



## **STUDENT RELIGIOUS CHARACTER AND ISLAMIC CULTURE IN ELEMENTARY SCHOOLS OF SABANG CITY'S TOURISM ZONE**

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### **Abstract**

This study aims to explore the implementation of religious character education among students in an elementary school located in the tourism area of Sabang City. Using a descriptive qualitative method, the research focuses on SD Negeri 25 Sabang, which actively incorporates Islamic values into its daily curriculum and school culture. The school emphasizes religious practices such as congregational prayers, Quran recitations, and social religious activities to strengthen students' moral development. Data were collected through observations, interviews with principals, Islamic education teachers, parents, and community leaders, and supported by relevant documentation. The findings show that students are able to maintain their Islamic identity despite strong exposure to foreign cultures brought by tourism. This resilience is achieved through the synergy of school programs, parental support, and active community involvement. Furthermore, students are trained to interact respectfully with tourists while upholding Islamic norms and values. The study concludes that a holistic, consistent, and community-supported religious education program is essential to build strong religious character among students living in multicultural environments influenced by globalization. These efforts contribute not only to preserving Islamic values but also to fostering a generation capable of adapting wisely to cultural diversity.

**Keywords:** Religious Character; Islamic Culture; Elementary Education; São Paulo

### **A. Introduction**

One of the areas in Aceh that has the greatest tourism potential is Sabang City. Located on Weh Island, Sabang is known as the zero kilometer point of Indonesia and has

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a very charming marine tourism charm. In addition to natural tourism, Sabang also has high historical value, because since prehistoric times it has been a stopover for boat people. Archaeological evidence on Weh Island suggests that this region has been inhabited for a long time and played an important role in maritime trade routes in Southeast Asia (Munandar 2021).

Local culture that is routinely carried out by the people of Sabang City, such as Khanduri Laot, Sabang Sail, and the Seudati Tunang Festival in Aceh, is an effort made to attract regional and international tourists. In addition, typical culinary dishes that are characteristic of the people of Sabang, such as Dumpling Noodles, Octopus Satay, and Sabang Dodol, also add to the attraction for visitors (Rizki Saputra, 2019). However, behind this great potential, there are serious challenges faced by Sabang City in maintaining and strengthening the cultural identity and religious values of its people.

Although Sabang City has a strong tourist attraction, there are still many problems regarding infrastructure and services that hinder the development of tourism. One example is Sumur Tiga Beach, which is famous as a favorite destination, still experiencing shortages in terms of tourist facilities and accessibility such as the lack of locations for diving and snorkeling activities, as well as public facilities that support (Abdurrahman 2022). The availability of facilities such as mushallas, clean water, toilets, and adequate changing rooms is essential to ensure the comfort of tourists and help in increasing their interest in visiting Sabang again. In other words, even though natural beauty and tourist attractions exist, the lack of attention from the government in terms of infrastructure can be a barrier in increasing tourist visits.

Meanwhile, the growth of tourism in Sabang undeniably brings significant foreign cultural influences, which have the potential to change people's mindsets and behaviors, especially the younger generation. Tourists who come bring their own cultural values, which often contrast with the Islamic values upheld by the local community. It would be very dangerous if the culture of consumerism and hedonistic lifestyles that often emerged as a result of tourism expansion were not stopped. Therefore, it is necessary to strengthen the values of religious character among students, especially those who go to school in the environment around tourist areas.

In this context, character education is one of the main focuses in the education system in Indonesia. Character education has the goal of forming individuals who have noble character, have good morals, and have a noble personality (Farida 2016; 2016; Hanaris 2023). In areas like Sabang, where the majority of the population is Muslim, religious character education based on Islamic values is very relevant and cannot be ignored. The hope is that this religious character will be able to guide students to become religious individuals, uphold Islamic values in personal and social life, and contribute positively to the wider society.

The Sabang City Culture and Tourism Office has also made efforts to develop sharia tourism by providing facilities that are in accordance with sharia values and empowering human resources (HR) in the tourism sector. In this case, sharia tourism management not only focuses on aspects that avoid violations, but also provides comfort and satisfaction for tourists who want a travel experience that is in accordance with sharia principles (Mahyar Jaiz Anwar 2022). However, challenges remain, as society must be able to survive outside influences that may result in a decline in Islamic values that have existed for a long time.

The goal of maintaining and maintaining Islamic culture in the context of tourism that is developing into the era of globalization requires cooperation between families, schools, and the wider community. Within the school sphere, well-designed character education programs are needed to help students deal with outside cultural influences coming from tourists and the media, without sacrificing their religious identity. Schools in tourist areas such as Sabang City are expected to be able to provide a balanced education, which emphasizes religious values while opening themselves to interaction with tourists.

