idea that character education programs lead to positive student outcomes, including improved behavior, academic performance, and social interactions.

This program not only provides a theoretical understanding of Aswaja values but also emphasizes practical applications in students' daily lives so that these values can be internalized well. Active participation from parents and the community is also key to supporting the success of this program, in his theory of school, family, and community partnerships. Significant results from this program indicate that the ABCD approach is effective in forming individuals with character based on strong Aswaja values. Thus, this program has a real positive impact in forming better student character and strong Aswaja values. This finding confirms that character education based on religious values can be an effective solution in dealing with behavioral challenges among students.

5. REFERENCES

- Amin, A. M., Ahmad, S. H., Zulkarnaim, & Adiansyah, R. (2022). RQANI: A Learning Model that Integrates Science Concepts and Islamic Values in Biology Learning. *International Journal of Instruction*, 15(3), 695 – 718. <https://doi.org/10.29333/iji.2022.15338a>
- Berkowitz, M. W. (2021). PRIMED for Character Education: Six Design Principles for School Improvement. *PRIMED for Character Education: Six Design Principles for School Improvement*, 1–174. <https://doi.org/10.4324/9781351030267>
- Birhan, W. (2021). Exploring the context of teaching character education to children in preprimary and primary schools. *Social Sciences and Humanities Open*, 4(1). <https://doi.org/10.1016/j.ssaho.2021.100171>
- Brown, J., Bearman, M., Kirby, C., Molloy, E., Colville, D., & Nestel, D. (2019). Theory, a lost character? As presented in general practice education research papers. *Medical Education*, 53(5), 443 – 457. <https://doi.org/10.1111/medu.13793>
- Fahyuni, E. F., Wasis, Bandono, A., & Arifin, M. B. U. B. (2020). Integrating islamic values and science for millennial students' learning on using seamless mobile media. *Jurnal Pendidikan IPA Indonesia*, 9(2), 231 – 240. <https://doi.org/10.15294/jpii.v9i2.23209>
- Ghozali, A., Aisyah, R., Subarkah, C. Z., & Irwansyah, F. S. (2024). Development e-module on buffer solution material integrated with Islamic values. In S. A., R. U., S. M., & R. K. (Eds.), *AIP Conference Proceedings* (Vol. 3058, Issue 1). American Institute of Physics. <https://doi.org/10.1063/5.0207304>

- Giovani, N., Pratami, R. D., NU, E. A., & Arifin, R. (2023). Efforts to Regenerate Local Tourism: Using Empty Land as a Fishing Spot. *Jurnal Inovasi Dan Pengembangan Hasil Pengabdian Masyarakat*, 1, 13–17.
- Haki, U., Nurhakim, M., & Amin, S. (2024). Strengthening Muhammadiyah's Global Influence: Challenges and Strategic Recommendations for Promoting Moderate Islamic Values. *AMCA Journal of Community Development*, 2.
- Hakim, H., Devi, A., Mulyadi, N., Islahudin, I., & Atika, N. (2023). Islamic scholar thought on intrapreneurial leadership characteristic framework for islamic education institutions. *Educational Administration: Theory and Practice*, 29(3), 216 – 237. <https://doi.org/10.52152/kuey.v29i3.728>
- Halomoan, I., Moeis, I., & Yakubu, A. (2023). An Overview of the Strength of Implementing Democratic Values in an Islamic Boarding School Atmosphere. *Nazhruna: Jurnal Pendidikan Islam*, 6(2), 190 – 206. <https://doi.org/10.31538/nzh.v6i2.2865>
- Harun. (2020). Dimensions of early childhood character education based on multicultural and community local wisdom. *International Journal of Instruction*, 13(2), 365–380. <https://doi.org/10.29333/iji.2020.13225a>
- Hasanah, N., Syaifuddin, M., & Darmayanti, R. (2022). Analysis of the need for mathematics teaching materials" digital comic based on islamic values" for class X SMA Students in Era 5.0. *Numerical: Jurnal Matematika Dan Pendidikan Matematika*, 2, 231–240.
