

# Implementation of Character Education Through the Habit of Commemorating Islamic Holidays for Students at Bumi 1 Laweyan Public Elementary School Surakarta

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**Abstrak:** Penelitian ini bertujuan untuk mendapatkan gambaran yang jelas tentang: (1) Strategi implementasi pendidikan karakter melalui pembiasaan peringatan hari besar islam pada peserta didik di SDN Bumi 1 Laweyan Surakarta, dan (2) Hasil dari implementasi pendidikan karakter melalui pembiasaan peringatan hari besar islam pada peserta didik di SDN Bumi 1 Laweyan Surakarta. Penelitian ini termasuk penelitian deskriptif kualitatif, dengan strategi studi kasus terpancang tunggal. Data diperoleh dari: (1) Tempat dan peristiwa yaitu kegiatan pembelajaran dan ekstrakurikuler di SDN Bumi 1 Laweyan Surakarta. Dari sumber data ini akan diperoleh informasi tentang implementasi pendidikan karakter melalui pembiasaan peringatan hari besar islam pada peserta didik; (2) Dokumen, yaitu dokumen berupa buku-buku program kerja sekolah, dokumen ekstrakurikuler dan buku catatan tabungan qurban peserta didik, dan (3) Informan, yaitu terdiri dari kepala sekolah, guru dan peserta didik kelas 4 dan 5 SDN Bumi 1 Laweyan Surakarta. Untuk memperoleh data dilakukan dengan: (1) Observasi; (2) Analisis dokumen, dan (3) Wawancara mendalam. Untuk memperoleh validitas data dilakukan dengan triangulasi data/sumber dan metode. Teknik analisis data dilakukan secara bersama antara komponen analisis, yaitu reduksi data, sajian data dan verifikasi atau penarikan simpulan dengan pengumpulan data secara interaktif menggunakan model siklus. Target luaran wajib penelitian ini adalah jurnal internasional non scopus, jurnal terakreditasi sinta 3, sedangkan target luaran tambahan yaitu bahan ajar, HKI (hak cipta) dan presentasi hasil pada refan. Hasil tingkat kesiapan teknologi berada pada TKT 2 yaitu memotret formulasi konsep dan aplikasi teknologi untuk penanaman pendidikan karakter pada peserta didik.

**Kata Kunci:** Implementasi Pendidikan Karakter, Pembiasaan PHBI.

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**Abstract:** This research aims to provide a clear picture of: (1) The strategy for implementing character education through the habituation of Islamic holiday observances among students at SDN Bumi 1 Laweyan Surakarta, and (2) The results of implementing character education through the habituation of Islamic holiday observances among students at SDN Bumi 1 Laweyan Surakarta. This research is a descriptive qualitative study, with a single embedded case study strategy. Data were obtained from: (1) Places and events, namely learning activities and extracurricular activities at SDN Bumi 1 Laweyan Surakarta. From this data source, information will be obtained about the implementation of character education through the habituation of commemorating Islamic holidays among students; (2) Documents, namely documents in the form of school work program books, extracurricular documents, and student qurban savings record books, and (3) Informants, consisting of the principal, teachers, and 4th and 5th-grade students of SDN Bumi 1 Laweyan Surakarta. To obtain data, the following methods were used: (1) Observation; (2) Document analysis; and (3) In-depth interviews. To obtain data validity, triangulation of data/sources and methods is conducted. Data analysis techniques are carried out collectively among the analysis components, namely data reduction, data presentation, and verification or conclusion drawing, with interactive data collection using a cyclical model. The mandatory output targets of this research are non-Scopus international journals, Sinta 3 accredited journals, while the additional output targets are teaching materials, intellectual property rights (IPR), and presentation of results at refan. The result of the technology readiness level is at TRL 2, which involves capturing the formulation of concepts and the application of technology for instilling character education in students.

