
Penguatan Solidaritas Sosial Siswa Melalui Peran Guru Pendidikan Agama Islam di SDN 04 Sanggau

Dayang Marniawarsih¹, Sukino², Subanria³, Dodi Mulyadi⁴

^{1,2,3,4} Pascasarjana IAIN Pontianak, Indonesia

Email : sgu.no2ng@gmail.com, sukino@iainptk.ac.id, subanria81@gmail.com,
mulyadidodi821@gmail.com

Abstrak

Penelitian ini bertujuan mendeskripsikan peran guru Pendidikan Agama Islam (PAI) dalam menguatkan solidaritas mekanik dan solidaritas organik menurut teori Emile Durkheim pada siswa di SDN 04 Sanggau Kota Sanggau. Menggunakan pendekatan kualitatif deskriptif dengan observasi, wawancara, dan dokumentasi, penelitian ini melibatkan guru PAI, kepala sekolah, guru kelas, serta siswa kelas VI. Hasil penelitian menunjukkan bahwa guru PAI berperan tidak hanya sebagai pengajar materi agama, tetapi juga sebagai teladan dan pembimbing karakter melalui keteladanan, pembiasaan kegiatan keagamaan, serta penerapan pembelajaran aktif seperti Project Based Learning dan peer lesson. Solidaritas yang tumbuh meliputi sikap toleransi, kerja sama, kesetiakawanan, dan tolong-menolong yang berkontribusi pada terciptanya lingkungan belajar harmonis, menekan konflik, serta meningkatkan motivasi dan hasil belajar siswa. Temuan ini menegaskan bahwa penguatan peran guru PAI menjadi faktor kunci dalam membentuk generasi berakhlak mulia, peduli sosial, dan mampu hidup harmonis di tengah keberagaman.

Kata kunci : Guru PAI; Solidaritas sosial; Pendidikan karakter; Sekolah dasar

Strengthening Students Social Solidarity Through The Role of Islamic Religious Education Teachers at SDN 04 Sanggau City

Abstract

This research aims to describe the role of Islamic Religious Education (PAI) teachers in strengthening mechanical solidarity and organic solidarity according to Emile Durkheim's theory in students at SDN 04 Sanggau Kota Sanggau. Using a descriptive qualitative approach with observation, interviews, and documentation, this study involved PAI teachers, principals, classroom teachers, and fourth grade students. The results of the study show that PAI teachers play a role not only as teachers of religious material, but also as role models and character guides through example, habituation of religious activities, and the application of active learning such as Project Based Learning and peer lessons. Growing solidarity includes tolerance, cooperation, solidarity, and help-helping that contribute to the creation of a harmonious learning environment, suppress conflict, and improve student motivation and learning outcomes. This finding confirms that strengthening the role of PAI teachers is a key factor in forming a generation with noble character, social care, and being able to live harmoniously in the midst of diversity.

Keywords : *Islamic religious teachers; Social solidarity; Character education; Elementary school*

INTRODUCTION

Education has an important role in shaping the personality and character of students. One of the main goals of education is to form individuals who are able to live in harmony in a diverse society, through the strengthening of moral, ethical, and social values (Nurhabibah et al., 2025). Education in elementary schools is not only realized through academic learning, but also a process of instilling social values that encourage solidarity between students. Islamic Religious Education (PAI) teachers have a strategic role in this process, because PAI learning contains teachings that emphasize the importance of brotherhood, mutual cooperation, and concern for others.

Social solidarity is one of the important pillars in maintaining the harmony of relationships between individuals in a group. According to Emile Durkheim, social solidarity is a condition that shows attachment between members of society, which is created through common values, norms, and goals (Fathoni, 2024). Durkheim distinguishes solidarity into two forms, namely mechanical solidarity formed from the same values and beliefs, and organic solidarity that develops due to the interdependence between roles in society (Arif, 2020). In the context of elementary school, social solidarity can be realized through cooperation between students such as mutual respect, solidarity and mutual help between students, both in learning and in interactions outside the classroom.

