

The Impact of Islamic Education Learning in the 21st Era: Building Learners' Character through 3S at UPT SDN 146 Gresik

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Abstract: *The development of the 21st era in increasingly rapid technological advances has also been realized in the world of education, this is inseparable from the learning of Islamic Religious Education (PAI). Research on character education through the habituation of 3S (Smile, Greet, Greeting) is expected to determine the positive impact of the efforts made by schools which with the development of the era have an impact on the decline in good character habits in students. Research using a qualitative descriptive approach with a case study observed by researchers at the UPT SDN 146 Gresik institution with interview techniques with subjects of students of UPT SDN 146 Gresik, Principal, PAIBP teachers, class teachers. The success of this study shows that character learning through PAIBP not only forms cognitive abilities in students but also in the implementation of socio-religious values taught in PAIBP learning through smiles, greetings, greetings so that it has a positive impact on the character of students*

Keywords: *Character Learning, Islamic Religious Education Learning, Technological Progress*

Abstrak: Perkembangan era 21 dalam kemajuan teknologi yang semakin pesat juga telah terwujud dalam dunia pendidikan, hal ini tidak terlepas dari pembelajaran Pendidikan Agama Islam (PAI). Penelitian tentang pendidikan karakter melalui pembiasaan 3S (Senyum, Sapa, Sapa) diharapkan dapat mengetahui dampak positif dari upaya yang dilakukan oleh sekolah yang dengan berkembangnya zaman berdampak pada menurunnya pembiasaan karakter baik pada siswa. Penelitian menggunakan pendekatan deskriptif kualitatif dengan studi kasus yang diobservasi oleh peneliti di lembaga UPT SDN 146 Gresik dengan teknik wawancara dengan subjek siswa UPT SDN 146 Gresik, Kepala Sekolah, Guru PAIBP, Guru kelas. Keberhasilan penelitian ini menunjukkan bahwa pembelajaran karakter melalui PAIBP tidak hanya membentuk kemampuan kognitif pada siswa tetapi juga dalam implementasi nilai-nilai sosial keagamaan yang diajarkan dalam pembelajaran PAIBP melalui senyum, sapa, sapa sehingga berdampak positif terhadap karakter siswa.

Kata Kunci: Pembelajaran Karakter, Pembelajaran Pendidikan Agama Islam, Kemajuan Teknologi

Introduction

Individual character is a reference for the character of the nation, which has now become an interest in the national mission of the National Long-Term Development Plan (RPJPN) 20052025 (Kosim, 2020). This was initiated by a virus that attacked several years ago. Which also has an impact on the character tendencies of each student in terms of social communication who spend a lot of learning activities through gadgets. So that it has an impact in the school environment where students show an increasingly individualistic attitude.

The development of social media among the community, especially the millennial generation, makes life colorful and entertaining (Faturahman, 2020). The influence of the family can also be seen as an educational process. Education is not only oriented towards mastering knowledge, but also directed at instilling values that will shape a person's character and personality. This is because education without being based on character will never make a meaningful contribution to the community. Education that does not consider character development will torment others and hurt humanity (Ngamanken, 2014).

Megawangi (2007) states that Character Education is the solution to the problems of this country. Character education not only encourages the formation of children's positive behavior, but also improves their cognitive quality. Character development requires the participation and responsibility of parents, society, and the government. Because by becoming spiritually and physically mature, a person becomes a wise personality both towards himself, family, and society. (Illiyun, 2012).

UPT SDN 146 Gresik, which is located adjacent to the industrial environment, has an impact on the development of students with a tendency to individualism due to the influence of digitalization, as well as the lack of parents in paying attention to their daily lives. And they are more presented with technological devices, such as gadgets, laptops that can affect social interactions with fellow friends, educators and the surrounding environment.

The implementation of smiles, greetings and salutations at SDN 146 Gresik is part of an effort to strengthen the social character of students, so that they are not only academically intelligent, but also have noble character. Islamic Religious Learning is very helpful in producing the character of a person who always strives for taqwa, faith, and also noble character, especially in ethics, morals and character as a form of religious education (Rahardja, 2019).

Research Method

The research, which used a descriptive qualitative approach with a case study method at UPT SDN 146 Gresik, was conducted during one odd semester of the 2024/2025 school year. The purpose of the research as stated in Siti Maisaroh's book Educational Research Methodology (2019), which aims to explain, and

explain something that has been controlled or a change. The research is to describe the impact of Islamic Religious Education (PAI) learning in shaping the character of students through habituation of smiles, greetings, and greetings. The research subjects included PAIBP teachers, principals, class teachers, UPT SDN 146 students from Grade 1 to Grade 6, and the surrounding community. Data collection techniques were taken from interview activities, as well as observations of the habituation of smiles, greetings, and salutations, and documented activities that support student character building. Data were analyzed narratively to reveal the positive impact of this program on student character, which is the effect of PAIBP learning as an application of character values through habituation.

