

## Teacher Leadership in developing religious character in Muhammadiyah elementary school

Arum Titi Nurani<sup>1</sup>, Suyatno Suyatno<sup>2\*</sup>, Lilis Patimah<sup>3</sup>

<sup>1</sup>Universitas Ahmad Dahlan, Yogyakarta, Indonesia

<sup>2</sup>Universitas Ahmad Dahlan, Yogyakarta, Indonesia

<sup>3</sup>Universitas Nahdlatul Ulama Surakarta, Indonesia

\*Suyatno@pgsd.uad.ac.id

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### ABSTRACT

The religious character dimension plays an important role in developing the character of elementary school age children as a whole. Teacher leadership is one variable that can be used to develop the religious character of elementary school age children. This research aims to explore teacher leadership in Muhammadiyah elementary schools in developing students' religious character. Researchers use qualitative research with a case study approach with observation, interviews and documentation as data collection techniques. The research subjects consisted of school principals, teachers and students at SD Muhammadiyah Macanan Sleman. The collected data was analyzed using the Miles & Huberman model of interactive inductive data analysis techniques which includes data collection, data reduction, data presentation and conclusions. To ensure the validity of the data, researchers used triangulation of sources and techniques. The research results show that teacher leadership in developing religious character at SD Muhammadiyah Macanan consists of three aspects, namely personal, team and organizational aspects. The personal aspect of teacher leadership is demonstrated by the ability to guide, mobilize, influence and communicate. The team aspect of teacher leadership is carried out by discussing and providing feedback, improving the quality of learning, training religious character, mentoring activities, and observing students' religious character. The organizational aspect of teacher leadership consists of the role of teachers in supporting school policies and programs, supporting the administrative leadership of the school principal, and efforts to maintain school sustainability. The findings of this research highlight the importance of the role of teacher leadership in developing students' religious character in Muhammadiyah elementary schools.

## 1. INTRODUCTION

Religious character is an important dimension in shaping the character of a child at elementary school age. The strong religious dimension has the potential to have a positive impact on other character dimensions (Fauzieyah & Suyatno, 2024). Religious character is defined as life values that represent the development of spiritual experience through habituation. Schools need to familiarize students with worship, morals and faith (Victorynie et al., 2020). Worship habits can be done by performing the five daily prayers, commemorating islamic holidays, tadarus, and other religious activities. Habituation in morals can be done by helping others, respecting elders, behaving well and so on. Meanwhile, habituation to faith can take the form of building a sense of faith in everyday life.

The reality shows that many events that occur are not in accordance with the expectations of education and the surrounding community. Facts show that an elementary school student was a

victim of bullying by five of his classmates (Fauzy, 2023). Grade 3 elementary school students also became victims of bullying, causing broken bones and intimidation from school (Syahrin, 2023). Brawls between students were also carried out by two elementary school groups (Yulianto, 2023). There was even a teacher at one of the elementary schools who was the perpetrator of molesting his students until the children were in middle school (Praditia, 2023). These facts show that character cultivation at all levels and levels of education has not shown optimal results.

Failure to develop students' religious character can have major consequences (Suyatno et al., 2023). This failure was due to a lack of understanding of essential religious values such as empathy, discipline and tolerance in everyday life (Hakim, 2022). This can lead to behavior that deviates from moral and ethical standards, both at school and in wider society. In addition, the absence of instilling religious values can reduce students' appreciation of diverse religious and cultural perspectives. Based on this, teachers need to have special strategies in developing students' religious character.

Teachers have a strategic role in developing students' religious character through personality, pedagogical, professional, social and leadership competencies as stated in Article 16 paragraph 1 (Peraturan Menteri Agama Republik Indonesia, 2010). One of the five competencies is leadership competency, which can play a role in helping develop students' religious character. Teacher leadership actively contributes to providing support, development, knowledge and skills to colleagues (Nguyen et al., 2019). This contribution provides real understanding in developing students' religious character. So there are several important elements to achieve leadership.

The elements in leadership include the existence of goals that need to be fought for, the activities to be achieved, the person who leads, and the people who are influenced. Developing a teacher leadership spirit can be improved through dedication and commitment so that it has a positive influence (Suyatno et al., 2022). With commitment and involvement in religious activities at school, teachers can have a positive influence on students.