**Keywords:** Implementation of Character Education, Habituation of PHBI.

## Introduction

One of the tasks and responsibilities of the government through the education sector is to shape and develop the character of Indonesian people so that they possess civilization and dignity in order to enlighten the nation's life from the elementary school level to higher education (Lubis et al, 2022). If we refer to the essence of the national education goals, it can be understood that the Indonesian nation highly desires the creation of human resources who not only possess knowledge but also have character that aligns with the superior and quality identity of the Indonesian nation (Daga, 2022). Until now, elementary schools are still believed to be the initial platform for shaping character and personality in the design of character education services, thus giving rise to the idea of the importance of character education in the world of education (Laka et al, 2024). This effort is initiated based on the assumption that the educational process carried out so far has not yet achieved the maximum target in building individuals with Indonesian character.

Concrete steps in the implementation of character education include an approach based on religious values, such as the practice of various forms of habituation with a religious nuance and the enhancement of faith in God Almighty (Abidin, 2021). The realization of concrete steps in the implementation of character education has been carried out by several elementary schools in Surakarta, including the efforts made by the principal, teachers, and students of Bumi 1 Laweyan Public Elementary School. The general condition of Bumi 1 Laweyan Public Elementary School Surakarta, which was established in 1954 and is located in the midst of a residential area, is that the distance from students' homes is not too far. When viewed from the administration and management of the school, Bumi 1 Laweyan Public Elementary School Surakarta is classified as quite advanced and meets the requirements as an educational unit organizer, consisting of 6 learning groups from grade 1 to grade 6, with 1 principal, 6 classroom teachers, 3 subject teachers (Islamic Religion teacher, Christian Religion teacher, and Physical Education teacher), 1 operator, and 1 school guard. From this reality, it shows that Bumi 1 Laweyan Public Elementary School Surakarta receives very strong and continuous support from the school management and the surrounding community, not only moral support but also material support in order to achieve the program goals set by the school.

From the results of observations and interviews with classroom teachers and Islamic Religious Education teachers at Bumi 1 Laweyan Public Elementary School Surakarta, it was found that in the implementation of character education through the habituation of PHBI, the school adopts a persuasive and personal approach towards students and their parents/guardians. Efforts aimed at the implementation of character education for students, teachers consistently strive as much as possible to achieve the set goals and targets. From another perspective, the development of children's behavior and characteristics can generally be said that no one desires a shift in the character of their children or students. Moreover, a teacher who always strives to supervise and control the development of their students' characteristics believes that character is an important issue that must be maintained and instilled in students to serve as their life foundation in the future. In the process of implementing character education, it shows that Bumi 1 Laweyan Public Elementary School Surakarta receives very strong and continuous support from students

and the surrounding Muslim community, not only moral support but also material support. As evidence of the support from students and the community, from 2017 until now, there have been no obstacles in raising funds for the needs of the Idul Adha holiday by organizing the slaughter of sacrificial animals. Based on information obtained from the class teacher and the Islamic religion teacher, several types of sacrificial animals were successfully purchased from the students' qurban savings fund, such as in 2017, when 1 cow was successfully purchased; in 2018, when 1 cow and 1 goat were successfully purchased; in 2019, when 1 goat was successfully purchased; while in 2020, no qurban was held due to the COVID-19 pandemic situation.

Based on the initial observation and interviews with classroom teachers and Islamic Religious Education teachers at Bumi 1 Laweyan Public Elementary School Surakarta, the implementation of character education through the approach of religious values has been carried out in the form of habituation of Islamic Major Holidays Commemoration (PHBI). Related to the habituation activities, one of the activities that has been carried out is during the celebration of Eid al-Adha, which involves training students to raise funds to organize qurban at the school. Through this method, it can be believed that it will positively influence the change in the mental attitude, behavior, and mindset of the students.