PAI teachers play the role of facilitators, motivators, and role models in instilling Islamic values that are in line with the principles of social solidarity. Values such as *ukhuwah*, help- help (*ta'awun*), and social care (*ihitimam bil ghair*) is an important part of PAI learning that can be applied in students' daily lives (Briliantara et al., 2024). PAI teachers who carry out their roles well can foster solidarity among students. That way, conflicts are reduced and a sense of togetherness in schools will be created.

Technological developments and rapid social changes bring new challenges to

the formation of social solidarity among students. Research results explained that selfishness, lack of empathy, and bullying are phenomena that are often found in the school environment. This condition requires the role of PAI teachers to be more creative in integrating social character education into learning activities, both through active learning approaches, religious extracurricular programs, and examples in daily interactions.

Based on this description, this study aims to analyze the role of Islamic Religious Education teachers in strengthening social solidarity between students at SDN 04 Sanggau, Sanggau City, as well as identifying effective strategies to foster harmonious social values in the SDN 04 Sanggau, Sanggau City environment. This research is expected to contribute to the development of a more effective PAI learning strategy in shaping the social character of students from an early age.

METHODS

This study uses a descriptive qualitative approach to describe in depth the role of Islamic Religious Education teachers in strengthening the social solidarity of students at SDN 04 Sanggau, Sanggau City. This approach was chosen because it is suitable for researching what happens naturally in the school environment, as well as allowing researchers to understand the meaning behind the interaction between teachers and students (Sugiyono, 2019). The research was conducted at SDN 04 Sanggau, Sanggau City which is located in a heterogeneous community environment, so that the social interaction of students takes place in the midst of a diversity of cultural and religious backgrounds. This condition makes the research location relevant to examine the strengthening of social solidarity in the context of basic education.

The research subjects included Islamic Religious Education teachers, school principals, classroom teachers, and grade VI students totaling 36 students. The selection of subjects was carried out by purposive sampling technique, which is to select informants who are considered to have direct knowledge and experience related to the phenomenon being researched (Subhaktiyasa, 2024). Data was collected through observation, in-depth interviews, and documentation (Nurul Ulfatin, 2015). Observation was used to directly observe the PAI learning process and students' social interaction, in-depth interviews were used to obtain detailed explanations of the role of teachers in fostering social solidarity, while documentation was carried out by examining school rules, religious programs, discipline records, and the agenda of character development activities.

Data analysis was carried out using the Miles and Huberman interactive analysis model, which included data reduction, data presentation, and conclusion/verification (Qomaruddin et al., 2024). The analysis process is carried out from the data collection stage until the research is completed, so that the resulting interpretation remains consistent. To ensure the validity of the data, this study applied source triangulation and triangulation techniques. Source triangulation is carried out by comparing information obtained from teachers, students, and school documents, while technical triangulation is carried out by combining observation, interviews, and documentation results (Sugiyono, 2019).

RESULT AND DISCUSSION

State Elementary School 04 (SDN 04 Sanggau) is one of the public primary schools located in Kapuas District, Sanggau Regency, Indonesia. According to the official record from the Ministry of Education's Basic Education Data System (*Data Pendidikan Kemendikdasmen*, NPSN: 30101997), the school is situated at Jalan R.E. Martadinata No. 18, Tanjung Kapuas Village, and was established in 1943. The same source reports that SDN 04 accommodates 222 students and employs a total of 15 teaching and non-teaching staff in the 2025–2026 academic year (Kemendikdasmen, 2025). Supplementary school documentation further indicates that the current principal is Mr. Asep Suwarman, supported by 13 teachers and 2 educational staff members, with approximately 200 students identifying as Muslim, representing the majority religious group within the school community.

Students at SDN 04 come from diverse and multicultural backgrounds. Therefore, all educators at SDN 04 Sanggau City, especially Islamic Religious Education teachers as the front line in cultivating students' character, must always emphasize the importance of maintaining tolerance and fostering a sense of brotherhood among fellow students. Sometimes there are fights or bullying that occur between students, it will be quickly resolved and not left alone. Whatever deviant attitude students do will be immediately acted upon to avoid even bigger things such as ridicule that can cause fights.