Several previous studies have highlighted the importance of strengthening school culture and character education in facing the challenges of globalization. Research conducted by (Maryamah 2016) about "School Culture Development" shows that the development of culture in the school environment, including grades, technical levels, social levels, and cultural habituation among students, brings great benefits such as increased discipline, job satisfaction, learning achievement, and the emergence of a proactive desire to do the best for the school, family, and society. These results show that a strong school culture plays an important role in shaping students' positive character.

Meanwhile, in his dissertation, (Uksan 2017) emphasizing that character education is not just conveying the concepts of good and bad, but must go through a deep internalization process, namely by instilling, habituating, training, traditionalizing, cultivating, and setting an example for noble values. This approach is important to apply so that these values really become part of students' personalities, especially in the face of the influence of foreign culture that is increasingly strengthening in the era of globalization.

Other research by (Andiarini, Arifin, and Nurabadi 2018) in the Journal of Educational Administration and Management of the State University of Malang, it is also emphasized that the implementation of the character education strengthening program needs to be planned systematically starting from the Graduate Competency Standards (SKL) to the socialization stage. The implementation is carried out on a class and school

basis with the active involvement of all school residents, including teachers, school committees, and parents, so that character education is truly part of the school culture.

Based on the above data and analysis, this study aims to explore the implementation of religious character development in Elementary Schools in the Sabang City tourist area and how the implementation of Islamic culture in this context can help students in dealing with the influence of outside cultures that bring new challenges to them. By understanding more deeply about the interaction between religious character education and tourism management, it is hoped that effective ways can be found to strengthen the religious identity of the Sabang people, while optimizing the existing tourism potential without losing the cultural values that have been imprinted in their lives.

## **B. Method**

This study uses a descriptive qualitative approach to understand the formation of students' religious character through Islamic culture in elementary schools in tourist areas. The research location was chosen at SD Negeri 25 Sabang because the unique tourist environment allows the study of the dynamics of Islamic values in the midst of the influence of foreign culture. This school also actively implements religious programs such as congregational prayers, recitals of the Qur'an, and other routine activities to strengthen the religious character of students. In addition, the involvement of teachers, parents, and the community is an important factor in supporting and studying the implementation of religious values. This research is expected to provide a comprehensive overview of the practice of religious character education in elementary schools in tourist areas.

The main data sources in this study include one school principal, two Islamic Religious Education teachers, three parents of students, and three community leaders. Secondary data were obtained from official school documents relevant to the focus of the research, as well as various literature references related to character education and school culture.

Data collection was carried out through three main techniques, namely: observation, in-depth interviews, and documentation. Observation is carried out to directly observe students' daily activities and religious programs in schools. In-depth interviews were used to explore the views and experiences of the research subjects regarding the formation of students' religious character, while documentation was used to supplement the data through the analysis of supporting official documents.

The data analysis process follows stages that include: data collection, data condensation, data display, and conclusion drawing/verification. To ensure the validity of the data, the researcher conducted member checking by reconfirming the results of the interviews and findings to the research subjects. In addition, the validity of the data

is strengthened through source triangulation, which is by comparing and confirming data obtained from various sources to produce valid, accurate, and in-depth findings.

## **C. Finding and Discussion**

### **1. Finding**

#### **a. Implementation of Religious Character Development in Elementary Schools in the Sabang City Tourist Area in Facing the Influence of Foreign Culture Entering Through Tourism**

The implementation of religious character education in elementary schools in the Sabang City tourist area is very important in dealing with the influence of foreign culture that enters through the tourism sector. The school seeks to integrate religious values in the curriculum and daily learning methods to form strong student character. By introducing the concept of religiosity in school activities, such as religious learning, dhikr, congregational prayers, and the implementation of social religious activities, schools also involve parents and the surrounding community to strengthen positive influence on students. Given the high interaction of students with tourists, both in daily life and through the media, the school actively educates students to maintain religious morals and principles in the face of cultural differences that come from outside, as well as instill a deep love for the homeland and religion.

The implementation of religious character education in elementary schools in the Sabang City tourist area in dealing with the influence of foreign culture that enters through tourism is as follows:

##### **1) Curriculum and Learning**

The application of religious character education in the Sabang City Tourism Area Elementary School integrates religious values in every aspect of learning carried out in schools. The curriculum applied not only teaches religious theory, but also aims to shape students' attitudes and behaviors in accordance with religious teachings. In this effort, Islamic religious education (PAI) is not only focused on the cognitive aspect, but also on strengthening the character of students through the cultivation of moral values contained in religious teachings.

