

IMPLEMENTATION OF CHARACTER EDUCATION AT AS SALAM MALANG INTEGRATED ISLAMIC JUNIOR HIGH SCHOOL

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Abstract

The implementation of character education at SMP Islam Terpadu As Salam Malang is guided by the school's vision and mission: to be *Qur'anic*, excellent, and globally oriented. This study aims to describe the underlying concept of character education at the school, explain the strategies used in its implementation, and analyze the resulting outcomes. Utilizing a qualitative descriptive approach with a case study design, data were collected through interviews, observation, and documentation. The data were analyzed using the Miles, Huberman, and Saldana model, encompassing data condensation, data display, and conclusion drawing. Findings reveal that character education at SMP IT As Salam Malang is aligned with its vision and mission and is operationalized through three flagship programs: the *Tahfidz* Program, the Literacy Program, and the Pancasila Student Profile Strengthening Project (P5). Implementation strategies include comprehension, habituation, and role modeling. In the *Tahfidz* Program, these strategies are manifested through memorization, review (*muraja'ah*), and repetition (*zayadah*). The Literacy Program incorporates daily reading of *Sirah Nabawiyah* and a "One Book One Week" initiative, supported by literacy logs and student recognition. The P5 Program emphasizes socialization of values and active student engagement in projects related to entrepreneurship, technology, and local wisdom. Outcomes indicate that the *Tahfidz* Program fosters discipline, responsibility, consistency (*istiqamah*), and Qur'an-inspired noble character; the Literacy Program promotes moral internalization through prophetic examples; and the P5

Program enhances cooperation, creativity, independence, and responsibility. These findings affirm that character education at SMP IT As Salam Malang is effectively integrated into daily school life through contextually relevant and spiritually grounded strategies.

Keywords: Implementation; Character; Character Education; Islamic Education; Student Development

INTRODUCTION

The world of education at this time is focusing on discussing important topics related to character education. The rise of the decline in morals, manners and morals in children, this is due to their ease and freedom in accessing various information and content from social media, due to the development of an increasingly sophisticated era like today (Nurman & Hidayah, 2020) There are a lot of social phenomena and cases that have emerged recently that have occurred among students, ranging from kindergarten, elementary school, junior high school or high school. These phenomena and cases include bullying, theft, obscenity, fights, promiscuity, cheating, smoking, drinking alcohol, declining manners and children's manners towards teachers (Hadi et al., 2024). Junior high school-age students begin to abandon the role of children and try not to depend on their parents. At this stage, acceptance of physical conditions and efforts to develop themselves through association, by forming peers. The existence of these changes and developments makes junior high school students in a period that attracts a lot of attention because of the distinctive characteristics they have (Wendari et al., 2016).

The Online Information System for the Protection of Women and Children (SIMFONI-PPA) has reported that between January-February 2024, there have been 1993 instances of violence against children. This number has increased, compared to the cases of violence that occurred in 2023. In 2023, there were 3547 reports of child abuse, according to the National Commission for Child Protection (Komnas PA) (Fahham, 2024). Based on KPAI data, it is explained that bullying that occurs in students is in the form of physical bullying as much as 55.5%, verbal bullying as much as 29.3%, and psychological bullying as much as 15.2% (KPAI, 2024). Departing from this, it has become the authority of the world of education to present, grow and develop students with character from various

aspects, in order to overcome the decline in morals, manners and morals which if ignored can potentially damage the nation.

The role of character education here is an innovation in the cultivation and development of character to overcome various character problems, change bad habits for good and better (Lestari & Handayani, 2023). Character education is present to develop good values, emit attitudes, actions and deeds, so that they are in accordance with norms and rules in behaving and acting. Islam pays great attention to the issue of education, especially character education, as a form of contribution and effort to build human beings with morals and noble ethics in order to realize the nation's children with character (Laksana, 2015).

