



Implementation of Asmaul Husana Values Through Habituation and Teacher Exemplary Behavior in Character Formation of Class II Students

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 <https://doi.org/10.66931/jpai.v2i01.229>

ABSTRACT

Keywords:

Asmaul Husna, habituation, teachers' role modeling, character education

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Character education is an essential aspect of primary education, particularly for lower-grade students who are in the early stage of developing attitudes and behaviors. From the perspective of Islamic education, the values contained in Asmaul Husna have significant potential as a foundation for shaping students' religious and social character. The internalization of these values cannot rely solely on theoretical instruction but must be implemented through consistent habituation and teachers' role modeling. This study aims to describe the implementation of Asmaul Husna values through habituation in shaping the character of second-grade students, analyze the role of teachers' role modeling in internalizing Asmaul Husna values, and examine the impact of implementing Asmaul Husna values through habituation and role modeling on the character formation of second-grade students at SD Unggulan Cahaya Cendekia Glagah, Pakuniran District. This study employed a qualitative approach with a descriptive research design. The research subjects consisted of the principal, the second-grade teacher, and second-grade students. Data were collected through observation, interviews, and documentation. Data analysis was conducted using the Miles and Huberman model, which includes data reduction, data display, and conclusion drawing. Data validity was ensured through source triangulation. The results indicate that the implementation of Asmaul Husna values through habituation has been carried out in a planned, systematic, and sustainable manner through routine activities such as reciting Asmaul Husna before lessons and integrating their meanings into learning activities. Teachers' role modeling plays a crucial role in internalizing Asmaul Husna values through consistent attitudes, speech, and behavior. The implementation of habituation and role modeling has a positive impact on students' character formation, as reflected in improvements in religious attitudes, social awareness, discipline, honesty, and responsibility among second-grade students.

Article History:

Submitted: 12-04-2026, Revised :10-05-2026, Accepted: 15-06-2026

Please cite this article in APA style as:

Putri, F. A., & Sofa, A. R. (2026). *Implementation of Asmaul Husana values through habituation and teacher exemplary behavior in character formation of class II students*. DAAR EL-MAKRIFAH: Journal of Islamic Religious Education, 2(1), 184-195. DAAR EL-MAKRIFAH: Journal of Islamic Religious Education

INTRODUCTION

Character education is one of the primary objectives of basic education

and should be instilled from an early age as a foundation for shaping students' personalities (Harifah & Sofa, 2025). At the elementary school level, particularly in lower grades, students are in a critical developmental stage that significantly influences the formation of attitudes, values, and behaviors (Borman et al., 2019; Gamage et al., 2021). During this phase, children tend to easily absorb habits, imitate adult behavior, and develop behavioral patterns that persist into subsequent educational stages (Juwita & Yunitasari, 2024). Therefore, elementary education should not be oriented solely toward cognitive achievement but must also emphasize the development of religious character, noble morals, responsibility, and positive social attitudes (Fatimah & Siswanto, 2024; Imawan & Ismail, 2023).

In the context of contemporary societal development, the challenges of character education have become increasingly complex (Habibah et al., 2025). Globalization, rapid advances in information technology, and shifts in children's social interaction patterns have produced both positive and negative effects on students' character development (Annur et al., 2023). Uncontrolled access to digital technology, reduced direct social interaction, and a lack of exemplary role models in the surrounding environment may negatively influence children's attitudes and behaviors (Sofa et al., 2025). These conditions require schools, as formal educational institutions, to implement character education strategies that are effective, contextual, and sustainable so that students develop not only intellectual intelligence but also strong character grounded in moral and religious values (Suhifatullah et al., 2021; Warsah et al., 2024).

