



From Knowledge to Character: Exploring Value-Integrated Learning as a Holistic Pathway for Student Development in Islamic Elementary Education

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Abstract : This study aims to explore the process and outcomes of value-integrated learning as a holistic pathway for transforming knowledge into character development among students in Islamic elementary education. Using a qualitative approach with a Community-Based Participatory Research (CBPR) design, this study involved educators and the educational community as active partners in the learning transformation process. Data were collected through desk review, observation, in-depth interviews, questionnaires, and Focus Group Discussions (FGDs). Data analysis was conducted through data condensation, data display, and verification using content, discourse, and interpretative analysis. The findings reveal that the integration of Islamic values into learning practices contributes to students' character development by strengthening religious awareness, discipline, responsibility, learning motivation, and social sensitivity. The holistic learning approach creates a meaningful, contextual, and participatory environment that enables students not only to understand knowledge but also internalize moral values in daily life. This study highlights that value-integrated learning can serve as an alternative model for bridging academic learning and character formation in Islamic education. Its contribution lies in repositioning learning from knowledge transmission toward a holistic process of developing students' intellectual, spiritual, and social dimensions.

Keywords : Value-Integrated Learning; Character Development; Holistic Education.

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INTRODUCTION

Education is no longer sufficient when it is only understood as a process of transferring knowledge from teachers to students. In the contemporary educational landscape, learning is expected to become a transformative process that develops students' intellectual capacity, moral awareness, and spiritual identity simultaneously (Husna & Mundiri, 2023). In Islamic education, knowledge is inseparable from values because educational success is not only measured by academic achievement but also by the formation of noble character (Aisyi, Mardiana, and Anjani 2025). The integration of Islamic values into learning becomes an essential foundation for creating students who possess intellectual competence along with ethical responsibility and spiritual awareness (Sari, Mundiri, and Adeoye 2025). However, current educational practices still reveal a gap between the ideal concept of value-based education and its implementation, where learning activities often prioritize cognitive achievement while giving limited attention to character formation.

The imbalance between intellectual development and character education has become one of the significant challenges faced by educational institutions. Although Islamic education emphasizes the internalization of faith, morality, and responsibility as essential learning outcomes, many students still demonstrate weaknesses in discipline, learning responsibility, social ethics, and respect for others. These conditions indicate that knowledge acquisition without meaningful value integration may produce students who are academically capable but lack strong moral and spiritual foundations. Previous studies have highlighted that character challenges among students are closely related to the limited implementation of holistic educational approaches that connect cognitive, emotional, social, and spiritual dimensions (Agus R and Kholifatunnisak 2024; Munawwaroh et al., 2024). Therefore, learning processes need to move beyond knowledge transmission toward value-oriented experiences that encourage students to internalize positive behaviors in everyday life.

In the context of Islamic elementary education, the development of character becomes increasingly important because early childhood represents a critical stage for shaping students' attitudes, habits, and moral identity. Madrasah Ibtidaiyah Azzainiyah 2 Karanganom illustrates the challenges faced by Islamic educational institutions in strengthening student character amid rapid technological development and social transformation. Students are exposed to various influences from family environments, communities, and digital spaces that increasingly shape their perceptions and behaviors (Baharun, Abas, and Jamila 2025). Based on initial observations, several challenges remain visible, including limited discipline, low awareness of learning responsibilities, and inconsistent application of religious values in daily activities. These conditions encourage

madrasahs and educational communities, including the Lentera Institute, to develop learning support models that integrate academic guidance with value-based character development.

The implementation of value-integrated learning through the collaboration between madrasahs and educational communities provides an alternative approach to addressing these challenges. The learning assistance program developed by the Lentera Institute does not only focus on improving students' academic understanding but also emphasizes the internalization of Islamic values through contextual and participatory learning activities (Hidayatulloh, Iqna'a, and Baharun 2025). The integration process is implemented through various approaches, including spiritual motivation, habituation of positive behaviors, strengthening learning ethics, and connecting academic materials with Islamic values (Iman et al. 2024). Through this holistic approach, learning becomes a meaningful process in which students are encouraged to understand knowledge while simultaneously developing responsibility, discipline, faith, and social awareness. Consequently, education functions not only as a mechanism for intellectual development but also as a pathway for forming students with strong character and moral integrity.