Muhammadiyah Macanan Elementary School is one of the elementary schools that helps develop religious character through teacher leadership. This condition can be seen through the religious character of students who are quite good at carrying out religious teachings. Therefore, teacher leadership in developing religious character at SD Muhammadiyah Macanan is interesting to research. The expected result of this research is to provide valuable references and insightful input for readers and educators.

## 2. METHODS

The method used is qualitative research with a case study approach. Qualitative research is research that explores and understands natural events with a focus on events that occur in the field (Cresswell, 2013). Meanwhile, the case study approach is a process that dismantles a case to provide

a more in-depth explanation of the case (Thomas, 2021). The case study approach can help researchers to understand and describe a case being observed.

The subjects of this research were school principals, teachers and students who acted as informants. Meanwhile, the object of this research examines teacher leadership in developing religious character at Muhammadiyah Macanan Elementary School. Data collection techniques used include observation, interviews and documentation. The data presented previously has gone through a validation process to determine the feasibility of data collection. The research results were then analyzed using data collection techniques, data reduction, data presentation, and drawing conclusions (Miles et al., 2014).

### 3. RESULTS AND DISCUSSION

#### 3.1 Results

Teacher leadership in developing religious character at SD Muhammadiyah Macanan can be grouped into three, namely personal aspect teacher leadership, team aspect teacher leadership, and organizational aspect teacher leadership. The personal aspect of teacher leadership is carried out based on the ability to guide, the ability to mobilize, the ability to influence, and the ability to communicate. The team aspect of teacher leadership is carried out by discussing and providing feedback, improving the quality of learning, training religious character, mentoring activities, and observing the religious character of students. The organizational aspect of teacher leadership consists of the teacher's role in supporting school policies and programs, supporting the leadership of the school principal (principal administration), as well as efforts to maintain school sustainability.

##### 1. Personal aspects of teacher leadership in developing religious character

Teacher leadership in the personal aspect at SD Muhammadiyah Macanan is manifested in four abilities, namely the teacher's ability to guide, mobilize, influence and communicate as shown in Figure 1.

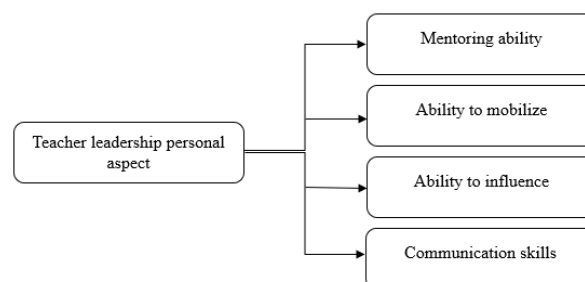


Figure 1. Teacher leadership personal aspect

In teacher leadership, the personal aspect is to guide students through religious activities. The ADS class I teacher stated that the ability to guide can be achieved through advice and daily habits. This was revealed in the interview as follows: "He gives advice and motivation and accompanies students during prayer to guide their reading and movements" (interview with ADS, class I teacher, 04/24/2024).

The results of the research regarding the ability to mobilize students to carry out religious programs at Muhammadiyah Macanan Elementary School, namely by actively moving to carry out religious activities. This was revealed in an interview conducted with the SS principal as follows. "Actively move to carry out religious activities with changes" (interview with SS, school principal, 04/24/2024). The ability to move can be done by implementing rules. This was revealed in interviews conducted with class V teachers, namely as follows.

Implementing the 09.15 WIB rule to encourage students to pray Dhuha on time with the correct procedures (interview with YI, class V teacher, 03/22/2024).

Teachers exercise the ability to influence by providing direction to achieve a positive influence on students. This was revealed in an interview with the SS principal as follows. "Providing direction and examples to gain a positive influence" (interview with SS, principal, 04/24/2024). The ability to influence can be done by making rules for students regarding Dhuha prayer times which can have an influence. This was revealed in an interview with YI's class V teacher as follows. "Making regulations for Dhuha prayer times can have an influence on students" (interview with YI, class V teacher, 02/22/2024). The teacher's communication was carried out by reminding the principal who strengthened it by stating the following. "The interaction between teachers and between teachers and students is good, they remind each other" (interview with SS, principal, 04/24/2024). The EDK class II teacher expressed his communication skills by telling about the excitement in class and looking at the students' conditions and learning hours. This was revealed in the interview as follows.

Interaction with the teacher can tell about the excitement or problems in the class and give the student's notes to the class teacher, if the student looks at the student's condition (interview with EDK, class II teacher, 02/04/2024).

