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## **Analysis of service quality in the character education model of environmental care at SMP IT Dinamika Umat using the importance performance analysis method**

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**Abstract.** This study aims to analyze the quality of service in the character education model of caring for the environment at SMP IT Dinamika Umat using the Importance Performance Analysis (IPA) method. The study respondents were 30 students who filled out questionnaires to assess the level of importance (Level of Importance / Yi) and level of performance (Level of Performance / Xi) of several attributes that are indicators of service quality. The results showed that there are attributes that have a high level of importance but low performance (Quadrant I), attributes that have a high level of importance and performance (Quadrant II), and attributes with low importance but high performance (Quadrant III). Based on this analysis, this study recommends priority improvement for attributes in Quadrant I, maintenance of achievement in attributes in Quadrant II, and maintaining stability in attributes in Quadrant III to improve the overall quality of service in the model of environmental care character education at SMP IT Dynamics Umat.

**Keywords.** character education; care for the environment; Quality of Service

### **Introduction**

The number of natural disasters that hit Indonesia raises many assumptions, including exploitative attitudes towards nature that are not separated from certain cosmological views (Rohinah, 2017). Education has an important role in building Indonesian people who are whole, intelligent and have the ability to understand the environment, understand the problems that occur and solutions to face the problems experienced (Mangunjaya, 2021). Character is the values of human behavior related to God Almighty, oneself, fellow humans, the environment and nationality manifested in thoughts, attitudes, feelings, words, and deeds based on religious norms, laws, manners, culture and customs. This is in accordance with Law No. 20 of 2003 concerning the National Education System in Article 3, which states that national education functions to develop abilities and shape the character and civilization of a dignified nation in order to educate the nation's life.

It takes maximum effort in aligning the concepts of cleanliness and beauty with the sacred postulates written as a reflection of faith. This is one of the big problems of Islamic Education institutions in Indonesia today, namely not being able to ground the values of

cleanliness in daily attitudes and behaviors. The urgency of handling environmental damage does not only require personal responsibility and government officials, but must involve all parties and responsibilities of all elements of society, including educational institutions. The most important and significant thing to do in order to prevent and overcome environmental damage is to make awareness of actors or subjects who have God's commission to carry out as caliphs on earth (Hidayat, 2015).

It takes seriousness and totality in carrying out all learning programs so that students become good human beings. Indeed, all elements of the nation realize the importance of character education for children, both in the family, school and community (Aziz, 2013). Therefore, all levels of society and education stakeholders should realize that the formation of child characteristics is an essential and strategic educational process in building the nation's character. This is clearly seen in article 1 of Law No. 20 of 2003 concerning National Education System which states that among the objectives of national education is to develop the potential of learners to have intelligence, personality and noble morals. The mandate of the Law intends that education not only forms intelligent Indonesian people, but also has personality and character, so that a generation of people who grow up with characters that breathe the noble values of the nation and religion (Asmani, 2011). The presence of quality human resources and collective awareness in supporting character education programs is the key to school success in achieving these goals (Syafri, et.al, 2022).

There is a stigma that Islamic educational institutions still cannot provide a clean, comfortable and green school environment. Many faktor causes this to happen, including low awareness of the need for cleanliness for the success of educational goals and also inadequate funding to carry out hygiene management by hiring cleaners and preparing facilities and infrastructure (Saputra, 2017).

Education can play a role in breaking this chain of damage by preparing a generation that cares about the environment through a directed, programmatic and consistent process of instilling values, example, habituation and conditioning (Husaini, 2012). For this reason, one of the efforts to contribute to this aspect is by raising the theme "Education Model for Environmental Care for SMP IT Dynamics of People". This research explores the application of environmentally caring character education using inquiry methods in an effort to increase understanding and cause changes in students' attitudes and behaviors so that they become aware and care about the environment. This character education is an effort to exemplify the characteristics of the Prophet as an example and the importance of leadership character in protecting the environment from an early age (Fitriani, et.al, 2022). Explaining that Madrasah/school is a place to obtain all knowledge and various norms, as well as ethics that can be the basis of humans towards the creation of welfare in life towards the ideals of sustainable development (Raharjo, 1993).