Related to the problems studied, there are several studies that are in line with this research. For example, a research conducted by Abrar Rizqa Febriyani with the title *"Implementation of Student Character Education (Case Study in Grade 8 MTs Surya Buana Malang)"* In the research, it was found that the values of character education implementation applied at MTs Surya Buana using the 2013 curriculum consisted of 5 values, namely religious, nationalist, independent, mutual cooperation, and integrity which were realized into the program of activities, habituation, extracurriculars, learning activities, and school cultural activities (Febriyani, 2023). The research was conducted by Sizka Amelia Febrianti with the title *"The Fading of Moral Values and Character of the Nation's Children as an Impact of Technological Advances"* In his research presented cases of violence, bullying and fights between students at Cilacap Junior High School, fights occurred due to quarrels between students, this reflects an intolerant attitude, bullying and mutual opposition, showing a lack of manners and morals of students (Febrianti et al., 2024). Research by Asep Abdillah and Isop Syafei with the title *"Implementation of Religious Character Education at SMP Hikmah Teladan Bandung"* In his research, it was found that several character values were applied through the value of worship, the value of obedience to religious teachings, and tolerance (Abdillah & Syafei, 2020). Research by Hasnadi and Cut Shella Mei Santi with the title *"The Implementation of Character Education Through Religious Activities in the School"* In his research, it shows that religious programs that are carried out on a scheduled and continuous basis form a habit (Hasnadi & Santi, 2021). However, in reality, there are a lot of social phenomena and social cases that occur among junior high school students which are caused by moral degradation in students resulting in a decrease in manners and manners towards teachers, negligence in carrying out their worship obligations (Hadi et al., 2024). In

addition, junior high school students are in a period of attracting attention because of their distinctive nature, during this period students show a lot of emotional development, such as critical sensitivity, and these emotions are sometimes negative and temperamental(Wendari et al., 2016).

Character education here is an innovation in the cultivation and development of character to overcome various problems related to moral degradation, behavioral deviation and change bad habits for good and better (Lestari & Handayani, 2023). Character education is present to develop good values, emit attitudes, actions and deeds, so that they are in accordance with norms and rules in behaving and acting. Character education in Islam is highly regarded, its concept and explanation are also explained in the Qur'an and the hadith of the Prophet (Laksana, 2015). The existence of character education is also intended to instill character values in children from an early age, possibly to provide for the future.

Based on the information obtained during observation in the field, it is known that As Salam Malang Integrated Islamic Junior High School is one of the Integrated Islamic-based educational institutions in the city of Malang. SMP IT As Salam strives to become an educational institution that optimizes the cultivation of character in students who are strong, have Qur'anic morals, master Islamic tsaqofah, and have general knowledge and life skills in order to be able to become a generation that is able to become a qalifah fil ardlly, in accordance with the school's vision and mission, namely the Qur'ani, achievements, and global perspectives. Therefore, the author conducted research on the implementation of character education at SMP IT As Salam Malang.

The purpose of this study is to explain three main aspects, namely: first, the concept of character education in As Salam Malang Integrated Islamic Junior High School; second, the implementation strategy of character education at SMP IT As Salam Malang; third, the results of the implementation of character education at SMP IT As Salam Malang.

METHODS

The researcher used a type of descriptive qualitative research in this study. The design of this research was chosen by the researcher with the aim of obtaining descriptive data, namely in the form of written or oral narratives obtained from the results of

observations on the subject being researched (Lexy J Moleong, 2014). The qualitative descriptive approach emphasizes the thorough exploration of the problem being researched, by understanding, deepening, studying, and analyzing important aspects of the relevant phenomenon to be studied in detail and contextually (Alaslan, n.d.).

As with the type of qualitative research used by researchers, the presence of researchers in the field is very important because in this case the researcher is the main tool, the success of the research also depends on how well the researcher conducts the exploration and analysis of the data. Here, the researcher plays the role of a complete observer, conducting research in the sense of organizing, implementing, collecting, analyzing, and reporting research findings data. The object of research in this study is SMP IT As Salam Malang, chosen because it is an Islamic-based school based on the Qur'an and hadith and excels in its achievements and morals, SMP IT As Salam was chosen because it stands out in the application of character education based on Islamic values. The data sources of this research are the Principal, Deputy Head of Curriculum, Tahfidz Program Supervisor, Literacy Program Supervisor, Counseling Guidance Teacher, and Canteen Guard of IT As Salam Malang Junior High School. Researchers collect data through observation, interviews, and documentation. Observation was carried out by researchers directly involved in the daily activities observed, both inside and outside the classroom. Interviews were conducted with the Principal, Deputy Head of Curriculum, Tahfidz Program Supervisor, Literacy Program Supervisor, Counseling Guidance Teacher, and Canteen Guard of IT As Salam Malang Junior High School. Meanwhile, documentation was obtained from photos of learning activities and the implementation of tahfidz, literacy and P5 programs. Data analysis was carried out by referring to the theory of Miles, Huberman, and Saldana, including data condensation, data presentation, and drawing conclusions.

