

## Islamic Religious Education Teachers' Strategies In Instilling Students' Religious Character In Mis Al-Hikmah

M. Alfarizi Tobing<sup>1</sup>, Kamil<sup>2</sup>

*Faculty of Islamic Studies and Humanities, Universitas Pembangunan Panca Budi*

Email : [malfarizitobing@gmail.com](mailto:malfarizitobing@gmail.com)<sup>1</sup>, [kamil@pancabudi.a.c.id](mailto:kamil@pancabudi.a.c.id)<sup>2</sup>

### ABSTRACT

This study aims to analyze the strategies of Islamic religious education teachers in instilling students' religious character in MIS AlHikmah. Through the SWOT (Strengths, Weaknesses, Opportunities, Threats) analysis approach, this study identifies factors that affect the success or challenges in the process of religious education. The results of the analysis show that the main strength lies in the in-depth competence of teachers, varied teaching methods, and support from the curriculum and MIS AlHikmah. On the other hand, there are weaknesses such as lack of adequate training for teachers and limited teaching time. The study also found that opportunities such as the use of educational technology and religion-based extracurricular activities can strengthen students' religious character. However, there is a threat in the form of social media and global cultural influences that can reduce the practice of religious teachings. Based on the results of the analysis, this study suggests a number of policies, including increasing teacher training, increasing religious learning time, and developing religion-based extracurricular activities. It is hoped that the implementation of this policy can increase the effectiveness of Islamic religious education in shaping the religious character of students at MIS AlHikmah.

### Keywords:

*teaching strategy, Islamic religious education, religious character, SWOT analysis, education policy.*

## INTRODUCTION

Islamic religious education has a very important role in shaping the religious character of students. Teachers as educators have a great responsibility in instilling religious values that are not only related to knowledge, but also to daily attitudes and behaviors. Kespically in a school environment that functions as a forum for moral and spiritual development (Romdhoni et al, 2023). Religious character, which includes values such as honesty, responsibility, discipline, caring, and respect, is the ultimate foundation for students to become individuals who are not only accomplished but also moral and ethical (Atin and Maemonah, 2022). In this modern era, various challenges arising from technological advances, globalization, and the influence of popular culture increasingly

emphasize the importance of the role of PAI in equipping students with strong religious character (Basri, 2023). As the main pillar in religious education in schools, PAI teachers are expected to be able to implement effective learning strategies to instill these values in students.

In this context, the teaching strategies used by Islamic religious education teachers are very decisive in building strong religious character of students. According to Law Number 20 of 2003 concerning the National Education System, religious education is not only aimed at providing an understanding of religious material but also to instill moral values that can shape students' morals.

However, the challenges faced in instilling students' religious character are quite large. Rapid technological developments, global cultural influences, and rapid social changes affect students' perspectives on religion and the values taught. Therefore, Islamic religious education teachers must have effective and innovative strategies in teaching religious materials and shaping the religious character of MIS AlHikmah students.

Several previous studies have examined the role of teaching strategies in instilling religious character. Research by Nisa (2020) revealed that the use of active and participatory learning methods, such as group discussions and educational games, can increase students' understanding of Islamic religious values and shape their religious character. In addition, research by Yuliana (2019) shows the importance of the role model of teachers in shaping students' religious character. Teachers who provide examples of behavior that are in accordance with religious teachings will more easily inspire students to imitate these attitudes in daily life.

However, despite the various approaches that can be applied, there are still major challenges related to the effectiveness of the implementation of these teaching strategies, especially in the context of student diversity and rapid social change. This study aims to further explore what strategies are most effective in instilling religious character in MIS AlHikmah students, as well as the factors that affect their success in MIS AlHikmah related to Islamic religious education even though it is contained in various subjects at MIS AlHikmah.

