

A TEACHER MENTORING STRATEGY FOR INTEGRATING MORAL VALUES INTO THEMATIC LEARNING IN GRADE IVA AT SDIT RASYID SEDAYU NATAR

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ABSTRACT

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This community service program aims to improve teachers' competence in integrating moral values into thematic learning through the Participatory Action Research (PAR) approach in Class IVA SDIT Rasyid Sedayu Natar. This program is motivated by the limited ability of teachers to integrate character education into systematic learning tools and processes. The problems found include the lack of optimal preparation of teaching modules that contain character indicators, the limitations of learning strategies that support the internalization of moral values, and the lack of a structured character assessment instrument. Service activities are carried out through four stages of PAR, namely planning, action, observation, and reflection. The planning stage is carried out through observation, interviews, and participatory discussions to identify the needs of partners. The action stage is realized through workshops and assistance in the preparation of teaching modules, student worksheets (LKPD), learning media, and attitude assessment instruments that are integrated with moral values. The observation stage is carried out during the implementation of classroom learning, while the reflection stage is carried out collaboratively between the service team and teachers to evaluate the results of the program implementation. The results of the activity showed an increase in teachers' pedagogical competence in designing and implementing thematic learning based on moral values. Teachers are able to develop more systematic learning tools, apply active and contextual learning strategies through group discussions, simple problem-based learning, value reflection, and habituation of Islamic behavior. The implementation of the program also has an impact on increasing student participation in learning and the development of positive characters such as discipline, responsibility, cooperation, care, and mutual respect. In addition, this program also strengthens the school culture through religious habituation, polite communication, and a more conducive learning environment. Thus, the PAR-based mentoring model has proven to be effective in supporting the strengthening of character education through thematic learning and has the potential to be replicated in other integrated Islamic elementary schools.

Keywords: *Teacher Mentoring, Moral Values, Thematic Learning.*

INTRODUCTION

Education, in essence, is not only aimed at developing students' intellectual abilities but also at shaping character, noble morals, and a well-rounded personality. Education is a process that helps individuals undergo positive changes, from not knowing to knowing, from being incapable to capable, and from exhibiting poor behavior to demonstrating better behavior (Imawan et al., 2023; Yamin & Qiftiyah, 2024). From the perspective of Islamic education, these objectives are realized through the formation of individuals who possess a balance between intellectual, emotional, spiritual, and social intelligence, enabling them to practice Islamic values in their daily lives (Suryani et al., 2024; Udhma et al., 2026). Therefore, moral education is an inseparable part of the entire learning process in schools.

The urgency of moral education has become increasingly significant amid various challenges of contemporary development, characterized by advances in information technology, social changes, and the declining quality of interpersonal interactions and social awareness. This condition requires schools not only to focus on academic achievement but also to develop students' character through meaningful learning processes. Moral education serves as a foundation for shaping attitudes of discipline, responsibility, honesty, empathy, and religiosity, which will become essential provisions for students in social life (Juanda et al., 2025; Lestari et al., 2025). Therefore, strengthening moral values needs to be integrated into all subjects, including thematic learning in elementary schools.

Thematic learning is an integrated learning approach that connects various subjects through a particular theme, allowing students to gain more comprehensive, contextual, and meaningful learning experiences (Qiftiyah, 2023). The characteristics of thematic learning provide broad opportunities for teachers to integrate moral values into every learning activity. Values such as honesty, responsibility, cooperation, discipline, care, and mutual respect can be instilled through discussion activities, group work, problem-solving activities, and learning reflections. Thus, students not only understand the subject matter but also gain real experiences in applying moral values in their daily lives.

The success of integrating moral values in learning is highly dependent on

the competence of teachers. Teachers not only play a role in delivering learning materials, but also as educators, supervisors, facilitators, and role models for students. The ability of teachers to design learning tools that contain moral values, choose the right learning strategies, and build a religious classroom culture are important factors in the success of character education in schools (Joko, 2025; Nurkholis et al., 2023; Utami & Mustadi, 2017; Yunianto et al., 2023). From an educational perspective, a learning strategy is a series of plans that are systematically arranged to achieve learning objectives effectively and efficiently.

According to Dick and Carey, learning strategies include introductory activities, material delivery, student participation, feedback, and evaluations designed to achieve optimal learning goals (Munir et al., 2024; Ningsih et al., 2024). Meanwhile, Joyce, Weil, and Calhoun emphasized that learning strategies not only serve to transfer knowledge, but also shape students' attitudes, values, and behaviors through meaningful learning experiences (Estimurti, 2025). In the context of character education, the strategies that are widely used include modeling, habituation, reinforcement, moral instruction, and the creation of a learning environment that is conducive to the moral development of students. These strategies allow moral values not only to be understood cognitively, but also internalized and embodied in students' daily behavior. However, various studies show that there are still many teachers who have difficulty integrating character education into the learning process due to limited understanding, learning tools, and proper implementation strategies.