Discussion Result

According to Hamzah B Uno, 2015 Learning is identified with the word “teaching” derived from the basic word “ajar” which means instructions given to people to be known added with the prefix “pe” and the suffix “an” to become “learning”, which means the process, action, how to teach or teach so that students want to learn. Meanwhile, according to Zaenal Abidin, 2012, learning is basically the interaction between students and the learning environment to achieve learning objectives, namely changes in behavior (knowledge, attitudes and skills). Learning is a process of interaction between teachers and students which aims to create conducive learning conditions to achieve optimal educational results.

According to Ramayulis, learning involves organizing the environment so that students can learn effectively. Education etymologically comes from the Greek language which consists of the word “Pais” meaning a person, and “again” meaning to guide (Abu Ahmadi and Nur Ubianti, 1991). So education (paedagogie) means guidance given to someone. While in general education is a conscious guidance by educators on the physical and spiritual development of students towards the formation of the main personality. Zuhairini, 2004 argues, education is seen as one aspect that has a major role in shaping the younger generation to have the main personality, in Islam, there are at least three terms used to characterize the concept of education, namely tarbiyah, ta’lim, and ta’dib. However, the term that is now developing in the Arab world is tarbiyah (Hery Nur Aly, 1999).

In the view of al-Ghazali, education is the effort of educators to eliminate bad morals and instill good morals in students so that they are close to Allah and achieve happiness in the world and the hereafter (Hamim, 2014). Kihajar Dewantara suggested education as a guide for the growth of students' potential to become individuals and part of an independent society so as to achieve safety and happiness (Yanuarti, 2017). The 21st century is known as the century of knowledge with the rapid development of science and technology that creates a borderless world (Daryanto & Karim, 2019; Amin, 2017). Globalization and the industrial revolution 4.0 bring rapid changes in various aspects of life, including education (I Wayan,

2019). Education in this era requires students to have critical thinking skills, innovation, technology, and life skills (Ariansyah, 2017).

21st century learning aims to prepare a generation that is able to adapt to rapid technological developments, which have an impact on various aspects of life, including education (Bakrun, 2018). The government has designed a student-centered learning system so that they are more active in obtaining and managing information. Teachers as facilitators have an important role in implementing 21st century learning in schools (Daryanto & Karim, 2017). School is an organizational personality that distinguishes one school from another, how all members of the school organization play a role in carrying out their duties depends on the beliefs, values and norms that are part of the school culture. Each school has its own culture, but a culture that is very easy to implement through habituation 3S (smile, greeting, greeting). (Kusumaningrum, 2020)

Zarah, 2025, interview with the UPT SDN 146 teacher, stated that the habituation program initiated can be said to be successful, which can be seen from the attitudes seen from students in everyday life when in the school environment. One of the visible indicators is when the teacher arrives, automatically and in unison, students immediately meet the teacher and shake hands, without any of them showing a gloomy face. Nunik, 2025, interviewed by the UPT SDN 146 teacher, explained that this habituation was very successful, because the beginning of this habituation was evidence of character building about manners before knowledge. With a smile as alms, greetings as a form of friendship and greetings as evidence of praying for each other.

Wiwin, 2025, interview with a UPT SDN 146 teacher, stated that it is proven by the enthusiasm of the children to shake hands while smiling and greeting not only when they just came to school but at all times, both during breaks, returning from school when they meet teachers they always shake hands. Erlin, 2025, interviewed by the UPT SDN 146 teacher, explained about this habituation, It was very successful, because the beginning of this habituation was proof of planting character about manners before knowledge. With a smile as alms, greetings are a form of friendship and greetings are proof of praying for each other. With this habituation, students who are friendly, polite, and well-mannered are created.

Alria, 2025, interviewed by the UPT SDN 146 teacher, explained that it is very important for this agenda to be implemented and implemented in UPT SDN 146 Gresik students. Elisa, as the acting principal stated that the 3S Culture (Salam, Smile, Greet) has several benefits, especially in the 21st century, the benefits of 3S culture, increasing Friendliness: 3S culture can increase friendliness and politeness in interacting with teachers, friends and other people, build good relationships Good Relationships: By using greetings, smiles, and salutations, we can build a good relationship, improve Service Quality: The 3S culture can improve service quality, creating Positive Environment 3S culture can create a positive and pleasant environment. positive and pleasant environment. By using the 3S culture, we can

increase satisfaction to guardians, students students, learners and build their loyalty. By implementing the 3S culture, we can improve the quality of interactions with others and create a positive environment. positive environment. Especially facing the 21st century. 21. Where students already don't care with the surrounding environment that more fun playing gadgets. As a PAIBP teacher, the researcher also felt the impact of changes from the implementation of positive activities this character cultivation, where students are more polite, courteous and sincere towards others. There is no bullying or arguing with each other with differences. This is felt when students are crossing the road and saying thanks to the school (security guard), as well as to the school employees in the field of cleaning. 3S habituation (smile, greet, greetings) can not only establish ukhuwah within the school, but also reflects that students have already implement the values of morals in religious teachings

Conclusion

The success of this character habituation program can be seen from the increase in positive attitudes of learners, such as politeness when passing or meeting with teachers and the community, respect, and concern for others, both friends and elders. In addition, students show that they apply the values contained in PAIBP learning in their daily lives through simple but meaningful habits. Despite being in an industrial environment with minimal parental assistance in the use of gadgets. Which is the attitude of individualism In this digitalized 21st era.

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