## 2. Team aspect of teacher leadership in developing religious character

Teacher leadership in the team aspect in developing religious character at SD Muhammadiyah Macanan is realized in five steps as shown in Figure 2 which include discussion and feedback, improving the quality of learning, training students' religious character, observing religious activities, and observing indicators of students' religious character as shown in Figure 2.

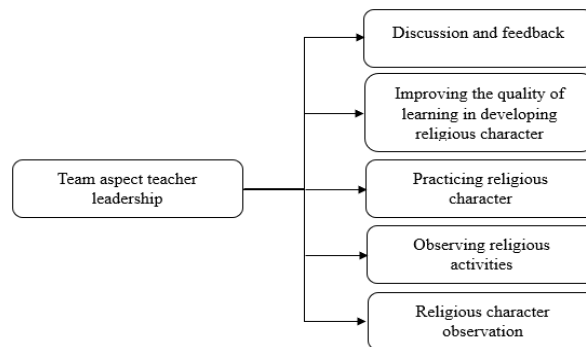


Figure 2. Teacher leadership team aspect

Regarding the personal aspect of teacher leadership in guiding students through religious activities, the ADS class I teacher stated that the ability to guide can be achieved through advice and daily habits. This was revealed in the interview as follows.

The guidance provides advice and motivation and accompanies students during prayer to guide their reading and movements (interview with ADS, class I teacher, 04/24/2024).

The ability to move can be done by implementing rules. This was revealed in interviews conducted with class V teachers, namely as follows. "Carrying out the 09.15 WIB rule to move students to Dhuha prayer on time with the correct procedures" (interview with YI, class V teacher, 03/22/2024). PAI C teacher stated that the ability to mobilize can be done through providing religious motivation. This was revealed in the interview as follows. "Encouraging students by providing motivation related to religious knowledge and telling them about its benefits" (interview with C, PAI teacher, 03/22/2024).

The ability to influence can be done by making rules for students regarding Dhuha prayer times which can have an influence. This was revealed in an interview with YI's class V teacher as follows.

Making regulations regarding Dhuha prayer times can have an influence on students (interview with YI, class V teacher, 02/22/2024).

### 3. Teacher leadership in organizational aspects in developing religious character

Teacher leadership in organizational aspects in developing religious character at Muhammadiyah Macanan Elementary School includes supports school policies and programs, supports the principal's administration, and supports school sustainability as shown in figure 3.

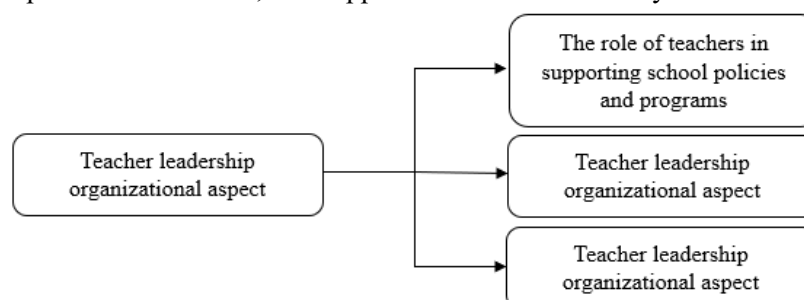


Figure 3. Teacher leadership organizational aspect

The leadership role of teachers also has an impact on the implementation of policies and programs in schools. When certain programs and goals require active support, the teacher's leadership role will be key in carrying them out. This was revealed in an interview with the school principal as follows.

Take part in the success of existing programs by taking part in activities and informing about programs that will be implemented (interview with SS, school principal, 04/24/2024).

Supporting the leadership of the school principal can be done by completing the documents required by the principal for school accreditation or other matters. This was revealed in an interview with the school principal who stated the following.

Teachers carry out all the principal's administration, such as teaching modules, student attendance, score lists, semester programs, annual programs, student guidance, report returns (interview with SS, principal, 04/24/2024).

Efforts to maintain sustainability are carried out by communicating, providing information, awareness, learning, being able to mobilize the masses or communities, and moving the nation in a direction that develops more sustainably. This was revealed in an interview with the school principal who stated the following.

The effort is to fulfill teacher discipline, improve services to students and parents, collaborate with the surrounding environment (interview with SS, principal, 04/24/2024).

Sports teacher W stated that efforts to maintain school sustainability were carried out by communicating everything that supports the school's progress. This was revealed in the interview as follows. "The efforts made are always to communicate about everything that will improve the school" (interview with W, sports teacher, 04/24/2024). The results of observations made by researchers show that the efforts made by teachers to maintain school sustainability are by contributing and maintaining school programs in a sustainable manner.