### **Research methods**

The research method used is to use quantitative research methods with an Importance Performance Analysis (IPA) analysis method approach . The purpose of this study is to analyze the character education model of caring for the environment implemented in SMP IT Dynamics Umat. This study aims to evaluate the level of importance and performance of various indicators related to hygiene and character education programs in forming students who care about the environment and have a disciplined character.

This study used a survey research design. Data were collected using questionnaires containing questions about the importance and performance levels of various indicators related

to hygiene and character education programs. The respondents in this study were 30 students from SMP IT Dinamika Umat. Questionnaires are developed based on predetermined indicators and are related to hygiene and character education programs. The questionnaire consists of two main parts, namely the first part to measure the level of importance (Importance) and the second part to measure the level of performance (Performance) of each indicator. The variables in this study consist of five aspects (Sugiono, 2015) related to hygiene and character education programs as follows:

1. Physical Evidence (Tangible): The condition of cleaning equipment or supplies, the condition of garbage disposal facilities, and the existence of a cleaning picket schedule.
2. Reliability: Provision of material on hygiene, students' understanding of cleanliness as part of faith, and the effectiveness of hygiene-related slogans and announcements.
3. Responsiveness: Clarity of information about hygiene duties and responsibilities, responsiveness of students in maintaining environmental cleanliness, and examples from teachers and education staff in carrying out hygiene duties.
4. Assurance: School guarantees discipline in hygiene, awards and sanctions related to discipline, and assessment of discipline in cleanliness in report cards and graduation scores.
5. Empathy: Special attention from teachers to undisciplined students, direction and advice from teachers to students regarding hygiene tasks, social support between students, and support from parents of students to discipline programs.

The IPA Instruments on the question indicators in the survey are as follows:

Table 1. Research Instrument for Environmental Care Education in SMP IT Community Dynamics

No.	Environmental Care Education	Educational standards Care for the Environment
1	<i>Physical Evidence (Tangibles)</i>	1). Cleaning supplies are available and sufficient 2). The equipment condition is good and decent. 3). Waste disposal & processing facilities are available and can be used. 4). Picket schedule for students, teachers and education staff 5). Books/modules of learning materials on hygiene
2	<i>Reliability</i>	1). Learning materials on hygiene 2). Students understand that Islam is very concerned with cleanliness 3). Slogans and announcements through loudspeakers. 4). Teachers, education staff and students carry out hygiene duties 5). This hygiene program is important in shaping the character of discipline
3	<i>Responsiveness</i>	1) Information about cleaning duties & responsibilities 2). Scattered garbage, directly picked up and thrown into the trash can 3). Teachers and education staff are able to be examples 4). Students who do not carry out cleaning duties, are sanctioned

No.	Environmental Care Education	Educational standards Care for the Environment
4	<i>Assurance</i>	5). Students alert their friends who are not performing hygiene duties and report to the homeroom teacher or picket teacher <hr/> 1). The school guarantees & ensures the implementation of discipline in terms of hygiene 2). Teachers and schools reward those who are disciplined in carrying out cleaning duties and sanctions for violators 3). The school incorporates this discipline value into the report card 4). The school includes discipline in cleanliness as one of the points in determining graduation 5). The cooperation and support of parents strengthens the implementation of this program
5	<i>Empathy (Empathy)</i>	1). Teachers pay special attention to undisciplined students. 2). Teachers & education staff are willing to give direction / advice to students 3). Sanski can improve students' attitudes 4). Students provide support and attention if there are friends who are sanctioned for indiscipline 5). Parents support this discipline program

The instrument is made in questions about the level of importance and level of performance based on the method of Importance Performance Analysis. Data collection by distributing questionnaires to 30 students from SMP IT Dinamika Umat. Respondents were asked to give their assessment of the importance and performance of each indicator presented in the questionnaire. The rating scale used can be the Likert scale (Sukmadinata, 2017), where respondents are asked to give a score from 1 to 5 for each statement, with 1 indicating low importance or performance and 5 indicating high importance or performance.

