



REFLECTIVE ASSISTANCE IN INTERNALIZING ISRA MI'RAJ VALUES FOR STRENGTHENING THE CHARACTER OF ELEMENTARY SCHOOL STUDENTS

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Abstrak

Kegiatan pengabdian kepada masyarakat ini bertujuan untuk menanamkan pemahaman yang mendalam tentang nilai-nilai spiritual dan moral dari peristiwa Isra Mi'raj Nabi Muhammad SAW kepada siswa Sekolah Dasar melalui kegiatan pendampingan edukatif. Kegiatan ini dilaksanakan di SDN Gambut 3 dengan melibatkan siswa kelas IV, V dan VI sebagai peserta utama. Metode yang digunakan meliputi ceramah edukatif, storytelling, diskusi interaktif, dan refleksi nilai-nilai Islami yang relevan dengan kehidupan sehari-hari siswa. Proses kegiatan diawali dengan penggalian pengetahuan awal siswa tentang Isra Mi'raj, dilanjutkan dengan penyampaian materi secara komunikatif dan kontekstual, serta diakhiri dengan sesi refleksi pribadi dan klasikal. Hasil kegiatan menunjukkan peningkatan pemahaman siswa terhadap nilai-nilai keteladanan, seperti kejujuran, disiplin dalam beribadah, dan sikap rendah hati. Tanggapan siswa menunjukkan antusiasme tinggi selama proses pembelajaran reflektif berlangsung. Selain itu, kegiatan ini juga memberikan dampak positif bagi warga sekolah dalam memperkaya praktik pembelajaran nilai-nilai keislaman secara aplikatif di lingkungan sekolah. Kebermanfaatan kegiatan ini tercermin dari meningkatnya partisipasi siswa dalam kegiatan keagamaan sekolah serta perubahan positif dalam sikap keseharian mereka di lingkungan keluarga dan masyarakat sekitar.

Kata kunci: Pendidikan Karakter Islami, Refleksi Nilai Spiritual, Pembelajaran Religius.

Abstract

This community service activity aimed to instill a deep understanding of the spiritual and moral values associated with the Isra Mi'raj event of Prophet Muhammad among elementary school students through an educational support program. The program was conducted at SDN Gambut 3, involving fourth, fifth, and sixth-grade students as the primary participants. The methods employed included educational lectures, storytelling, interactive discussions, and reflective sessions on Islamic values relevant to the students' daily lives. The activity began with an exploration of the students' prior knowledge about Isra Mi'raj, followed by the delivery of materials communicatively and contextually, and concluded with both personal and class-wide reflection sessions. The results of the activity showed an improvement in students' understanding of exemplary values, such as honesty, discipline in worship, and humility. Student responses reflected high enthusiasm throughout the reflective learning process. Furthermore, this activity had a positive impact on the school community by enriching the practical implementation of Islamic values in the school environment. The benefits of this program were evident in the increased student participation in school religious activities and positive changes in their daily attitudes, both at home and within the surrounding community.

Keywords: Islamic Character Education, Reflection on Spiritual Values, Religious Learning.

INTRODUCTION

Character education at the elementary school level has a strategic role in shaping children's personalities and morals from an early age. The elementary school period is an important developmental phase in forming positive attitudes, values, and habits that will be carried into adulthood (Kementerian Pendidikan dan Kebudayaan, 2024). In this context, the cultivation of spiritual and moral values is very important considering the rampant phenomenon of moral degradation among children, such as declining respect for teachers, low social concern, and undisciplined behavior (Komisi Perlindungan Anak Indonesia, 2023). The commemoration of the Isra Mi'raj of the Prophet Muhammad SAW which falls on 27 Rajab 1443 Hijri, is a strategic momentum to strengthen character education in elementary schools (Jumati, 2022). This event is not only part of the history of Islam, but also contains high spiritual values and universal moral messages (Willyansah, 2022).