### 3.2 Discussion

Teacher leadership is a person's actions aimed at influencing individual or group activities to achieve certain goals in a predetermined situation (Nasution, 2016). Teacher leadership has the ability to guide, mobilize, influence and communicate with themselves and others (Ilma Nafia & Suyatno, 2020). This is certainly a challenging task for teachers in forming and improving the religious character of students. Teacher leadership in developing religious character at Muhammadiyah Macanan Elementary School has three important aspects, namely teacher leadership in personal, team and organizational aspects.

#### a. Personal aspects of teacher leadership in developing religious character

The personal aspect of teacher leadership is a person's beginning in leading. This personal aspect of teacher leadership is an ability that has an effect on other people, prioritizes common interests,

and is able to influence individuals in a positive way (Khausar & Riani, 2020). Leadership will emerge if someone can lead themselves first. In this personal aspect there is the ability to guide, mobilize, influence and communicate.

Personal aspect teacher leadership in developing religious character at Muhammadiyah Macanan Elementary School is carried out by guiding students through advice and motivation, both personal and collective. Teachers can also guide students by providing explanations regarding religious material and directly introducing the theory being taught. Apart from that, teachers can guide students through habituation by providing examples and experiences in everyday life. This habit is carried out with strong consistency so that teachers can encourage students to get used to doing it voluntarily without any pressure or coercion.

The ability to move is an ability that can bring about change in students. The ability to mobilize can be done by inviting students to carry out religious activities. Starting from giving an example, such as when the call to prayer for midday prayers is heard, the teacher will immediately go to the mosque while inviting students to immediately go to the mosque. When the teacher is consistent in these activities, students will become accustomed to doing them. So teachers are responsible for producing an influence on students.

The ability to influence can be done by making rules with teachers and students. This regulation was made not only to apply to students, but also to all residents of SD Muhammadiyah Macanan. Apart from making rules, teachers can influence students in a better direction, such as covering their private parts, performing the five daily prayers, doing good deeds, and carrying out His commands. To influence students, they must have good communication skills so that students are easy to persuade.

Communication skills involve interactions between teachers and students, students and teachers, and colleagues. In this interaction, teachers act as educators, mentors, facilitators, motivators and leaders who help in developing students' religious character. This communication ability includes a deep understanding of personal experience. Apart from being able to share stories about experiences, communication skills are also very influential in providing appreciation to students. Good communication can create a sense of mutual respect, respect, and provide a positive example for students.

This finding strengthens the findings of previous research (Mubarok, 2022) which shows that teacher leadership can be seen from their character which can develop students. Teachers must have the ability to become figures who are respected, recognized and appreciated, and act as leaders in their environment. Teachers also have an important role in teaching students life values as preparation for life in society. In this role, a teacher needs to demonstrate his knowledge and expertise.



b. Team aspect of teacher leadership in developing religious character

The team development dimension reflects cooperation in helping fellow colleagues to explore and test innovative ideas (Sitanggang, 2019). This team aspect of teacher leadership is the ability to lead teachers among fellow teachers to develop the religious character of students. In this team aspect, teachers can carry out discussions and provide constructive feedback, improve the quality of learning in developing religious character, religious mentoring activities, train students' religious character, and make observations.

The team aspect of teacher leadership at SD Muhammadiyah Macanan has a schedule for meetings twice a month. The first meeting was held in the second week while the second meeting was held in the last week. The meetings held do not only discuss the curriculum, but also discuss the learning process that has taken place over the last two weeks or month. During meetings, teachers provide constructive feedback to achieve goals or good results. By organizing these meetings regularly and providing useful feedback, schools can improve the quality of learning, thereby having a positive impact on student learning and teacher development.

Supporting teachers is very important in improving each educational cycle which will be expanded to improve the quality of learning (Damayanti & Asbary, 2024). Improving the quality of learning is closely related to how a teacher is able to plan, organize, implement, control and evaluate the process of student character development. Teachers can plan it by linking religious activities in daily life to each lesson and then organizing it by following the curriculum used by SD Muhammadiyah Macanan. The implementation process runs through religious practices and attending workshops to carry out control. Improving the quality of learning in developing religious character can be seen from students' ability to win the religious competitions they participate in. Before taking part in the competition, the teacher will first train and develop the students' talents.