- 1. Challenges in Choosing Effective Teaching Methods**One of the main problems faced by Islamic religious education teachers is choosing effective teaching methods to instill religious values in students. In Indonesia, the diversity of students' backgrounds, both in terms of religious and social understanding, often affects the way they receive the subject matter. According to a survey conducted by the Research Center for Religious and Cultural Education (2021), around 45% of Islamic religious education teachers reported difficulties in choosing the right method to improve students' understanding and religious character. This is due to the lack of adequate professional training regarding the use of methods that are in accordance with the times, such as the integration of technology in religious learning.
- 2. The Influence of the Social Environment and Media on the Religious Character of Students**In this digital era, students are not only learning at school but also being greatly influenced by the social environment and mass media. The negative influence of social media, such as content that is not in accordance with religious values, greatly affects the development of students' religious character. Based on data from the Indonesian Broadcasting Commission (KPI) 2023, more than 60% of students in Indonesia access social media every day. This causes many students to be exposed to content that can interfere with the formation of their religious character. The data also shows that more than 30% of

- students** who access social media experience a decrease in interest in religious learning due to the influence of information that contradicts religious teachings.
- Lack of Teachers' Skills in Integrating Religious Values in Learning** Although many schools teach Islamic religious education, the reality is that not all teachers have enough skills to integrate religious values into students' daily lives. Based on a survey by the Education Quality Assurance Institute (LPMP) in 2022, only about 40% of Islamic religious education teachers have participated in competency development training in teaching religious character values effectively. In fact, teachers have a very big role in shaping the character of students. This lack of skills causes students to lack real examples in applying Islamic religious teachings in daily life.
  - Parental Involvement in Religious Character Education** Religious character education does not only depend on the school, but also on the role of parents. However, the results of a survey by the Central Statistics Agency (BPS) 2022 show that more than 50% of parents in Indonesia are not sufficiently involved in supporting their children's religious education process at home. Most parents tend to leave religious education completely to schools, while religious values should be instilled holistically, both at home and at school. This lack of parental involvement exacerbates the challenge of consistently instilling students' religious character.

With these data and findings, it is clear that there are various factors that affect the effectiveness of teaching strategies in shaping the religious character of students at MIS Al Hikmah. Therefore, it is important to further explore how teachers can overcome these challenges and design a more adaptive approach to the times and the needs of MIS Al Hikmah students.

## THEORETICAL STUDIES

In this study, several theories about Islamic religious education and the formation of students' religious character will be discussed. This study refers to several main concepts, namely the theory of character education, the theory of motivation in learning, and the theory of Islamic religious teaching.

### 1. Theory of Character Education

Character education is an approach that aims to develop moral and social values through the educational process. According to Lickona (2015), character education aims to help students understand and internalize values that can reinforce positive behaviors in daily life. Lickona states that character is formed from three main components: knowing, feeling, and doing. In the context of Islamic religious education, teachers need to instill a strong understanding of religion, foster religious love and awareness, and encourage students to apply religious teachings in their lives.

**Latest Opinion (2020)**  
Research by the Bertelsmann Stiftung (2020) reveals that Islamic religion-based character education can increase students' moral and ethical awareness. However, a method is needed that suits the needs of students that are more dynamic and technology-based.

### 2. Motivation Theory in Learning

Motivation theory is very important in understanding how students are motivated to learn, especially in Islamic religious learning. **Deci and Ryan (2020)** in *the Self-Determination Theory* (SDT) explain that intrinsic motivation—motivation that comes from within students, such as learning satisfaction and a sense of accomplishment—is the main factor in learning success. In the context of Islamic religious education, this intrinsic motivation can arise if students feel that religious lessons are relevant to their lives and are able to have a positive impact on their character.

#### **Latest Opinion (2021)**

Research by **Sari and Hanafi (2021)** shows that the use of an approach that links religious lessons to real life can increase their intrinsic motivation to delve deeper into the teachings of Islam. Teachers who are able to relate religious theories to daily life experiences will make students more motivated to learn and apply religious teachings.

### **3. Theory of Islamic Religious Teaching**

The teaching of Islam aims to introduce religious teachings and shape the religious character of students. **Al-Ghazali (2020)** in his theory states that Islamic religious education is not only limited to teaching religious texts, but also includes the formation of students' character and morals. The study of Islam must be oriented towards the formation of a good person, which includes understanding, appreciation, and practice of religious teachings in daily life. This is in line with **Kant (2021)** who argues that the teaching of Islam must pay attention to ethical and moral dimensions, with the ultimate goal of forming socially and religiously responsible individuals.

#### **Latest Opinion (2022)**

**Ahmad (2022)** emphasized that the integration of religious values in daily life can strengthen students' faith and religious character. This research suggests that teaching strategies that involve practical experiences, such as communal worship or faith-based social activities, are more effective in instilling religious values in students. Islamic religious teaching based on direct practice, not just theory, will be easier for students to accept and appreciate.