Several previous studies have explored the relationship between character education, holistic learning approaches, and Islamic value integration. Research has demonstrated that religious-based character education contributes significantly to strengthening students' discipline, responsibility, and moral behavior (Basri et al. 2024). Other studies have also revealed that holistic learning approaches can improve students' emotional and spiritual engagement by creating more meaningful educational experiences (Miâ and Azizah 2023). Furthermore, studies on Islamic education have emphasized the importance of integrating spiritual values into curriculum implementation to develop students' religious awareness from an early age (Hasan and Sugiono 2022). However, existing studies have largely focused on conceptual discussions of character education or teacher-centered implementation models. Limited attention has been given to how value-integrated learning is practically implemented through collaboration between formal educational institutions and educational communities in elementary madrasah settings.

This limitation creates an important research gap regarding how knowledge-based learning can be transformed into character development through holistic and collaborative approaches. Most previous research has positioned teachers and schools as the primary actors responsible for character formation, while the potential contribution of educational communities as strategic partners remains underexplored. Therefore, this study seeks to examine how the collaboration between researchers and the Lentera Institute community contributes to the implementation of value-integrated learning at Madrasah Ibtidaiyah

Azzainiyah 2 Karanganom. The novelty of this study lies in presenting learning assistance as a holistic pathway that connects knowledge development, value internalization, and character formation. Rather than viewing character education as a separate program, this study explores how character values can be embedded within daily learning interactions through community involvement.

Based on this perspective, this study aims to explore the process and outcomes of value-integrated learning as a holistic approach to transforming knowledge into student character development in Islamic elementary education. This study argues that meaningful learning requires the integration of intellectual, spiritual, emotional, and social dimensions to create comprehensive student development. Through collaboration between madrasahs and educational communities, value-based learning can provide a contextual model for strengthening students' character in response to contemporary educational challenges. Thus, this research contributes to the broader discussion of Islamic education by demonstrating that the journey from knowledge to character requires not only effective learning strategies but also collaborative efforts in creating a supportive and value-oriented educational environment.

METHOD

This research uses a Community-Based Participatory Research (CBPR) approach which places (Susanti et al. 2025). The CBPR approach was chosen because this research not only aims to obtain academic data but also builds direct involvement between researchers, the Lentera Institute community, teachers, and students in the learning assistance process based on the values of monotheism. Through this approach, researchers and the community strive to understand the real needs of students while creating a participatory and contextual learning model. The CBPR approach emphasizes the importance of collaboration, dialogue, and community empowerment in the research process so that the research results are not only theoretical but also have a real social impact on the madrasah environment (Herlina, Novitasari, and Safitri 2025). This research uses qualitative methods because it focuses on an in-depth understanding of the process of integrating monotheistic values in learning assistance and its influence on student character formation. Thus, this research seeks to explore experiences, views and social dynamics that occur during the implementation of learning guidance activities at Madrasah Ibtidaiyah Azzainiyah 2 Karanganom.

The research location was Madrasah Ibtidaiyah Azzainiyah 2 Karanganom, an Islamic elementary school with a strong religious character. The selection of this research location was based on several considerations. First, this madrasa has an active educational environment in developing Islamic values through learning activities and the cultivation of religious character. Second, the involvement of the Lentera Institute community in learning

assistance activities was the main reason for this research location because it provided a space to directly examine the implementation of a holistic approach based on monotheism. Third, the diverse social conditions of students and the challenges of character education amidst the development of the digital era make this madrasa relevant as a research location. Furthermore, the researcher also had fairly open access to learning activities, facilitating the process of in-depth and sustainable data collection. By selecting Madrasah Ibtidaiyah Azzainiyah 2 Karanganom as the research location, it is hoped that this research will be able to provide an empirical picture of the integration of monotheism values in learning carried out collaboratively by educational institutions and educational social communities.