Based on the results of initial observation, discussion, and needs analysis carried out with the principal and teachers of grade IVA SDIT Rasyid Sedayu Natar, it was found that teachers have tried to instill moral values in learning activities. However, its implementation is still not systematically integrated into thematic learning tools. Some teachers still have difficulties in identifying moral values that are relevant to the learning material, developing teaching tools that integrate character education, and implementing learning strategies that are able to accustom students to practicing Islamic values in learning activities. As a result, the learning process is still more oriented towards achieving knowledge competencies rather than building students' character.

These problems are not fully in line with the vision of SDIT Rasyid Sedayu Natar as an integrated Islamic school that emphasizes the balance between mastery of knowledge, the formation of Islamic character, and the habit of worship in daily life. Therefore, a mentoring program is needed that not only provides training to teachers, but also assists them in designing, implementing, evaluating, and reflecting on learning in an ongoing manner so that moral values are truly internalized in the thematic learning process.

As an effort to answer these needs, this community service activity is carried out through the Participatory Action Research (PAR) approach. The PAR approach was chosen because it places teachers as active partners in the entire activity process, starting from identifying needs, planning programs, implementing actions, observations, to collective reflection. This approach allows for a collaborative learning process between the service team and teachers so that the resulting solutions are truly in accordance with the needs of the school. In contrast to conventional one-way training, PAR encourages teachers to actively participate in developing learning tools, try learning strategies in the classroom, obtain feedback through supervision, and reflect to improve learning practices in a sustainable manner.

The mentoring program is carried out through three main stages. The first stage is the analysis of teachers' needs in integrating moral values into thematic learning. The second stage is in the form of workshops and assistance in the preparation of learning tools which include teaching modules, student worksheets, learning media, and attitude assessment instruments that are integrated with moral values. The third stage is the implementation of learning in the classroom accompanied by observation, supervision, and joint reflection as the basis for improving learning practices. Through these stages, teachers gain direct learning experience so that competency improvement not only occurs in the aspect of knowledge, but also in practical abilities in carrying out learning.

The novelty of this service activity lies in the application of the Participatory Action Research-based teacher mentoring model to integrate moral values into thematic learning in integrated Islamic elementary schools. This program does not

stop at providing training, but actively involves teachers in every stage of change through the process of problem identification, solution development, learning implementation, observation, and reflection together. This approach produces more contextual learning tools, improves teachers' pedagogic competence, and strengthens religious and humanist learning cultures in the school environment.

Based on this description, this community service activity aims to assist SDIT class IVA teacher Rasyid Sedayu Natar in integrating moral values into thematic learning through the Participatory Action Research approach. Mentoring is expected to be able to improve teachers' pedagogic competence, produce learning tools that are integrated with moral values, build active and student-centered learning, and strengthen religious culture and Islamic character in the school environment. In addition, this mentoring model is expected to be a good practice that can be replicated in other integrated Islamic elementary schools.

METHOD

This community service activity uses the Participatory Action Research (PAR) approach. The PAR approach was chosen because it emphasizes active involvement between the service team and partners in identifying problems, designing solutions, implementing actions, and conducting collaborative reflections to improve the quality of learning. In this approach, teachers are not only participants in activities, but also play the role of partners who are directly involved in each stage of the program so that the solutions produced are in accordance with the needs of the school and can be applied in a sustainable manner.

The service activity was carried out in the even semester of the 2025/2026 Academic Year at SDIT Rasyid Sedayu Natar, South Lampung Regency. Partners in this activity are grade IVA teachers and school principals who play a role in supporting the implementation of the program. The main goal of the activity is to improve teachers' competence in integrating moral values into thematic learning through the preparation of learning tools and the implementation of student-centered learning. The implementation of activities follows the main stages in Participatory Action Research (PAR) which consists of planning, action, observation, and reflection.

The planning stage begins with field observation activities, interviews, and discussions with school principals and IVA class teachers to identify learning conditions, teacher needs, and various obstacles in integrating moral values into thematic learning. The results of the identification are used as the basis for the preparation of mentoring programs, training materials, activity schedules, and evaluation tools that will be used during the service process.

The action stage is carried out through workshops and assistance in the preparation of learning tools. At this stage, the service team provides reinforcement on the concept of moral education, strategies for integrating moral values in thematic learning, the preparation of teaching modules, Student Worksheets (LKPD), learning media, and attitude assessment instruments. All activities are carried out in a participatory manner through discussions, practice of preparing teaching tools, learning simulations, and individual consultations according to the needs of each teacher.