However, in practice, the meaning of the Isra' Mi'raj event in the elementary school environment, including at SDN Gambut 3 as the location of service activities, is often still limited to annual ceremonial activities such as the commemoration of Islamic Holidays, which are one-way and informative only. Activities are usually in the form of short lectures without involving students in the process of discussion or deep reflection regarding the values that can be taken from the event. Based on the results of initial observations and interviews with religious teachers at the school, it was identified that most students only understood Isra Mi'raj as the journey of the Prophet Muhammad without being able to relate it to the values of daily behavior, such as discipline in worship, honesty in speaking and acting, and spiritual responsibility for their religious obligations.

The problem that arises in the field is the low reflection of religious values in student behavior (Febiantoni, 2022). This can be seen from the lack of discipline in carrying out prayers, the low sense of responsibility for religious duties at school, and the lack of honesty in social interaction in the school environment (Alfarikh, 2021). Religious culture in schools can be formed strongly if the process of internalizing religious values is carried out consistently and meaningfully (Mastiyah, 2024). Internalization itself is an effort to appreciate and deepen values so that they are embedded in each individual (Azizah, 2023). This process can be carried out through various educational techniques such as imitation, habituation, rule enforcement, and motivation (Sasi, 2022). Therefore, Isra Mi'raj activities must be carried out in depth as a strategic effort to touch and foster the spiritual aspects and behavior of students in daily life (Mulyasa, 2022).

The importance of internalizing Isra Mi'raj values such as discipline, honesty, and spiritual responsibility becomes very relevant in the context of student character formation (Mastiyah, 2024). How deeply these values are internalized will greatly determine the extent to which religion is able to influence students' attitudes



and behaviors in daily life (Halimah, 2024). Religious attitudes formed through the process of reflection on these values will not only strengthen students' moral resilience but also encourage the growth of tolerance and respect for the diversity of religious cultures in their social environment (Tayeb, 2023). This is the main foundation for building religious moderation attitudes from an early age (Surawadi & Pradina, 2024).

Previous research and service activities have demonstrated the effectiveness of a narrative-reflective approach in religious character education. Syukri, (2023) found that the integration of Islamic values through storytelling methods and contextual reflection was able to improve moral understanding in elementary school children. Meanwhile, Mubarok et al., (2025) emphasized that the use of digital media in conveying the story of Isra' Mi'raj interactively can encourage the internalization of religious values significantly. The service activities carried out by Ramadan, (2023) also showed positive results, where students' understanding scores of Isra' Mi'raj values increased after participating in religious thematic counseling. Experimentally, (Dewi, Haryati, & Chandra, 2023) also proves that storytelling methods are effective in shaping early childhood characters. Although these interventions have shown success, most of the approaches applied are still more focused on the cognitive and ritualistic aspects; not many explicitly apply dialogical-reflective approaches that invite students to actively reflect on religious values and relate them to the reality of their daily lives.

Meaningful religious thematic learning has great potential in encouraging a more holistic transformation of students' attitudes and characters. Education should not only develop intellectual aspects, but also self-awareness and human values (Tilaar, 2004). This service activity is important to be carried out as an effort to fill the gap, by presenting a learning process that is not only informative but also transformative. Through a reflective-dialogical approach based on Islamic values, students are expected to be able to internalize the meaning of the Isra' Mi'raj event in the context of real life, so that values such as discipline in worship, honesty in attitude, and spiritual responsibility can be built more strongly in their character (Muhaimin, 2002). This is in line with efforts to strengthen character education based on Islamic values, as emphasized in the national education policy related to the implementation of the Pancasila Student Profile in elementary schools (Kementerian Pendidikan dan Kebudayaan, 2021).

The service activity carried out by the team of Nahdlatul Ulama University of South Kalimantan at SDN Gambut 3 presented an innovative approach in the form of narrative-dialogical counseling combined with a value reflection session with students. This activity was designed in response to the general trend in the implementation of religious activities in elementary schools, which has been dominated by one-way ceremonial and informative patterns, such as short lectures without space for students to dialogue, discuss, or reflect on the meaning of spiritual

values in the context of their lives. The narrative-dialogical approach opens up a two-way communication space that allows students to relate religious values to their personal experiences, which is in line with the idea that religious education should be not only doctrinal but also dialogical and reflective (Mujibburrahman, 2006).

