

# Character Development Through Religious Education Through Mathematics Education in Elementary School

Mukhlas Triono<sup>1</sup>, Budi Santoso<sup>2</sup>

<sup>1</sup> Department of Mathematics Education, Universitas Pendidikan Muhammadiyah Sorong, Sorong

<sup>2</sup> Department of Pancasila and Citizenship Education, Universitas Pendidikan Muhammadiyah Sorong, Sorong

e-mail: [mukhlas.triono@unimudasorong.ac.id](mailto:mukhlas.triono@unimudasorong.ac.id), [budisantoso@unimudasorong.ac.id](mailto:budisantoso@unimudasorong.ac.id)

## Abstrak

Tujuan penelitian yang ingin dicapai dari artikel ini adalah untuk menjelaskan pentingnya penguatan pendidikan karakter di sekolah dasar melalui pembelajaran umum, dalam hal ini pendidikan Matematika. Pendekatan penelitian menggunakan penelitian kepustakaan (*library research*) dengan metode analisis isi. Adapun langkah-langkah penelitian kepustakaan yang akan dilakukan dalam penelitian ini, meliputi; menyiapkan alat perlengkapan, menyusun bibliografi kerja, mengatur waktu dan membaca dan membuat catatan penelitian. Dalam penelitian ini, sumber data yang diperoleh dari literatur-literatur yang relevan seperti buku, jurnal atau artikel ilmiah yang terkait dengan topik yang dipilih Pengumpulan data dilakukan dengan mengumpulkan referensi terkait, baik secara manual maupun digital. Setelah data terkumpul, dilakukan display, reduksi dan konstruksi sehingga muncul konsep baru yang utuh dan kekinian. Penelitian ini menghasilkan perlunya penguatan pendidikan karakter religius melalui pendidikan Matematika di sekolah dasar. Penguatan pendidikan karakter religius dalam pembelajaran matematika di sekolah dasar dapat dilihat melalui integrasi materi pembelajaran.

**Kata kunci:** Pendidikan Karakter, Religius, Matematika, Sekolah Dasar.

## Abstract

*The research objective of this article is to explain the importance of strengthening character education in elementary schools through general learning, in this case, mathematics education. The research approach uses library research with a content analysis method. The steps of library research that will be carried out in this study include preparing equipment, compiling a working bibliography, organizing time, and reading and making research notes. In this study, data sources were obtained from relevant literature, such as books, journals, or scientific articles related to the chosen topic. Data collection was carried out by collecting related references, both manually and digitally. After the data is collected, display, reduction, and construction are carried out so that a new concept emerges that is intact and current. This research results in the need to strengthen religious character education through mathematics education in elementary schools. Strengthening religious character education in mathematics learning in elementary schools can be seen through the integration of learning materials.*

**Keywords:** Character Education, Religious, Mathematics, Elementary School.

## 1. Introduction

Strengthening character education in children, starting in elementary school, has a strong impact on their development. Experts agree that strengthening character education has a positive effect on the character development and academic success of learners (Umar et al., 2021; Fadhilah et al., 2023). Character education is important as part of the objectives of national education as stated in Undang-Undang No. 20 of 2003 concerning the National Education System in Article 3, which explains that national education has a function to develop abilities and shape the character and differences of a dignified nation to educate the nation's life and aims to develop the potential of students to become human beings who have faith and devotion to God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens (Fadhilah et al., 2023; Purwanto et al., 2023; Rosadi & Sitika, 2021).

In previous research on the formation of students' religious character, it can be carried out by repeated and very long exemplary actions to form a religious character. (Collyer-Sáez et al., 2023; Santoso et al., 2024) Principals, teachers, parents, and communities play a role in the formation process (Achsin et al., 2021; Atmojo, 2022; Santoso et al., 2019). So that the application of character education cannot run optimally if it only involves teachers. So it needs cooperation between various parties so that the application of character education can run smoothly.

Character education in learning is obtained through the distribution of subjects. Both religious education and general education. Including mathematics learning (Collyer-Sáez et al., 2023; Wardi et al., 2023) Mathematics education plays a role in the implementation of character education. However, the implementation of general education in character education is still very limited (Rosadi & Sitika, 2021; Fadhilah et al., 2023).