The learning methods used in this school involve an active and participatory approach. One of the main methods applied is discussion and case studies, which are designed to teach students about ethics and morals in accordance with the teachings of Islam. This approach allows students to be more active in learning, as well as encourages them to practice religious values in their daily lives. In addition, the use of lectures, questions and answers, and role-play methods in the classroom also provides real examples of the application of religious teachings, especially related to religious obligations such as prayer, fasting, and zakat, as well as moral values such as honesty, hard work, and empathy.

In addition, religious activities such as congregational prayers, dhikr together, and routine recitation held every week are also an integral part of learning at the Sabang City Tourism Area Elementary School. These activities not only serve as religious rituals, but also as a means to shape students' religious character, strengthen noble moral values, and strengthen social bonds between them. By involving students in such religious activities, the school hopes to build positive habits that can be applied in their daily lives.

According to the principal of SDN 25 Sabang, religious character education in their school is very important. Religious values are integrated in every subject, especially in PAI lessons. In addition, religious activities such as congregational prayers and routine recitation have become routines that are inseparable from teaching and learning activities. The principal also emphasized the importance of coordinating these activities so that students can instill religious values as a whole. In this case, the learning method used not only focuses on theory, but also provides space for students to practice these values in their daily lives.

The PAI teacher at the school added that the application of religious character education is carried out with an approach that emphasizes the formation of noble morals. In addition to teaching about religious obligations, such as prayer and fasting, teachers also focus on essential moral values in daily life, such as honesty, hard work, and empathy. Learning is carried out in a variety of ways, using lectures, questions and answers, and role-play to help students understand religious teachings more deeply.

The importance of collaboration between schools, parents, and the community is also emphasized in the process of religious character education. For example, parents of students play an active role in supporting religious education at home, by ensuring that their children behave in accordance with religious teachings outside of school. One parent revealed that they were happy with the implementation of religious character education in schools, especially with congregational prayer activities carried out every day. The involvement of parents in supporting the formation of their children's religious character goes a long way in ensuring that character education implemented in schools is also reflected in family life.

In addition, the surrounding community also provides full support for the implementation of religious character education in schools. An Iboih community leader revealed that they see school activities in teaching religious values as very important, especially in the midst of the rapid development of foreign cultural influences brought by tourism. He emphasized that the school not only teaches religion in theory, but also implements religious teachings in students' daily lives through activities such as mutual respect, sharing, and cooperation.

The results of the researcher's observations show that the implementation of religious character education at SDN 25 Sabang has been well and structured. The school

consistently integrates religious values in every aspect of students' lives, both inside and outside the classroom. The teaching of Islamic religious education (PAI) is carried out not only on teaching theory, but also on the formation of noble morals through various methods that actively involve students. The support of parents and the community in ensuring that religious values are consistently applied in the home and community is an important factor in creating an environment that supports the development of students' religious character.

This is in accordance with research conducted by several studies that show that the application of religious values in the formation of students' character is carried out through various activities, both inside and outside learning (Arifudin 1970; Fatimah, Eliyanto, and Huda 2022; Kurniawan, Ysh, and Artharina 2021). These activities include the habit of praying dhuha in congregation before rest and praying dzuhur in congregation before going home from school. In addition, school principals, teachers, and employees gave examples of the application of religious values such as giving greetings, carrying out congregational prayers on time, speaking honestly, helping the underprivileged, and showing tolerance in worship. This approach involves the active role of the entire school community, including parents, in ensuring that religious values are consistently applied in the home and society. This is in line with the findings at SDN 25 Sabang, where religious character education is effectively integrated through collaboration between schools, families, and communities.

## 2) Religious Activities

The implementation of religious programs in schools plays an important role in strengthening the religious character of students. At SDN 25 Sabang, religious activities are carried out in an integrated manner in the daily lives of students, with the aim of instilling spiritual and moral values. These programs include congregational prayers that are carried out every day, dhikr together, routine recitations held every week, and other religious activities such as Qur'an memorization competitions and daily prayers.

The principal explained that every morning begins with congregational dhuha prayers, which are part of the school's routine. In addition, the school also holds a flash pesantren program during the holidays, which provides opportunities for students to participate in recitation and other religious activities. These programs aim to strengthen students' bonds with religious teachings as well as form a strong religious character.

An Islamic Religious Education (PAI) teacher also emphasized the importance of congregational prayer activities, especially during the zuhur prayer, as part of religious learning. The teacher stated that they also held a Qur'an memorization competition and invited ustadz or preachers to give religious lectures regularly. This aims to enable students to further explore the teachings of Islam and apply them in their daily lives.