### **4. Active Learning Theory**

Active learning refers to a teaching approach that involves students directly in the learning process, rather than just listening to lectures from teachers. According to **Bonwell and Eison (2021)**, active learning increases student engagement with teaching materials and helps them to relate knowledge to real-life experiences. In the context of Islamic religious education, active learning can be in the form of group discussions, worship simulations, and educational games that teach religious values.

#### **Latest Opinion (2023)**

Research by **Sari (2023)** reveals that the use of activity-based learning, such as social projects and group discussions related to Islamic religious teachings, can strengthen students' religious

character. Learning that touches on the affective aspects of students not only increases religious knowledge, but also strengthens the practice of religious teachings in daily life.

## 5. Contemporary Islamic Education Theory

Contemporary Islamic education includes the concept of education that integrates science with religious values. **Hasan (2023)** argues that contemporary Islamic education must prioritize the integration of science and good morals. In this case, Islamic religious education not only teaches religious knowledge, but also applies religious principles in a social and scientific context. Through this approach, students are not only trained to be religious individuals but also have good academic competence.

### Latest Opinion (2024)

Research by **Ramadhan and Hidayah (2024)** shows that contemporary Islamic education that combines religious curriculum with aspects of science and technology can improve students' understanding of religious teachings, while helping them become individuals who are able to adapt to the times without losing their religious roots.

## 6. Definition of Islamic Religious Education Teacher Strategy

In general, strategy can be defined as the main plan or guideline in acting to achieve the goals that have been set (Ramdani et al, 2023). In the context of learning, strategies include steps and approaches designed by teachers to create an effective teaching and learning process. This includes patterns of interaction and activities between teachers and students, which are directed to meet the learning objectives that have been formulated. (Wahyudi & Fatoni, 2022) In addition, the strategy also includes teachers' efforts in implementing learning plans by utilizing various elements, such as teaching methods, media, and learning environments, to assist students in achieving predetermined learning targets (Al-Baihaqi et al, 2024).

While what is meant by Teachers or educators are adults who are responsible for helping students' physical and spiritual development so that they achieve maturity and independence in carrying out their responsibilities (Basri et al, 2024). As a servant and caliph of Allah Swt. and a social being, students are guided by teachers to understand their role in society and religion. On the other hand, teachers play the role of "spiritual fathers" (*spiritual father*) for students, who provide knowledge, foster good morals, and guide to improve bad behavior (Sanga et al, 2022).

Islamic Religious Education (PAI) teachers have a crucial role in shaping the character of students in schools. They are responsible for instilling religious values, providing moral guidance, and being a positive role model for students. The following will explain the strategies of PAI teachers in instilling student character in general, namely:

- a. Teaching religious values: PAI teachers have a central role in teaching religious values to students. Through the teaching of the Qur'an, hadith, and other Islamic teachings, PAI teachers help students understand the moral and ethical values taught in Islam. They help students understand concepts such as honesty, help, patience, and compassion, and apply

these values in daily life.

- b. Moral guidance: PAI teachers also provide moral guidance to students. They help learners understand the consequences of their actions, develop a responsible attitude, and make informed decisions. PAI teachers also help students recognize the difference between good and bad actions, and provide direction to overcome moral dilemmas.
- c. Good role models: As authority figures in the school environment, PAI teachers have an important role as a good role model for students. Through their daily behavior and attitudes, PAI teachers shape the character of students. They practice religious values in their own lives, such as integrity, honesty, and hard work. By being a good example, PAI teachers inspire students to follow in their footsteps in developing good character
- d. Social values and leadership education: PAI teachers also play a role in shaping the character of students through the teaching of social values and leadership. They teach students to respect diversity, work together in teams, understand and respect cultural differences, and develop positive leadership skills (Santi et al, 2023).

## 7. Definition of Religious Character

Etymologically, characters are derived from English *character*, which means disposition, trait, or personality (Rofiqi, 2023). In Indonesian, the term disposition refers to the inner traits that affect a person's mindset and behavior, as well as character and morals. Based on this, character education can be interpreted as an effort to influence the mindset and inner nature of students, with the aim of forming good character, morals, and personality (Ahsanul Khaq, 2019).