The role of PAI teachers in strengthening mechanical solidarity in SDN 04 Sanggau Sanggau City

The role of Islamic Religious Education (PAI) teachers in SDN 04 Sanggau, Sanggau City in strengthening mechanical solidarity is very crucial. In general, mechanical solidarity refers to the social bonds that result from the similarity of experiences and values among individuals in society. In the context of education, especially in faith-based learning, PAI teachers have a responsibility to instill fundamental religious values that can unite students within the framework of solidarity.

According to Émile Durkheim, mechanical solidarity is a form of social attachment that arises in traditional societies or homogeneous groups, where members share common values, beliefs, and activities (Kurnia et al., 2014). Looking at the concept initiated by Émile Durkheim, we can be sure that the school is the right object in the theory of mechanical solidarity. The school as a formal educational institution certainly has a vision and mission that binds all components in the school, be it the principal, education staff, educators, students and also their parents.

To support the creation of mechanical solidarity, PAI teachers act as moral and spiritual role models for all students. As expressed by Mansir and Purnomo, the effectiveness of PAI learning is highly dependent on the strategies used by teachers in teaching Islamic values, so that they can be good examples for students in ethical and religious behavior (Mansir et al., 2020). This kind of approach not only teaches the religious aspect but also emphasizes on the development of students' character leading to the similarity of behaviors and understandings that are relevant to their social context.

Class VI as the highest class in elementary school in its learning can already implement a learning strategy that is oriented towards increasing solidarity between students. One way that teachers can do this is to use active learning methods, such as Project Based Learning (PjBL). Through this method, students are invited to work on

real projects in groups so that they learn to work together, help each other, and appreciate each other (Jamal et al., 2023). In addition, the peer lesson or studying with friends can also increase the sense of togetherness, because students teach each other and learn from each other's experiences (Hartin, 2021).

The strategies used by PAI teachers at SDN 04 Sanggau, Sanggau City in building togetherness in the classroom are such as joint prayers that are carried out in a compact and enthusiastic manner. And before learning starts, there is usually a discussion session about students' learning readiness and how the students feel or condition. In forming examples and morals in the classroom, such as accustoming students to behave with tolerance, cooperation, solidarity, and help between students. PAI teachers in every learning process often insert stories that can arouse students' empathy, contextual messages of the importance of tolerance, and the positive impact of good character.

Based on observations and interviews conducted with grade VI students of SDN 04 Sanggau, Sanggau City, the following description was obtained:

- a. The solidarity of students in grade VI of SDN 04 Sanggau, Sanggau City is in the attitude of tolerance, namely mutual respect between students in the class. Students do not distinguish between backgrounds, ethnicities or religions in daily interactions. In their opinions, they also do not force each other and respect each other, both to teachers and between students.
- b. The solidarity of students in grade VI of SDN 04 Sanggau, Sanggau City which is related to cooperation, namely students are jointly responsible for the tasks given by the teacher, students contribute to each other in the work of the task, if given a group of students have a strong contribution to the success of their group and if there is a group task they will both do the task of the group, the results of the work of the student group are not solely from individual abilities but the work of the group that It is a joint commitment to achieve the goals achieved.
- c. Solidarity of students in grade VI of SDN 04 Sanggau, Sanggau City about solidarity such as not choosing friends, making friends without discriminating against backgrounds, not making gangs in the class, not being alone, ready to listen to their friends' complaints or confessions without sharing them with others, not betraying each other, caring for each other or advising when friends are wrong, and not arrogant if they get higher grades from their friends.
- d. The solidarity of students in grade VI of SDN 04 Sanggau, Sanggau City with the behavior of helping each other, namely if there is a friend who has difficulty in doing the assignment, they will be helped how to do it, visit a friend who is sick, carry out mutual cooperation in class or outside the classroom, manage the class well, students will help each other if there are friends who are having a disaster, And if there is a class competition then all students will participate in the activity.