Parental support for these religious programs is also very large. One of the parents of the students stated that they were very happy with the congregational prayer activities at the school, as well as the tahfidz Al-Qur'an program that allowed children to memorize short letters and study their meanings. In addition, parents also support religious-based social activities that involve students in sharing with orphans and poor people, which is an important part of building students' character beyond the academic aspect.

Furthermore, another parent revealed that the school also has a 'Religious Ambassador' selection program, which involves students to be role models in practicing religious teachings. This program not only teaches students to be good individuals, but also gives them the responsibility to lead their friends in practicing religious teachings well. In addition, parades and religious competitions involving the surrounding community are also held every year as a way to introduce religious teachings outside the school environment.

From the results of the researcher's observations, it can be seen that the religious program at SDN 25 Sabang is running well and structured. In addition to routine activities such as congregational prayers, joint dhikr, and weekly recitation, the school also organizes faith-based social activities, such as compensation to orphans and social services, which involve students in strengthening relationships with the community. These programs are supported by teachers, principals, parents, and the community, who work together to create a religious environment conducive to students' spiritual and moral development.

Overall, the implementation of religious programs in schools has a positive impact on the formation of students' religious character. Activities such as congregational prayers, recitation, memorization of the Qur'an, and social religious activities have become an integral part of the educational process in schools. With the support of various parties, this religious program strengthens the religious character of students and provides them with a deeper understanding of the teachings of Islam.

The application of such religious values is in line with the views of Imam Al-Ghazali in the work *Ihya' Ulum al-Din*, which states that education that prioritizes spiritual development and morality, not just worldly knowledge, is the primary goal of education (Al-Ghazali 2004). According to Al-Ghazali, the internalization of religion in students is very important to form good morals and commitment to the teachings of the religion adhered to. Thus, the implementation of religious programs at SDN 25 Sabang can be said to be in harmony with the principles of education taught by Imam Al-Ghazali, and contributes significantly to the formation of students' religious character in the midst of outside cultural influences.

### 3) External Cultural Influences

Students in Sabang show a wise response to the influence of outside cultures that enter through tourists and the media. Despite being exposed to a variety of foreign information and lifestyles, they still have a strong understanding of their culture and religion. Through the education provided by schools, teachers, and parents, students are taught to filter out these influences, choose positive ones, and still maintain cultural identity and religious values. Interaction with tourists is done politely, but still maintains local norms that have been ingrained since childhood, reflecting their ability to balance outside influences with their principles of life.

The principal stated, "I see that our students are quite intelligent in filtering out the influence of outside cultures. Although they are exposed to a lot of information from tourists and the media, they still have a strong understanding of their culture and religion. At school, we routinely provide briefings on the importance of maintaining local religious and cultural values. We also engage students in discussions about how they can interact with tourists without changing their life principles. I feel that with a thoughtful approach, students can take the positive side of outside cultural influences without losing their identity."

An Islamic Religious Education (PAI) teacher also emphasized, "Our students are quite open to foreign cultures, but they are also taught to maintain their faith and Islamic cultural identity. Through PAI lessons, we often discuss how to filter out the good and bad influences of the media and tourists. Some students may be interested in the lifestyle portrayed in the media, but they can also discuss and gain a better understanding of what is in line with the teachings of Islam. We facilitate them by setting an example of how to maintain an Islamic attitude in the face of such influences."

A parent of the student also expressed his opinion: "I feel that students are exposed to more outside cultures because of technological advances and the large number of tourists who come to the city of Sabang. However, we as parents always try to teach our children to keep choosing positive things that are in accordance with our religion and culture. Schools are also very helpful in providing a strong character education. I see my children being wiser in choosing what fits the values they have been taught, and they tend to limit influences that don't align with their life principles."

Furthermore, a community leader said that: "I think, today's children are indeed more easily exposed to foreign culture through tourists who come to Sabang and also through social media. However, I see that they are quite aware of the religious values that have been instilled since childhood. Schools and families play an important role in providing briefings on the importance of maintaining cultural and religious identity. I often see children interacting with tourists in a polite way, but still maintaining the existing norms. I believe that if they continue to be well guided, they will be able to filter out outside cultural influences wisely."

Overall, students have intelligence in filtering out the influence of foreign cultures without losing their Islamic identity and local culture. With the support of schools, teachers, and parents, they are able to take positives from their interactions with tourists and the media, while still maintaining religious values. Approaches applied in schools, such as discussion and character education, help students understand the limitations in accepting foreign cultures. Thus, they can adapt to the development of the times without sacrificing the principles and beliefs that have been taught from an early age.