The research location chosen by the researcher is SMP IT As Salam Malang which is located on the road on Jl. Bendungan Wonorejo No.1A, Karangbesuki, Sukun District, Malang City, East Java 65145. This research was carried out from May 6 to May 30, 2025, because SMP IT As Salam stands out in the application of character education based on Islamic values.

RESULTS

The Concept of Character Education at Malang Integrated Islamic Junior High School

The concept of character education at SMP IT As Salam Malang emphasizes character education with a Qur'ani dimension in accordance with the school's vision and mission, namely Qur'ani, Achievement, and Global Insight. The concept of character education in schools certainly leads to the formation of school culture, it leads to the determination of values that underlie behaviors and daily habits practiced by school residents. School culture becomes a characteristic, character or disposition, and image for the school. In order to realize the concept of character education, SMP IT As Salam has several excellent programs, namely the tahfidz program, literacy program, and the Pancasila student profile strengthening project program.

Table 1. Results of the interview on the concept of character education at SMP IT As Salam Malang

Yes	Program	Research Findings
1.	Program Tahfidz	The concept of character education through the tahfidz program. The tahfidz program is held by considering the individual capacity of students to ensure the continuity and effectiveness of the Qur'an memorization process. The emphasis on tahfidz activities that lead to the concept of character education can be seen in the series of processes in the tahfidz program, namely memorization activities, murajaah activities, ziyadah activities, and tasmi' activities. This is oriented to the cultivation and formation of character programs in students.
2.	Literacy Program	The concept of character education through literacy programs. Literacy programs that are oriented towards Islamic values, such as shiroh literacy and SAPE SAKU (One Week One Book), play a role in shaping the character of students through the internalization of the example of the Prophet. The concept of literacy activities in the context of instilling and forming students' character is focused on deepening the moral example of the Prophet, through the literacy of the Prophet's sirah. The Prophet's sirah literacy uses various books with titles about the Prophet's sirah.
3.	Program P5	The concept of character education through the Pancasila student profile strengthening project program. Pancasila Student Profile Strengthening Project (P5) Programme. Character building through project-based learning is integrated into relevant themes such as entrepreneurship, technology, and local wisdom.

Based on table 1. explained that the concept of character education is through flagship programs at SMP IT As Salam Malang, namely the tahfidz program, literacy program, and the Pancasila student profile strengthening project program (P5). The determination of the concept of character education at SMP IT As Salam is in line with the school's vision and mission, namely Qur'anic, Achievement, and Global Insight. The concept of character education in students is focused on the formation of a generation of students with Qur'anic morals.

Implementation Strategy for Character Education in Malang Integrated Islamic Junior High School

The application of character education strategies at the junior high school (SMP) level has a very crucial role in shaping the basic personality of students towards the adolescent transition period. The strategies implemented by SMP IT As Salam Malang to implement character education in a systematic, planned, and sustainable manner are as follows:

Table 2. Results of interviews and observations of the Character Education Implementation Strategy at SMP IT As Salam Malang

Yes	Aspects	Realization
1.	Understanding Strategies, Habituation Strategies, and Exemplary Strategies	<ol style="list-style-type: none"> 1. Understanding strategies, through learning tahfidz ummi method, through debriefing by the principal during certain activities, always remind participants of morals and manners. In addition, there is also an understanding through the subject of moral beliefs, which in these subjects emphasizes the manners and morals of students. Furthermore, through the Prophet's sirah reading book, which contains a lot of insights related to the morals of the Prophet in his life. Through the results of the P5 program project, namely quotes and madding containing Islamic words and kalam that contain additional knowledge for students. 2. The habituation strategy, through the habituation of dhuha prayer, literacy habituation, and the habit of checking related to yaumi charity books, the book is used to check and monitor related to students' worship, for example praying and reading the Qur'an. 3. Exemplary strategy through the behavior of educators at SMP IT As Salam, educators at the school are prioritized who are able to provide good examples for their

