

Morning Talk Program: Innovation in Instilling Qur'anic Character in Elementary School Students in the Era of Globalization

Nyimas Fakhriah¹, Ermis Suryana²

^{1,2}Universitas Islam Negeri Raden Fatah Palembang

¹nyimasfakhriah_24052160027@radenfatah.ac.id, ²ermissuryana_uin@radenfatah.ac.id

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ABSTRACT

This study aims to examine the Morning Talk program as a learning innovation in instilling Qur'anic character in elementary school students in the era of globalization. This research employs a qualitative descriptive approach conducted at SD IT Insan Mandiri Cendikia Palembang, involving six Islamic Education and tahsin teachers as subjects. Data were collected through observation, in-depth interviews, and documentation. The findings reveal that teachers have a comprehensive understanding of Qur'anic character, which encompasses not only the ability to read and memorize the Qur'an but also the application of its values in daily life. The implementation of the Morning Talk program is carried out routinely every morning through activities such as congregational Dhuha prayer, Qur'an recitation review, memorization, reflection on verses, and the delivery of advice and motivation. The program effectively instills values such as faith, discipline, honesty, responsibility, and social awareness. However, challenges include the influence of social media and the lack of parental support. The program has a positive impact on students' behavior, making them more disciplined, polite, and enthusiastic in engaging with the Qur'an. Therefore, Morning Talk serves as a strategic learning innovation in developing students' Qur'anic character, with the need for synergy between schools, families, and the community to ensure its sustainability.



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A. INTRODUCTION

The rapid flow of globalization across various sectors is now felt by all levels of society, including the field of education. Globalization brings technological advancement, economic growth, and improved international connectivity (Wisiyanti, 2024). However, on the other hand, it may also lead to the decline of moral values and reduced concern for local culture (Ihya et al., 2025). In the context of students, globalization has resulted in diminished Islamic manners, such as reluctance to worship, lack of politeness, and limited understanding of Islamic values. (Mumtazah et al., 2025). Additionally, students are increasingly dependent on technological devices such as smartphones and laptops, making it difficult for them to carry out daily activities without the support of these devices. (Ihya et al., 2025). This indicates that globalization presents both challenges and opportunities, requiring individuals to continuously innovate and adapt, particularly through education (Astuti & Ismail, 2021).

The continuous development of global information flows is an unavoidable reality. This reality must be recognized and anticipated early in order to respond effectively to ongoing changes driven by scientific and technological advancement (Subhan, 2022). Therefore, Islamic education plays a strategic role as a filter in selecting which values are appropriate to adopt and which are not (Umartin et al., 2024). Islamic education is a learning process grounded in the fundamental principles of the Qur'an and Sunnah, implemented through structured teaching methods and evaluation (Suryani & Dewi, 2024). It is not solely oriented toward the transfer of religious knowledge but also toward the formation of students' personality and moral character. Thus, Islamic education serves as a means to guide individuals toward better attitudes and behaviors based on Islamic values derived from the Qur'an and Sunnah (Sabtina, 2023).

Schools, as Islamic educational institutions, must respond to the challenges of globalization through concrete innovations, as various efforts of reform and innovation are strategic steps toward achieving high-quality education (Supardi et al., 2025). One such innovation developed at SD Insan Mandiri Cendikia Palembang is the Morning Talk program, which is designed to consistently instill Qur'anic character in students before the teaching and learning process begins. This program includes various activities such as congregational Dhuha prayer, the delivery of advice, Qur'anic learning, and connecting its teachings to students' daily lives.

Several prior studies have examined morning habituation programs as a character-building strategy in Islamic schools. Asnaeni et al. (2023) found that Morning Activity programs effectively cultivated religious character traits, while Safira et al. (2023) demonstrated that Dhuha prayer, muraja'ah, tahfidz, and tahsin significantly impacted students' moral development. Solihah et al. (2024) further emphasized that consistent teacher involvement in routine habituation activities was a determining factor in shaping students' religious character. Thus, the Morning Talk program represents an adaptation of the Morning Activity program, tailored to meet students' needs in cultivating Qur'anic character in the globalization era.