From the perspective of Islamic education, the values contained in *Asmaul Husna* play a strategic role in shaping students' character (Muntaqo et al., 2025). *Asmaul Husna*, as the beautiful names of Allah SWT, embody noble values that can serve as ethical guidelines in daily life, such as compassion (*Ar-Rahman* and *Ar-Rahim*), honesty (*Al-Haqq*), justice (*Al-'Adl*), patience (*Ash-Shabur*), responsibility, and social care (Hasanah & Sofa, 2025). These values are highly relevant to be instilled in elementary school students as a foundation for developing positive behavior in school, family, and community settings. Through the introduction and practice of *Asmaul Husna* values, students are expected to develop religious attitudes that are not merely ritualistic but are also reflected in everyday social behavior (Maknun & Annisa, 2024).

However, the internalization of *Asmaul Husna* values cannot rely solely on theoretical instruction or rote memorization. Elementary school students, particularly those in second grade, are still at the concrete operational stage of cognitive development and therefore require tangible experiences that they can

observe, feel, and practice directly. Consequently, the implementation of Asmaul Husna values must be carried out through practical strategies, such as habituation and role modeling, so that these values can be understood in simple terms and internalized effectively by students.

One effective approach to implementing Asmaul Husna values is through consistent habituation and teachers' role modeling (Annur et al., 2023). Habituation involves engaging students regularly in activities that reflect Asmaul Husna values, such as reciting Asmaul Husna before lessons and cultivating respectful, patient, honest, and responsible behavior (Ependi et al., 2025). Repetitive and continuous activities gradually form positive habits that ultimately become integral to students' character (Chen et al., 2020; Fiorella, 2020). Meanwhile, teachers' role modeling is particularly crucial for second-grade students, who are still in a strong imitative phase (Ghazali et al., 2025). Teachers' attitudes, speech, and actions that embody Asmaul Husna values serve as concrete examples that students can easily observe and emulate in their daily school life. SD Unggulan Cahaya Cendekia, as an educational institution emphasizing Islamic values, seeks to integrate Asmaul Husna values into various learning activities and school culture. The school positions religious habituation and teachers' exemplary behavior as essential components of students' character education. Through the implementation of Asmaul Husna values via habituation and role modeling, the school aims to optimally shape the character of second-grade students, not only in terms of religiosity but also in social behavior and discipline. Previous studies indicate that religious habituation activities in elementary schools contribute positively to students' character development. Research by Anam & Halim (2023) found that supporting factors in Asmaul Husna recitation include students' interest, active teacher involvement, and adequate facilities, while inhibiting factors involve students' lack of discipline, limited parental awareness, and inconsistent teacher assistance. Similarly, Ariani et al (2025) reported that daily Asmaul Husna recitation before lessons effectively fostered students' religious character when supported by consistent teachers and adequate facilities. Furthermore, Muttaqin et al (2025) demonstrated that the practice of Asmaul Husna contributes to improved self-control, emotional regulation, discipline, ethics, and empathy, creating a more conducive school environment. Nevertheless, most previous studies have addressed character education in general or focused solely on religious habituation without comprehensively examining the integrated implementation of Asmaul Husna values through habituation and teachers' role modeling, particularly among second-grade elementary students. Therefore, this study occupies a strategic

position in filling this research gap by deeply examining the implementation of Asmaul Husna values through habituation and role modeling and their impact on character formation among second-grade students at SD Unggulan Cahaya Cendekia.

METHOD

This study employed a qualitative approach with a descriptive research design. The qualitative approach was selected because the study sought to gain an in-depth understanding of the process of implementing Asmaul Husna values through habituation and teachers' role modeling in shaping students' character, which requires an exploration of meanings related to behavior, attitudes, and social interactions within the school environment (Agustini & Sofa, 2024). The research was conducted at SD Unggulan Cahaya Cendekia Glagah, Pakuniran District. The research participants consisted of the school principal, the second-grade teacher, and second-grade students. The principal and teacher served as key informants due to their direct involvement in planning and implementing habituation programs and teachers' exemplary practices related to Asmaul Husna values, while students were the primary subjects for examining the outcomes of character formation.