Technical mathematics education in elementary schools emphasizes the delivery of content or subject matter and algorithms to solve problems rather than providing situations that emphasize mastery of problem-solving skills by getting used to giving non-routine problems that require students to think using pre-existing knowledge related to the problems they face, which ultimately leads students to find strategies to solve these problems.

Character education is an effort to build character. Elmubarok states that character building is the process of carving or sculpting the soul in such a way that it is unique, interesting, and different or distinguishable from other people (Muzakki & Santoso, 2023; Santoso, 2020). Just as a letter in alphabetical order is never the same from one to another, so people of character can be distinguished from one another.

Mathematics is a very important science and must be taught in elementary school, because elementary school is the pillar of the success of learning mathematics at the next level (Santoso et al., 2023; Santoso et al., 2021). The need for mathematics to be given to all students is to play a role as a basis in development to equip students with various sciences and technology so that, by learning mathematics, students will know various important knowledge for their future lives.

This study aims to examine in more depth the strengthening of religious character education through mathematics education in elementary schools. So that the results of the findings of this study can be used as one of the main references for educators at the elementary school level in carrying out their main duties as educators.

## 2. Methods

The research approach uses library research. Library studies are related to theoretical studies, and several references will not be separated from scientific literature. The steps of library research that will be carried out in this study include: 1) preparing equipment; 2) compiling a working bibliography; 3) organizing time; and 4) reading and making research notes. In this study, data sources were obtained from relevant literature, such as books, journals, or scientific articles related to

the chosen topic. The data collection technique used in this library research is to find data about things or variables in the form of notes, books, papers, articles, journals, and so on. The research instruments used by researchers are a check list of classifications of research materials based on the focus of the study, writing schemes and maps, and research note formats.

The data analysis technique used in this literature research is the content analysis method. To maintain the permanence of the review process and prevent and overcome misinformation (human misunderstanding that can occur due to the lack of knowledge of the researcher or the lack of literature writers), interlibrary loan and re-reading of literature were carried out. This research report is organized on the principles of simplicity and convenience. This principle was chosen due to the limited ability of the researcher, who has not been able to conduct an in-depth and more detailed literature review. (Muslimah & Karimah, 2024; Rasid et al., 2021).

### 3. Results and Discussion

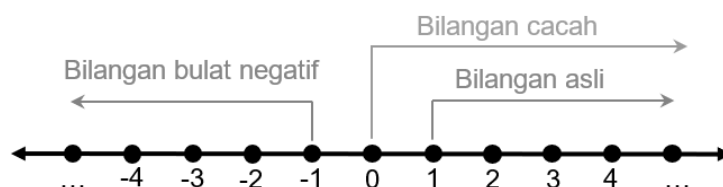
National development priorities as outlined in the National Long-Term Development Plan (RPJP) for 2005-2025 (Undang-Undang No. 17 of 2007) include realizing a society that is noble, moral, ethical, cultured, and civilized based on the philosophy of Pancasila". One of the efforts to realize this is by strengthening the nation's identity and character through education. This effort aims to shape and build Indonesian people who are devoted to God Almighty, obey the rule of law, maintain internal and inter-religious harmony, carry out intercultural interactions, develop social capital, apply the noble values of the nation's culture, and have pride in being Indonesian in order to strengthen the spiritual, moral and ethical foundations of national development.

Character is a combination of morals, ethics, and morals. Morality focuses more on the quality of human actions, actions, or behavior, or whether the action can be said to be good or bad, right or wrong. On the other hand, ethics provides an assessment of good and bad based on the norms that apply in a particular society, while morals emphasize that, in essence, the human being has an embedded belief in which both (good and bad) exist. Therefore, character education is interpreted as value education, character education, moral education, and character education, which aim to develop the ability of students to make good and bad decisions, maintain what is good, and realize goodness in everyday life wholeheartedly. Character education is not included in the learning content but is integrated into all subjects at every level of general education (Elisa et al., 2024; Rindiani et al., 2024). The application of character values can be done through habituation for students. From the familiarization process comes high awareness, understanding, care, and commitment to implementing daily goodness.