Yes	Aspects	Realization
		students, examples through the Prophet's sirah reading book, students imitate how the Prophet's morals are through the reading book. The Prophet's morals are the best role models for students.
2.	Program Tahfidz	The strategy for the implementation of character education implemented through the tahfidz program is the strategy of habituation and character formation through memorization, murojaah, and ziyadah activities. The Habit of Prayer. It is hoped that religious, discipline, integrity, independence and responsibility will be formed.
3.	Literacy Program	The implementation strategy of character education implemented through literacy programs is <ol style="list-style-type: none"> 1. Habituation and character formation strategies through the development of critical thinking skills, the habit of reading, reflective reading, discipline habituation through checking literacy monitoring books, and giving rewards to students, so that they are more enthusiastic in reading. 2. Through deepening activities and instilling exemplary through the reading book of sirah nabawiyah the story of the life of the Prophet Muhammad SAW, students not only gain a wide range of historical insights, but also can internalize moral and spiritual values such as honesty, responsibility, discipline, perseverance, patience, compassion, and obedience to Allah.
3.	Program P5	The implementation strategy of character education implemented through the literacy program is through the implementation of P5, students are facilitated to produce products or works that reflect the character values of independence, cooperation, mutual cooperation, responsibility, and creativity. The P5 program emphasizes projects, with various themes such as entrepreneurship, technology.

Based on table 2. explained that the implementation strategy of character education was implemented at SMP IT As Salam Malang. The character education strategy is realized through the tahfidz program, literacy program, and Pancasila student profile strengthening project program (P5). The character education strategy applied, adapting the activities of each flagship program. All of them focus on the formation of character education for students.

Results of Implementation of Character Education at SMP IT As Salam Malang

The implementation of character education at SMP IT As Salam is developed through an integrative approach, which places Islamic values as the main foundation in the process of forming students' identities and personalities. This approach is through several excellent programs such as the tahfidz program, the sirah nabawiyah literacy program, and the implementation of the Pancasila Student Profile Strengthening Project (P5). The results of the implementation of student character education at SMP IT As Salam are not only focused on strengthening the spiritual and cognitive dimensions of students, but are also directed at the process of internalizing character through the formation of positive habits, setting an example, and reflection on moral values in daily activities.

Table 3. Results of Implementation of Character Education at SMP IT As Salam Malang

Yes	Program	Result
1.	Program Tahfidz	The results of the implementation of character education through the tahfidz program. The existence of the tahfidz program makes a significant contribution to strengthening the character education of students, the character of the participants stands out with the existence of this program such as consistency (<i>istiqamah</i>), independence, discipline, responsibility, noble morals imitating the Qur'an which is reflected in the daily behavior of students.
2.	Literacy Program	The results of the implementation of character education through literacy programs, both sirah nabawiyah literacy and SAPE SAKU literacy. With the existence of this sirah nabawiyah literacy program, many students' morals have imitated the morals of the Prophet, in accordance with the insight of knowledge they get from the sirah book, related to the morals of the Prophet in daily life
3.	Program P5	The results of the implementation of character education through the Pancasila Student Profile Strengthening Project Program. The implementation of the P5 program at SMP IT As Salam has been carried out with various different themes at each grade level. Among them are the theme of entrepreneurship, the theme of local wisdom and the theme of technology, both themes are considered to be able to strengthen the character of students, such as cooperation, mutual cooperation, creativity, independence, and responsibility

Based on table 3. explained that the results of the implementation of character education at SMP IT As Salam Malang, through three flagship programs, namely the tahfidz program, the literacy program, and the Pancasila student profile strengthening project program. The results of the implementation of character education through the

three programs are reflected in the behavior, manners, and morals of students in their daily lives, both in the classroom and outside the classroom.