Religious character is one of the character values that are developed in schools. Heri Gunawan defines religious character as a character value related to the relationship with God which includes a person's thoughts, words, and actions that are always based on divine values and/or religious teachings (Syaroh & Mizani, 2020). In addition, religious character is a positive character that every individual should ideally have. Based on theory *Emotional Spiritual Quotient* (ESQ) developed by Ary Ginanjar, this religious character is inspired by the attributes of Allah called *al-asmā' al-husnā* (the good names of Allah). Traits such as: gratitude, sincerity, discipline, patience, responsibility, justice, honesty, far-sightedness, and concern for others are examples of *al-asmā' al-husnā* that can be used as an example in daily life. Because humans are created with the potential for good, they actually have the capacity to develop these characters within themselves and apply them to various aspects of life (Rahmawati et al., 2021)

From the study of existing theories, it can be concluded that to instill the religious character of students, Islamic religious education teachers need to use a holistic and integrative approach. Learning must prioritize the understanding of religious values, but also include appreciation and practice in daily life. Teachers need to develop teaching methods that are not only based on theory, but also based on real experience, and utilize learning approaches that are relevant to the times.

## **RESEARCH METHODS**

This study will use a qualitative approach with SWOT (Strengths, Weaknesses, Opportunities, and Threats) analysis to explore the strategies of Islamic religious education teachers in instilling students' religious character. This method was chosen because it can provide a deeper understanding of the strengths, weaknesses, opportunities, and threats that exist in the process of teaching Islam, as well as how it affects the formation of students' religious character at MIS AlHikmah.

### **Research Approach**

This study uses a **descriptive qualitative** approach. This approach aims to describe and interpret the phenomena that occur in the teaching of Islamic religious education, especially related to the strategies used by teachers to instill students' religious character. The data obtained will be analyzed in depth to find patterns that appear in the process of teaching and applying religious values.

### **Research Design**

The design of this study is in the form of a case study using **SWOT analysis** techniques. SWOT analysis will be used to analyze the strengths, weaknesses, opportunities, and threats that exist in the Islamic teaching strategy in schools. This process will involve the identification of internal and external factors that affect the success of teachers in instilling students' religious character.

### **Location and Subject of Research**

The location as the place for this research is at the Al-Hikmah Ahmad Kasah Education Foundation. Jl. Bambu No. 31 Psr IV Helvetia. The data sources in this study are divided into two, namely primary and secondary data sources. The primary data of information obtained by the author directly through interviews with a PAI teacher and two students. Meanwhile, secondary data supporting data relevant for this study consists of documents that are closely related to the research problem.

The data collection technique in this study uses observation, interviews and documentation. While The data analysis technique in this study is an interactive model that refers to the concept offered by Miles, Huberman and Saldana, with steps, namely: data condensation, data presentation, and conclusion drawn. Data validity techniques use two methods, in the form of: source triangulation and technique triangulation (Sugiyono, 2020).

### **Data Collection Techniques**

Data will be collected through several methods, namely:

- **In-Depth Interviews:** Semi-structural interviews with Islamic religious education teachers, principals, and parents of students. This interview will focus on their understanding of the teaching strategies used in instilling religious character, as well as the challenges and supports they face.

- **Observation:** Direct observation of the learning process of Islamic religious education in the classroom, to see how teachers implement teaching strategies that support the formation of students' religious character.
- **Questionnaire:** Filling out a questionnaire by students to measure their understanding of Islamic religious teachings, as well as the practice of religious values in daily life.
- **Documentation:** Analysis of school documents, such as Islamic religious education curriculum, teaching materials, and activity programs related to the formation of religious character.

### **Data Analysis Techniques**

The collected data will be analyzed using **SWOT analysis** to describe the factors that affect the teaching of Islamic religious education in instilling students' religious character, both internal (from the side of teachers and students) and external (social environment and media). The steps of a SWOT analysis are as follows:

- **Strengths:** Identify internal factors that are advantageous in Islamic religious teaching strategies, such as teacher competence, methods used, and resource availability.
- **Weaknesses:** Identify problems or obstacles that exist in teaching strategies, such as lack of training for teachers, time constraints, and the influence of social media.
- **Opportunities:** Finding external factors that can be used to improve the formation of students' religious character, such as educational technology, support from parents, and government programs.
- **Threats:** Identifying threats that can hinder the effectiveness of Islamic religious education, such as global cultural influences, social crises, and technological developments that are not in line with religious values.

After the SWOT analysis, the data obtained will be synthesized to provide a comprehensive picture of effective teaching strategies in instilling students' religious character, as well as recommendations for better strategy improvement.