This community service activity aims to instill and internalize religious values in elementary school students through the contextual and communicative delivery of the story of Isra Mi'raj through educational mentoring activities.

MATERIALS AND METHODS

This community service activity will be held on January 24, 2025, located in the classroom of SDN Gambut 3, Gambut District, Banjar Regency. This activity was designed with an educational-participatory approach through an interactive lecture method delivered by a team of lecturers from the Elementary School Teacher Education Study Program (PGSD), Nahdlatul Ulama University, South Kalimantan. The learning values built in the participatory learning process are democracy, wisdom and politeness, a conducive and comfortable learning environment, and prioritizing the value of togetherness. Participatory learning leads to the formation of emotional intelligence, intelligence, intellectual, social intelligence and spiritual intelligence (Muslim, 2017). This approach was chosen to avoid one-way communication and encourage students' active involvement in the process of discussion, value exploration, and personal reflection. This activity involved three lecturers and three students as facilitators, and was attended by more than 50 participants, consisting of teachers and students of SDN Gambut 3 as the main target of assistance.

The flow of the activity began with an opening session filled with remarks from the Principal of SDN Gambut 3 as a form of support for educational programs based on Islamic characters. The activity continued with the communicative delivery of the main material by the lecturer team, accompanied by visual illustrations, contextual stories, and audiovisual media playback to increase students' attention and understanding. To encourage participation and interactivity, the activity was equipped with question and answer sessions, open dialogues, and educational games with the theme of Isra' Mi'raj values. As a form of formative evaluation, the facilitator used student reflection sheet instruments and simple affective response questionnaires filled out by participants after the activity. The activity was also enlivened by giving symbolic rewards to active students, as an effort to build intrinsic motivation in understanding religious values.

The focus of the material presented included two main points of the Isra' Mi'raj event, namely: (1) the importance of upholding the five-time prayer as the main spiritual obligation of Muslims, and (2) the recognition of the greatness of Allah SWT's creation as a form of instilling the awareness of monotheism and



children's spirituality. With a narrative-dialogical approach complemented by guided reflection, this activity is expected to be able to strengthen students' religious character in a more contextual and applicable way in daily life.

RESULTS AND DISCUSSION

This service activity lasted for one day with three main sessions, namely: material counseling, value reflection, and participatory evaluation. In the first session of the service activity, the team delivered material about the Isra Mi'raj event using a contextual storytelling approach. This method was chosen because it is considered to be able to arouse students' interest and imagination, so that they can more easily understand religious stories that are spiritual and abstract. The story is told in a sequential manner by relating it to children's daily experiences, such as long journeys, curiosity, and good values that can be found in their lives. The use of communicative and expressive narratives helps create a fun and interactive learning atmosphere as described in Figure 1.

To support the delivery of material, the service team also utilizes visual media in the form of short videos and illustrative images that display important scenes in the Isra Mi'raj event, such as the journey of the Prophet Muhammad PBUH from the Grand Mosque to the Aqsa Mosque, to the ascent to Sidratul Muntaha. This visualization provides an additional stimulus that strengthens students' grasp, especially for those who understand information more visually. This media is displayed using a projector so that all students can listen clearly, and interspersed with light questions to ensure their engagement during the session.

The material presented has been specially prepared in simple language and in accordance with the level of understanding of elementary school students. The service team adjusts the vocabulary and language style so that it is easy for children to understand, without compromising the deep meaning of the Isra Mi'raj event. In addition, the material is also inserted moral and spiritual values such as honesty, discipline, and faith, which are relevant to their daily lives. With this approach, it is hoped that students will not only understand the story narratively, but also be able to take valuable lessons that can be applied in their lives.