DISCUSSION

The Concept of Character Education at SMP IT As Salam Malang

The concept of character education at SMP IT As Salam leads to the formation of a school culture that is a characteristic, character or disposition and emphasizes the determination of values that underlie behaviors, habits, and practices. In line with the opinions quoted in the book by Umami Kulsum and Abdul Muhid, revealing the concept of character education begins with understanding the importance of change, forming, and cultivating a habit in actions and actions (Kulsum & Muhid, 2022). SMP IT As Salam emphasizes the concept of character education with a Qur'ani dimension in accordance with the school's vision and mission, namely Qur'ani, Achievement, and Global Insight. Furthermore, character education is directed at the formation of students' personalities so that character, morals, ethics, and noble Qur'anic morals are formed. The concept of character education applied at SMP IT As Salam is in line with the goals of Islamic education, which was revealed by Muhammad Athiyah Al-Abrasyi that efforts to form individual morals and ethics in order to produce people who are charitable, clean-hearted, never give up, have high ideals, and have noble morals (Sholihah & Maulida, 2020).

The concept of character education at SMP IT As Salam is implemented through several excellent programs, namely the tahfidz program, the literacy program and the Pancasila student profile strengthening project program. The concept of character education at SMP IT As Salam through the tahfidz program. As an effort to form the character of students which is firmly based on Islamic values. As part of the implementation of these Islamic values, SMP IT As Salam implements a tahfidz program that is tailored to the individual abilities of each student, so that the learning process can take place effectively and sustainably. The existence of this tahfidz program is a form of internalization of the school's vision and mission, namely the Qur'ani, where the emphasis on character values at SMP IT As Salam is to form students of the Qur'ani generation. The activities of this tahfidz program do not only emphasize the memorization of the Qur'an but also the internalization of the values of the Qur'an in the heart and soul, as well as practicing them in daily life. In line with Thomas Lickona's theory, that in the concept of

character education there are three aspects that are interconnected in character, namely moral knowing, moral feeling, and moral behavior (Marzuki, 2017). The tahfidz program is a medium in forming understanding of values (knowing), fostering love for Qur'anic values (feeling), and encouraging the practice of noble morals in life (behavior). Through habituation activities such as memorization, muraja'ah, and ziyadah, character values such as discipline, istiqamahan, responsibility, as well as spirituality and religiosity can be developed through this tahfidz program.

The concept of character education at SMP IT' As Salam through the literacy program, this program develops and optimizes the implementation of strengthening students' character education, which is oriented towards Islamic values. There are two types of literacy programs at SMP IT' AS Salam, namely sirah nabawiyah literacy and SAPE SAKU literacy (One Week One Book). The implementation of the sirah nabawiyah-based literacy program in Islamic education plays an urgent role in developing the character of students. In the sirah nabawiyah literacy program, students read the sirah Nabawi book, in addition to reading, students are also directed to explore and shape the character of students through the internalization of the example of the Prophet. In line with John Dewey's theory which emphasizes the importance of reflective experiences in learning (Tririzky et al., 2025). In this context, literacy activity programs are developed contextually to provide space for students to experience reflective thinking processes that contribute to the development of moral awareness. The life story of the Prophet Muhammad SAW, students not only gain a wide range of historical insights, but can also internalize moral and spiritual values such as honesty, responsibility, discipline, perseverance, patience, and love of reading. Academically, the literacy program at SMP IT' As Salam is not only developed as an effort to strengthen reading and writing skills, but also as an instrument for instilling character values, literacy activities are directed at the selection of readings that contain religious and moral values, reflecting and discussing the value of reading materials, writing the results of the reading of the Prophet's head so that it is easy to remember and implement in life.

The concept of character education at SMP IT' As Salam through the Pancasila student profile strengthening project program (P5). Implementation of the Pancasila Student Profile Strengthening Project (P5) at SMP IT' As Salam in the formation of students' character through contextual and collaborative project learning. The values of the Pancasila Student Profile are integrated into relevant themes such as mutual cooperation,

independence, entrepreneurship, and literacy. Each project is carried out systematically through the stages of planning, implementation, reflection, and exhibition of results by emphasizing the active participation of students. This is relevant to Howard Gardner's theory of compound intelligence, which states that learners have a wide range of potentials and should be given space to express them through project-based activities (Agustin, 2018). Collaborative projects provide students with the opportunity to build character through experiential learning.