The sources of information in this study were obtained from various sources and documents relevant to the research focus. The primary respondents in this study were students of Madrasah Ibtidaiyah Azzainiyah 2 Karanganom who participated in a learning assistance program with the Lentera Institute community. In addition, research informants included madrasah teachers, Lentera Institute community managers, madrasah principals, and other parties involved in implementing learning activities. Information from these informants was used to understand the learning process, strategies for integrating monotheism values, and changes in student character during the activities. This study also utilized data sources in the form of texts and documents such as learning modules, activity notes, Islamic manuscripts, books on morals and monotheism, scientific journals, and online news related to character education and religious value-based learning. The use of these various sources of information was carried out to strengthen the validity of the data while providing a more comprehensive understanding of the phenomenon being studied. By combining field data sources and literature sources, this study is expected to produce a more in-depth and objective analysis.

The data collection process involved several stages to ensure more comprehensive and in-depth data. The first stage involved a desk review of various literature, journals, activity documents, and other sources related to character education, holistic approaches, and the integration of monotheistic values into learning (Aisyi et al. 2025). The second stage was conducted through direct observation of learning support activities at Madrasah Ibtidaiyah Azzainiyah 2 Karanganom. Observations were conducted to observe learning interactions, communication patterns between mentors and students, and the application of the values of monotheism in learning activities. The third stage was conducted through in-depth interviews with teachers, students, Lentera Institute administrators, and the madrasah principal using a previously prepared interview guide. The interviews were conducted openly so that informants could share their experiences and views more broadly. In addition to interviews, researchers also used simple questionnaires to obtain a general

overview of student responses to learning activities. The next stage was carried out through Focus Group Discussions (FGDs) involving teachers, the Lentera Institute community, and several students to discuss the effectiveness of the monotheism-based learning support program. Through these various data collection techniques, researchers attempted to obtain rich, in-depth data that met the research needs.

Data analysis in this study was conducted in stages using an interactive analysis model. The first stage is data condensation or data reduction, which is the process of selecting, simplifying, and focusing data relevant to the research objectives (Khozaini and Mundiri 2024). At this stage, the researcher classifies the results of observations, interviews, documentation, and FGDs to obtain data that aligns with the research focus. The second stage is data display or data presentation, which is the process of compiling data in the form of descriptive narratives, tables, or matrices to make them easier to understand and analyze. The third stage is data verification or drawing conclusions, which is carried out continuously throughout the research process. The researcher rechecks the data obtained to ensure the validity and consistency of the information. In analyzing the data, this study uses content analysis methods to identify the values of monotheism that emerge in the learning process, discourse analysis to understand the communication patterns and narratives that develop during learning activities, and interpretative analysis to interpret the social and spiritual meaning of the learning assistance process carried out by the Lentera Institute community. With these stages and analysis methods, this study is expected to produce a deep understanding of the integration of monotheism values in the formation of student character.

RESULT AND DISCUSSION

1. Understanding the Learning Guidance Process Carried Out by Researchers Together with the Lentera Institute Community at Azzainiyah 2 Karanganom Elementary School

The learning guidance process in this study is understood as a series of learning support activities carried out collaboratively by researchers and the Lentera Institute community with the aim of integrating the values of monotheism into students' learning activities. The learning guidance is not only oriented towards improving students' academic abilities but also directed towards the formation of religious character through a holistic approach that encompasses intellectual, emotional, social, and spiritual aspects. In practice, guidance activities are carried out through habituating prayer before learning, providing spiritual motivation, strengthening manners towards teachers and friends, and linking learning materials to monotheism values in everyday life. This approach demonstrates that the learning process is understood as a medium for the formation of students' overall personality, not simply the transfer of academic

knowledge. In the field, researchers found that students more easily understand the material when the learning process is linked to religious values close to their life experiences. Furthermore, a communicative and humanistic learning atmosphere makes students more active in participating in learning activities. Thus, the learning guidance process carried out by the Lentera Institute community is part of an effort to create a religious, participatory educational environment oriented towards strengthening the character of madrasah students.