Data collection techniques included observation, in-depth interviews, and documentation. Observations were conducted to directly examine habituation activities related to Asmaul Husna values and teachers' role modeling in both learning activities and daily school life (Damayanti & Mahbubi, 2025). Interviews were carried out with the school principal and the second-grade teacher to obtain detailed information regarding implementation processes, challenges, and efforts to strengthen Asmaul Husna values in character education. Documentation served as supporting data in the form of activity photographs, habituation schedules, school regulations, and records of students' character development. Data analysis was conducted interactively and continuously using the Miles and Huberman model, which includes data reduction, data display, and conclusion drawing and verification (Qomaruddin & Sa'diyah, 2024). To ensure data validity, source triangulation was applied by comparing findings from interviews, observations, and documentation. The research procedure consisted of four stages: preparation, implementation, analysis, and reporting, culminating in the presentation of research findings in the form of a scientific article.

RESULT AND DISCUSSION

Result

The findings of this study describe the process of character formation among second-grade students at SD Unggulan Cahaya Cendekia, Glagah, Pakuniran District, through the implementation of Asmaul Husna values integrated into daily habituation activities and teachers' role modeling. Data were obtained through classroom and school observations, in-depth interviews

with the school principal, second-grade teacher, and students, as well as documentation of school activities. The triangulation of these data sources enabled a comprehensive and in-depth understanding of how Asmaul Husna values were internalized and how they contributed to students' character development.

The findings are presented in three main sections: (1) the implementation of Asmaul Husna values through habituation in students' character formation, (2) the role of teachers' role modeling in internalizing Asmaul Husna values, and (3) the impact of habituation and role modeling on the character development of second-grade students.

Implementation of Asmaul Husna Values through Habituation in Character Formation

Based on data obtained from observations, interviews, and documentation, the implementation of Asmaul Husna values through habituation at SD Unggulan Cahaya Cendekia has been carried out in a planned, systematic, and continuous manner. Habituation activities related to Asmaul Husna are not incidental but have been integrated into the school culture and daily learning routines. This indicates a strong institutional commitment to using Asmaul Husna values as a foundation for character education from an early age.

One of the main habituation activities observed was the routine recitation and memorization of Asmaul Husna conducted at the beginning of the school day, before formal lessons started. This activity serves as an initial medium for students to become familiar with and understand the meanings of Asmaul Husna. Beyond recitation, habituation was also reflected in students' daily behavior, which was consistently guided by teachers to align with values such as compassion, patience, honesty, and responsibility.

The school principal explained that Asmaul Husna was deliberately positioned as the basis for character formation. According to him, daily habituation activities were not intended merely to improve students' memorization skills but to ensure that the values embodied in Asmaul Husna were reflected in students' attitudes and behavior, such as showing kindness, honesty, and responsibility in their interactions.

The second-grade teacher further elaborated that the implementation of habituation involved connecting the meanings of Asmaul Husna to learning activities using simple language appropriate for students' developmental level. For instance, values related to compassion were practiced through helping peers, being friendly, and avoiding mockery, while patience was cultivated by encouraging students to wait their turn, complete tasks calmly, and respond appropriately to differences of opinion.

Students' responses supported these findings. One student stated that he had become familiar with several Asmaul Husna values practiced at school and had developed the habit of reciting Asmaul Husna every morning before lessons. He also mentioned trying to behave kindly toward classmates because he learned that God is Most Compassionate. Another student shared that she had learned to

be more patient and less easily angered because teachers often connected these attitudes to the values of Asmaul Husna.

Observational data further indicated positive behavioral changes among students. Students demonstrated increased religious awareness, greater concern for peers, improved discipline, and stronger responsibility in participating in learning activities. Documentation in the form of habituation schedules and records of students' character development confirmed the consistency of these practices and their contribution to students' character formation.

The Role of Teachers' Role Modeling in Internalizing Asmaul Husna Values

Findings from observations and interviews revealed that teachers' role modeling played a crucial role in internalizing Asmaul Husna values among second-grade students. Teachers consistently demonstrated attitudes, speech, and behavior that reflected Asmaul Husna values, both during classroom instruction and in daily interactions outside the classroom. These behaviors provided concrete examples that were easily observed and imitated by students.