### **Research Metodology**

This research will be conducted at Bumi 1 Laweyan Public Elementary School Surakarta with informants being classroom teachers, Islamic Religious Education teachers, and students. This place was chosen because it is easily accessible, both in terms of cost and time and distance. This location has implemented character education activities through the habituation of Islamic Major Holidays Commemoration (PHBI). This research is an educational study with a descriptive qualitative approach aimed at understanding the implementation of character education through the habituation of Islamic Major Holidays (PHBI) among students at Bumi 1 Laweyan Public Elementary School Surakarta. In addition, the data collected consists of words rather than numbers, where all the data collected may potentially be key to the object being studied (Nurbaiti et al, 2020).

The condition of the object is not at all affected by treatments that are strictly or fully controlled by the researcher, as in experimental research. Here, the researcher functions as an information gatherer during the research activities. The research strategy used is a fixed single case study, as Yin's opinion quoted by Sutopo refers to as embedded research. Single case because the focus of this research is on one case, namely the implementation of character education through the habituation of Islamic Major Holidays (PHBI) among students at Bumi 1 Laweyan Public Elementary School Surakarta. Fixed because the problem was determined beforehand before this research activity was conducted. The research data was obtained from: (1) Location and events, namely the implementation of character education through the habituation of Islamic Major Holidays (PHBI) at Bumi 1 Laweyan Public Elementary School Surakarta.

From this data source, information will be obtained about the implementation of character education through the habituation of Islamic Major Holidays (PHBI) observances;

(2) Documents, namely documents in the form of teacher training logbooks, lists of Muslim students, student savings books, and lists of recipients of sacrificial animal meat, and (3) Informants, consisting of class teachers, Islamic Religious Education teachers, and students of Bumi 1 Laweyan Public Elementary School Surakarta. From these data sources, information will be obtained about: (a) strategies for implementing character education through the habituation of Islamic holiday observances among students, and (b) students' responses to the implementation of character education through the habituation of Islamic holiday observances. To obtain data, the following methods were used: (1) Observation of character education implementation activities in schools; (2) Document analysis, and (3) In-depth interviews. Then, in an effort to obtain data validity, triangulation of data/sources and methods was conducted. Meanwhile, the data analysis technique is carried out together with interactive data collection using a cyclical model, where the data analysis consists of three components: data reduction, data presentation, and verification or conclusion drawing.

## Results and Discussion

### 1. Implementation of Character Education Through the Habit of Commemorating Islamic Holidays for Students at Bumi 1 Laweyan Public Elementary School Surakarta.

Character education is a system of instilling character values in school members that includes components of knowledge, awareness or willingness, and actions to implement those values, both towards God Almighty (YME), oneself, others, the environment, and the nation, in order to become a complete human being (Fauzi et al, 2023). In addition, character education is a term that is increasingly gaining recognition from Indonesian society today. To determine the level of understanding of their students regarding character education, teachers can do this through an initial test using a question-and-answer method in accordance with the learning objectives (Sihombing, 2021).

Character education can be implemented by creating variations in learning media and then assigning students to practice the material that has been taught by the teacher. (Sarafuddin, 2020) Regarding the implementation of character education for students, teachers must be able to build students' enthusiasm to understand the true character of humans, especially through the habituation of PHBI (Syifa, 2023). The implementation of character education can be carried out through the use of learning media, both cartoons and images of local figures oriented towards character values, with several simple stages, namely (Tantan & Nursobah, 2021):

- 1) Transformation stage, at this stage, the teacher merely transforms good and bad values to the students, which is part of verbal communication.
- 2) The stage of value transaction, a stage of value education through two-way communication or interaction between students and teachers that is characterized by reciprocal communication.
- 3) The transinternalization stage, this stage is deeper because students do not only respond to the teacher's movements or physical appearance, but also to the teacher's mental attitude and personality.

From the three stages above, it can be said that all implementations of character education activities in the school environment can be carried out through exemplary behavior, spontaneous activities, reprimands, environmental conditioning, and routine activities.

