THE ROLE OF TEACHERS IN INSTILLING ISLAMIC CHARACTER VALUES THROUGH ROUTINE ACTIVITIES AT SCHOOL

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Keywords:	ABSTRACT
Islamic character values, school routine activities	This study examines the role of teachers in instilling Islamic character values through routine activities in Islamic-based schools. Using a descriptive qualitative approach and case study method, the research was conducted in three schools in East Java. Data were collected through interviews with teachers, principals, and students, as well as observations of routine activities such as congregational prayers, Qur'anic recitation, and discussions on Islamic values. The findings reveal that routine activities effectively shape students' discipline, sincerity, and moral behavior. Teachers play a dual role as educators and role models, guiding students not only in rituals but also in understanding the broader ethical implications of Islamic teachings. The study also identifies challenges, including limited parental involvement, external cultural influences, and resource constraints, which hinder the continuity of value inculcation beyond the school environment. To address these challenges, the study recommends enhancing teacher training, fostering stronger collaboration between schools and parents, and integrating digital literacy with Islamic education. Additionally, the research highlights the importance of culturally sensitive teaching practices to accommodate Indonesia's diverse society. This study concludes that routine activities, supported by collaborative efforts between teachers, parents, and the community, are essential for building students' Islamic character. A holistic approach ensures the values taught are both practiced and sustained, aligning with broader educational objectives.

A. INTRODUCTION

Globalization brings profound impacts on society, particularly on the behaviors and moral compass of younger generations. The transmission of Islamic character values, such as honesty, discipline, tolerance, and responsibility, has become an urgent educational priority in a rapidly changing world (Akbar, 2019). Schools, as social institutions, hold an instrumental role in shaping these values among students through both structured curriculums and informal interactions (Putri & Husmidar, 2021). The role of teachers in this context is crucial, as they act as facilitators and role models for value-based education (Pitaloka et al., 2021). History The cultivation of Islamic character values is an urgent need amid the challenges of globalization that affect student behavior. Islamic values include honesty, discipline, responsibility, tolerance, and sincerity that are relevant to building a noble generation. Schools as educational institutions have a great responsibility to ensure these values are firmly embedded in students.

Islamic character education is rooted in creating individuals who not only excel academically but also embody moral and spiritual integrity. Islamic-based schools often incorporate routine activities, such as congregational prayers, Qur'anic recitation, and moral discussions, as an integral part of their educational framework (Datunsolang et al., 2021). Such practices aim to provide a holistic approach to character development, intertwining intellectual growth with spiritual enrichment (Wati, 2017).

Teachers play a dual role in these settings educators and role models shaping students' moral compass through consistent actions and teachings. By fostering an environment of mutual respect and moral guidance, teachers help students navigate ethical dilemmas and develop a sense of social responsibility.(Nantara, 2022) The challenge lies in bridging the gap between traditional Islamic values and the dynamic societal changes brought about by technological advancements and global integration (Purbajati, 2020).

The National Education System of Indonesia emphasizes character building as a fundamental goal of education. According to Undang-Undang (UU) Nomor 20 Tahun 2003 Tentang Sistem Pendidikan Nasional,(Undang-Undang (UU) Nomor 20 Tahun 2003 Tentang Sistem Pendidikan Nasional, 2003) education aims to cultivate individuals who are not only knowledgeable but also uphold noble values and contribute positively to society (Hadi, 2022). This underscores the necessity for schools to embed Islamic character education within their operational frameworks effectively.

Routine activities in schools provide an opportunity for students to internalize values systematically. Morning prayers and Qur'anic recitations, for instance, instill discipline and spiritual reflection among students.(Shiddiq, 2020) Meanwhile, open dialogues on ethical issues allow students to connect Islamic principles with real-world challenges, fostering critical thinking and moral reasoning. Despite their efficacy, the implementation of character education faces hurdles such as lack of parental involvement and external cultural influences. Teachers often grapple with ensuring the continuity of these values outside the school environment, necessitating a collaborative approach among educators, parents, and the broader community.(Wati, 2017) Furthermore, limited resources and time constraints pose additional challenges in conducting routine activities (Putri & Husmidar, 2021).