The school principal emphasized that teachers at SD Unggulan Cahaya Cendekia were expected not only to teach academic content but also to serve as role models in character formation. According to him, teaching Asmaul Husna values would not be effective if delivered only theoretically without real-life examples. He noted that second-grade students have a strong tendency to imitate adults, making teachers' behavior a critical factor in the internalization of values.

The second-grade teacher explained that role modeling was applied by providing direct examples in various learning situations and daily interactions. Compassion was demonstrated by treating all students fairly and attentively without discrimination. Patience was shown when guiding students who faced learning difficulties or made mistakes, by responding calmly and offering gradual guidance. Honesty was modeled through truthful communication, keeping promises, and being transparent with students.

Students' statements reinforced these findings. One student mentioned learning to be patient and kind by observing the teacher's calm and gentle behavior toward students. Another student stated that the teacher consistently demonstrated fairness and honesty, motivating her to imitate these behaviors both at school and at home.

Classroom and school observations also showed noticeable improvements in students' behavior. Students appeared more polite in communication, more disciplined in following school rules, more caring toward peers, and more responsible in completing their tasks. The consistent role modeling displayed by teachers had a direct influence on students' character, as students not only received verbal guidance but also witnessed tangible examples in their daily environment.

Impact of Habituation and Teachers' Role Modeling on Students' Character Formation

The implementation of Asmaul Husna values through habituation and teachers' role modeling had a positive impact on the character formation of

second-grade students at SD Unggulan Cahaya Cendekia. These impacts were evident in gradual changes in students' religious attitudes, social behavior, discipline, and sense of responsibility, which developed in line with the consistent application of habituation and role modeling within the school environment.

The school principal stated that the implementation of Asmaul Husna values contributed significantly to shaping students' character and creating a religious and conducive school atmosphere. Students became more accustomed to behaving politely, respecting others, and fulfilling their responsibilities. He emphasized that character development did not occur instantly but through a continuous and consistent process.

Similarly, the second-grade teacher explained that the impact of implementing Asmaul Husna values was clearly visible in students' daily behavior. Students became more patient, disciplined, and caring toward others as a result of regularly observing and imitating teachers' behavior. Over time, students developed self-awareness and were able to behave appropriately without constant reminders.

Students also expressed experiencing personal changes. One student reported becoming more patient, diligent in prayer, and committed to behaving kindly toward classmates. Another student stated that she had learned to be honest, control her emotions, and share with friends by imitating the teacher's fair and kind behavior.

Observational findings supported these statements, showing improvements in students' religious practices, social sensitivity, discipline, and responsibility. Students followed school rules more orderly, interacted more politely, and demonstrated empathy toward peers facing difficulties. School documentation, including records of students' behavioral development and reports on habituation activities, further confirmed the significant impact of implementing Asmaul Husna values on character formation.



Figure 1: Recitation of Asmaul Husna before the Learning Activities

Figure 1 illustrates the habituation activity of reciting Asmaul Husna conducted before lessons begin in the second grade at SD Unggulan Cahaya Cendekia. The image shows students sitting neatly in the school mosque while collectively reciting Asmaul Husna under the guidance of a teacher. The teacher stands at the front, leading the recitation, while students follow attentively and

orderly as part of the school's daily routine before entering formal learning activities.

This habituation activity aims to instill religious values and shape students' character from the beginning of the learning process. Through this routine, students are not only trained to memorize Asmaul Husna but are also encouraged to understand the meanings embedded in each name. The students' focused and disciplined participation reflects that this activity has become an integral part of the learning culture.

Moreover, the recitation of Asmaul Husna helps create a calm, religious, and conducive learning atmosphere. By preparing students psychologically to be more focused and composed, this habituation activity supports both character development and readiness for learning. Thus, the figure represents the consistent implementation of Asmaul Husna values through habituation as a concrete effort to foster character formation among second-grade students at SD Unggulan Cahaya Cendekia.