The results of Rohmah et al.'s research show that PAI teachers can play an active role in dealing with negative behavior among students by using moral and religious approaches (Rohmah et al., 2023). Through the guidance carried out by the teacher, students are expected to develop an attitude of empathy and solidarity, which in turn will strengthen social cohesion within their own group. In this context, teachers act as mediators who help students understand the importance of religious values in

strengthening social relations between them. When there is a conflict in the classroom, the teacher will immediately invite the conflicting students to reconcile with each other and apologize to each other. Teachers will not allow disputes between students inside and outside the classroom. Teachers also try not to be impartial, but to look at the problems that occur among students in an objective way. This provides a sense of justice for all students.

Good class management also has a great influence on the building of solidarity. PAI teachers need to understand that each student has different abilities, so the learning approach must be adjusted so that all students feel cared for. A conducive learning environment will make students comfortable and easier to work together (Shoimah et al., 2024). In addition, Nur'Aeni et al.(2022) emphasized the importance of implementing multicultural education in the context of religious education, which is also relevant for strengthening solidarity in the school environment. In teaching multiculturalism, PAI teachers are expected to build a paradigm of diversity and respect differences among students. This inclusive education contributes to strengthening mechanical solidarity by encouraging students to respect each other and understand each other's cultural backgrounds.

Along with the dynamics of knowledge development and digital technology, PAI teachers are also expected to use technology as a tool to facilitate learning (Mirawati et al., 2023). This is important to reach students in a more effective and relevant way, as well as to build a more cooperative learning environment. The use of technology can also be a way to strengthen solidarity between students. Through digital media and interactive learning, students can collaborate on tasks or projects that benefit the surrounding environment (Lesmana, 2024). The use of technology in teaching can encourage collaboration between students, thereby increasing mechanical solidarity.

The WhatsApp application is an important communication tool not only for teachers and students, but also for teachers and parents of students. By communicating via WhatsApp, PAI teachers always convey assignments, provide examples or provide motivation in their work. Communication between teachers and parents is also established so that there is collaboration to improve students' character, motivation and achievements.

Through various strategically planned programs and activities, PAI teachers play a role in creating activities that support social interaction among students (Diana et al., 2024). Activities such as congregational zuhur prayers, joint prayers before starting learning, infaq every Friday, and commemoration of religious holidays involving all components in the school are social actions or religious activities that can arouse a sense of togetherness and mutual support among students, which is the core of mechanical solidarity.

Thus, the role of PAI teachers in strengthening mechanical solidarity at SDN 04 Sanggau, Sanggau City is very important, both in building religious student character, dealing with negative behavior, teaching multiculturalism, utilizing technology for learning, and creating interactive activities. Through a holistic approach, it is expected that students will not only understand the concept of religion but also practice these values in their daily lives based on solidarity.

The Role of PAI Teachers in Increasing Organic Solidarity in SDN 04 Sanggau, Sanggau City

In a heterogeneous elementary school such as SDN 04 Sanggau, Sanggau

City, Islamic Religious Education (PAI) teachers are present not only as teachers of subject matter, but also as binders who unite differences and build togetherness among students. PAI teachers play an important role in shaping character, fostering solidarity, and maintaining social relationships in the school environment. The concept of organic solidarity put forward by Emile Durkheim is very relevant to be presented in this school. Organic solidarity is a form of social cohesion that is not born from uniformity, but from interdependence between roles (Paulina Virgianti et al., 2023). In modern society, people do not have to be similar to be able to coexist, but with different roles and complementarity, life can run harmoniously. This picture is also suitable for elementary schools whose students come from diverse backgrounds. They have their own uniqueness, and that diversity can actually be the main capital for the growth of solidarity if managed properly by teachers, especially PAI teachers.