Teachers train students' religious character by inserting moral messages in each lesson. The teacher also trains students in carrying out the sequence of sacrifices. This activity starts with setting aside some of their money to participate in buying sacrificial animals, participating in the slaughter of sacrificial animals, and distributing sacrificial animal meat to people in need and to residents around SD Muhammadiyah Macanan. Apart from sacrificial activities, teachers also train students in daily habits. These habits start with small habits, such as cutting nails that are already long, cutting hair for male students when it is long, maintaining personal and environmental cleanliness, praying on time, and other habits. After everything is running, regular assessments and improvements will be carried out so that there is a need for mentoring and observation activities.

Mentoring activities are carried out by monitoring students' religious activities both at school and at home. Teachers carry out monitoring at school by asking students directly about their worship. Meanwhile, for monitoring at home, the school provides activity books that students will fill in regarding the implementation of the worship they do at home. This book contains the five daily prayers, tadarus, memorizing letters, signatures of parents and teachers. SD Muhammadiyah



Macanan also provides Ramadan books which will be filled in during the month of Ramadan. In general, the activity book and the Ramadhan book are the same, only differing in the fasting activities, tarawih prayers, the content of the lecture during tarawih prayers and the signature of the tarawih imam. However, Ramadan books are only aimed at the upper classes. Apart from these two books, teachers also ask parents about the religious development of students. Teachers observe the behavior and attitudes of students by looking at the habits and words spoken in everyday life. Teachers see students' activeness in carrying out religious activities in the school environment.

The findings of this research agree with (Mansyur, 2021) who states that teachers play a major role in managing and carrying out the learning process. Through this learning process, teachers can achieve effective leadership by encouraging and collaborating with students to create a harmonious and friendly environment. Therefore, teachers need to have a leadership attitude that is always involved in planning and managing learning. As a leader, the teacher has the ability to improve strategies, goals, decisions and actions taken.

c. Teacher leadership in organizational aspects in developing religious character

This organizational aspect broadens its relationship, namely teacher leadership to become leaders in the organization or within the school. Teachers can be responsible and maintain a shared understanding of roles, responsibilities and tasks as a team (Johanna, Leena, & Manjula, 2021). Teachers can mobilize resources for teacher learning and educational reform. From an organizational perspective, it combines the role of instructors in supporting the policies and programs run by the school. This aspect includes the role of teachers in supporting school policies and programs, supporting the leadership of the school principal (principal administration), and efforts to maintain school sustainability.

Teacher leadership in organizational aspects at Muhammadiyah Macanan Elementary School can be seen from teachers who have an important role in supporting school policies and programs. Supporting school policies and programs can be seen from several programs that have been established and implemented well by teachers. The next role is to provide positive suggestions in religious matters and other school programs. Teachers can maintain and continue programs that are implemented well, evaluate programs that are not implemented well, and delete or replace programs that are not implemented. Then, teachers also play a role in incorporating religious character into intra and extra learning based on the curriculum being implemented and can support the principal's leadership well.

Teachers can support the administration of the principal's leadership by creating complete teaching modules every month. Complete learning resources are obtained through the internet and official books and other books. In supporting the administration, the school principal can also support the assessment of school accreditation. Supporting the principal's administration is very important in

efforts to maintain school sustainability. The teacher strives to maintain the sustainability of SD Muhammadiyah Macanan by inviting students to bring a plant which will be given to the school at the start of each lesson. This is done to support the school environment to be beautiful and cool. This activity can provide awareness to all school members in improving the school in a sustainable manner.

The findings of this research strengthen research (Mubarok, 2022) which states that a leader will organize the program first, then regulate the use of resources to place abilities in accordance with his competence. As a leader, you must be able to encourage others to strive for school progress. Teachers always provide good interaction results to participate in providing information to others.

#### **4. CONCLUSION**

Teacher leadership in developing students' religious character is divided into three aspects, namely personal, team and organizational aspects. From these three aspects, SD Muhammadiyah Macanan has implemented teacher leadership well. This is demonstrated by the familiarization and cooperation activities carried out. The personal aspect of teacher leadership is carried out with the ability to guide, mobilize, influence and communicate. The team aspect of teacher leadership is carried out by discussing and providing feedback, improving the quality of learning, training religious character, mentoring activities, and observing the religious character of students. The organizational aspect of teacher leadership consists of the teacher's role in supporting school policies and programs, supporting the leadership of the school principal (principal administration), and efforts to maintain school sustainability.

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