Figure 1. Material Counseling Activities Through Storytelling

In the second session, the focus of the service activities shifted to the reflection of the moral and spiritual values contained in the story of Isra Mi'raj. Students are invited to reflect on the messages they have heard before through discussion activities in small groups. This approach aims to create a more intimate and safe space for students to express their opinions and personal experiences relevant to the theme. In the group, the facilitator guides students to explore the meanings of honesty, patience, discipline, and spiritual responsibility exemplified by the Prophet Muhammad PBUH in the Isra Mi'raj event, as well as how these values can be applied in their daily lives, both at home and in the school environment.

To enrich the reflection process, the service team applied a variety of interactive techniques, such as open-ended questions and answers and writing a simple reflection journal. In the question and answer session, students were given the freedom to express questions or opinions related to the meaning of the Isra Mi'raj event and how they understood the values that emerged from the story. Meanwhile, through journal writing activities, students are asked to pour their understanding and feelings in the form of short writings describing how they see the importance of being honest, patient, and responsible. This activity not only trains critical and reflective thinking skills, but also develops students' literacy skills and self-expression positively.

The activity was closed with an interactive quiz as a means of strengthening students' understanding of the character values that have been discussed. Quizzes are structured in the form of fun educational games, such as choosing the correct answers, matching grades with behavioral examples, and answering simple puzzles around the themes of honesty, patience, and discipline. The classroom atmosphere becomes more lively and vibrant, as students can learn while playing, as well as be motivated to remember and apply those values in real life. Through this reflective and participatory approach, the process of internalizing character values not only becomes more effective, but also memorable in the emotional and social memory of students.

The third session was in the form of giving rewards (symbolic awards) for students who actively asked, answered, and showed a good understanding of the material. Rewards are given in the form of small envelopes as a form of appreciation. This strategy is based on the principle that rewarding can increase intrinsic motivation and reinforce students' positive behavior in the learning process. In addition, the giving of symbolic rewards is also effective in fostering confidence and strengthening character values such as responsibility, enthusiasm for learning, and courage in speaking out as explained in Figure 2.





Figure 2. Reward Distribution for Participants

Student participation was very high throughout the activity. From the beginning to the end of the session, students showed great enthusiasm, as seen from the large number of students who volunteered to answer questions, express opinions, and share personal experiences related to the values discussed. Accompanying teachers are also actively involved as discussion group facilitators. Some students show increased confidence during the question and answer process, especially when sharing experiences about their efforts to worship and behave honestly at home and at school. Activities like these also support the formation of religious character through direct experience and reflection, which is one of the most effective approaches in value education.

The results of this activity show an increase in students' understanding of the meaning of Isra Mi'raj values. This is reflected in the students' answers in the assessment quiz at the end of the session, where more than 85% of students were able to correctly answer questions about the values of honesty, patience, and spiritual responsibility.

In addition, students' written reflections show an increase in awareness of the importance of performing prayers on time, helping parents, and being honest with friends. Some quotes from students in the reflection sheet include:

"I came to know why I had to pray on time, because it was a direct command from Allah to the Prophet Muhammad PBUH during Isra Mi'raj."

"From now on, I want to be more patient when facing naughty friends."

Religious teachers at SDN Gambut 3 also reported changes in students' attitudes in the days after the activity, such as an increase in the number of students

who came early for Dzuhur prayers in congregation and were more active in school religious activities. During the implementation of the activity, the service team faced several challenges, including: (1) Varying levels of student understanding, especially related to religious terms that are not familiar to some grade IV students. The solution is that the service team uses visual media and simple examples from daily life to make it easier to understand. (2) Time limitations, because the activity only lasts one day. The team gets around this by putting together a schedule of activities that are dense but still fun, as well as prioritizing discussion sessions and reflection on values. (3) Technical conditions, such as the limitation of audio-visual devices in schools. To overcome this, presenters use more verbal stories and simple visual aids such as poster images.