While the aforementioned studies share thematic relevance, the present research distinctively examines the Morning Talk program as a learning innovation for cultivating Qur'anic character among elementary school students based on teachers' perspectives at SDIT Insan Mandiri Cendikia Palembang, addressing the questions of how teachers understand Qur'anic character, how the program is implemented, and how teachers' role in instilling Qur'anic values, as well as the challenges and outcomes encountered. It is anticipated that the findings will contribute to the advancement of Qur'anic value-based learning innovations in elementary education and serve as a reference for other institutions in designing adaptive character habituation programs.

B. METHODS

This study employs a qualitative descriptive approach to gain an in-depth understanding of teachers' strategies in instilling Qur'anic character in elementary school students. The research was conducted at SD IT Insan Mandiri Cendikia, Palembang City, South Sumatra Province, involving six Tahsin and Islamic Education

(PAI) teachers selected through purposive sampling based on their knowledge and direct involvement in the Qur'anic character instillation process. Data were collected through observation, in-depth interviews, and documentation. The data will be analyzed using the Miles and Huberman technique, comprising three components: data reduction, data display, and conclusion drawing.

C. RESULT AND DISCUSSION

1. Teachers' Understanding of Qur'anic Character

Qur'anic character represents a concrete manifestation of character education from an Islamic perspective. According to K.H. Ahmad Dahlan, character education aims to cultivate noble morals (*akhlak*). The concept of *amar ma'ruf nahi munkar* refers to habituating students to perform righteous deeds, through consistent practice of good actions, positive character traits are formed in learners (Kumalasari, 2018). Thus, religion serves as the foundational basis of character education. In Islam, character education refers to the implementation of moral values derived from the teachings of the Holy Qur'an (Rohmah & Faza, 2023). This developmental process is commonly referred to as the cultivation of Qur'anic character.

The scope of Qur'anic character encompasses three main dimensions: the relationship between humans and Allah SWT, relationships among fellow humans, and the relationship with the natural environment (Ruspani, 2024). The relationship with Allah encompasses values such as taqwa, ikhlas, tawakkal, shukr, muraqabah, khauf and raja', as well as tawbah. The relationship with fellow human beings includes shiddiq, amanah, istiqamah, iffah, mujahadah, syaja'ah, tawadhu, haya', sabr, forgiveness, and justice. Meanwhile, the relationship with nature covers environmental stewardship, compassion toward animals, and care for plants. These three dimensions demonstrate that Qur'anic character is comprehensive, encompassing both vertical relationships with God and horizontal relationships with humanity and the natural world.

In the process of instilling Qur'anic character, the role of the teacher is highly central. Teachers function not only as transmitters of knowledge but also as mentors and role models in embedding life values (Lestari et al., 2022). Therefore, teachers' understanding of Qur'anic character becomes a crucial factor in the success of character development among students. A sound understanding enables teachers to design and implement learning activities that are oriented toward the internalization of Qur'anic values. This aspect constitutes the primary focus of the present study, namely how teachers' understanding of Qur'anic character is reflected in the implementation of the Morning Talk program.

Based on interview findings, teachers demonstrated diverse yet complementary understandings of Qur'anic character. One teacher explained that Qur'anic character refers to an individual who embodies the spirit of the Qur'an, which those who enjoys reading and memorizing it, and whose daily behavior reflects good conduct in accordance with the teaching of Quran (Teacher H, Interview 2026). Similarly, another teacher defined it as behavior consistently grounded in the teachings of the

Qur'an, where a person's actions clearly indicate whether they possess good or bad character as a reflection of Qur'anic-based morality (Teacher G, Wawancara 2026). Furthermore, another teacher added that Qur'anic character refers to individuals who not only read the Qur'an but also practice its teachings in their daily lives (Teacher IN, Wawancara 2026).

These perspectives align with the holistic concept of Qur'anic character, which encompasses not only ritual dimensions such as reading and memorizing the Qur'an but also moral dimensions reflected in everyday behavior. This finding indicates that teachers possess a strong foundational understanding, which serves as essential provision in implementing the Morning Talk program as a learning innovation aimed at instilling Qur'anic character in elementary school students in the era of globalization.