Data Analysis techniques with assessments from respondents are collected, data analysis is carried out using the Importance-Performance Analysis (IPA) method. The importance and performance level assessment data of each indicator are analyzed and mapped into the IPA matrix. This matrix will visualize the position of each indicator in four quadrants based on its importance and level of performance. The results of the IPA analysis will provide information on indicators that have a high level of importance and high performance (Quadrant II) that are the advantages of hygiene and character education programs, indicators that have a high level of importance but low performance (Quadrant I) that need to be improved, indicators that have a low importance but high performance (Quadrant III) that can be ignored, and indicators of low importance and low performance (Quadrant IV) that need further attention.

The discussion was conducted based on the results of science analysis to identify priorities in improving or further management of hygiene and character education programs. This discussion will provide insight into how the program can be improved to achieve the goal of better and effective environmental care character education.

## **RESULTS AND DISCUSSION**

The data showed that the education program for caring for the environment of clean schools without cleaning service at SMP IT DU is closely related to character building programs. After the importance assessment data of 30 students was collected, the results were as follows:

Table 2. Average assessment of performance level and importance for each attribute

	No.	Attribute No.	Performance Level (Xi)	Importance (Yi)	Conformity Rate (Tki) (%)
Physical evidence (Tangibles)	1	A1	138	148	93,24
	2	A2	108	143	75,52
	3	A3	136	146	93,15
	4	A4	137	145	94,48
	5	A5	68	127	53,54
	6	A1	130	133	97,74
	7	A2	138	147	93,87
	8	A3	138	148	93,24
	9	A4	130	137	94,48
	10	A5	143	146	97,94
Responsiveness	11	A1	130	145	89,65
	12	A2	114	131	87,02
	13	A3	130	135	96,29
	14	A4	131	137	95,62
	15	A5	123	127	96,85
Assurance	16	A1	136	147	92,51
	17	A2	138	143	96,50
	18	A3	136	141	96,45
	19	A4	122	123	99,18
	20	A5	136	140	97,14
Empathy (Emphaty)	21	A1	136	146	93,15
	22	A2	136	138	98,55
	23	A3	115	116	99,13
	24	A4	106	110	96,36
	25	A5	136	140	97,14

Based on the results of data analysis, it can be seen that:

- The aspect of Responsiveness has the highest average level of suitability (Tki) of 93.09%.
  - The Empathy aspect (Emphaty) has the second highest average level of conformity (Tki) at 97.04%.
  - The Assurance aspect has an average conformity rate (Tki) of 96.36%, indicating a fairly high level of conformity.
  - The Physical Evidence (Tangibles) aspect has the lowest average conformity rate (TKI) of 81.79%, indicating a significant difference between the level of performance and the level of importance in this aspect.
- a). Overall quality performance is in the "Excellent" category.

b). Two attributes still have to be opted for, namely No. 2 on tangible with a conformity rate of 75.52 % (Good) ; No. 5 on tangible with a conformity rate of 53.54% (Good Enough)

From the results of the analysis, it can be identified that the aspect of Physical Evidence (Tangibles) is a priority to be improved in the implementation of hygiene and character education programs. Meanwhile, aspects of Responsiveness and Empathy (Emphaty) need to be maintained and can be used as examples of success in this program. The Assurance aspect also has a high level of suitability, but still needs to be considered to ensure the smooth and successful hygiene and overall character education programs. For the IPA quadrant on the cartesian diagram, the average value of attribute performance is analyzed as follows:

Table 3. Average value of performance attributes for performance level and importance level