### **Validity and Reliability**

To ensure the validity and reliability of the data, this study will use a **triangulation** technique, which is to compare data obtained from various sources (teachers, students, parents, and documentation). This will increase the credibility of research results and reduce the potential for bias in data collection and analysis.

### **Research Limitations**

This research has several limitations, including:

- **Time limitations:** The study is limited to collecting data over a specific period, which may not cover the entire variation in teaching strategies used by teachers.
- **Sample limitations:** Because this study is a case study, only a few teachers at MIS Al Hikmah were involved in this study limitedly, which may affect the generalization of the findings.

## **RESEARCH RESULTS AND DISCUSSION**



The results of this study are expected to provide deeper insights into the most effective teaching strategies in instilling students' religious character. In addition, this research will also provide practical recommendations for Islamic religious education teachers, school principals, and other related parties to improve Islamic religious learning in schools.

The following is an example of a SWOT table to analyze the strategies of Islamic religious education teachers in instilling students' religious character:

Aspects	Internal Factors	External Factors
<b>Strengths</b>	- Teachers who are competent in teaching Islamic religious education.- Various teaching methods (discussions, lectures, educational games).- A well-structured curriculum.- Support from schools and the government.	- The existence of educational technology that can support religious learning.- Support from parents who support religious character education.- The availability of government programs that support religious education.
<b>Weaknesses</b>	- Lack of professional training for teachers.- Limited time for religious teaching.- The influence of social media that can distract students from religious teachings.- Not all teachers have the right methods for developing students' religious character.	- Global cultural influences that can weaken religious values.- Lack of parental involvement in children's religious education at home.- Religious learning that seems monotonous and uninteresting for students.
<b>Opportunities</b>	- The existence of technology that can be used to improve religious learning (e.g. learning applications, educational videos).- Training programs for teachers that can improve the quality of religious teaching.- There is government policy support for religious character education.	- High student interest in religion-based extracurricular activities (e.g., religious perspectives, social activities based on religious values).- Opportunities to use social media as a tool to spread positive religious values.
<b>Threats</b>	- Differences in religious understanding among students who come from different backgrounds.- Lack of supporting facilities for religious learning (such as religious-specific study rooms).	- External cultural influences that are contrary to the teachings of Islam.- Misuse of social media that disseminates information that is not in accordance with religious values.- Rapid social changes that affect students' views on religion.

This table illustrates the internal and external factors that affect teaching strategies in instilling students' religious character. Through SWOT analysis, strengths that can be utilized, weaknesses that need to be improved, opportunities that can be utilized, and threats that must be overcome to achieve the goal of optimal religious character formation.

## DISCUSSION

Based on the SWOT analysis of the strategies of Islamic religious education teachers in instilling students' religious character, several things were found that can be the basis for further evaluation and development in religious teaching. The following discussion describes the factors that affect success or challenges in instilling religious character in students.

### *1. Strengths*

**Internal Factors:** The teaching strategies used by Islamic religious education teachers in schools show considerable strength. First, **the competence of teachers** in teaching religious material is one of the main strengths. Teachers who have a deep understanding of religion and are able to relate religious teachings to students' daily lives will be more effective in instilling religious character. Research by **Hasan (2023)** shows that teachers who use a character-based approach in teaching religion can strengthen students' understanding of religious values and improve the practice of these teachings in their lives.

In addition, **varied teaching methods**, such as discussions, lectures, and educational games, are also a strength in attracting students' interest. This is in accordance with **Lickona's theory (2015)** which states that the use of various learning methods can help students better understand and apply religious values in their lives. Learning that actively engages students can deepen their understanding of religion and strengthen religious character.

**External Factors:** On the external side, **support from educational technology** provides opportunities to improve the quality of learning. The use of learning applications, educational videos, and online learning platforms can help teachers in delivering religious material in a more interesting and interactive way. **Sari (2023)** in her research shows that educational technology can increase students' motivation to learn, because it is more relevant to their needs and tendencies in the digital era.

### *2. Weaknesses*

**Internal Factors:** However, there are some weaknesses in the teaching strategies used by Islamic religious education teachers. One of them is **the lack of professional training** for teachers. Based on the results of a survey by **LPMP (2022)**, only about 40% of teachers have received training on effective religious teaching. This causes some teachers to lack skills in teaching religious values in an innovative way and in accordance with the times.