## **2. Strategy for implementing character education through the habituation of commemorating Islamic holidays among students at Bumi 1 Laweyan Public Elementary School Surakarta.**

From the results of interviews with classroom teachers and Islamic religion teachers at Bumi 1 Laweyan Public Elementary School Surakarta, it was found that the implementation of character education through the commemoration of Islamic holidays has been carried out since 2017 until now. In terms of implementing character education for students, teachers always strive to instill the spirit of sacrifice in their students (Suhirno, 2023). Efforts aimed at implementing character education for students, teachers always strive as much as possible to achieve the set goals and targets (Hidayat, 2024). From another perspective, the development of children's behavior and characteristics can generally be said that no one desires a shift in the character of their students (Kamila, 2023).

Moreover, a teacher who always strives to monitor and control the development of their students' characteristics believes that character is an important issue that must be maintained and instilled in students to serve as their life foundation in the future. (Irmayanti, 2024). In the process of implementing character education, it shows that Bumi 1 Laweyan Public Elementary School Surakarta receives very strong and continuous support from students and the surrounding Muslim community, not only moral support but also material support. As evidence of the support from students and the community, from 2017 until now, there have been no obstacles in raising funds for the needs of the Idul Adha holiday by organizing the slaughtering of sacrificial animals.

Based on information obtained from classroom teachers and Islamic religion teachers, several types of sacrificial animals were successfully purchased from the students' qurban savings fund, such as in 2017, where 1 cow was successfully bought; in 2018, 1 cow and 1 goat were successfully bought; in 2019, 1 goat was successfully bought; while in 2020, no qurban was held due to the COVID-19 pandemic situation. Based on the data obtained by the researcher, since 2017 until now, the efforts to implement character education through the habituation of PHBI at Bumi 1 Laweyan Public Elementary School Surakarta have shown quite good results. This condition is evident from the growing enthusiasm for saving among students for the purpose of procuring sacrificial animals during the Eid al-Adha celebration. Every day, students from grades 1 to 6 set aside their pocket money to save with their respective class teachers.

Another step to further build the saving spirit among students is for the class teacher to announce the monthly total of the students' qurban savings. The implementation of character education aims to provide motivation and enthusiasm for learning to the students. (Armini, 2024). In addition, learning media can also stimulate students to remember what they have learned, as well as provide motivation for the next learning material to be studied (Susanti, 2020). Good learning media can also increase



student engagement in providing responses, feedback, and encourage students to practice the content of the learning material correctly (Aqmarina & Susilo, 2025). In addition, learning media also has a significant impact on creating enjoyable teaching and learning activities for students, which will consistently affect the quality of education because learning media can help students understand difficult material by providing easier and clearer comprehension (Zahwa & Syafi'I, 2022). The use of learning media is very necessary in relation to the improvement of the quality and standards of education because it can assist teachers in the process of conveying learning material messages to their students (Wardani et al, 2024).

### **3. Students' responses to the implementation of character education through the habituation of celebrating Islamic holidays at Bumi 1 Laweyan Public Elementary School Surakarta.**

The implementation of character education is a system of instilling character values in students, which includes components of awareness, understanding, concern, and a high commitment to practicing these values, both towards Allah the Almighty, oneself, others, the environment, and society and the nation as a whole, thereby becoming a perfect human being in accordance with their nature (Andrianie et al, 2022). The implementation of character education requires the cooperation of all components of the learning process for its success. In character education at schools, all educational components (stakeholders) must be involved, including the educational components themselves, such as the curriculum content, the learning and assessment processes, the quality of relationships, the handling or management of subjects, school management, the implementation of activities, the empowerment of facilities and infrastructure, financing, and the work ethic of all school members and the school environment. (Subroto & Kristanti, 2022).

The students' response to the efforts of implementing character education is very high, as evidenced by the willingness and sincerity of all students to set aside their spending money to save for the needs of the Eid al-Adha holiday in order to provide sacrificial animals. The habituation of commemorating Islamic holidays serves as a very effective medium for implementing character education among students when used to communicate ideas and convey learning material messages to the students (Karim, 2024). Commemorating Islamic holidays such as Eid al-Adha through the sacrifice of animals is an activity carried out annually at Bumi 1 Laweyan Public Elementary School Surakarta. This activity is expected to familiarize students with practicing the Islamic faith. The school holds the Eid al-Adha celebration as a form of character building for the students because the activity contains positive values that will greatly influence the students' personalities, in addition to receiving God's blessings.