According to Maragustam, there are six general character-building strategies that require a stimulating and continuous process. The character-building strategies are: habituation (habituation) and acculturation; teaching good things (*moral knowing*); feeling and loving *the good* (*feeling and loving the good*); good actions (*moral acting*); exemplary behavior from the surrounding environment (moral modeling); and repentance. Meanwhile, in the application of character education, there are three components that become the core, namely knowledge about morals (moral feeling), feelings about morals (moral knowing), and moral actions (*moral action*) (Rindiani et al., 2024).

The government, through the Nawacita program, has refined the above programs with the guidelines for Strengthening Character Education (Santoso et al., 2021; Santoso & Marlan, 2019). This program is at the forefront of educational institutions in strengthening the character of students through the harmonization of the heart (ethics), taste (aesthetics), mind (literacy), and sports (kinesthetics), with coordination involving the public, schools, families, and communities. From this harmonization, five values emerge in the PKK: religion, nationalism, independence, mutual cooperation, and integrity (Muslimah & Karimah, 2024).

Religious character is an attitude inherent in a person that shows identity, characteristics, compliance, or Islamic messages. (Faizah & Kamal, 2024). In their behavior, someone who has a religious attitude always shows firmness in their beliefs, compliance in terms of worship, and maintaining good relations with people and the environment. Thus, it can be said that the characteristics of people who have a religious character can be seen in the way they think and act based on Islamic values. One of the integrations of subjects with religious characters is mathematics learning. This can be done with the learning material. An example of number line material.



In the concept of number line learning material, If the direction is to the left, then the whole number is negative; otherwise, if to the right, it is positive. Religious character can be integrated in such a way that doing wrong is negative and doing good is positive. So that the more you do good, Allah swt will raise human degrees.

According to Supinah, learning mathematics can shape students to have cultural values and national character as follows: (a) logical thinking, critical hard work, curiosity, independence, and confidence, which are the main characteristics of mathematics education. (b) the main character, consisting of religious, honest, intelligent, resilient, caring, and democratic characters. Other values developed in learning mathematics are thoroughness, diligence, curiosity, and perseverance (Faizah & Kamal, 2024; Muzakki & Santoso, 2023).

#### 4. Conclusions and Suggestions

Based on the results of the presentation of the article above, the author draws conclusions from this article, namely: first, the need for integration of strengthening character education in learning as the front guard in the character education of students at school, both in learning and extracurricular activities. Second, the integration of education needs to be integrated into general subjects such as mathematics learning. The integration can be done according to the learning material. The results of the integration of strengthening character education with mathematics subjects can produce students whose character is formed for the better through mathematics concepts.

For educators in general, in learning, they should pay attention to the material presented with strengthening character education (PPK), be it religious subjects or general subjects such as mathematics. Because character education in basic education has a role as the front guard of character education, we always look forward to criticism and suggestions from readers for the improvement of further publications.

#### 5. Acknowledgments

We sincerely thank you. The publication manuscript entitled Strengthening Religious Character Education Through Mathematics Education in Elementary Schools is the result of research and one of the publication outcomes funded by the Muhammadiyah Research Grant Batch VI in 2024. The author expresses his sincere gratitude. Hopefully, your research program will continue to grow and continue to bring benefits, especially in improving research and publication results.