2. Implementation of The Morning Talk Program

The Morning Talk program is a learning innovation designed by the school as a structured and consistent effort to instill Qur'anic character in students. It is conducted every morning before the teaching and learning process begins, ensuring that Qur'anic values are the first to be received by students at the start of the day. This is in line with Yaqin (2023) who argues that character formation requires repetition so that it becomes a habit embedded within learners. This consistent daily habituation is expected to shape students' Qur'anic character not only at the level of knowledge but also as reflected in their attitudes and daily behavior. Thus, Morning Talk represents a strategic form of learning innovation in instilling Qur'anic values from an early age in elementary school students.

The implementation of the Morning Talk program at SD IT Insan Mandiri Cendikia Palembang serves as an effort to develop students' Qur'anic character. The program is conducted daily for approximately 20 minutes before lesson begins. As noted by one teacher, the session includes the delivery of advice and motivation, followed by collective Qur'an recitation, memorization activities, and reflection on the meanings of the verses recited (Teacher A, Interview 2026). The activities within the Morning Talk program are diverse but share a common objective namely, the instillation of Qur'anic values in students. Another teacher explained that the program includes congregational Dhuha prayer, Qur'an recitation review (*muraja'ah*), memorization, and various forms of advice. The aim is to enable students to correctly perform prayers, *dhikr*, supplications, and Qur'anic memorization, while also engaging in self-reflection (*muhasabah*) on various concern (Teacher G, Interview 2026).

More specifically, the Morning Talk activities begin with greetings and prayer together, followed by congregational Dhuha prayer. The next stage involves guided *muraja'ah* of Qur'anic memorization. Subsequently, teachers deliver motivation, advice, or exemplary stories from the Qur'an and Hadith related to moral conduct and daily behavior. At the end of the session, teachers reinforce character values and conclude with a closing prayer. A teacher also noted that Morning Talk sessions can

be utilized to discuss selected Qur'anic verses and relate them directly to students' daily experiences (Guru IR, Wawancara 2026).

Through its series of activities, the Morning Talk program constitutes a structured process of Qur'anic character instillation carried out through habituation, role modeling, moral guidance, and reinforcement. Routine Dhuha prayer and muraja'ah cultivate discipline and istiqamah, while Qur'anic memorization fosters responsibility and diligence. The delivery of advice, motivation, and exemplary narratives drawn from the Qur'an and Hadith aims to nurture moral values such as honesty, patience, and courtesy, while teachers consistently serve as behavioral role models in both conduct and speech. Furthermore, the classical learning system applied in Qur'anic recitation and memorization activities further strengthens the internalization of Qur'anic values, in which students learn and memorize collectively, listening to and correcting one another, leaving no justification for any student to fall behind in memorization (Teacher G, Interview, 2026). Thus, the Morning Talk program serves as a structured and sustainable medium for the internalization of Qur'anic character values.

This classical system indirectly contributes to the development of Qur'anic character values such as cooperation, social awareness, responsibility, and mutual respect. The interactions among students during these activities function as a form of social learning that strengthens the internalization of Qur'anic values in daily life. This finding aligns with Supardi et al. (2025) who emphasize that effective educational innovation must be holistic, sustainable, and oriented toward improving learning quality and optimizing student potential. The Morning Talk program, which integrates muraja'ah, memorization, tadabbur, and contextual moral guidance, reflects a holistic learning innovation in instilling Qur'anic character among elementary school students in the globalization era.

3. Instilling Qur'anic Character through Morning Talk Program

The instillation of Qur'anic character is a process of internalizing values contained in the Qur'an such as *tauhid* (monotheism), morality, knowledge, and social responsibility (Aulia & Akbar, 2025) which are not only understood cognitively but also manifested in daily behavior. In the perspective of Islamic education, character formation does not occur instantly but develops through processes of role modeling, habituation, and guidance carried out consistently and sustainably (Anwar et al., 2025). Therefore, evaluation of character development should not rely solely on academic aspects but also on observations of attitudes, social interactions, and behavioral consistency in daily life.