In addition, **the limited time** in teaching religious education is also an obstacle. Many teachers feel that the time given to teaching religion is not enough to discuss the whole topic in depth, let alone integrate the values of religious characters in the daily lives of students. **Ahmad (2022)** noted that one of the biggest challenges in religious education is the lack of time allocated for learning religious characters, which has an impact on the practice of religious teachings by students.

**External Factors:** One of the biggest weaknesses faced is **the influence of social media** on students' views of religion. According to **KPI (2023)**, more than 60% of students access social media every day, and many of them are exposed to content that is not in line with religious values. **Nisa (2020)**

also emphasized that social media that offers entertainment or a lifestyle that is far from religious teachings can negatively affect the development of students' religious character.

### **3. Opportunities**

**Internal Factors:** Some of the opportunities that can be utilized in Islamic religious teaching strategies are the existence of **training programs for teachers** that can improve the quality of teaching. This training program will assist teachers in developing skills to integrate religious values into students' lives. In addition, the use of **experiential teaching methods**, such as worship simulations or social activities based on religious values, can increase student involvement in religious learning. Research by **Yuliana (2019)** suggests that teaching that is more based on real experiences, such as the practice of communal worship, can strengthen students' religious character.

**External Factors:** Another external opportunity is the support of **government policies** that support the teaching of Islamic religious education. As stated in **Law Number 20 of 2003**, the government pays special attention to religious education in schools, which provides opportunities for schools to improve the quality of religious learning.

On the other hand, **the high interest of students in religion-based extracurricular activities**, such as recitation, religious activities, or religion-based social activities, provides opportunities for teachers to develop religious character through activities outside the classroom. Research by **Ramadhan and Hidayah (2024)** shows that student involvement in religion-based extracurricular activities can strengthen the practice of religious values.

### **4. Threats**

**Internal Factors:** The main challenge in the teaching of religious education is the existence of **differences in religious understanding** among students who come from different backgrounds. Students with different religious understandings may have difficulty in accepting religious teachings delivered by teachers. Research by **Al-Ghazali (2020)** shows that these differences in backgrounds require a more inclusive and sensitive approach to differences in religious teaching.

**External Factors:** Outside the school environment, **global cultural influences** and **rapid social changes** pose a major threat to the teaching of Islam. Western cultural influences and lifestyles that are not in line with religious teachings often make students feel separated between the religious values taught in school and the realities they face outside of school. **Sari and Hanafi (2021)** show that students who are exposed to global culture tend to have a looser understanding of religious teachings, which can reduce the effectiveness of religious teaching.

In addition, **the misuse of social media** that spreads information that is not in accordance with religious teachings is a threat that cannot be ignored. **Bertelsmann Stiftung (2020)** revealed that social media is often a means of spreading views that are contrary to religious values, which can affect students' views on Islam.

Based on the results of the SWOT analysis, it can be concluded that the teaching of Islamic religious education in instilling students' religious character has many strengths that need to be maximized, such as teacher competence and the use of varied learning methods. However, weaknesses such as lack of teacher training and limited time in teaching religion need to be addressed immediately. In

addition, existing opportunities, such as educational technology and government policies, can be used to improve the quality of Islamic religious teaching. Challenges stemming from the influence of social media and social change must be faced with a more adaptive and creative approach so that the formation of students' religious character is maintained.

The following is a discussion of the SWOT analysis in the form of a more structured table to illustrate the factors that affect the strategy of Islamic religious education teachers in instilling students' religious character:

Aspects	Internal Factors	External Factors
Strengths	<p>- <b>Teacher Competence:</b> Teachers who have a deep understanding of religion and are able to relate religious teachings to students' lives. (Hasan, 2023)-</p> <p>- <b>Variative Teaching Methods:</b> The use of various methods such as lectures, discussions, and educational games to engage students (Lickona, 2015).-</p> <p>- <b>Structured Curriculum:</b> A clear and well-structured religious education curriculum, supporting more effective teaching.-</p> <p>- <b>School and Government Support:</b> There are policies that support religious education, as well as support from schools in the implementation of religious learning activities.</p>	<p>- <b>Educational Technology:</b> The use of technology can increase the interactivity and attractiveness of religious learning (Sari, 2023).-</p> <p>- <b>Parental Support:</b> Parental involvement in supporting the formation of religious character in their children, both at home and at school.-</p> <p>- <b>Government Programs:</b> There are government programs that support religious teaching and the formation of religious character, such as training programs for teachers and development Curriculum.</p>
Weaknesses	<p>- <b>Lack of Teacher Training:</b> Many teachers have not received adequate training on how to teach religion with a character approach (LPMP, 2022).-</p> <p>- <b>Limited Time:</b> Limited teaching time to delve deeply into religious material and develop students' religious character (Ahmad, 2022).-</p> <p>- <b>Suboptimal Teaching Methods:</b> Some teachers may still use methods that are not in accordance with the development of the times and the character of students.</p>	<p>- <b>Influence of Social Media:</b> Students are exposed to information from social media that is not in accordance with religious teachings, which can reduce the understanding and practice of religious values (KPI, 2023).-</p> <p>- <b>Global Cultural Influence:</b> The influence of Western culture and modern lifestyles that are contrary to religious teachings can reduce the effectiveness of religious learning in schools (Nisa, 2020).</p>
Opportunities	<p>- <b>Teacher Training Improvement:</b> A training program for Islamic religious education teachers that can improve the quality of religious teaching (Yuliana, 2019).-</p> <p>- <b>Experiential Learning</b></p>	<p>- <b>Student Interest in Extracurricular Activities:</b> High student interest in participating in religion-based extracurricular activities (Ramadhan &amp; Hidayah, 2024).-</p> <p>- <b>Government Policy</b></p>

Aspects	Internal Factors	External Factors
	<p><b>Method:</b> The use of experiential methods that allow students to be directly involved in worship practices or religion-based social activities.</p> <p>- <b>Student Involvement in Extracurricular Activities:</b> The implementation of religion-based extracurricular activities that support the formation of religious character.</p>	<p><b>Support:</b> There are government policies that encourage more effective religious teaching, including the provision of resources and facilities for better religious teaching.</p> <p>- <b>Advancement of Educational Technology:</b> The use of online platforms and applications that can enhance religious learning in an interactive and engaging way for students.</p>
<b>Threats</b>	<p>- <b>Differences in Religious Understanding Among Students:</b> Students who come from different religious backgrounds can have different understandings, thus affecting the acceptance of the religious teachings conveyed (Al-Ghazali, 2020).- <b>Teaching Methods That Do Not Meet the Needs of Students:</b> Some teachers may not apply methods that are relevant to the development of students' religious character.</p>	<p>- <b>Misuse of Social Media:</b> Uncontrolled use of social media can spread views or information that are contrary to religious values, affecting students' mindsets (Bertelsmann Stiftung, 2020).- <b>Rapid Social Change:</b> Rapid social change, including globalization and technology, can change students' views and behaviors, influencing them to further follow trends that are not aligned with religious values (Sari &amp; Hanafi, 2021).</p>

The table above provides an overview of the internal and external factors that affect the Islamic religious teaching strategy in instilling students' religious character. By considering these strengths, weaknesses, opportunities, and threats, educators and policymakers can formulate better strategies to improve the formation of students' religious character in the context of Islamic religious education.

The following are policies that can be taken based on the results of the SWOT analysis regarding the strategies of Islamic religious education teachers in instilling students' religious character:

### POLICIES BASED ON SWOT ANALYSIS

Aspects	Recommended Policies
<b>Strengths</b>	<p>1. <b>Teacher Competency Development:</b> Develop and implement a more intensive and sustainable training program for Islamic religious education teachers in order to master more effective teaching methods in instilling religious character. This includes training in the use of educational technology. 2. <b>Application of Varied Learning Methods:</b> Encourage the use of more innovative teaching methods, such as experiential learning, projects, and character-based approaches to actively engage students. 3. <b>Strengthening the Religious Education Curriculum:</b></p>