Teachers and schools really appreciate the model approach used in this activity. They stated that narrative-dialogical counseling accompanied by value reflection is a new experience that is very helpful in religious learning in the classroom. This model is considered to touch more on the affective and behavioral aspects of students, not only the cognitive aspect. In general, this activity has a positive impact on increasing students' religious awareness, enriching teachers' learning methods, and strengthening the atmosphere of character education based on Islamic values in elementary schools.

The reflective mentoring carried out in this activity shows the effectiveness of the value-based learning approach in shaping the character of elementary school students. The results of the observation showed that the methods of small group discussions, reflection journals, and interactive quizzes were able to encourage students to think critically and understand the meaning of the values conveyed in the story of Isra Mi'raj. This is in line with the view (Alfazuri, 2024) which emphasizes that character education is not only about delivering values, but also the habit of thinking reflectively about meaningful moral experiences. In this context, values such as honesty, patience, and spiritual responsibility are not only conveyed cognitively, but are also internalized through students' emotional and social involvement (Maknun, 2023).

In addition, the use of a reflective approach provides space for students to build a personal understanding of Islamic values taught through the Isra Mi'raj event (Zuchdi, 2009). Learning will be more effective when it is done collaboratively and contextually. By discussing in small groups, students learn from their peers' experiences and perspectives (Yuliani, 2022), so that the meaning of values is not one-way, but is formed through the process of negotiating meaning (Nugroho, 2024). This activity also reflects the importance of the proximal developmental zone, where the facilitator acts as an active companion in guiding students to understand values gradually according to their cognitive capacity (Malo, 2024).

Writing a simple reflection journal by students has proven to be an effective instrument in assessing the depth of their understanding of character values



(Permata, 2022). This activity refers to (Resticka, 2021) which explains that by writing, students develop awareness of their own thoughts, emotions, and attitudes. In this reflection, students relate the Isra Mi'raj event to personal experiences, such as the importance of being honest with parents, patience when facing exams, or discipline in carrying out worship. This proves that a reflective approach is able to bridge the gap between religious aspects and character building, as well as instill value more deeply than just lectures or memorization (Ali, 2022).

These findings also strengthen the role of Islamic religious education as part of integral character education (Hanipudin, 2023). According to Mailani, (2024) character values should not be taught separately, but integrated in every learning activity, including in a religious context. By making Isra Mi'raj as the main material, students not only learn about history or faith, but also make it a source of relevant and applicable value in daily life (Sanjaya, 2013). This approach shows that religious education can serve a dual function: as a spiritual reinforcement and as a medium for internalizing character values (Nurazizah, 2022).

Overall, this reflective mentoring activity proves that contextual, interactive, and humanistic approaches are very important in the character education of elementary school students (Agustin, 2023). Learning experiences that touch cognitive, affective, and psychomotor aspects at the same time, have a positive impact on shaping children's character as a whole (Radhiyah, 2023). This model can be replicated or further developed in other religious themes, while still paying attention to the context of age, life experience, and psychological readiness of students (Hosnan, 2014). Thus, the internalization of values does not stop at understanding, but develops into the consciousness and habits that shape the personality of the student in the future.

CONCLUSIONS AND SUGGESTIONS

This service activity succeeded in achieving the main goal, which is to increase the understanding and internalization of religious values of elementary school students through a participatory narrative-dialogical and reflective approach in learning the story of Isra Mi'raj. The application of communicative, contextual, and interactive methods has proven to be effective in fostering enthusiasm, increasing participation, and forming students' religious character, especially in terms of worship awareness, honesty, patience, and social concern. The positive impact of this activity shows that this learning model is worthy of being an innovative alternative in strengthening character education based on Islamic values at the elementary school level, especially in the context of commemorating Islamic holidays.

Although this service activity shows a positive impact on increasing the understanding and internalization of students' religious values, there are several things that need to be considered for improvement in the next implementation. The

limited implementation time is one of the main obstacles, so that the process of reflection on the values conveyed cannot be carried out in a more in-depth and sustainable manner. Therefore, in the next service activity, it is recommended to increase the duration of the activity or divide the implementation into several structured sessions so that the process of internalizing values can take place more optimally.

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