- Hermiono, A. (2020). Contextual character education for students in the senior high school. *European Journal of Educational Research*, 9(3), 1009–1023. <https://doi.org/10.12973/EU-JER.9.3.1009>
- Hidayat, T., Rizal, A. S., Abdussalam, A., & Fawwaz, A. G. (2020). DESIGNING ISLAMIC VALUES INTEGRATION INTO SOCIOLOGY LEARNING. *Jurnal Pendidikan Islam*, 6(1), 37 – 56. <https://doi.org/10.15575/jpi.v6i1.8119>
- Hidayati, N. A. (2020). Exploring the implementation of local wisdom-based character education among indonesian higher education students. *International Journal of Instruction*, 13(2), 179–198. <https://doi.org/10.29333/iji.2020.13213a>
- Inganah, S., Rizki, N., Choirudin, C., Farooq, S. M. Y., & Susanti, N. (2023). Integration of Islamic values, mathematics, and career readiness competencies of prospective teachers in Islamic universities. *Delta-Phi: Jurnal Pendidikan Matematika*, 1, 11–14.
- Islamic, G., Supriyono, Ishaq, M., & Dayati, U. (2024). Character education through philosophical values in traditional Islamic boarding schools. *Kasetsart Journal of Social Sciences*, 45(1), 31 – 42. <https://doi.org/10.34044/j.kjss.2024.45.1.04>
- Jerome, L. (2022). Lessons in character education: incorporating neoliberal learning in classroom resources. *Critical Studies in Education*, 63(2), 245–260. <https://doi.org/10.1080/17508487.2020.1733037>
- Karunia, P. E., Rosidah, I., Vebruary, R. D., Oktafisari, A., & Vedyanty, A. S. A. (2023). Penataran Kemampuan Berbahasa Inggris pada Anak Usia Dini: Penerapan Pendekatan Service Learning. *Jurnal Inovasi Dan Pengembangan Hasil Pengabdian Masyarakat*, 1.
- Koehler, J. (2020). What can we learn from character education? A literature review of four prominent virtues in engineering education. *ASEE Annual Conference and Exposition, Conference Proceedings, 2020*.
- Kristjánsson, K. (2020). Aristotelian Character Friendship as a 'Method' of Moral Education. *Studies in Philosophy and Education*, 39(4), 349–364. <https://doi.org/10.1007/s11217-020-09717-w>
- Lukman. (2021). Effective teachers' personality in strengthening character education. *International Journal of Evaluation and Research in Education*, 10(2), 512–521. <https://doi.org/10.11591/ijere.v10i2.21629>
- Mahanani, P., Akbar, S., Kamaruddin, A. Y. B., & Hussin, Z. B. (2022). Educational Analysis to Develop Character in Malaysia and Indonesia. *International Journal of Instruction*, 15(3), 377 – 392. <https://doi.org/10.29333/iji.2022.15321a>
- Makhmud, I., Bustomi, A. A., Darmayanti, R., Vedyanty, A. S. A., Amelia, N. D., & Hujjah, S. (2024). Strengthening PERGUNU's Prophecy Movement through Mentoring at the NU Branch Leadership Level in Pasuruan City. *Jurnal Inovasi Dan Pengembangan Hasil Pengabdian Masyarakat*, 2, 16–23.
- Malla, H. A. B., Misnah, M., & Markarma, A. (2021). Implementation of multicultural values in Islamic Religious education based media animation pictures as prevention of religious radicalism in poso, Central Sulawesi, Indonesia. *International Journal of Criminology and Sociology*, 10, 51 – 57. <https://doi.org/10.6000/1929-4409.2021.10.08>
- Meicahayanti, I., Fathimahhayati, L. D., & Gunawan, S. (2023). Penyediaan dan Edukasi Fasilitas Protokol Kesehatan sebagai Upaya Penerapan Keselamatan, Kesehatan Kerja, dan Lingkungan pada Anak di TPA

- Langgar As Syifa Samarinda. *Jurnal Inovasi Pengabdian Dan Pemberdayaan Masyarakat*, 1, 441–448.