This opinion is in line with the research of Abdul Rahman (2019) in his study on Character Education in Islamic Schools which shows that a character education approach based on religious values can help students develop intelligence in filtering and sorting out the influence of outside cultures. Rahman stated that with an education that emphasizes the importance of local religious and cultural identity, students can learn to critically assess any form of outside influences that come in. This is also strengthened by research conducted by Nurhasanah (2020) which reveals that character education programs that involve discussions about religious, cultural, and ethical values help students maintain a balance between the development of the times and the preservation of religious and cultural identities. Therefore, support from schools, teachers, and parents has a very important role in ensuring that students are able to adapt to the times, without having to sacrifice principles and beliefs that have been instilled from an early age.

#### 4) The Role of Teachers and Parents

The role of teachers and parents is very important in guiding students to stick to religious values, both in the school environment and at home. Islamic Religious Education (PAI) teachers have an active role in teaching Islamic teachings with various learning methods involving lectures, discussions, and role-plays, which aim to teach students about ethics and morals in accordance with religious teachings.

According to the principal, the role of teachers and parents is crucial in educating students to maintain their religious values. Schools, in this case, always involve parents in various activities related to religious character education. Activities such as regular meetings to discuss student development and invite parents to participate in religious events at school, are important means of strengthening cooperation between schools and families. Teachers, especially PAI teachers, not only function as teachers, but also as role models and companions in educating students about religion. In addition, the materials provided at school are designed to be applied at home, so that parents can continue the guidance that has been started at school. Collaboration between schools and parents is indispensable to consistently shape students' religious character.

A similar statement was also made by a PAI teacher who emphasized that their role is more than just as teachers. They also act as mentors who accompany students in

understanding and practicing religious teachings. PAI teachers often communicate with parents, realizing the importance of the role of parents in continuing religious education at home. They also provide more in-depth material on fiqh and morals that students can practice in their daily lives. On the other hand, parents have a responsibility to set a good example and supervise their children outside of school, especially in terms of performing worship and interacting with the social environment. Therefore, good cooperation between teachers and parents is essential in forming a strong religious character of students.

Parents of students also expressed their gratitude for the religious programs held at the school. They find it very helpful to continue the religious education that their children receive at home. Parents remind children to pray on time, memorize daily prayers, and talk about religious values in daily life. Parents believe that they have a major role in shaping the religious character of their children. They also feel that if the cooperation between teachers and parents goes well, it will be easier for children to understand and apply religious values in their lives.

On the other hand, community leaders emphasized the importance of the role of teachers and parents in educating children to adhere to religious values. Teachers in schools provide a solid foundation in religious education, but parents have a major role to play in maintaining and ensuring these values continue to be applied at home. Community leaders also see that many parents are actively communicating with teachers regarding the development of their children's religious education. In addition, the community also has an important role in setting a good example, such as inviting children to worship in congregation or participating in religious activities in the surrounding environment. Therefore, close collaboration between teachers, parents, and the community is essential in shaping a young generation that adheres to religious values.

The results of the researcher's observations show that the role of teachers and parents is very vital in shaping students' character and understanding of Islamic values. Teachers not only play the role of educators in the classroom, but also role models in applying religious and cultural values (Hulu 2021; Agustin et al. 2024). They actively guide students through various activities, such as congregational prayers and recitations, to strengthen religious understanding. Meanwhile, parents play a role in instilling good habits at home, providing supervision, and ensuring that children stick to religious teachings in the midst of the influence of outside cultures. The synergy between teachers and parents creates an environment conducive to the development of students' religious character, both at school and at home.

The role of teachers and parents is very important in shaping the religious character of students. Teachers are not only responsible as educators, but also role models in the application of religious values in schools, while parents continue such

guidance at home. The close cooperation between the two, supported by good communication and active involvement in various religious activities, helps students to understand and practice religious teachings consistently. In addition, support from the community also contributes to creating an environment conducive to the development of Islamic values in students, so that they can face the influence of outside cultures without losing their religious identity.

#### **b. Implementation of Islamic Culture in Sabang City Tourist Area**

The implementation of Islamic culture in the Sabang City tourist area is pursued through various activities involving both the school and the surrounding community. Schools in the region, such as SDN 25 Sabang, integrate Islamic values into their curriculum and daily activities, emphasizing the importance of noble morals, congregational prayer, and respect for others. In addition, the community also plays an active role in supporting the implementation of Islamic culture by familiarizing these values in social interactions, both with tourists and in the surrounding environment. Although tourist areas provide opportunities for the meeting of various cultures, efforts to preserve Islamic culture remain the focus, by involving various parties in educating the younger generation to remain firm in the principles of religion in daily life.