Implementation Strategy of Character Education at SMP IT As Salam Malang

The strategy of implementing character education at SMP IT As Salam cannot be separated from the role of the school in carrying out learning activities, because the character development of students is greatly influenced by the environment and learning experience, through the process of learning activities, educators instill character education through providing examples, habituation, providing examples of discipline and associating all subjects with character education. In accordance with Gunawan's opinion, related to the strategy of implementing character education in the part of school culture development through example in students, so that students imitate it until a change is seen, finally educators can be a good example (example) for students (Gunawan, 2022). The habit of dhuha prayer is also carried out with the hope that students have a religious character, especially in terms of worship. The implementation of the implementation strategy of character education in IT Junior High School is focused on three main programs, namely the Tahfidzul Qur'an Program, the Literacy Program, and the Pancasila Student Profile Strengthening Project (P5).

The implementation strategy of character education at SMP IT As Salam through the tahfidz program does not only focus on the memorization process of students, but also forms the character of the Qur'ani in students, such as discipline, responsibility, istiqamahan and patience. The strategies that are instilled in realizing these things such as determining memorization targets according to the ability of students this is done so that the memorization process becomes more effective and does not make students depressed, the next strategy is coaching through halaqah tahfidz through the ummi method, this is reflected in the division of tahfidz classes at SMP IT As Salam, which adjusts to the achievement of students' memorization skills, The next strategy is the implementation of

daily murajaah, ziyadah and tasmi', this aims to always maintain students' memorization and build a commitment to the istiqamahan, discipline, and responsibility of students, and the last is the provision of appreciation and motivation to students as a form of strengthening character and the spirit of achievement. The above explanation is supported by Edward Sprunger's theory of the internalization of values, Spranger explained that a value is firmly embedded if the value is able to become part of the student's personality. The tahfidz program allows the values of the Qur'an to become part of the personality structure of students. Thomas Lickona also emphasized the importance of habituating values in character formation, namely: the desire to know good things (knowing), feeling the desire for good things (feeling), to the formation of an action and the habit of doing good things (doing) (Loloagin et al., 2023).

The strategy for the implementation of character education at SMP IT As Salam through the sirah Nabawi literacy program and SAPE SAKU (One Week One Book). Through literacy programs, it is to foster and develop critical thinking skills, habituation of reading, and reflective reading. The strategy for implementing the literacy program at SMP IT As Salam is contained in several things, namely: The habit of reading every morning (the Prophet's sirah literacy 15 minutes before the lesson starts), the provision of reading materials that say character values, such as in the Prophet's sirah book which contains the stories, morals and daily life of the Prophet Muhammad SAW, the existence of review activities and reflections on the moral value of reading through sirah parade activities (students perform dramas that with the theme of the morals of the Prophet's life) this can train communication, empathy, and reflective thinking in students. John Dewey in his theory of learning argues that meaningful learning occurs when students experience a reflective process of the experiences and information they have gained (Tririzky et al., 2025). Literacy activities that contain reflection and in-depth discussions strengthen the internalization of values. Habituation of discipline through checking literacy monitoring books, and giving rewards to students, so that they are more enthusiastic in running literacy programs. The cultivation of example through the sirah nabawiyah reading book, thus the hope of students is to be able to emulate the morals of the apostle and apply it in life. In accordance with the strategy of implementing character education according to the Ministry of National Education, where education is developed through three stages, namely: the stages of providing knowledge (knowing), implementation (acting), and the formation of a habit (Gunawan, 2022). In line with the social learning theory of Albert

Bandura, which states that students learn through observation, modeling, and social interaction, all of which are facilitated in collaborative literacy activities (Riasti, 2025).

The strategy for the implementation of character education at SMP IT As Salam through the Pancasila student profile strengthening project program (P5). This program strengthens character through hands-on experience, collaboration, and the development of students' potential. Through the implementation of P5, students are facilitated to produce products or works that reflect the values of independence, cooperation, mutual cooperation, responsibility, and creativity. The P5 program emphasizes projects, with various themes such as entrepreneurship, technology, etc., and there is an exhibition of works produced by P5 products, which can grow the character of students. The strategies applied to the P5 program at SMP IT As Salam are: choosing a project theme according to the context of the students, collaboration between students in groups (this is able to build and foster creativity, cooperation, responsibility and mutual cooperation), presentation of project results as a medium to strengthen confidence in students, communication skills in students. Supported by Vygotsky's theory of constructivism which explains that learning and character formation occur effectively through social interaction in the zone of proximal development (ZPD) (Tamrin et al., 2011). In this context, the Pancasila student profile strengthening project program (P5) is an ideal medium to grow character through direct practice and collaboration. In addition, it is also supported by Howard Gardner's theory of multiple intelligences which supports the development of students' potential in various linguistic, interpersonal, naturalistic, and moral aspects (Agustin, 2018) all of which are explored in full in the P5 program.