The influence of media and technology has significantly reshaped students' values and behaviors. Exposure to unregulated digital content often contradicts the

values taught in schools, making the teacher's role in value education even more critical.(Purbajati, 2020) Addressing this requires innovative teaching strategies and active involvement of all stakeholders in the educational process.(Nantara, 2022) Cultural diversity within Indonesia further complicates the uniform transmission of Islamic character values. Teachers must adopt culturally sensitive approaches that respect the pluralistic nature of Indonesian society while promoting core Islamic principles.(Akbar, 2019) This dual challenge demands creativity and adaptability in teaching methodologies to balance inclusivity and adherence to Islamic values (Putri & Husmidar, 2021).

Character education in Islamic schools does not merely aim to produce religiously observant students but also strives to nurture individuals who contribute positively to society. This holistic vision aligns with national educational objectives, emphasizing moral integrity and civic responsibility.(Hadi, 2022) The success of character education lies in its consistent practice. Teachers who embody the values they teach inspire students to emulate their behaviors, creating a cascading effect of moral development.(Shiddiq, 2020) Such an approach ensures that values are not only learned but also lived (Datunsolang et al., 2021).

To achieve sustainability, schools must integrate character education into all aspects of their operations from curriculum design to extracurricular activities (Wati & Arif, 2017). This requires a strategic framework that aligns educational goals with the practical realities of implementation.(Pitaloka et al., 2021) Teachers are central to this endeavor, but their efforts must be supported by institutional policies, community partnerships, and parental engagement. Collective action is essential to address the multifaceted challenges of character education in contemporary settings.(Nantara, 2022)

Teachers play a strategic role in conveying and instilling Islamic values through formal and non-formal approaches. This role is increasingly relevant in Islamic-based schools that have routine activities as a means of learning values. For example, activities such as congregational prayers, reading the Qur'an together, or moral studies become a systematic and sustainable method of character cultivation. However, challenges arise when students are exposed to external cultures that are less supportive of Islamic values. This phenomenon requires schools to strengthen character building activities. In this context, teachers need to have relevant strategies to make routine activities an effective means of Islamic character building. This article discusses how teachers can maximize their role through routine activities to create an environment that supports Islamic character building. The focus of the research lies on teachers' strategies, the types of routine activities that are effective, and their impact on students' character development.

B. METHOD

This research used a descriptive qualitative approach(Sugiyono, 2020) with a case study method in three Islamic-based schools in East Java. Data were collected through in-depth interviews with teachers, principals, and students, as well as observations of routine activities taking place. Interviews focused on teachers' understanding of their role in shaping Islamic character, challenges faced, and strategies implemented. Observations were made to record routine activities such as congregational prayers, Qur'anic tadarus, and Islamic value discussions.

Documentation in the form of school programs, routine activity guides, and student reports were also analyzed to complement the data. Data analysis was conducted inductively with the stages of data reduction, data presentation, and conclusion drawing. Data validation was done through source and method triangulation. This study seeks to explore in depth the relationship between the role of teachers and the effectiveness of routine activities in shaping students' Islamic character.

To ensure a comprehensive understanding of the phenomena studied, the research employed purposive sampling to select participants who were directly involved in routine school activities, such as teachers, school administrators, and students. The selection criteria focused on individuals with significant experience and involvement in implementing or participating in activities like congregational prayers and Qur'anic recitation. This approach was intended to gather rich, context-specific insights into the role of teachers and their strategies in embedding Islamic character values. Data collection spanned a period of three months to observe the consistency and sustainability of these practices. In addition to interviews and observations, reflective journals maintained by the teachers were analyzed to uncover deeper insights into their perceptions and experiences. These journals provided a narrative of challenges, successes, and personal reflections on their role as moral and spiritual guides. Furthermore, focus group discussions (FGDs) were conducted with parents to understand their perspective on the continuity of Islamic character education at home and its alignment with school activities. The integration of multiple data sources aimed to enhance the reliability and validity of the findings by capturing diverse viewpoints and minimizing potential biases.(Zuhdi, 2019)