The implementation of character education is very relevant and appropriate when started at the elementary school level. Because at that age, they will easily absorb and be sensitive to all forms of good attitudes, such as activities that embody the value of honesty and being aware that they are very weak servants who need help from the Creator (Retnaningsih & Rosa, 2022). In addition to the attitude of honesty, it has also unconsciously instilled a sense of discipline in the students, where they are trained to value

time by utilizing it for positive activities (Blegur, 2020). Time is an opportunity; when it cannot be used well, time will be spent in school. It is hoped that students can also be disciplined in other activities and in a broader space, namely in society. (Efendi, R, & Gustriani, 2022).

In the process of implementing character education, it shows Bumi 1 Laweyan Public Elementary School Surakarta receives very strong and continuous support from students and the surrounding Muslim community, not only moral support but also material support. As evidence of the support from students and the community, from 2017 until now, there have been no obstacles in raising funds for the needs of the Idul Adha holiday by organizing the slaughtering of sacrificial animals. Based on the data obtained by the researcher, since 2017 until now, the effort to implement character education through the habituation of PHBI at Bumi 1 Laweyan Public Elementary School Surakarta has shown quite good results. This condition is evident from the growing enthusiasm for saving among students for the purpose of procuring sacrificial animals during the Eid al-Adha celebration. Every day, students from grades 1 to 6 set aside their pocket money to save with their respective class teachers. Another step to further build the students' saving spirit is for the class teacher to announce the monthly total of the students' qurban savings.

## Conclusion

Based on the data obtained from the research location, it can be concluded that to understand the strategy of implementing character education through the habituation of commemorating Islamic holidays among students at Bumi 1 Laweyan Public Elementary School Surakarta, it shows that Bumi 1 Laweyan Public Elementary School Surakarta receives very strong and continuous support from students and the surrounding Muslim community, not only moral support but also material support. As evidence of the support from students and the community, from 2017 until now, there have been no obstacles in raising funds for the needs of the Idul Adha holiday by organizing the slaughtering of sacrificial animals. Based on the data obtained by the researcher, since 2017 until now, the efforts to implement character education through the habituation of PHBI at Bumi 1 Laweyan Public Elementary School Surakarta have shown quite good results. This condition is evident from the growing enthusiasm for saving among students for the purpose of purchasing sacrificial animals during the Eid al-Adha celebration. Every day, students from grades 1 to 6 set aside their pocket money to be saved with their respective class teachers. Another step to further build the students' saving spirit is for the class teacher to announce the monthly total of the students' qurban savings.

The students' response to the implementation of character education through the habituation of commemorating Islamic holidays at Bumi 1 Laweyan Public Elementary School Surakarta is that the application of character education requires the cooperation of all learning components for its success. In character education at school, all educational components (stakeholders) must be involved, including the educational components themselves, namely the curriculum content, the learning and assessment processes, the quality of relationships, the handling or management of subjects, school management, the implementation of infrastructure empowerment activities, financing, and the work ethic of

all school members and the school environment. The students' response to the efforts of implementing character education is very high, as evidenced by the willingness and sincerity of all students to set aside their spending money to save for the needs of the Idul Adha holiday in order to procure sacrificial animals.

However, to achieve the implementation of character education through the habituation of commemorating Islamic holidays, support from all parties, including the government, is needed. In this case, the Department of Education should provide support to all elementary schools in its jurisdiction to carry out habituation through the commemoration of Islamic holidays in order to strengthen the character of the students. Additionally, school principals and teachers should continuously motivate their students to love Islam more and care for others through the celebration of Eid al-Adha by performing the sacrifice of animals.

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