- Muhtar, T. (2020). Character education from the perspectives of elementary school physical education teachers. *Cakrawala Pendidikan*, 39(2), 395–408. <https://doi.org/10.21831/cp.v39i2.30647>
- Muqowim, Sibawaihi, & Alsulami, N. D. (2022). Developing Religious Moderation in Indonesian Islamic Schools Through the Implementation of the Values of Islām Wasatiyyah. *Jurnal Pendidikan Agama Islam*, 19(2), 207 – 222. <https://doi.org/10.14421/jpai.2022.192-03>
- Muslimin, Indra Putri, R. I., Zulkardi, & Aisyah, N. (2020). Learning integers with realistic mathematics education approach based on islamic values. *Journal on Mathematics Education*, 11(3), 363 – 384. <https://doi.org/10.22342/JME.11.3.11721.363-384>
- Muttaqien, M., Wardani, R. A., Maryanti, S., Mulya, R. S., & Kurniawan, D. T. (2023). Development of educational game tools based on Islamic values for biology learning at Madrasah Tsanawiyah students. In I. F.S., N. null, K. R., R. C., S. S., & M. D.S. (Eds.), *AIP Conference Proceedings* (Vol. 2572). American Institute of Physics Inc. <https://doi.org/10.1063/5.0136581>
- Noviarni, N., Ahmadi, A., Rahmadina, D. O., Mardini, P., & Amelia, R. (2023). The Development of Mathematics Learning Media Using Google Sites Web Based on an Integrated Contextual Approach to Islamic Values for Junior High School Students in Riau, Indonesia. In S. J., J. G.M., R. M.V., Y. T., & P. H. (Eds.), *BIO Web of Conferences* (Vol. 79). EDP Sciences. <https://doi.org/10.1051/bioconf/20237907001>
- Olsho, A., Zimmerman, C., Boudreaux, A., Smith, T. I., Eaton, P., & Brahmia, S. W. (2022). Characterizing covariational reasoning in physics modeling. In F. B., J. D., & R. Q. (Eds.), *Physics Education Research Conference Proceedings* (pp. 335 – 340). American Association of Physics Teachers. <https://doi.org/10.1119/perc.2022.pr.Olsho>
- Opeyemi, M. L., & Sah, R. W. A. (2023). Development of an Integrated Instrument of Islamic Values to Measure the Mathematical Reasoning Ability of MA Students. *Delta-Phi: Jurnal Pendidikan Matematika*, 1.
- Putra, F. G., Sari, A. P., Qurotunnisa, A., Rukmana, A., Darmayanti, R., & Choirudin, C. (2023). What are the advantages of using leftover cooking oil waste as an aromatherapy candle to prevent pollution? *Jurnal Inovasi Dan Pengembangan Hasil Pengabdian Masyarakat*, 2, 59–63.
- Putriani, E., & Mujahidin, A. (2023). Cassava Donuts: Community Economic Empowerment Through Making and Marketing. *Jurnal Inovasi Dan Pengembangan Hasil Pengabdian Masyarakat*, 1, 1–7.
- Rasip, O. M., Muslim, N., Basir, S. A., Sulong, R. H. R., & Bawadi, M. H. (2020). The relationship between work values and the staff behaviour in Islamic-based higher learning institutions in Malaysia. *Universal Journal of Educational Research*, 8(4), 1542 – 1548. <https://doi.org/10.13189/ujer.2020.080448>
- Riono, S. H., Rakhmawati, P. U., & Darmayanti, R. (2023). Karyawan Magang: Pendampingan dan Penyuluhan Pada Proses Pengembangan Perangkat Lunak. *Jurnal Inovasi Dan Pengembangan Hasil Pengabdian Masyarakat*, 1, 21–28.