C. RESULT AND DISCUSSION

This research underlines the importance of the teacher's role in instilling Islamic character values through routine activities at school. Teachers are not only teachers but also role models who reflect Islamic values in every aspect of their lives. Routine activities such as congregational prayers, recitation of the Qur'an, and discussion of Islamic values are effective means to shape student character. However, the continuity of Islamic character building requires close support between teachers, students, and parents. Additional training is needed for teachers to improve their skills in managing routine activities and instilling Islamic values. In addition, collaboration with the surrounding community can be a strategic step to strengthen Islamic character building.

1. Teachers' Roles in Routine Activities

Routine activities such as congregational prayers provide a powerful platform for teachers to embody and reinforce Islamic values. By leading the prayers, teachers demonstrate sincerity, humility, and a deep commitment to religious practices, serving as direct role models for their students. This active participation sends a strong message to students about the importance of integrating faith into daily life. According to Datunsolang et al, when teachers lead by example, they not only reinforce the mechanics of prayer but also instill a sense of spiritual connection and responsibility among students.(Datunsolang et al., 2021)

Teachers also play an important role in guiding students to maintain proper prayer etiquette, including punctuality, cleanliness, and attentiveness during prayers.

This helps students internalize discipline as a fundamental aspect of worship. Teachers who emphasize these aspects contribute significantly in developing students' respect for the sacredness of prayer, as well as fostering a lifelong commitment to practicing these values both within and outside the school environment. In addition, these activities encourage students to recognize the collective nature of worship, highlighting the value of community and shared faith.

Additionally, teachers use the time before and after prayers to address the moral and ethical implications of Islamic teachings. For instance, discussions about the significance of prayer in fostering gratitude, patience, and accountability help students see beyond the ritualistic aspects of worship. This aligns with findings by Pitaloka et al., who note that teachers who connect prayer to broader life lessons are more successful in instilling a comprehensive understanding of Islamic values. These reflective moments also provide students with the opportunity to ask questions and deepen their personal connection to faith, further solidifying the teacher's role as both a spiritual guide and a moral mentor.(Pitaloka et al., 2021)

2. **Qur'anic Recitation and Moral Development**

Morning Qur'anic recitation (tadarus) offers a unique opportunity for students to engage with the foundational text of Islam, fostering both spiritual growth and moral clarity. Teachers guide these sessions by not only reading the verses but also contextualizing their meanings. This approach allows students to see the Qur'an as a living document with practical relevance to their daily lives. According to Datunsolang et al, such guided engagement enhances students' understanding of Islamic teachings and encourages them to reflect on how these teachings can inform their behavior and decision-making processes.(Datunsolang et al., 2021)

In addition to understanding the content of the Qur'an, the structured nature of tadarus instills discipline in students. The routine of starting the day with Qur'anic tadarus teaches them the importance of time management, focus, and consistency. This routine helps students cultivate habits that extend to other areas of their lives, such as their studies and interactions with others. The discipline learned through tadarus creates a framework for students to lead a more organized and purposeful life, rooted in Islamic values.

Teachers also use tadarus as an avenue for teaching broader moral and ethical principles. For example, discussions on verses that emphasize kindness, justice, and compassion provide students with clear examples of how Islamic teachings promote ethical conduct. These lessons are reinforced through interactive discussions, where students are encouraged to share their interpretations and experiences. Pitaloka et al, suggest that this collaborative approach not only deepens students' spiritual connection to the Qur'an but also enhances their ability to internalize and practice the values it promotes, building a strong moral foundation for their personal and social lives.(Pitaloka et al., 2021)

3. **Dialogical Approaches to Value Discussions**

Dialogical approaches in teaching provide students with a platform to actively engage in discussions about Islamic values. Teachers facilitate these conversations by presenting real-life scenarios or ethical dilemmas that require students to reflect on

and apply principles such as honesty, responsibility, and fairness. This method not only deepens students' understanding of Islamic teachings but also encourages them to critically analyze how these values can be integrated into their daily lives.