The results of an interview with one of the teachers of Madrasah Ibtidaiyah Azzainiyah 2 Karanganom showed that the learning guidance activities carried out with the Lentera Institute community have resulted in positive changes in student behavior. The teacher explained that students have become more disciplined in participating in learning and have begun to get used to greeting, praying, and respecting teachers during learning activities. Another informant from the Lentera Institute community also explained that the monotheism-based learning approach is carried out by connecting the learning material with the values of faith and morals so that students not only understand the theory of the lesson but are also able to draw spiritual wisdom from the material being studied. According to the informant, the mentoring process is carried out in a persuasive and communicative manner so that students feel comfortable while learning. Based on the results of the interview, the researcher interpreted that the integration of monotheism values in learning can create a more meaningful learning atmosphere and build emotional closeness between the mentor and students. The humanistic approach makes it easier for students to accept advice and moral values conveyed during the learning process. This shows that monotheism-based learning not only has an impact on academic aspects but also influences the formation of students' daily attitudes and behavior.

Observations showed that the learning guidance process took place in an active and interactive atmosphere. Before the learning activity began, students were guided to recite a prayer together and given a brief motivational speech about the importance of seeking knowledge as part of worship to Allah SWT. During the learning activity, mentors from the Lentera Institute community were seen using dialogical methods and a personal approach with students, creating more open communication. Researchers also found that students appeared more enthusiastic when the learning material was linked to Islamic stories and real-life examples. Furthermore, there was a habit of discipline such as maintaining classroom cleanliness, respecting friends, and being orderly during the learning process. From these observations, researchers interpreted that a holistic approach based on monotheism can build a conducive and religious learning environment. Learning that integrates spiritual values with academic activities makes students more active, confident, and has a better moral awareness. This situation shows

that the learning process based on monotheism values not only shapes intellectual intelligence but also develops students' spiritual and social awareness simultaneously.

Based on the interview and observation data above, it can be understood that the learning guidance process carried out by researchers together with the Lentera Institute community at Madrasah Ibtidaiyah Azzainiyah 2 Karanganom is a form of participatory learning that emphasizes the integration of monotheistic values in every learning activity. Learning is not only directed at academic achievement, but also functions as a means of forming students' religious character through the habituation of spiritual values, strengthening morals, and a humanistic approach. Learning activities carried out in a communicative and contextual manner make it easier for students to understand the material while internalizing moral values in everyday life. Thus, monotheistic-based learning assistance is an effective medium in building a balance between the intellectual and spiritual intelligence of madrasah students.

The data patterns emerging in this study indicate that the success of the learning guidance process is significantly influenced by the holistic approach implemented by the Lentera Institute community. The integration of monotheistic values into the learning process creates a strong connection between academic material and student character development. Furthermore, the active involvement of mentors in providing spiritual motivation and a personalized approach to students is a crucial factor in fostering a comfortable and religious learning environment. The research data also demonstrates that students tend to be more enthusiastic and receptive to learning when the material is presented through an approach that is close to their life experiences and religious values. Thus, the resulting patterns demonstrate that monotheistic-based learning significantly contributes to creating a more humanistic, meaningful educational process oriented toward developing students' Islamic character.



Figure 1. PKM collaboration

Figure 1, the collaboration between the service team, the Lentera Institute community, and Madrasah Ibtidaiyah Azzainiyah 2 Karanganom represents a strategic foundation in implementing value-integrated learning to support students' Islamic character development. This collaborative process demonstrates that character formation requires collective involvement from various educational actors and cannot be achieved only through classroom instruction. The madrasah contributed by providing an

educational context and understanding of students' needs, while the Lentera Institute community supported the process through learning assistance, value-based guidance, and contextual educational activities. This partnership created a learning environment that connected academic knowledge with Islamic values, enabling students to understand learning materials while gradually internalizing discipline, responsibility, religious awareness, and positive social behavior. Furthermore, the collaboration reflects a holistic educational approach that integrates intellectual, spiritual, emotional, and social dimensions in the learning process. Therefore, Figure 1 illustrates that community-based collaboration can serve as an effective pathway for transforming knowledge into character by creating meaningful, participatory, and value-oriented learning experiences for Islamic elementary students.