Based on interview findings, teachers identified various Qur'anic character values as the primary targets of the Morning Talk program. One teacher emphasized that the most important values to instill in students include strong faith in Allah, honesty, responsibility, discipline, patience, mutual respect, and social care, as these values are essential for developing good character and enabling students to face contemporary challenges without abandoning Qur'anic teachings (Teacher A,

Interview 2026). Another teacher highlighted the importance of *istiqamah*, discipline, and honesty (Teacher G, Interview, 2026), while another emphasized patience, honesty, and environmental and social awareness (Teacher H, Interview, 2026). Additionally, one teacher explicitly identified *akhlaq* (moral conduct) as the core of all Qur'anic values that must be developed in students (Teacher IN, Interview, 2026).

These values are consistent with the three dimensions of Qur'anic character outlined by Ruspandi (2024), the relationship with Allah, fellow humans, and the natural environment. Arifin (2024) further emphasizes that Qur'anic character not only shapes spiritual character but also strengthens moral values that support character development across various aspects of life. This indicates that the Morning Talk program has implicitly integrated these three dimensions through the daily habituation of values. Thus, the program functions not only as an activity of reading and memorizing the Qur'an but also as a continuous process of character development.

The Morning Talk program constitutes a systematic and sustainable learning innovation implemented through a series of routine activities conducted every morning before lessons begin, including congregational Dhuha prayer, *muraja'ah*, motivational talks, advice, Qur'anic storytelling, and reinforcement of values. These activities are designed not only to develop students' worship practices and Qur'anic knowledge, but also to cultivate their moral character and daily behavior through consistent habituation.

First, congregational Dhuha prayer serves as a form of worship habituation aimed at instilling religious character and discipline. This routine fosters spiritual awareness and encourages students to consistently perform voluntary worship. It also promotes discipline, responsibility, and togetherness, as students are required to arrive on time, maintain orderly conduct, and participate solemnly. The routine practice of worship constitutes an integral part of the internalization process of *tauhid* (monotheistic belief) and obedience to Allah in students' daily lives.

Second, *muraja'ah* (review of Qur'anic memorization) trains students to continuously revisit their memorization, thereby cultivating discipline, responsibility, and *istiqamah*. Students are expected to prepare themselves prior to each Morning Talk session and to maintain their memorization independently. Furthermore, the repetitive nature of *muraja'ah* fosters patience and perseverance, as sustained effort and continuous practice are required. Thus, *muraja'ah* not only strengthens Qur'anic memorization ability but also develops a strong work ethic and resilience in students.

Third, the provision of advice, motivation, and exemplary Qur'anic narratives represents a process of character formation through role modeling and conceptual understanding. Through these narratives, students internalize moral values such as honesty, patience, obedience, hard work, and cooperation, while teachers' guidance reinforces the importance of embodying Qur'anic teachings in daily life. This activity demonstrates that character formation is achieved not only through habituation but also through meaningful understanding, enabling students to grasp the purpose behind every positive behavior they practice.

Fourth, the reinforcement of Qur'anic values is carried out by reiterating moral messages and character values that have been conveyed during the Morning Talk sessions. This reinforcement aims to ensure that these values are not merely understood temporarily but are deeply internalized within students. Through this process, teachers continually remind students of the importance of honesty, discipline, respect for teachers and parents, and social awareness. Continuous reinforcement supports the internalization process, allowing these values to become habitual in students' daily lives.

4. The Impact of Morning Talk Program on Students' Character

The consistent implementation of the Morning Talk program has generated positive impacts that are directly observable in students' daily behavior. Behavioral change serves as a primary indicator of successful character formation, as values that have been effectively internalized are reflected in students' attitudes, social interactions, and behavioral consistency in daily life (Aulia & Akbar, 2025). . Therefore, the impact of the Morning Talk program is not solely measured through academic outcomes but also through direct observation of students' behavior both within and beyond the school environment.