These discussions are particularly effective in helping students internalize complex ethical concepts. For instance, when teachers guide students through a discussion on honesty, they might use examples from both personal experiences and broader societal issues to illustrate the consequences of truthful and dishonest behavior. This approach enables students to see the real-world implications of their choices and develop a nuanced understanding of why Islamic values emphasize honesty. According to Pitaloka et al, such participatory methods are more effective than didactic instruction in promoting long-term moral commitment among students.(Pitaloka et al., 2021)

Teachers also use dialogical approaches to connect Islamic values with contemporary challenges, such as social media ethics, environmental responsibility, and peer pressure. By addressing these modern issues through the lens of Islamic teachings, teachers equip students with practical tools to navigate their social environments while adhering to their faith. Nantara emphasizes that these discussions help students recognize the relevance of Islamic values in addressing current challenges, making these principles more meaningful and actionable in their everyday lives. This process not only strengthens their moral reasoning but also empowers them to become thoughtful and responsible individuals in a complex and dynamic world.(Nantara, 2022)

4. Behavioral Changes through Routine Activities

The structured nature of routine religious activities, such as morning prayers and Qur'anic recitation, instills positive behavioral changes in students that are both observable and sustainable. By participating regularly, students develop a sense of accountability and responsibility, as they are required to adhere to specific schedules and expectations. This consistent engagement nurtures self-discipline, which is often reflected in their punctuality, attentiveness, and overall demeanor. According to Datunsolang et al, the repetitive nature of these activities helps students internalize these habits, making them a natural part of their daily lives.(Datunsolang et al., 2021)

In addition to discipline, regular activities also foster sincerity and a deeper commitment to ethical behavior. For example, the emphasis on proper prayer procedures and mindfulness during recitation teaches students about the importance of performing religious practices with sincere intentions. Students who participate in these activities show greater emotional maturity and a stronger sense of empathy, as they learn to prioritize values such as honesty, respect and kindness in their interactions with others.

Moreover, the behavioral changes cultivated through routine activities extend to students' interactions outside the school environment. Observations suggest that students who develop these habits are more likely to display respectful behavior towards family members and peers, as well as take on responsibilities in their communities. Wati and Arif emphasize that the discipline and sincerity nurtured through structured religious routines create a ripple effect, influencing students'

broader social conduct and enhancing their ability to contribute positively to their surroundings. These changes highlight the long-term impact of routine activities in shaping students into well-rounded individuals with strong moral character.(Wati, 2017)

5. Challenges in Implementing Character Education

One of the most significant challenges in implementing character education lies in bridging the gap between school and home environments. Teachers often find that while students may exhibit strong adherence to Islamic values during school hours, these behaviors are not always reinforced at home. This disconnect arises primarily from limited parental involvement, which diminishes the consistency of value inculcation. According to Pitaloka et al, parents who actively participate in character education initiatives contribute to a more seamless transition of values between school and home, emphasizing the importance of collaboration.(Pitaloka et al., 2021)

Another challenge is the influence of the external environment, including peer groups, the media and societal norms that may conflict with Islamic teachings. Exposure to negative influences, such as unregulated digital content or materialistic values, often goes against the principles taught in schools. There is a need for schools to equip students with critical thinking skills and digital literacy, allowing them to perceive and navigate these external challenges without compromising their adherence to Islamic values.

Additionally, resource constraints can impede the effectiveness of character education programs. Schools with limited funding may struggle to implement comprehensive activities or provide adequate training for teachers to address these challenges effectively. As Nantara notes, a lack of resources often limits the scope of programs aimed at fostering collaboration with parents and communities. Addressing these challenges requires a concerted effort to allocate resources strategically and prioritize initiatives that enhance the sustainability and impact of character education both within and beyond the school setting.(Nantara, 2022)

6. Influence of Media and Technology

Digital media and technology have become deeply embedded in students' daily lives, shaping their perceptions, attitudes, and behaviors. While these tools offer opportunities for learning and exploration, they also expose students to content that may conflict with Islamic teachings. From misinformation to values that contradict ethical principles, the impact of unregulated media consumption can dilute the efforts of character education in schools.