2. Understanding the Results of the Learning Guidance Process Carried Out by Researchers Together with the Lentera Institute Community at Azzainiyah 2 Karanganom Elementary School

The results of the learning guidance process in this study are understood as the changes and developments that emerge in students after participating in learning assistance activities based on the values of monotheism conducted by researchers with the Lentera Institute community at Madrasah Ibtidaiyah Azzainiyah 2 Karanganom. These results are not only seen in the improvement of students' academic understanding, but also visible in changes in students' behavior, religious attitudes, discipline, and social awareness in their daily lives. In the field, researchers found that students began to demonstrate positive habits such as being more disciplined in arriving on time, accustomed to reciting prayers before studying, respecting teachers, and being more active in participating in learning activities. In addition, students also appeared more confident when expressing opinions and more easily collaborated with their friends during the learning process. The monotheism-based learning approach implemented by the Lentera Institute community provides space for students to understand that learning is not just an academic obligation, but part of worship and an effort to get closer to Allah SWT. Thus, the results of the learning guidance process not only produce intellectual development, but also shape students' religious and social character more comprehensively.

The results of an interview with one of the teachers at Madrasah Ibtidaiyah Azzainiyah 2 Karanganom showed that after participating in learning guidance activities with the Lentera Institute community, students experienced quite significant changes in their daily attitudes and behavior. The teacher explained that students became more polite in speaking, more orderly during the learning process, and had a higher awareness

of the obligation to study. Other informants from among the students' parents also said that children began to get used to reviewing lessons at home and were more diligent in carrying out worship such as prayer and reading the Qur'an. The parents assessed that the learning approach used by the Lentera Institute community had a positive influence on the spiritual and moral development of children. Based on the results of the interview, the researcher interpreted that the integration of the values of monotheism in the learning process was able to have a real impact on the formation of students' character both at school and at home. The approach that combines academic and spiritual aspects makes students not only understand the subject matter, but also have a better moral awareness and responsibility in everyday life.

Observations revealed changes in student behavior during the tutoring activities. Researchers observed that students were more active in asking questions during the lessons, more enthusiastic about following the tutor's directions, and began to demonstrate mutual respect among their peers. In several activities, students were seen practicing keeping the classroom clean and helping friends experiencing learning difficulties without being asked by the teacher or tutor. Furthermore, researchers found that the learning atmosphere became more conducive because students were more easily guided and had higher learning motivation compared to before the tutoring activities. When learning was linked to the values of monotheism and Islamic stories, students appeared more focused and interested in following the material presented. Based on these observations, researchers interpreted that the monotheism-based tutoring process successfully created a religious, humanistic, and participatory learning environment. These changes in students indicate that learning that integrates spiritual values has a significant influence on increasing positive attitudes, learning motivation, and social awareness among students in the madrasah environment.

Based on the interview and observation data, it can be understood that the results of the learning guidance process carried out by researchers together with the Lentera Institute community have a positive impact on the development of character and behavior of students at Madrasah Ibtidaiyah Azzainiyah 2 Karanganom. Learning based on the values of monotheism is able to form religious habits, increase discipline, and strengthen student learning motivation. In addition to influencing academic aspects, this guidance process also builds students' spiritual and social awareness so that they are better able to apply moral values in everyday life. Thus, learning outcomes are not only seen in increased knowledge, but also in changes in students' attitudes and characters as a whole.