The impact of the Morning Talk program has been recognized by teachers at SD IT Insan Mandiri Cendikia. Based on interview findings, teachers reported various positive developments among students following regular participation in the program. Teacher H (2026) stated that students have become more enthusiastic in engaging *muraja'ah* and Qur'anic memorization. Teacher G (2026) identified two categories of student responses: first, students who experience clear and observable benefits, demonstrated by increased enthusiasm and curiosity about the Qur'an; and second, students who have not yet fully demonstrated the program's impact. However, even among the latter group, there remains an initial internalization of Qur'anic values, albeit at a more subtle level. Another teacher reported that students have become more disciplined in performing acts of worship, more respectful toward teachers and peers, and more honest and responsible in their daily lives (Teacher A, Interview, 2026). These improvements were further clarified by Teacher G (2026), who observed that students have become more polite and respectful, indicating the development of Qur'anic character.

The reports provided by teachers regarding these positive outcomes suggest that Qur'anic character can be effectively internalized through consistent and gradual habituation. The internalization of Qur'anic values enables students to better navigate the challenges of globalization. This finding is consistent with Wisiyanti (2024) who argues that character values taught through religious education, such as honesty and diligence, equip students to respond to external cultural influences brought about by globalization. The Morning Talk program serves as an effective means for teachers in cultivating Qur'anic character among students by connecting Qur'anic values to their daily lives through consistent habituation and contextual moral guidance. Consequently, this program contributes to the formation of students

who embody Qur'anic character while remaining resilient against the negative influences of globalization.

5. Challenges, Evaluation and Recommendations for The Development of Morning Talk Program

The implementation of the Morning Talk program in instilling Qur'anic character is not without challenges. In the globalization era, teachers face complex obstacles, as affirmed by Rahmayanti et al. (2025), who noted that Islamic education confronts the challenge of foreign cultural influences that gradually shift students' values and worldviews. Based on interviews, the primary challenges identified include students' unpredictable mood swings, lack of parental support, excessive gadget use, and students' diminishing interest in embodying Qur'anic values in daily behavior (Teacher G, IN, HA, H, Interview, 2026). These findings indicate that the challenges of Qur'anic character instillation do not originate solely from within the school, but also from external factors beyond teachers' control, thereby necessitating strong synergy among the school, family, and broader social environment.

Evaluation constitutes an indispensable component of educational innovation, as it measures goal attainment and identifies areas for improvement (Azman & Saputra, 2025; Supardi et al., 2025). Teachers' evaluative reflections and recommendations collectively emphasize the importance of parental education regarding Qur'anic character development, strengthened school-family coordination, and the enrichment of Morning Talk with creative and contextual approaches such as Qur'anic-based games and inspiring narratives (Teacher G, IN, H, IR, HA, Interview, 2026). These recommendations reflect a collective awareness that the program's success requires multi-stakeholder collaboration. As affirmed by Supardi et al. (2025), effective educational innovation must engage all stakeholders. Therefore, the future development of the Morning Talk program requires methodological enrichment, teacher professional development, and strengthened teacher-parent collaboration to ensure its effectiveness as an adaptive framework for Qur'anic character formation in the globalization era.

D. CONCLUSION AND SUGGESTIONS

The Morning Talk program at SDIT Insan Mandiri Cendikia Palembang constitutes a structured activity designed to cultivate students' Qur'anic and religious character. Through this program, Qur'anic character is instilled by means of habituating congregational Dhuha prayer, muraja'ah, tadabbur, and contextual moral guidance, which collectively foster three dimensions of Qur'anic character: the relationship with Allah, fellow human beings, and the natural environment.

Although this program yields numerous positive impacts for teachers, students, and educational policy, several areas warrant further investigation in future research. These include expanding the scope of research locations to determine whether similar programs exist elsewhere and to compare their relative effectiveness, broadening the respondent base to incorporate the perspectives of parents and students, and employing

a longitudinal approach to measure the long-term impact of the Morning Talk program on the formation of students' Qur'anic character. Thus, the Morning Talk program is not merely a standalone activity, but rather a systematic and continuous endeavor to holistically shape students' Qur'anic character, thereby making a meaningful and substantive contribution to Islamic education in Indonesia.

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