Teachers play a crucial role in integrating digital literacy with Islamic character education to mitigate the negative effects of media exposure. By teaching students how to identify reliable sources, assess the credibility of content, and recognize ethical implications, teachers empower students to navigate the digital world responsibly. Moreover, incorporating Islamic principles into discussions about media consumption helps students align their online behavior with their moral and spiritual values. As noted by Purbajati, such efforts create a balanced approach to technology use, allowing students to leverage its benefits while upholding their faith.(Purbajati, 2020)

Additionally, schools can utilize technology as a tool for enhancing Islamic character education. Platforms for virtual discussions, online Qur'anic study sessions,

and multimedia resources that present Islamic teachings in engaging ways can counterbalance negative media influences. These initiatives not only reinforce the values taught in schools but also provide students with positive examples of how technology can be used constructively. Datunsolang et al, emphasize that by integrating technology into the educational process, schools can foster a generation of digitally literate students who are both informed and grounded in their Islamic principles.(Datunsolang et al., 2021)

7. School Environment and Cultural Integration

The school environment is a pivotal factor in the success of Islamic character education, as it serves as a microcosm of society where students learn and practice values. A positive school culture, fostered by teachers who consistently model ethical behavior, creates a strong foundation for students to internalize Islamic teachings. When teachers demonstrate values such as honesty, respect, and discipline in their daily interactions, they set a standard for students to emulate.

Incorporating culturally sensitive teaching practices enhances the inclusivity and effectiveness of Islamic character education, particularly in diverse societies like Indonesia. Schools that respect and reflect the cultural backgrounds of their students are better positioned to connect Islamic teachings with their lived experiences. For instance, integrating local traditions and languages into value-based education helps students relate more personally to the principles being taught. As noted by Djollong and Akbar, this approach not only strengthens the students' understanding of Islamic values but also fosters a sense of belonging and respect for cultural diversity within the school community.(Akbar, 2019)

Furthermore, the physical and social environment of the school plays a crucial role in reinforcing character education. Dedicated prayer rooms, spaces for Qur'anic study, and visual reminders of Islamic teachings, such as posters and murals, contribute to an atmosphere that encourages students to engage with their faith. Additionally, structured interactions, such as community service projects or collaborative group activities, allow students to practice Islamic values in action. Pitaloka et al, emphasize that a well-designed school environment, both in its infrastructure and its culture, acts as a constant reinforcement of the principles being taught, ensuring that students carry these values into their broader lives.(Pitaloka et al., 2021)

8. Peer Influence and Collaborative Learning

Peer interactions play a crucial role in reinforcing the values taught through Islamic character education. When students engage in group activities such as congregational prayers, Qur'anic recitations, and discussions on moral issues, they learn to support one another and work collaboratively. These experiences help students internalize Islamic values like empathy, respect, and cooperation. The shared responsibility and mutual encouragement found in peer groups create a supportive environment that enhances the learning process and strengthens students' moral development.

Collaborative learning activities also foster a sense of accountability among students. When they are tasked with leading group discussions or organizing religious activities, they develop leadership skills and a sense of responsibility toward their peers. This involvement not only builds their confidence but also deepens their commitment to the values they are practicing. Pitaloka et al, note that such peer-led initiatives allow

students to take ownership of their learning, making the lessons more impactful and long-lasting.(Pitaloka et al., 2021)

Moreover, the sense of community fostered through peer interactions contributes significantly to the holistic development of Islamic character. By working together to achieve common goals, students experience the importance of unity and shared purpose, which are central to Islamic teachings. Wati and Arif highlight that these collaborative experiences help students build strong social bonds, enhancing their ability to empathize with others and resolve conflicts constructively. As a result, students are better prepared to carry these values into their broader social and community lives, embodying the principles of mutual respect and cooperation that are foundational to Islamic character education.(Wati, 2017)