The implementation of Islamic culture in the Sabang City tourist area includes:

##### **1) Islamic Habits in Schools**

Schools in Sabang City play a very important role in shaping and strengthening Islamic culture in students' daily lives. Through various activities that are integrated with religious values, the school seeks to educate students to understand and practice Islamic teachings holistically. Islamic Religious Education (PAI) in schools not only emphasizes theoretical aspects, but also deepens students' understanding of noble morals, worship, and positive habits that are in line with Islamic teachings.

As part of the daily routine, the school invites students to pray in congregation, pray before and after activities, and respect time by carrying out school activities according to an orderly schedule. This Islamic custom, which includes congregational prayer and joint prayer, is applied in everyday life at school, introducing students to the importance of worship habits as part of their lives. In addition, extracurricular activities such as religious studies and commemoration of Islamic holidays also help strengthen Islamic culture in the school environment. In this way, students are expected not only to have in-depth knowledge of religion, but also to be able to practice those values in their lives.

As conveyed by the principal, the school strives to instill Islamic culture in every aspect of student life. Congregational prayer is a daily habit that is applied, both before and after lessons. The principal emphasized the importance of teaching good manners, such as speaking politely, respecting parents and teachers, and maintaining the

cleanliness of the school environment. In addition, religious activities such as reading the Qur'an and conducting Islamic studies are also used as routines that strengthen the formation of students' Islamic character.

The Islamic Religious Education (PAI) teacher added that in teaching, they always emphasize the importance of Islamic character in students' daily lives. In addition to providing religious teaching materials, they also try to provide real examples through actions. PAI teachers invite students to maintain cleanliness, behave politely, and always maintain mandatory prayers. In class, Islamic values are also applied in discussions about how Islamic teachings can be applied in daily life, such as in interacting with friends, respecting parents, or facing exams.

In addition to the role of schools and teachers, parental support is also very important in strengthening the Islamic culture that has been taught in schools. Parents of students revealed that they strongly support the school's efforts in shaping Islamic culture for their children. They continue this habit at home, by upholding prayer, maintaining manners, and speaking politely. In addition, children are also taught to maintain good relationships with their friends and environment. With the religious routine applied in schools, children become accustomed to and feel closer to the teachings of Islam.

The community also plays an important role in strengthening the Islamic culture that has been instilled in schools. Parents and the community fully support children's participation in religious activities organized by schools, such as recitation and commemoration of Islamic holidays. Synergy between school, family, and community is vital in building a strong Islamic character in students. With this cooperation, Islamic culture can be well internalized, not only in the school environment, but also in the surrounding community. Islamic habituation in schools in Sabang City not only focuses on religious education, but also on the formation of student character that reflects Islamic values. The central role of the school, parental support, and community participation in religious activities make Islamic culture an integral part of students' daily lives, which is expected to be reflected in every aspect of their lives.

## 2) Community Participation

The involvement of the surrounding community has a very important role in strengthening Islamic culture in schools, which is reflected in the active participation of parents, community leaders, and local agencies. Parents of students regularly communicate with the school to ensure that religious values are consistently applied at home, as well as to support the religious learning process by teaching Islamic principles to their children. This involvement creates a close relationship between the school and the family in educating students to practice the teachings of Islam in their daily lives.

Community leaders also play an important role in strengthening Islamic culture in the school environment. They often provide advice, lectures, and reinforcement to students related to morals and faith. Activities such as religious studies and lectures involving students and families help remind them of the importance of maintaining Islamic values in their daily lives. Through recitations, commemorations of Islamic holidays, and various other social activities, local communities play a role in supporting the success of programs initiated by schools.

As conveyed by the principal, the synergy between the community and schools in organizing religious activities such as recitation and the celebration of Islamic holidays has a great impact in shaping Islamic culture in schools. The school also establishes good relations with local religious institutions, such as mosques, to facilitate religious activities for students. This proves that the community not only supports morally, but also participates in strengthening Islamic values in the school environment.

Similar support also came from Islamic Religious Education (PAI) teachers, who revealed that the involvement of the community, especially religious leaders, strongly supports the formation of Islamic culture in schools. Activities such as congregational prayers and recitation with students are effective means in shaping students' religious character. With good cooperation between schools and society, students feel that Islamic culture is not only applied in schools, but also applied in their daily lives in society.