- Rohmatulloh, R., Hasanah, A., Sahlani, L., & Zuhri, M. T. (2023). Energy-Saving Triangle: Internalizing Islamic Ethical Values on Energy Saving in Integrative Learning. *Religions*, 14(10). <https://doi.org/10.3390/rel14101284>
- Rosidi, I., & Khotimah. (2020). Negotiating representation of islamic values on Korean TV dramas among Indonesian muslim youth. *Jurnal Komunikasi: Malaysian Journal of Communication*, 36(4), 230 – 242. <https://doi.org/10.17576/JKMJC-2020-3604-14>
- Saepudin, A., Supriyadi, T., Surana, D., & Asikin, I. (2023). Strengthening Character Education: An Action Research in Forming Religious Moderation in Islamic Education. *International Journal of Learning, Teaching and Educational Research*, 22(12), 84 – 105. <https://doi.org/10.26803/ijlter.22.12.5>
- Setyaningrum, K. A., Alfalah, M. F., Fatullatifah, L., & Kusnawan, W. (2023). Ginger Milk: Innovation in Pure Milk Processing in Improving the Economy of Dairy Farmers. *Jurnal Inovasi Dan Pengembangan Hasil Pengabdian Masyarakat*, 1, 8–12.
- Smagulov, M., Zholtmukhan, T., Kurmanbayev, K., & Mukhitdinov, R. (2023). Some Trends in Islamic Education Forming Spiritual and Cultural Values of the Youth under the Influence of COVID-19 (the Experience of Madrasah Colleges in the Republic of Kazakhstan). *European Journal of Contemporary Education*, 12(4), 1410 – 1421. <https://doi.org/10.13187/ejced.2023.4.1410>
- Suciati, R., Gofur, A., Susilo, H., & Lestari, U. (2022). Development of Textbook Integrated of Metacognition, Critical Thinking, Islamic Values, and Character. *Pegem Egitim ve Ogretim Dergisi*, 12(4), 20 – 28. <https://doi.org/10.47750/pegegog.12.04.03>

- Syarnubi, Mansir, F., Purnomo, M. E., Harto, K., & Hawi, A. (2021). IMPLEMENTING CHARACTER EDUCATION IN MADRASAH. *Jurnal Pendidikan Islam*, 7(1), 77 – 94. <https://doi.org/10.15575/jpi.v7i1.8449>
- Tsani, I., Sufirmansyah, Makmur, & In'am, A. (2024). EVALUATING THE INTEGRATION OF ISLAMIC VALUES IN PRIMARY EDUCATION: A LOGIC MODEL APPROACH. *Jurnal Pendidikan Islam*, 10(1), 87 – 100. <https://doi.org/10.15575/jpi.v10i1.34238>
- Ulia, N., Sari, Y., Yustiana, S., & Hariyono, M. (2020). The influence of mathematical basic concept of materials based on internalization of Islamic values against religious attitude. In S. M., P. A., P. Z.B., S. A., P. C.B.E., Y. F., & D. V.S. (Eds.), *Journal of Physics: Conference Series* (Vol. 1517, Issue 1). Institute of Physics Publishing. <https://doi.org/10.1088/1742-6596/1517/1/012060>
- Wibowo, S. E., Nuraini, H., & Syukroni, A. (2023). Featured Product" Mung Bean Agar" in Carangrejo Village to Reduce the Risk of Stunting. *Jurnal Inovasi Dan Pengembangan Hasil Pengabdian Masyarakat*, 1, 18–21.
- Wicaksono, R. B., Muhaimin, A., Willems, D. L., & Pols, J. (2024). “Tie your camel first, then rely on God”: reconceptualizing Javanese Islamic values to support palliative care at home. *BMC Palliative Care*, 23(1). <https://doi.org/10.1186/s12904-024-01383-w>
- Wyss, C., Degonda, A., Bühner, W., & Furrer, F. (2022). The Impact of Student Characteristics for Working with AR Technologies in Higher Education—Findings from an Exploratory Study with Microsoft HoloLens. *Information (Switzerland)*, 13(3). <https://doi.org/10.3390/info13030112>
- Zabidi, F. N. M., Abd Rahman, N., & Halim, L. (2021). Integration of islamic values for environmental conservation: An analysis of school textbooks. *Religions*, 12(7). <https://doi.org/10.3390/rel12070509>
- Zahroh, U., & Hartiningtyas, L. (2023). Pelatihan Aplikasi Statistik Pada Mahasiswa Untuk Persiapan Pelaksanaan Skripsi. *Jurnal Inovasi Dan Pengembangan Hasil Pengabdian Masyarakat*, 1.