Discussion

The findings of this study indicate that the implementation of Asmaul Husna values through structured habituation activities plays a significant role in shaping the character of second-grade students. Daily routines such as reciting Asmaul Husna before lessons and consistently linking their meanings to students' behavior enabled values such as compassion, patience, honesty, and responsibility to become part of students' daily habits. These findings are in line with previous research showing that religious habituation activities in elementary schools contribute positively to character formation by fostering internalization of moral and religious values through repetition and consistency (Alfiyanto, 2020; Ependi et al., 2025; Maknun & Annisa, 2024). The present study further strengthens these findings by demonstrating that habituation is most effective when integrated into school culture rather than implemented as incidental activities.

The results also highlight the central role of teachers' role modeling in internalizing Asmaul Husna values among young learners. Teachers who consistently demonstrated patience, fairness, honesty, and compassion provided concrete behavioral examples that students could easily observe and imitate. This finding supports earlier studies emphasizing that character education becomes more effective when teachers act as moral exemplars rather than merely transmitters of values (Juwita & Yunitasari, 2024). In contrast to studies that focus primarily on verbal instruction, this research confirms that role modeling is particularly crucial for lower-grade students who are still in the imitative stage of development.

Furthermore, the combined implementation of habituation and teachers' role modeling was found to have a positive impact on multiple dimensions of students' character, including religiosity, discipline, social awareness, empathy, and responsibility. These findings are consistent with research by Muntaqo et al

(2025) and Muttaqin et al (2025), who reported that regular Asmaul Husna practices contribute to emotional regulation, self-control, and the creation of a conducive school environment. However, unlike some previous studies that examined religious habituation in isolation, this study demonstrates that the integration of habituation with consistent teacher exemplification yields more comprehensive and sustainable character outcomes.

The findings also reveal that character development among students occurred gradually through a continuous process rather than instantaneously. This supports the view that character education requires long-term consistency and reinforcement within a supportive school environment (Andreou et al., 2015; Nucci & Narvaez, 2008). At the same time, the results contrast with studies reporting limited effectiveness of character education programs due to inconsistency in implementation or lack of teacher commitment (Anam & Halim, 2023). In this study, the strong commitment of school leadership and teachers appears to have mitigated such challenges, enabling habituation and role modeling to function optimally.

Overall, this study contributes to the existing body of research by providing empirical evidence that the integration of Asmaul Husna values through habituation and teachers' role modeling is an effective strategy for character education at the elementary school level. While previous studies have largely addressed character education in general terms or focused on single strategies, this research demonstrates that a holistic approach combining routine practices and exemplary behavior can strengthen moral internalization among young learners (Muzakkir & Muhammad, 2024). Thus, this study not only supports prior findings but also offers a more integrative perspective on Islamic character education that can be adapted and applied in similar educational contexts.

CONCLUSION

In conclusion, this study demonstrates that the implementation of Asmaul Husna values through structured habituation and teachers' role modeling has been effectively carried out at SD Unggulan Cahaya Cendekia and plays a significant role in shaping the character of second-grade students. Habituation activities, such as the routine recitation of Asmaul Husna and the integration of their meanings into daily learning and interactions, have enabled students to internalize values of compassion, patience, honesty, discipline, and responsibility. These practices have been consistently embedded in the school culture, allowing character education to be implemented in a planned, systematic, and sustainable manner.

Furthermore, teachers' role modeling has proven to be a crucial factor in strengthening the internalization of Asmaul Husna values among students. By consistently demonstrating positive attitudes and behaviors aligned with these values, teachers provided concrete examples that students could observe and imitate in their daily lives. The combination of habituation and role modeling

resulted in positive changes in students' religious attitudes, social awareness, discipline, and sense of responsibility. Therefore, this study confirms that integrating Asmaul Husna values through consistent habituation and exemplary behavior is an effective strategy for character education at the elementary school level and has important implications for the development of holistic and value-based educational practices.

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