Parents of students, in this case, revealed that they felt valued by schools that involve society in the formation of Islamic culture. Community leaders and mosque imams are often involved in religious activities at school, and parents are also encouraged to be more active in supporting the application of Islamic values at home and in the surrounding environment. With the support of the community, it becomes easier for children to practice Islamic values in their daily lives.

A community leader also stated that the community strongly supports the school's initiative in implementing Islamic culture. As role models, they try to maintain good relations with schools and support various religious activities that are organized. Community leaders often give religious lectures that teach students about Islamic manners, morals, and values, and collaborate with parents and schools to ensure that students receive an education that is in accordance with religious teachings, both at school and in the community.

The results of the researcher's observations show that community involvement in various religious activities, such as recitation and congregational prayers, has a significant impact on the formation of students' religious character, especially in dealing with the influence of external culture. Nonetheless, challenges remain, especially related to the influence of tourists and social media that can influence student behavior. Therefore,

closer synergy is needed between schools, parents, and the community to ensure that students' character remains firmly formed based on local religious and cultural values.

The involvement of the community in shaping Islamic culture in schools has been proven to have a significant impact on the formation of students' religious character. Through collaboration with religious leaders and religious institutions, schools can hold various religious activities such as recitations, congregational prayers, and religious lectures that strengthen students' understanding and practice of Islam. Parents also play a role by supporting character education at home and accustoming their children to practice Islamic values in their daily lives. In addition, community leaders contribute as role models who provide moral and ethical guidance to students, helping them face the challenge of increasingly strong outside cultural influences, such as from tourists and social media. With synergy between schools, families, and communities, an environment that supports the formation of Islamic character can be maintained, helping students to adhere to religious teachings in various aspects of their lives.

### 3) Interaction with Tourists

Students are taught to interact with tourists in Islamic cultural corridors with an emphasis on good manners, respect, and maintaining religious values. In school, they are equipped with an understanding of the importance of acting well, speaking softly, and maintaining the boundaries of Islamic norms in every interaction. Teachers and parents give examples of how to behave in an Islamic way, such as welcoming with a smile, speaking in polite language, and avoiding actions that are not in accordance with religious teachings. With this approach, students not only learn to get along with tourists, but also to maintain their cultural and religious identity at every opportunity.

The principal emphasized the importance of providing students with an understanding of the importance of maintaining Islamic values in interacting with tourists. The school integrates this material in religious lessons, local content, as well as extracurricular activities such as scouting and tourism awareness groups (Pokdarwis). Through this approach, students not only learn how to get along with tourists, but also how to maintain their cultural and religious identity, such as manners in speaking, dressing according to Islamic teachings, and not violating social boundaries.

The Islamic Religious Education (PAI) teacher added that students are taught the concept of *akhlaqul karimah* in interacting with anyone, including tourists. This concept teaches students to remain friendly, polite, and helpful to tourists, but still maintain social boundaries, such as keeping their gaze and not having physical contact with the opposite sex. In this case, it is important for students to continue to dress according to Islamic teachings and convey information about Islamic culture and traditions in Sabang in a good and correct way to tourists.

Parents of students are also very supportive of the education provided by the school regarding interaction with tourists. They inculcate Islamic values at home, ensure children understand the limits of associating with tourists, and remind them to stick to Islamic teachings, such as maintaining manners in speaking and dressing according to sharia. Parents also support the various activities held by schools to strengthen the religious character of their children.

A community leader in Sabang explained that they also support the school's efforts in guiding students to interact with tourists in an Islamic way. Community leaders set a real example in receiving guests well but still maintaining religious values. In addition, they held recitations and lectures that emphasized the importance of maintaining Islamic identity in the midst of globalization, especially in interacting with tourists.

With the synergy between schools, parents, and the community, students are expected to become a generation that is not only friendly and polite in interacting with tourists, but also sticks to their religious values. Education that teaches the importance of maintaining manners, dressing according to sharia, and avoiding the influence of foreign cultures that are contrary to Islamic teachings provides a strong foundation for students to face the challenges of life in a multicultural tourist area. This synergy creates a generation that still maintains Islamic identity even though it lives in the midst of globalization.

Understanding how to interact with tourists in an Islamic way is a major concern in the Sabang school environment and society. Schools play an active role in equipping students with Islamic values through religious lessons, local content, and extracurricular activities such as scouting and Pokdarwis, so that they can be polite and friendly without violating religious teachings. PAI teachers emphasized the morality of karimah in association, including maintaining manners in dressing, speaking, and behaving to tourists. Parents also participate in guiding children so that they are not easily influenced by foreign cultures that are contrary to Islamic values, while community leaders provide real examples in maintaining Islamic identity in the midst of globalization. With this synergy, students are expected to be able to become a generation that still adheres to religious values even though they live in a multicultural tourist area.