## Bibliography

- Achsin, M., Abitolkha, A. M., & Bakar, M. Y. A. (2021). Implementation of an Integrated Curriculum Through Special Class Programs. *Al-Hayat: Journal of Islamic Education (AJIE)*, 5(2), 144–153.
- Atmojo, A. M. (2022). Religious Response to Covid-19: A Study of Fiqh Disaster from the Perspective of Islamic-Neuroscience Education. *ISTAWA: Jurnal Pendidikan Islam (IJPI)*, 7(1), 58–69.
- Collyer-Sáez, S., Castro-Navarro, E., & Díaz-Levicoy, D. (2023). Argumentation and mathematical communication in textbooks for the eighth grade of primary education. *Cakrawala Pendidikan*, 42(3), 791–803.
- Elisa, R., Q, I. A., & Hayati, R. M. (2024). Implementasi kebijakan pembacaan asmaul husna dalam membentuk karakter religius peserta didik (Studi kasus di SMP Tamaddun Roudlatul Qur ' an Lampung ). *Indonesian Journal of Educational Management and Leadership*, 02(01), 1–12.
- Fadhilah, N. R., Safitri, D., & Sujarwo. (2023). Implementasi Pembelajaran IPS dalam Membangun dan Membentuk Karakter Siswa. *Cendekia Pendidikan*, 3(10), 19–28.
- Faizah, H., & Kamal, R. (2024). Pendidikan Karakter Religius di Sekolah Dasar Islam Terpadu. *Jurnal Basicedu*, 8(1), 466–467.
- Muslimah, M., & Karimah, S. Z. N. M. (2024). Asesmen Kinerja dalam Pembelajaran Kalam Bahasa Arab Siswa MTs Tahun 2023: Penelitian Pustaka Melalui Google Scholar. *ADRIS AL-ARABIYAT: Jurnal Kajian Ilmu Pendidikan Bahasa Arab*, 4(1), 1–20.
- Muzakki, M., & Santoso, B. (2023). Implementasi Nilai Toleransi bagi Mahasiswa di Universitas Pendidikan Muhammadiyah Sorong. *PAIDA*, 2(1), 183–191.
- Purwanto, Y., Saepudin, A., & Sofaussamawati. (2023). The Development of Reflection Practices for Islamic Religious Education Teachers. *Jurnal Pendidikan Islam*, 9(1), 107–122.
- Rasid, R., Djafar, H., & Santoso, B. (2021). Alfred Schutz's Perspective in Phenomenology Approach: Concepts, Characteristics, Methods and Examples. *International Journal of Educational Research & Social Sciences*, 2(1), 190–201.
- Rindiani, E. Y., Handayani, A., & Rahmawati, D. (2024). Pembentukan Karakter Religius di Taman Kanak-Kanak Melalui Pembiasaan Kegiatan Keagamaan. *Didaktik*, 10(1), 348–360.
- Rosadi, I., & Sitika, A. J. (2021). Concept of Moral Education in the Qur'an at Integrated Islamic elementary school (SDIT) Darul Huffadz Bekasi. *Al-Hayat: Journal of Islamic Education (AJIE)*, 5(3), 227–238.
- Santoso, B. (2020). Penguatan Pendidikan Karakter melalui Ekstrakurikuler Hisbul Wathan. *Istawa*, 13(1), 44–55.
- Santoso, B., In'am, A., Haris, A., & Wekke, I. S. (2019). Al-Islam and Kemuhammadiyah Learning Based on Religious Moderation in Multicultural Campus. *Al-Hayat: Journal of Islamic Education (AJIE)*, 10(1), 55–70.
- Santoso, B., & Marlan. (2019). Manajemen Pengembangan Kurikulum PAI di MTs Ponpes Darul Fikri Bringin Kauman Ponorogo. *Jurnal PAIDA*, 1(1), 30–39.
- Santoso, B., Tang, A., & Jumadi. (2021). Penguatan Pendidikan Karakter Disiplin Melalui Program Asrama Al-Manar di Universitas Muhammadiyah Ponorogo. *Jurnal Penelitian Pendidikan*, 13(2), 1896–1904.
- Santoso, B., Triono, M., & Irawan, M. H. (2024). Pemberdayaan Masyarakat Papua Melalui Program Ekopesantren Berbasis Pelestarian Lingkungan di Panti Asuhan Muhammadiyah Malasom. *Abdimasa*, 7(1), 34–40.

- Santoso, B., Triono, M., & Zulkifli, Z. (2023). Tantangan Pendidikan Islam Menuju Era Society 5.0: Urgensi Pengembangan Berpikir Kritis dalam Pembelajaran PAI di Sekolah Dasar. *Jurnal Papeda: Jurnal Publikasi Pendidikan Dasar*, 5(1), 54–61. <https://doi.org/10.36232/jurnalpendidikandasar.v5i1.2963>
- Umar, M., Ismail, F., & Syawie, N. (2021). Implementasi Pendidikan Karakter Berbasis Moderasi Beragama Pada jenjang Pendidikan Usia Dini. *EDUKASI: Jurnal Penelitian Pendidikan Agama Dan Keagamaan*, 19(1), 101–111.
- Wardi, M., Fithriyyah, M. U., Z, F., & Hidayat, T. (2023). Implementation of religious moderation values through strengthening diversity tolerance in madrasah. *Jurnal Pendidikan Islam*, 9(2), 241–254.