Management Functions	Average value of attribute performance					
	No.	Entry No.	Performance Score	Performance Level (Xi)	Importance Score	Importance (Yi)
Physical Evidence (tangibles)	1	A1	138	3,26	148	4,90
	2	A2	108	3,60	143	4,70
	3	A3	136	4,50	146	4,80
	4	A4	137	4,50	145	4,80
	5	A5	68	2,26	127	4,20
Reliability (Ability)	6	A1	130	4,30	133	4,40
	7	A2	138	4,60	147	4,90
	8	A3	138	4,30	123	4,10
	9	A4	130	4,30	137	4,56
	10	A5	143	4,70	136	4,50
Responsive ness	11	A1	130	4,30	145	4,80
	12	A2	114	3,80	131	4,36
	13	A3	130	4,30	135	4,50
	14	A4	131	4,30	137	4,56
	15	A5	122	4,06	127	4,23
Assurance	16	A1	136	4,50	136	4,53
	17	A2	138	4,50	136	4,53
	18	A3	136	4,06	131	4,36
	19	A4	122	4,50	123	4,10
	20	A5	136	4,50	130	4,30
Empathy (Emphaty)	21	A1	136	4,50	121	4,03
	22	A2	136	4,50	138	4,60
	23	A3	115	3,80	116	3,86
	24	A4	106	3,50	110	3,66
	25	A5	136	4,50	109	3,63
Total				103,49		109,91
Average2				4,15		4,39

The interpretation of the data in the table is that the Reliability Aspect has a high level of performance and importance, as well as a good level of suitability, indicating that the implementation of this aspect has been effective and in accordance with respondents' expectations.

The Emphaty aspect has a relatively high level of performance and importance, but a low level of conformity, indicating that there is room for improvement or improvement in the implementation of this aspect.

Aspects of Physical Evidence (Tangibles) and Responsiveness (Responsiveness) have a level of performance that is less in line with respondents' expectations, although the level of importance is relatively high. This shows that improvements need to be made in the implementation of these aspects to match respondents' expectations.

The Assurance aspect has a fairly high level of performance and importance, as well as a good level of suitability, indicating that the implementation of this aspect has been effective and in accordance with respondents' expectations.

Based on the interpretation of the data above, it can be concluded that to improve the effectiveness of hygiene and character education programs, it is necessary to focus on improving and improving aspects of Empathy (Emphaty), Physical Evidence (Tangibles), and Responsiveness (Responsiveness). Meanwhile, aspects of Reliability and Assurance are already at a good level and can be maintained. So that a cartesian diagram is obtained as follows:

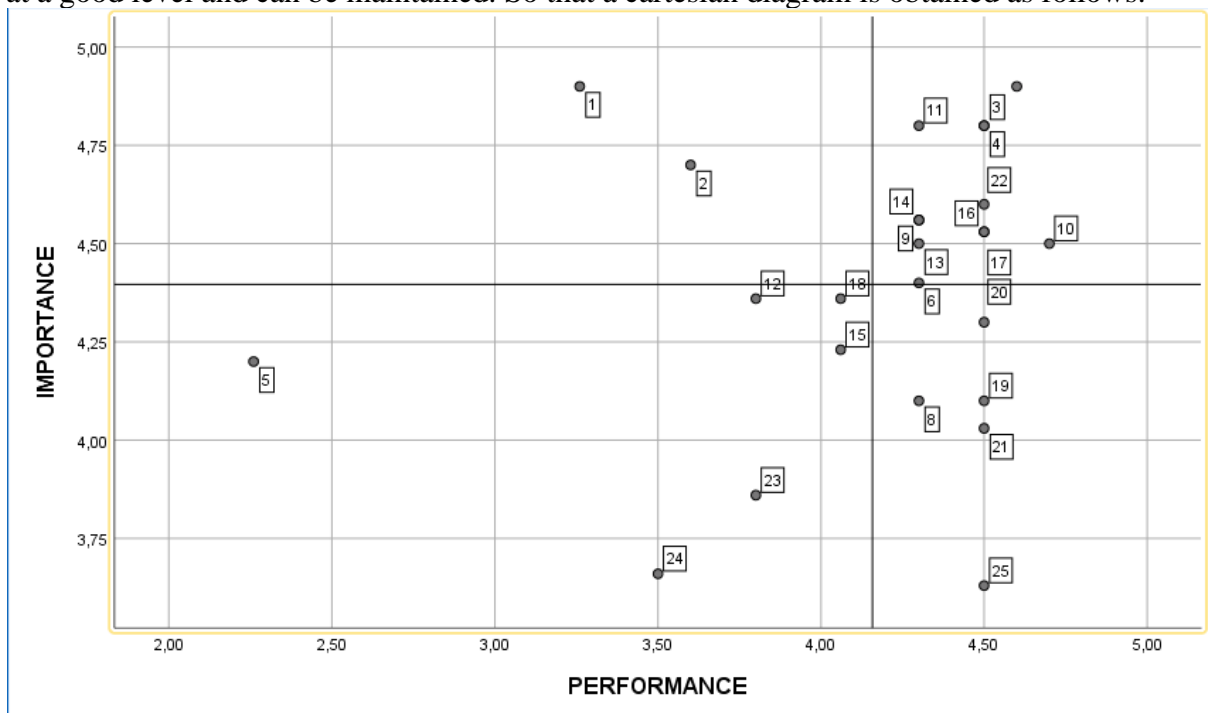


Figure 1. Cartesian Diagram

<p><b>Quadrant I</b> Top priority (Concentrate Here)</p> <p><b>Attribute Number:</b> No.1: Tangible A1 No.2: Tangible A2</p>	<p><b>Quadrant II</b> Keep Up Achievements (Keep up to good work)</p> <p><b>Attribute Number:</b> No.3: Tangible A3 No.4: Tangible A4</p>
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	No.9: A4 Reliability No.10: A5 Reliability No.11: Responsiveness A1 No: 13: A3 Responsiveness No. 14: A4 Responsiveness No. 16: Guarantee A1 No. 17: A2 Guarantee No. 22: Empathy A2
<p style="text-align: center;"><b>Quadrant III</b>                  Low Priority                  (Low Priority)</p> <p style="text-align: center;"><b>Attribute Number:</b>                  No.5: Physical Evidence A5                  No.12: A2 Responsiveness                  No.15: A5 Responsiveness                  No.18 Warranty A3                  No. 23: A3 Empathy                  No. 24: A4 Empathy</p>	<p style="text-align: center;"><b>Quadrant IV</b>                  Excessive                  (Possible Overkill)</p> <p style="text-align: center;"><b>Attribute Number:</b>                  No.6: A1 Reliability                  No.8: A3 Reliability                  No.19: A4 Guarantee                  No.20: A5 Guarantee                  No.21: Empathy A1                  No.25: A5 Empathy</p>

Figure 2. Cartesian Diagram Data Interpretation

Based on the cartesian diagram data in the results of the Importance Performance Analysis data, it should be noted as follows:

- The institution prioritizes improving the quality of performance of attributes2 in this Quadrant I.
- The institution must maintain the quality of performance of the attributes in quadrant II This.
- The institution continues to strive to maintain the stability of the quality of performance of the attributes in quadrant III.
- The institution continues to maintain the stability of the level of satisfaction on the quality of performance of these attributes.

Based on the interpretation of the data, SMP IT Dynamics Umat needs to make conclusions and recommendations from data processing at the Performance Level and Importance Level, then:

- a) In general, from the level of compatibility between the concept and performance in the implementation of the Environmental Education Model in the IT Foundation/Junior High School, the Dynamics of the People has been very good.
- b) In implementing the general program, institutions must prioritize efforts to improve 2 (two) attributes that can still be optimized again, maintain the achievement of 10 attributes that are already very good, maintain the stability of 6 attributes that have low priority, and also maintain the stability of 6 attributes that are already very good in order to remain efficient and effective.
- c) Overall, the level of compatibility between the concept and performance in environmental care education programs at the Foundation / SMPIT Dynamics of the People has been very good.

The results showed that the implementation of the Environmental Care Character Education Model at SMP IT Dynamics of the People was in a very good category overall (Mujahidin, 2021). The research uses the Importance Performance Analysis (IPA) model to measure the level of importance and performance of management standards, these results can be used as a basis for optimizing the implementation of the Environmental Care Character Education Model in SMP IT Dynamics Umat.