Results of Implementation of Character Education at SMP IT As Salam Malang

Character education is an important part of the educational process that is not only oriented towards the development of cognitive aspects, but also on the formation of moral, spiritual, and social values of students. In the context of Islamic education, character formation is the main goal, where at SMP IT As Salam Malang character education has been integrated into various excellent programs designed, in order to realize the vision and mission of the school, namely to form a generation of Qur'an, optimal achievement and global perspective. The three programs are the tahfidz program, the literacy program, and the Pancasila student profile strengthening project program (P5), all three of which are

designed as an integrative means to instill students' character values in a structured and sustainable manner. The implementation of character education at SMP IT As Salam as a moral inculcation in the form of theory and through direct experience involving habituation, example, reflection, and real action. This aims to produce the results of the implementation of character education in students who not only know the grades, but also experience and live these values in daily life both in the school environment and outside the school.

The results of the implementation of character education at SMP IT As Salam through the tahfidz program. The existence of the tahfidz program makes a significant contribution to strengthening the character education of students in the formation of religious character and student discipline among the characters that stand out with the existence of this program such as consistency (*istiqamah*), independence, discipline, responsibility, noble morals imitating the Qur'an which is reflected in the daily behavior of students. The form of discipline and responsibility is reflected in the orderly implementation of the students' prayers and the *istiqamahan* in carrying out the habit of memorizing *murajaah* in the tahfidz program. Noble morals are also reflected in students, namely morals in responding to the opposite sex and with teachers at school. The formation of religious character, discipline, responsibility and *istiqamahan* can be seen from the implementation of daily routine habituation, namely *halaqah tahfidz* with memorization activities, *murajaah*, *ziyadah* and *tasmi'*. This is supported by the Spranger theory which asserts that a value will become part of a person's personality if activities are carried out consistently. This is reflected in the tahfidz program, where in the implementation of this program, memorization, *murajaah* and *ziyadah* activities are carried out every day consistently, making it a spiritual experience that forms values in students. It is supported by the opinion of Abdurrahman An-Nahlawi that Islamic education is said to be effective when it involves spiritual aspects, habits, and examples (Mustofa, 2019). In the tahfidz program of SMP IT As Salam as a means of *tazkiyatun nafs* (purification of the soul), this tahfidz program does not only emphasize memorization but is also balanced with the habit of noble morals. It is further strengthened by Ibn Miskawaih's view that morality can be formed through practice and repetition of good deeds that are done consciously and consistently (*istiqamah*) (Triandana et al., 2024).

The results of the implementation of character education at SMP IT As Salam through the literacy program. With the existence of this *sirah nabawiyah* literacy program,

many students' morals have imitated the morals of the Prophet, in accordance with the insight of knowledge they get from the sirah book, related to the morals of the Prophet in daily life. Through deepening the life story of the Prophet Muhammad SAW, students not only gain a breadth of historical insight, but also gain internalization of moral and spiritual values such as honesty, responsibility, discipline, perseverance, patience and compassion. Supported by the results of interviews and observations carried out when students are in class, namely the increase in reading behavior in students, if outside the classroom, the attitude and morals of students have reflected the formation of attitudes, morals, and character as exemplified by the Prophet in daily life, such as polite speech style, honesty towards others, and protecting the environment. Through this literacy program, students are also able to perform a drama with the theme of the Prophet's sirah, called the sirah parade, in this activity students perform a drama as a form of internalization of the readings that have been read about the Prophet's sirah. Lawrence Kohlberg's theory of moral development provides the basis that effective character education, when it involves the discussion of values, allows students to rise from the stage of mere obedience to the stage of moral awareness of values (Ibda, 2023). The habit of reading before lessons has strengthened the literacy culture in students. The existence of books with the theme of Islamic inspirational stories, and with the theme of morals and Islamic figures is a source of character cultivation through text. It is also supported by Ibn Miskawaih's theory that the role of literacy in the formation of morals, because each reading is a tool to train the moral sensitivity of students (Triandana et al., 2024). Instilling value through Islamic exemplary stories in literacy is a form of value formation training for students.