The observation stage is carried out when the teacher implements the learning tools that have been prepared in the learning process in class IVA. The service team supervises the implementation of learning using observation sheets that contain aspects of planning, learning implementation, strategies for integrating moral values, student involvement, and classroom management. In addition to observation, activity documentation and field records are also used to obtain information about the implementation of the program.

The reflection stage is carried out after the learning implementation activities are completed. The service team with teachers conducted reflective discussions to evaluate the success of the program, identify obstacles that are still faced, and make recommendations for improvements to learning tools and strategies. The results of the reflection are the basis for improving the learning tools so that they can be used sustainably at SDIT Rasyid Sedayu Natar.

Activity data was obtained through observation, interviews, documentation, and reflective discussions. Observation is used to observe the implementation of learning and the application of moral values in the teaching and learning process. Interviews were conducted with school principals and teachers to obtain information about needs, experiences, and changes in competencies after participating in mentoring. Documentation in the form of photos of activities,

learning tools, and notes of assistance results was used as supporting data, while reflective discussions were used to evaluate the effectiveness of program implementation.

Data analysis is carried out in a qualitative descriptive manner through the stages of data reduction, data presentation, and conclusion drawn. Data obtained from observations, interviews, documentation, and reflection were analyzed to illustrate changes in teachers' competencies in integrating moral values into thematic learning and their impact on the implementation of learning in the classroom.

The success of the program is determined based on several indicators, namely: (1) increasing teachers' understanding of the integration of moral values in thematic learning; (2) the preparation of learning tools that integrate moral values, including teaching modules, LKPD, and assessment instruments; (3) increasing teachers' ability to implement active, contextual, and student-centered learning strategies; and (4) the growth of a more religious and humanist learning culture through the habituation of moral values in learning activities in the classroom.

RESULTS AND DISCUSSION

Partner Needs Analysis (Planning)

The initial stage of community service activities is carried out through a partner needs analysis process which aims to obtain a real picture of learning conditions and problems faced by teachers in integrating moral values into thematic learning. This activity was carried out with a participatory approach through classroom observation, in-depth interviews, focus group discussions (FGD), and study of learning documents used by SDIT Rasyid Sedayu Natar's IVA class teacher. The active involvement of principals and teachers in the process of identifying needs is an important step to ensure that the mentoring program designed is truly appropriate to the conditions and needs of the field.

Based on the results of observations, it is known that teachers have a good awareness of the importance of character education and the inculcation of moral values in students. This can be seen from the teacher's efforts to give advice, invite students to pray before and after learning, make salam habitable, and remind students to behave politely and disciplined during the teaching and learning

process. However, these activities are still incidental and have not been systematically integrated into the planning, implementation, and evaluation of learning. The cultivation of moral values is more done through verbal habituation than through structured learning designs.

The results of interviews with grade IVA teachers showed that most teachers had difficulty in linking basic competencies and learning objectives with the character indicators they wanted to develop. Teachers tend to focus more on achieving academic targets and completing learning materials according to the applicable curriculum. As a result, moral values that can actually be integrated into various learning activities have not been explored and utilized optimally. Teachers also admitted that they did not have practical guidance on how to design thematic learning that combined academic achievement with the formation of students' character.

Other findings show that the learning tools used, such as teaching modules, student worksheets (LKPD), teaching materials, and assessment instruments, are still oriented towards achieving knowledge and skill competencies. Aspects of attitude and morals have not been explicitly formulated in learning objectives and success indicators. In some of the learning tools analyzed, values such as responsibility, honesty, discipline, cooperation, and social concern have not been clearly listed as part of the learning outcomes that must be achieved by students. In addition, the assessment instruments used are still dominated by written tests so that they are not able to measure the development of students' character and behavior comprehensively.

The results of the discussion with the principal revealed that the school has a strong commitment to building religious culture and Islamic character in the school environment. However, these efforts still require strengthening the pedagogical aspect, especially in the ability of teachers to implement character education through classroom learning. The principal considers that teachers need continuous training and mentoring in order to be able to translate the school's vision into concrete and measurable learning practices.

The needs analysis also shows that teachers need examples of learning tools that integrate Islamic moral values, effective learning strategies to instill character, and assessment techniques that can be used to measure the development of

students' attitudes and behaviors. Teachers expect assistance that is not only in the form of delivering material, but also direct practice, consultation, supervision, and reflection together so that the competencies gained can be applied in real life in daily learning activities.