Aspects	Recommended Policies
	Improving the quality and relevance of the Islamic religious education curriculum to integrate religious character values more deeply in every learning material.
<b>Weaknesses</b>	<p>1. <b>Improved Training for Teachers:</b> Provide more frequent training and workshops for teachers to improve their skills in teaching religion with a character-based approach and more interactive learning. 2. <b>Additional Religious Learning Time:</b> Propose additional religious education learning time or slots in schools so that students can deepen their religious teachings and the implementation of religious characters in daily life. 3. <b>Development of Appropriate Teaching Methods:</b> Provide more varied and relevant teaching resources and materials to the needs of students, and support teachers to implement a more creative and adaptive approach to changing times.</p>
<b>Opportunities</b>	<p>1. <b>Utilization of Technology in Religious Learning:</b> Encourage the use of learning applications, educational videos, and online platforms to increase student engagement in religious learning, as well as enable more interactive and engaging learning. 2. <b>Government Policy Support:</b> Utilizing government policies that support religious education to strengthen the curriculum and teacher training programs in the context of developing students' religious character. 3. <b>Improvement of Extracurricular Activities:</b> Encourage more religion-based extracurricular activities, such as religious studies, recitations, and social activities based on religious values, as a means to strengthen students' religious character outside the classroom.</p>
<b>Threats</b>	<p>1. <b>Facing the Influence of Social Media:</b> Develop stricter policies in supervising the use of social media by students and providing education to students about the dangers of information that is not in accordance with religious teachings. Schools can organize media literacy programs for students. 2. <b>Addressing Global Cultural Influences:</b> Integrating local and religious values in learning to strengthen students' religious character, as well as providing insight into the importance of maintaining religious identity in the midst of a rapidly evolving global culture. 3. <b>Inclusive Approach to Differences in Religious Understanding:</b> Develop a more inclusive and sensitive approach to students' differences in religious backgrounds, by introducing the concept of tolerance and mutual respect in religious education. Educating students on the importance of unity in diversity.</p>

**POLICY EXPLANATION:**

1. **Teacher Competency Development:** Increasing teacher capacity through continuous training programs to understand character-based approaches in religious teaching. This training can be in the form of workshops, seminars, and online training to provide teachers with the latest knowledge about effective teaching methods in instilling religious character.

2. **Utilization of Educational Technology:** Rapidly developing educational technology can be used to support religious learning that is more interesting and relevant for students. Schools can utilize learning applications or online learning platforms to make it easier for students to understand religious materials and increase their interest in learning.
3. **Religion-Based Extracurricular Activities:** The development of more Islamic religion-based extracurricular activities, such as religious study clubs, studies, or social programs based on religious values, will strengthen the formation of students' religious character outside the classroom.
4. **Increasing Religious Learning Time:** Propose an increase in the duration of religious education teaching time to provide more space for students to absorb material and apply religious values in daily life.
5. **Social Media Literacy:** Given the great influence of social media on students' views, it is important to provide media literacy education to students so that they can discern correct information and not conflict with Islamic religious values.
6. **Inclusive Approach:** Develop inclusive teaching policies for students with different religious backgrounds to avoid conflicts and strengthen students' understanding of the importance of tolerance and harmony between religious communities.

With these policies, it is hoped that it can strengthen the implementation of the strategy of Islamic religious education teachers in instilling students' religious character, so that religious learning in schools can be more effective in forming strong religious characters in students.

## CONCLUSION

Based on the SWOT analysis of the strategies of Islamic religious education teachers in instilling students' religious character, it can be concluded that there are significant strengths that can be utilized to improve the quality of teaching, although there are several challenges that need to be overcome.

**The main strength** lies in the competence of teachers, varied teaching methods, and support from the curriculum and the school. Teachers who have a deep understanding of religion and are able to apply creative and character-based learning methods can have a positive impact on the formation of students' religious character. The use of technology also provides great opportunities to increase interactivity in religious learning, as well as make the material more interesting and easy for students to understand.

However, there are **weaknesses that need to be addressed**, such as the lack of adequate training for teachers, limited time in religious teaching, and external influences from global social media and culture that can reduce the effectiveness of religious learning. For this reason, it is important to have policies to increase training for teachers, increase religious learning time, and introduce more religion-based extracurricular activities to strengthen students' religious character.

**Existing opportunities**, such as the use of educational technology and government policy support, can be maximized to support the success of religious teaching strategies. The development of training programs for teachers, the use of online learning platforms, and the improvement of religion-based extracurricular activities are some of the steps that can strengthen religious teaching and the religious character of students.

However, there are **threats that need to be faced**, such as the influence of social media and rapid social change. For this reason, there is a need for social media literacy for students and an inclusive approach to differences in religious understanding among students, in order to create a harmonious and productive learning environment.

Overall, to instill religious character in students through Islamic religious education, more comprehensive and sustainable policies are needed that involve strengthening teacher competence, utilizing technology, and approaching more sensitive to existing social and cultural changes. The implementation of appropriate policies can increase the effectiveness of Islamic religious education in shaping students' religious character, as well as prepare them to face challenges in the era of globalization.

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