The results of the implementation of character education at SMP IT As Salam through the Pancasila student profile strengthening project program. The implementation of the P5 program at SMP IT As Salam has been carried out with various different themes at each grade level. The themes that have been implemented include the theme of entrepreneurship and the theme of technology. Through project activities carried out, such as entrepreneurial projects: making vegetable chips, making malahn masks, painting batik and creating lamps. Both themes are considered to be able to strengthen the character of students, such as cooperation, mutual cooperation, creativity, independence, and responsibility. The implementation of the P5 program at SMP IT As Salam provides tangible results in the aspects of cooperation, creativity and responsibility of students. The theme raised was able to trigger students' initiatives in taking real action through the

exhibition of works resulting from the implementation of the P5 program. Students show enthusiasm in group work, share roles, and present the results of projects that have been carried out in front of teachers and peers. It also shows an increase in collaboration, communication, and confidence skills in students. This is supported by David Kolb's theory which supports project-based learning as a form of experiential learning (Hakima & Hidayati, 2020), from here students learn from direct experience, reflect, compose understanding, and reapply in new contexts, all of which are very relevant to the implementation of the P5 program. In addition, Frederic Sanger's theory emphasizes the importance of responsibility as a means of character formation. In the implementation of the P5 program, students experience direct responsibility for social and environmental projects, not just theory. Maria Montessori also argues that in forming discipline and independence in students through freedom directed at a supportive environment (Raisah Ramayanti Nasution, 2017).

CONCLUSION

Based on the results of the research and discussions that have been carried out by the researcher, it can be concluded as follows: 1). The concept of character education at SMP IT As Salam Malang, adjusting to the school's vision and mission, namely forming a generation of Qur'an, achievements, and global perspectives. The concept of character education in this school is also built in accordance with the Islamic framework which is oriented towards the formation of noble morals and students' love for the Qur'an. In order to implement character education in accordance with this vision and mission, SMP IT As Salam has excellent programs that are integrated with the concept of character education, namely the tahfidz program, literacy program, and Pancasila student profile strengthening project program. Through this program, the concept of character education at SMP IT As Salam is carried out in accordance with the provisions of each program. 2). Character education implementation strategy at SMP IT As Salam Malang. The strategies applied in the implementation of character education for students are: understanding strategies, habituation strategies, and exemplary strategies. The three strategies are implemented through three flagship programs at SMP IT As Salam, namely: the tahfidz program, the literacy program, and the Pancasila student profile strengthening project program (P5). 3). Results of the implementation of character education at SMP IT As Salam Malang. The

results of the implementation of character education through the tahfidz program. The existence of the tahfidz program makes a significant contribution to strengthening the character education of students, the character of the participants stands out with the existence of this program such as consistency (*istiqamah*), independence, discipline, responsibility, noble morals imitating the Qur'an which is reflected in the daily behavior of students. The results of the implementation of character education through literacy programs, both *sirah nabawiyah* literacy and SAPE SAKU literacy. With the existence of this *sirah nabawiyah* literacy program, many students' morals have imitated the morals of the Prophet, in accordance with the insight of knowledge they get from the *sirah* book, related to the morals of the Prophet in daily life. The results of the implementation of character education through the Pancasila Student Profile Strengthening Project Program. The implementation of the P5 program at SMP IT As Salam has been carried out with various different themes at each grade level. Among them are the theme of entrepreneurship and the theme of technology, both themes are considered to be able to strengthen the character of students, such as cooperation, mutual cooperation, creativity, independence, and responsibility.

However, this study has several limitations that need to be realized. First, the focus on one educational institution may not reflect the conditions in another institution with a different context. Second, due to the qualitative nature and case studies of these studies, the results may not be able to be generalized widely. Therefore, further research is needed to analyze the implementation of character education in various educational institutions. In addition, comparing the implementation of character education with other institutions to provide broad and valuable insights into the advantages and limitations of the implementation of character education in each institution.

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