9. Extracurricular Activities

Extracurricular activities serve as dynamic platforms for students to engage with Islamic values in practical and creative ways. Programs such as Islamic art workshops, calligraphy sessions, and nasheed (Islamic songs) competitions provide students with the opportunity to explore religious principles through artistic expression. These activities help students connect emotionally with their faith, making the teachings more relatable and enjoyable. According to Habibie et al. (2022), integrating creative outlets into character education fosters a deeper appreciation for Islamic teachings and encourages students to embrace these values as part of their identity.

In addition to artistic activities, cultural and community events also play a significant role in reinforcing Islamic values. Events such as Islamic history exhibitions, interfaith dialogues, or charity drives allow students to apply the principles they have learned in real-world contexts. These experiences not only enhance students' understanding of the social dimensions of Islamic teachings but also help them develop critical life skills such as teamwork, leadership, and empathy. Nantara highlights that such activities encourage students to see themselves as active contributors to their communities, reinforcing the idea that Islamic values are not confined to personal practice but also extend to societal responsibilities.(Nantara, 2022)

Moreover, extracurricular programs provide a unique avenue for engaging students who may not connect with traditional classroom-based character education. Through hands-on activities and peer collaboration, students often feel more motivated to participate and internalize the values being taught. As noted by Pitaloka et al, these programs complement formal education by offering alternative ways to instill Islamic principles, catering to diverse learning styles and interests. This holistic approach ensures that character education reaches all students, fostering a well-rounded development that aligns with the goals of Islamic education.(Pitaloka et al., 2021)

10. Professional Development for Teachers

Continuous professional development is essential for teachers to effectively implement and innovate Islamic character education programs. Training programs that focus on strategies for integrating values into daily school routines empower teachers to design more impactful and engaging activities. By staying updated on the latest pedagogical methods and tools, teachers can better address the dynamic needs of students. Professional development initiatives also help teachers navigate challenges such as diverse classroom dynamics and external influences like digital media, ensuring that Islamic values remain at the core of their teaching practices.

Moreover, professional development programs provide teachers with opportunities to share experiences and collaborate with peers. Workshops and seminars serve as platforms for educators to exchange best practices, discuss challenges, and co-create innovative solutions. These collaborative learning experiences not only enhance individual competencies but also foster a collective commitment to improving character education. Nantara emphasizes that a supportive professional network among teachers contributes to a consistent and unified approach to instilling Islamic values across different schools and communities.(Nantara, 2022)

Teachers also benefit from training that equips them with the skills to engage with parents and the broader community effectively. Programs focusing on communication and partnership-building enable educators to involve families in the character education process, creating a cohesive environment for value reinforcement. As noted by Shiddiq (2020), when teachers are well-prepared to collaborate with external stakeholders, they can extend the reach of Islamic character education beyond the classroom, ensuring that the values taught in schools are consistently reinforced in students' home and social environments.

11. Parental Engagement

Parental engagement plays a pivotal role in bridging the gap between school-based character education and the home environment. When parents actively participate in activities such as joint prayer sessions, tadarus, or discussions on Islamic values, they reinforce the lessons taught at school. This collaboration creates a consistent value system, making it easier for students to internalize and practice Islamic principles. According to Datunsolang et al, parental involvement in school activities strengthens the moral foundation of students, as they see their families and teachers working together to emphasize the importance of these values.(Datunsolang et al., 2021)

Involving parents also helps to overcome challenges arising from external influences, such as the media or peer pressure, which may be contrary to Islamic teachings. Schools that engage parents in workshops or seminars on how to foster Islamic character at home will equip families with strategies to effectively guide their children. When parents understand and support the school's efforts, they become active partners in character education, thus increasing its overall impact and ensuring seamless integration of values into the child's daily life.