The role of PAI teachers at SDN 04 Sanggau, Sanggau City does not stop at the transmission of religious knowledge in the classroom. PAI teachers are life role models who instill the values of honesty, responsibility, justice, care, and togetherness. Research shows that moral values are more easily instilled when religious teachings are combined with concrete practices in daily life, accompanied by real examples from teachers (Lubis, 2024). This means that students learn not only from what they hear in class, but also from what they see on a daily basis in the teacher's attitude. If PAI teachers are disciplined, polite, and fair, students will imitate it without needing many words.

Organic solidarity in schools can grow through simple habituation that is done consistently. For example, when children carry out class pickets, PAI teachers can emphasize that each role is important such as sweeping, mopping, and cleaning the blackboard. There is no nobler or inferior role, all necessary to keep the classroom clean and comfortable. From there, children learn that togetherness is born not from uniformity, but from complementing each other. The cultivation of these kinds of values is in accordance with the principles of Islamic teachings on helping (*ta'awun*) and deliberation (*shura*), which are the basis for the formation of healthy social relationships.

In learning practice, PAI teachers can also use cooperative strategies. Cooperative learning places students in heterogeneous groups with a clear division of roles, such as discussion chairs, note-takers, timekeepers, and presenters. In this way, students' motivation changes from just wanting to get personal value to the passion to achieve success together. Research shows that cooperative learning models are able to increase participation, social skills, and a sense of leadership among students from an early age (Aini et al., 2025). While there are always challenges such as the dominance of one student or uneven division of labor, this can be overcome with clear role rotation and rubric planning, so that each student learns to fill a different role. This kind of strategy has proven to be effective in fostering organic solidarity because each child feels important in the group.

Furthermore, PAI teachers also play a role as mediators of identity differences through multicultural education. In a classroom with diverse student backgrounds, PAI teachers have a great opportunity to associate Islamic teachings with universal values that can be accepted by all students. For example, when discussing the manners of the guest, the teacher can relate to the importance of respecting the habits of friends from other cultures. When talking about queuing, teachers can emphasize the value of

patience and fairness. Research in primary schools shows that a multicultural educational approach combined with religious values can foster a sense of empathy and appreciation between students (Tumanggor, 2024). With this strategy, children not only understand the rules, but are also able to see differences as valuable.

In addition to learning strategies, teacher role models are very important. PAI teachers in elementary schools are like a living curriculum that is observed every day by students. When teachers arrive on time, greet students kindly, give fair judgments, or even apologize if they make mistakes, students catch an important lesson that discipline, empathy, and humility are part of noble behavior. Research states that the consistency of teachers' examples is directly proportional to the decrease in interpersonal conflicts between students (Slamet et al., 2024). Simple practices such as praying together before a lesson can create a more stable classroom atmosphere and foster a sense of community.

Organic solidarity also requires an inclusive approach. Not all children have the same learning style or ability, and not all children are vocal in speaking. Therefore, differentiated learning is indispensable. PAI teachers can give group assignments with different roles in each student. That way, every child finds room to contribute according to their potential. Research proves that a multicultural educational approach that opens up various learning mediums, both text, audio, and visual, can increase participation across learning styles and make students more active (Mustafa et al., 2024). This inclusivity is what makes solidarity feel real because every child feels recognized and needed.

In the course of students' social interaction, conflicts are certainly inevitable. But conflict is not an obstacle, but an opportunity to learn. This is where the concept of justice can be applied. Rather than looking for who is at fault, restorative justice invites the parties to the dispute to see what role is at stake and how to restore it. Recent studies confirm that this approach is particularly relevant for the context of Indonesian schools because it helps restore harmony without having to punish harshly (Rasiwan et al., 2025). At SDN 04 Sanggau, Sanggau City, for example, when there are students who have a dispute or quarrel, they will be invited to sit together, each express their feelings, and then together find a solution. From there, children learn that conflicts can be resolved through dialogue, mutual hearing, and commitment to fix, not by blaming or punishing.