The data patterns found in this study indicate that the success of the learning guidance outcomes is influenced by the consistent integration of monotheistic values into

every learning activity. A communicative, humanistic, and spiritually based learning approach has been shown to increase student engagement in the learning process while simultaneously shaping their positive behavior (Independent 2024). The data also shows that students experience character change more easily when learning is conducted through an approach that is close to their life experiences and religious values. Furthermore, collaboration between the Lentera Institute community, teachers, and the madrasah environment is a crucial factor in supporting the success of the student character-building process. Thus, the emerging pattern demonstrates that monotheism-based learning has a significant contribution in creating a generation of students who are not only intellectually intelligent but also possess spiritual awareness, noble morals, and good social responsibility (Syafuruddin 2025).

The research results show that the monotheism-based learning guidance process conducted by researchers and the Lentera Institute community at Madrasah Ibtidaiyah Azzainiyah 2 Karanganom significantly influenced student character formation. This finding aligns with Islamic educational theory, which places monotheism as the primary foundation for shaping student personality (Astadika, Mutamimah, and Maulana 2025). From an Islamic educational perspective, learning not only aims to transfer knowledge but also to shape students' spiritual awareness and morals, enabling them to fulfill their roles as servants and caliphs on earth. The results of this study reinforce previous research that suggests that integrating religious values into learning can improve students' discipline, responsibility, and social behavior (Simbolon, Ndona, and Saragi 2025). However, this study differs from previous research because it emphasizes the involvement of the non-formal education community, namely the Lentera Institute, as an active partner in the process of character formation for students. The implications of this finding indicate that character education based on monotheism will be more effective if implemented through collaboration between formal educational institutions and the educational social community. Thus, monotheism-based learning is not only the responsibility of teachers in schools but also requires support from the broader social environment so that the process of internalization of values can continue sustainably.

Research findings also show that a holistic approach to tutoring can create a more humanistic and participatory learning environment. This aligns with holistic learning theory, which emphasizes the importance of developing all aspects of students, including intellectual, emotional, social, and spiritual development (Gasmi et al. 2025). In practice, students become more active, confident, and understand the material easily when learning is linked to life experiences and religious values close to their lives. Previous research has shown that a dialogical and contextual learning approach can increase

students' emotional engagement in the learning process. The findings of this study reinforce this view by demonstrating that the integration of monotheistic values can create a better emotional connection between mentors and students. The implications of this research result indicate that learning that is too oriented towards cognitive aspects without considering the spiritual dimension tends to result in a less meaningful learning process. Conversely, learning that integrates spiritual and humanistic aspects can build stronger learning motivation and create an educational environment more conducive to student character development.

The results of this study have important implications for the development of the education system in madrasas. The primary function of a monotheism-based learning approach is to create a balance between students' intellectual and spiritual intelligence (Astadika et al. 2025). When students understand that learning is part of worship, their motivation to learn is driven not only by academic demands but also by religious awareness. This condition results in increased discipline, responsibility, and respect for teachers and peers. However, this study also shows the potential for dysfunction if the integration of monotheistic values is not carried out consistently and contextually. Religious learning that is only normative without a humanistic approach can cause students to feel bored and less emotionally involved in the learning process. Therefore, the practical implication of this study is the importance of developing monotheistic-based learning strategies that are more creative, communicative, and appropriate to the psychological development of elementary school students so that the internalization of values can take place effectively.

The research results show that the success of the learning guidance process is influenced by the existence of a social structure and pedagogical approach that support the internalization of the values of monotheism. A religious learning environment, involvement of the Lentera Institute community, and the personal approach of the mentors are the main factors shaping changes in student behavior. In the theory of the sociology of education, individual character is formed through the ongoing process of social interaction within the educational environment (Puspitasari and Trianingsih 2025). The findings of this study show that students more easily experience behavioral changes when the values of monotheism are not only taught verbally but also exemplified through daily practice and habits. The correlation between the humanist approach and increased spiritual awareness of students indicates that learning that emphasizes aspects of emotional closeness can strengthen the process of internalizing values (Kholilullah and Bakar 2025). Thus, changes in student character do not occur instantly, but are the result of a process of social interaction, religious habituation, and role models that take place continuously in the learning environment.