Furthermore, parental engagement fosters a sense of community between families and the school, creating a supportive network for both students and educators. Collaborative events, such as community service projects or family-oriented Islamic celebrations, provide opportunities for parents to model the values being taught in schools. As noted by Putri and Husmidar, these joint efforts not only enrich students' learning experiences but also strengthen the relationships between teachers, parents, and students, ultimately fostering a unified and holistic approach to Islamic character education.(Putri & Husmidar, 2021)

12. Adaptability of Character Education Programs

Adapting character education programs to address the evolving needs of students is essential for maintaining their effectiveness in a dynamic societal context. As students face new challenges, such as increased exposure to digital media and shifts in cultural norms, schools must proactively revise their teaching methods and content. For instance, integrating contemporary issues like environmental ethics or digital responsibility into Islamic character education helps students connect traditional values

with modern realities. According to Pitaloka et al, such updates make the teachings more relevant, ensuring that students see their practical applicability in everyday life.(Pitaloka et al., 2021)

Regular evaluation of the character education program allows schools to identify gaps and areas for improvement. Feedback from teachers, students and parents can be taken into consideration in making decisions about which elements of the curriculum are most effective and which need to be modified. Schools that implement these evaluations on an ongoing basis will be better equipped to face emerging challenges and maintain high educational standards. The continuous improvement process ensures that character education remains aligned with Islamic principles and contemporary educational goals.

Moreover, adaptability in program design also includes catering to the diverse cultural and socio-economic backgrounds of students. Schools can achieve this by incorporating localized examples and culturally sensitive approaches into their teaching. For example, using real-life scenarios from students' communities to illustrate Islamic values makes the learning process more relatable. As noted by Wati and Arif, such strategies enhance the inclusivity and impact of character education programs, ensuring they resonate with all students while promoting universal Islamic values (Wati, 2017).

13. Resource Availability

The availability of resources plays a crucial role in the successful implementation of Islamic character education programs. Schools equipped with proper facilities, such as designated prayer rooms, libraries with Islamic literature, and spaces for Qur'anic recitation, provide a conducive environment for routine activities. These facilities ensure that students can engage in these activities comfortably and consistently, reinforcing the values being taught. According to Wati and Arif, schools with well-maintained resources report higher levels of student participation and stronger outcomes in character development (Wati, 2017).

In addition to physical infrastructure, the availability of resources also includes teaching materials and tools that support innovative character education methods. Access to digital resources, such as online Qur'anic platforms, educational videos and interactive apps, enhances the learning experience and makes Islamic teachings more engaging. Incorporating technology into character-building initiatives not only modernizes the learning process, but also helps address the challenges posed by students' increasing exposure to digital media.

Furthermore, resource availability significantly impacts teacher performance. Schools that invest in providing professional development opportunities, such as training programs and workshops, empower teachers to manage and innovate character education effectively. Adequate resources also allow schools to organize extracurricular activities like Islamic art workshops or community service programs, which complement classroom-based education. As noted by Pitaloka et al, ensuring sufficient resources fosters a holistic approach to character education, enabling schools to maximize their impact on students' moral and spiritual development (Pitaloka et al., 2021).

D. CONCLUSION

This study highlights the critical role of teachers in fostering Islamic character values through routine activities in schools. Teachers act not only as educators but also as role models who embody Islamic values in their daily lives. Activities such as congregational prayers, Qur'anic recitation, and discussions on Islamic values have proven effective in shaping students' character, including discipline, honesty, responsibility, and sincerity. The success of Islamic character education heavily relies on collaboration between teachers, students, and parents. However, this study identifies several challenges, including limited parental involvement, external influences such as digital media, and resource constraints in schools. Teachers require additional training to enhance their skills in managing routine activities effectively and addressing modern challenges like media influence. With the right strategies, such as integrating digital literacy with Islamic character education and involving the community in the learning process, schools can strengthen the impact of Islamic character education. This study underscores the importance of a holistic approach that includes institutional support, family engagement, and innovative teaching methods to ensure that Islamic values are not only taught but also practiced in students' lives.

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