The success of PAI teachers in building organic solidarity cannot be separated from the support of all components in the school. School principals, teachers of other subjects, and parents have their own roles. School principals can prepare transparent policies in the division of roles. Other teachers such as classroom teachers also always provide support and are always involved in instilling positive character in students, so that the message of togetherness does not only come from PAI teachers. Parents can also support by receiving reports of children's behavior at school, so that support at home is in harmony with classroom learning. Research states that when home and school are connected, the habituation of values such as discipline, empathy, and mutual cooperation becomes a character more quickly (Atmaja, 2024).

The experience at SDN 04 Sanggau, Sanggau City also shows that organic solidarity is not only built through formal activities, but also through contextual activities. PAI teachers through scouting activities always instill Islamic values, or blessing Friday activities that teach students to share with each other as an arena for practicing the

values of faith and piety. Research reveals that this kind of activity helps children understand that religion is not just a matter of formal worship, but an ethos of service to others in the classroom and school yard (Briliantara et al., 2024). In this way, children learn that solidarity is part of the real practice of faith.

If we see elementary schools as miniatures of a pluralistic society, then the role of PAI teachers is to design an ecosystem that ensures that every child has a place, has a role, and feels needed. PAI teachers knit togetherness through cooperative learning, multicultural education, consistent examples, fair assessments, and restorative mechanisms when conflicts occur. All of this transforms organic solidarity from a mere sociological concept into a real habit in students' daily lives. When it is carried out consistently, schools are not only a place to learn science, but also a social arena that fosters the character of togetherness. Thus, organic solidarity is no longer a slogan, but is present as a culture of life in elementary schools, including at SDN 04 Sanggau, Sanggau City.

The Impact of Increasing Solidarity on the Learning Environment

The solidarity that exists between students in grade VI of SDN 04 Sanggau, Sanggau City has a positive impact on the creation of a comfortable and calm learning environment. Increasing solidarity in the learning environment has a significant impact on the quality of education and social-emotional development of students. According to research conducted by Wibowo, the implications of social interaction in the learning environment can be analyzed through the application of assessments that prioritize literacy and student character (Wibowo, 2022). In a positive learning environment, students become more open to cooperating with each other, helping each other in completing tasks, and showing concern when a friend is having difficulties.

Furthermore, a learning environment supported by solidarity and social concern affects students' motivation and overall learning outcomes. A conducive learning environment contributes to students' enthusiasm for learning, which also applies to the primary education level (Rahayu et al., 2020). Factors that affect the production of knowledge are related not only to physical facilities, but also to psychological and social support (Wardani et al., 2024). This condition also increases motivation to learn and reduces negative behaviors such as bullying (*bullying*) and discrimination.

CONCLUSION

The school is a space where mechanical and organic solidarity go hand in hand. Therefore, the role of Islamic Religious Education (PAI) teachers at SDN 04 Sanggau, Sanggau City has proven to be very strategic in strengthening students' social solidarity, both mechanical and organic solidarity. PAI teachers are not only tasked with delivering religious materials, but also role models, guides, and facilitators who instill the values of tolerance, cooperation, solidarity, and helping in daily life. Through habituation of religious activities, conducive classroom management, and the application of active learning methods such as *Project Based Learning* and *peer lessons*, teachers are able to foster mutual respect, empathy, and social concern among students.

The form of solidarity that appears in grade VI of SDN 04 Sanggau, Sanggau City is clearly seen in the daily behavior of students, including the willingness to respect differences, the spirit of cooperation in group tasks, solidarity regardless of background, and the habit of helping each other both in learning activities and in social

situations. These practices create a harmonious learning environment, reduce potential conflicts, and strengthen relationships between students and between students and teachers.

The real impact of strengthening social solidarity is the creation of a learning atmosphere that is more conducive, caring, and community-oriented. This increases student motivation to learn, improves learning outcomes, and suppresses the emergence of negative behaviors such as bullying or discrimination. Thus, strengthening the role of PAI teachers is an important key in forming a generation that is not only intellectually intelligent, but also noble in character, has social sensitivity, and is able to live harmoniously in a pluralistic society.

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