#### 4) Strengthening Islamic Values

Strengthening Islamic values in the midst of cultural diversity is an important effort to maintain Islamic cultural identity in multicultural areas, such as in Sabang. Schools play a central role in creating an environment that supports the strengthening of Islamic culture through character education, the practice of religious teachings, and intercultural tolerance. Through this comprehensive approach, students are expected to be able to understand and practice Islamic values in their daily lives, while remaining open and appreciative of the diversity that exists around them.

The principal explained that the school implements policies that support Islamic culture, such as requiring students to wear clothes according to Islamic law, holding tahfidz and Qur'an recitation programs, and integrating Islamic values in every subject. In addition, the school works closely with religious leaders and local governments to organize religious activities, such as Islamic holiday commemorations and flash Islamic boarding schools, which provide students with opportunities to further delve into religious teachings and strengthen their Islamic identity.

The Islamic Religious Education (PAI) teacher added that in teaching students, they not only provide theory, but also provide real examples in daily life. By accustoming students to greet with greetings, reciting prayers before and after lessons, and guiding them to understand Islamic norms in society, teachers play an important role in creating an Islamic environment in schools. Interactive discussions on global cultural challenges and how to maintain identity as a Muslim were also conducted to help students cope with the currents of outside cultures.

Students' parents also play an important role in shaping their children's character. They try to be role models by applying Islamic culture at home, such as regularly performing congregational prayers, reading the Qur'an, and teaching Islamic manners in daily life. Parents' support for Islamic school activities, as well as their invitation to participate in taklim assemblies or recitations, strengthen the strengthening of Islamic values outside the school environment.

Community leaders also play a role in maintaining and strengthening Islamic culture. They hold Islamic studies, religious lectures, and social activities involving students and the surrounding community. They also provide an understanding to tourists to respect the Islamic norms and culture that apply in the area, so as to create harmony between tourists and the local community.

It can be understood that efforts to build Islamic culture in schools involve synergy between various parties, including schools, teachers, parents, and the community. The school implements Islamic policies in various aspects, both through dress rules, tahfidz programs, and cooperation with outside parties in religious activities. Teachers play the role of role models by familiarizing themselves with Islamic manners in daily life and guiding students to face global cultural challenges. Parents participate by instilling Islamic values at home and supporting religious programs at school. Meanwhile, the community also contributes through religious activities and maintaining Islamic norms in the social environment. With the involvement of all parties, Islamic culture can continue to be preserved and become part of students' daily lives.

## **2. Discussion**

This research shows that the development of students' religious character in elementary schools in the Sabang City tourist area is one of the important strategies in

maintaining Islamic values in the midst of the incessant influence of foreign culture due to tourism. Through the integration of religious values in the curriculum, the implementation of routine religious activities such as congregational prayers and recitations, and active cooperation between schools, parents, and the community, students are able to maintain their religious identity.

The implementation of Islamic culture in schools has been proven to be effective in shaping positive student behaviors, such as good manners, honesty, hard work, and tolerance for cultural differences. Community support and parental involvement strengthen the habituation of Islamic values, making schools the main center for religious character development. On the other hand, these programs to strengthen Islamic values help students in interacting politely with tourists, without losing their identity and Islamic values. The results of this study show that religious character education in tourist areas needs to be designed holistically, involving various parties, and applied consistently to strengthen the moral fortress of the younger generation.

#### **D. Conclusion**

Based on the findings and analysis, this study concludes that the implementation of religious character education through Islamic culture in elementary schools in the Sabang City tourism area is both strategic and effective in facing the challenges posed by foreign cultural influences brought by tourism activities. The integration of religious values into the curriculum, learning methods, and daily school routines—such as congregational prayers, Qur'an recitation, and religious social activities—has proven to be a strong foundation for shaping students' religious character.

The active involvement of teachers, parents, and the community further strengthens this process. Teachers do not only focus on theoretical aspects of religious education but also emphasize the internalization of noble morals, such as honesty, discipline, and empathy, through varied and participatory learning methods. Parental support at home and community involvement outside the classroom ensure that the values instilled at school are consistently reinforced in students' daily lives.

Despite the strong influence of tourism and exposure to foreign cultures, the synergy between schools, families, and the community has succeeded in maintaining and strengthening students' religious identity. This collaborative approach creates a supportive environment that enables students to uphold Islamic values while remaining open and respectful to cultural diversity.

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