Findings regarding strengthening character education are supported by the discussion of religious character education using Islam-based materials. There was an increase in student achievement in the experimental group after being given treatment. In addition, students also show a good understanding of character values such as religious, honesty, tolerance, and others. The use of Islamic-based materials in English language learning seems to have a positive effect on student achievement and character understanding. The importance of incorporating character values (Djamdjuri, 2022). In practice, the Environmental Care Character Education Model implemented at SMP IT Dinamika Umat also supports efforts to purify the souls of students (Mursalin, 2022). In its implementation, providing concern for the environment is a character that pays attention to shaleh charity and sunnah practice, and teaches students about the importance of evaluating the student environment. The goal is to produce a generation that is stable in goodness and always improves the quality of worship.

### **Conclusion**

Moving on from the presentation and analysis of data on character education caring for the environment at SMP IT DINAMIKA UMAT, Every effort to care for the environment including planting trees and maintaining the cleanliness of the environment both soil and air is a pious charity that will be rewarded with multiple rewards or kindness, both in the world and in the hereafter. Therefore, it is everyone's obligation to care about the natural environment so that the earth and all its contents are not damaged and extinct, and become a very valuable legacy for future generations. However, if every person or group of people does not realize the importance of environmental awareness, then nature will be angry and destroy human life. Islam tells each of its people to be a mercy for the universe, namely the willingness to plant and care for and maintain all the potential wealth available for the survival of mankind. After the values of cleanliness are embedded and understood by students, so that awareness arises of the importance of maintaining the sustainability and beauty of the environment, the next step is exemplary, namely a model or example from school leaders in carrying out environmental cleanliness. Foundation Chairmen, Principals and teachers are role models for students, so they don't feel used or told to. However, when school leaders and teachers participate in cleaning duties, caring for trees and parks, students will also participate in doing so willingly.

Based on cartesian diagram data on the results of Importance Performance Analysis

SMP IT Dynamics Umat needs to make conclusions and recommendations from data processing at the Level of Performance and Level of Importance, then: a) In general, from the Level of Compatibility between concepts and performance in the implementation of the Environmental Education Model in the Foundation / SMP IT Dynamics of the People is very good, b) In implementing the program, institutions must prioritize efforts to improve 2 (two) attributes that can still be optimized, maintain the achievement of 10 attributes that are already very good, maintain the stability of 6 attributes that have low priority, and also maintain the stability of 6 attributes that are already very good in order to remain efficient and effective, c) Overall from the Level of Compatibility between concepts and performance in environmental care education programs at the Foundation / SMPIT Dinamika Umat is very good.

**Priority of Repair and Maintenance:** Based on cartesian diagram data and Importance Performance Analysis (IPA) analysis, institutions (SMP IT Dinamika Umat) need to prioritize improvement efforts on attributes in Quadrant I (Top Priority) to improve the quality of their performance. Attributes that are in Quadrant II (Maintain Achievement) need to maintain their performance quality because they are already at a good level.

**Performance Quality Stability:** Attributes that are in Quadrant III (Low Priority) need to be maintained performance quality stability, even if the importance level is low. This is important to ensure that aspects that are considered less important still meet the standards that have been set.

**Level of Satisfaction and Suitability:** In general, the level of compatibility between the concept and performance in the implementation of the Environmental Care Education Model at SMP IT Dynamics Umat is very good. This shows that environmental education programs run by institutions have succeeded in achieving satisfactory satisfaction levels from respondents.

**Recommendation:** Based on the results of data interpretation, institutions need to make improvements to two attributes that still have the potential to be optimized (being in Quadrant I), as well as maintaining achievement in ten other attributes that are already in Quadrant II. Institutions must also maintain the stability of performance quality in six attributes in Quadrant III and six attributes in Quadrant IV (Excessive) in order to remain efficient and effective.

**Overall Quality:** Overall, the environmental care education program at SMP IT Dinamika Umat has achieved an excellent level of compatibility between concept and performance. This shows that the institution has successfully aligned the objectives and concepts of the program with its effective implementation.

The recommended recommendation is that institutions need to continue to periodically monitor and evaluate all identified attributes, both those in Quadrants I, II, III, and IV. By carrying out repair and maintenance measures according to priority, institutions can improve the quality of environmental education programs and provide better services to students and all members of the institution. In addition, through this IPA analysis, institutions can also better understand aspects that are important to service users and provide the right focus in an effort to improve service quality.

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