Overall, the results of this study indicate that the integration of monotheistic values into learning aids through a holistic approach has a significant contribution to the character formation of students at Madrasah Ibtidaiyah Azzainiyah 2 Karanganom. The research findings demonstrate alignment with various theories of character education and Islamic education that emphasize the importance of balancing intellectual and spiritual aspects in the educational process. However, this study also offers a new perspective on the importance of collaboration between formal educational institutions and educational communities in strengthening student character formation. The theoretical implication of this study is the need to develop a more applicable and contextual model of monotheistic-based character education that is tailored to the needs of students in the modern era. Meanwhile, its practical implications indicate that monotheistic-based learning can be an alternative solution in addressing the moral crisis and the challenges of character education amidst increasingly complex technological developments and social change (Hanifah et al. 2025; Khoiroh et al., 2025). Thus, this research makes an important contribution to the development of Islamic education that is more humanistic, participatory, and oriented towards the formation of a generation with noble morals.



Figure 2. Writing Guidance

As presented in Picture 2, the writing guidance activity illustrates the implementation of value-integrated learning through direct assistance provided to students during the learning process. This activity shows that learning support was not only focused on improving students' academic abilities but also aimed to develop learning discipline, responsibility, creativity, and confidence. Through guided writing activities, students were encouraged to express their ideas, organize their thoughts, and connect their learning experiences with positive values. The guidance process created an interactive learning environment in which facilitators provided direction, motivation, and constructive feedback according to students' individual needs. Furthermore, this activity reflects the holistic approach applied in the program, where cognitive development was integrated with character-building processes through patience,

perseverance, and appreciation of students' efforts. Therefore, Picture 2 demonstrates that learning assistance can function as a medium for transforming knowledge into character by embedding values within students' daily learning practices.

CONCLUSION

This study demonstrates that value-integrated learning through a holistic approach implemented by researchers in collaboration with the Lentera Institute community at Madrasah Ibtidaiyah Azzainiyah 2 Karanganom contributes significantly to transforming knowledge into student character development. The main finding of this study reveals that learning assistance does not only improve students' academic understanding but also strengthens character dimensions, including religious awareness, discipline, responsibility, learning motivation, and social sensitivity. The learning process developed through participatory, contextual, and humanistic activities enables students to experience learning as a meaningful process that connects knowledge with values and daily behaviors. This finding emphasizes that character development becomes more effective when values are not merely introduced as theoretical concepts but are continuously integrated into students' learning experiences and social interactions. Furthermore, the involvement of the Lentera Institute community demonstrates that collaboration between formal educational institutions and community-based educational actors can create a supportive ecosystem for sustainable character formation.

The contribution of this study lies in offering a broader perspective on character education by positioning value-integrated learning as a pathway that connects intellectual development with spiritual, emotional, and social growth. Through the Community-Based Participatory Research (CBPR) approach, this study highlights that character formation is not solely the responsibility of teachers and schools but requires active collaboration among educational stakeholders. The findings provide theoretical implications for Islamic education studies by strengthening the understanding that holistic learning can serve as a framework for developing students' character through the integration of knowledge and values. Practically, this study presents an alternative model of community-supported learning assistance that can be adapted by Islamic elementary education institutions seeking to strengthen character education in a contextual and participatory manner.

Nevertheless, this study has several limitations. The research was conducted in a single Islamic elementary education institution, meaning that the findings reflect the specific social, cultural, and educational context of Madrasah Ibtidaiyah Azzainiyah 2 Karanganom and may require further investigation in different educational settings. In addition, the qualitative approach used in this study provides an in-depth understanding of the learning process and character development experiences but does not measure the extent of impact through broader quantitative indicators. Future research is recommended to involve multiple educational institutions, diverse participant characteristics, and mixed-method

approaches to obtain a more comprehensive understanding of how value-integrated learning contributes to long-term character development. Such studies can further strengthen the development of holistic character education models that are relevant to the challenges of contemporary Islamic education.

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