Based on these findings, it can be concluded that the main problems faced by partners include: (1) the limitations of teachers' understanding in integrating moral values into thematic learning; (2) the lack of learning tools that explicitly contain indicators and character strengthening activities; (3) the limitations of learning strategies that are able to internalize Islamic values to students contextually; and (4) the character assessment instruments used in the learning process have not been optimal. Therefore, a planned, systematic, and sustainable mentoring program is needed to improve teachers' competence in designing and implementing thematic learning based on moral values. This condition is in line with the opinion of (Ardi et al., 2024) who stated that character education will be more effective if it is integrated into the entire learning process, starting from planning, implementation, to learning evaluation, so that the values taught can be understood, appreciated, and practiced by students in their daily lives.

Implementation of Teacher Assistance (Action)

Based on the results of the needs analysis that has been carried out at the planning stage, the service activities are continued at the stage of implementing action through workshops and intensive assistance to SDIT Rasyid Sedayu Natar's IVA class teachers. This stage is carried out using the Participatory Action Research (PAR) approach which places teachers as the main subject in the process of changing and developing learning practices. Through this approach, teachers not only play the role of training participants, but also as partners who are actively involved in identifying problems, formulating solutions, implementing actions, and reflecting on the results obtained.

The activity began with a workshop on the concept of character education and the integration of moral values in thematic learning. In this session, the service team provided reinforcement material on the urgency of character education in elementary school learning, the concept of internalizing moral values, and various strategies that teachers can use to integrate moral values into learning activities.

Teachers are given the understanding that moral values are not only taught through certain subjects, but can be integrated into all learning activities through example, habituation, reinforcement, reflection, and meaningful learning experiences.

After obtaining conceptual reinforcement, teachers participated in assistance activities in the preparation of learning tools. At this stage, teachers in groups and individuals are accompanied in compiling teaching modules that contain learning objectives, learning activities, and assessments that are integrated with Islamic moral values. Mentoring is carried out in stages starting from identifying learning outcomes, mapping relevant character values, preparing character-based learning objectives, to designing learning activities that allow students to develop positive attitudes and behaviors during the learning process.

In addition to the preparation of teaching modules, mentoring activities are also focused on the development of Student Worksheets (LKPD) that are able to encourage students to think critically while internalizing moral values. Teachers are guided to design learning activities that connect thematic materials with students' daily lives so that values such as responsibility, discipline, honesty, cooperation, social concern, and good manners can appear naturally in the learning process. The LKPD developed not only contains academic assignments, but also reflection activities that invite students to understand the moral meaning of the material studied.

In the aspect of learning media, teachers are given assistance in choosing and developing media that is contextual and in accordance with the characteristics of elementary school students. The designed media not only functions as a tool for delivering material, but also as a means of instilling moral values. For example, the use of images, videos, inspirational stories, and case studies that contain moral messages so that students can understand and emulate the positive behaviors displayed in the media. Teachers are also trained to use interactive learning media so that student involvement in the learning process increases.

The next assistance is focused on the preparation of attitude and character assessment instruments. The results of the initial identification show that teachers still have difficulties in conducting systematic assessments of affective aspects. Therefore, the service team provides training on techniques for preparing

observation sheets, attitude journals, character assessment rubrics, and student self-reflection instruments. Teachers are accompanied to determine behavioral indicators that can be observed during the learning process so that student character development can be measured more objectively and sustainably.

During the mentoring process, group discussion activities are one of the main strategies used. Teachers are given the opportunity to share experiences, raise obstacles faced during learning, and discuss various alternative solutions with the service team and peers. Through this discussion forum, a collaborative learning atmosphere is created that allows the exchange of ideas and experiences between teachers. Various good practices that have been carried out by teachers are a source of shared learning that enriches participants' insights in developing learning based on moral values.

To strengthen teachers' understanding and skills, the activity is also equipped with simulations and teaching practices (microteaching). Teachers are given the opportunity to present the learning tools that have been prepared, then simulate the implementation of learning in front of other participants. At this stage, the service team provides feedback related to the suitability of learning strategies, the effectiveness of integrating moral values, the use of media, and the assessment techniques used. This simulation activity helps teachers gain hands-on experience in implementing learning tools that have been developed before they are implemented in the actual classroom.

Mentoring is also carried out through individual consultation to accommodate the specific needs and problems faced by each teacher. Through this consultation, teachers receive more personalized guidance related to the preparation of learning tools, classroom management, character value internalization strategies, and learning evaluation techniques. A continuous mentoring pattern provides space for teachers to continue to improve and improve the learning tools that have been prepared.

The results of the implementation of the activity showed an increase in teachers' understanding and skills in integrating moral values into thematic learning. Teachers are beginning to be able to compile teaching modules that contain explicit character indicators, develop LKPD that is oriented towards forming positive attitudes, choose learning media that supports the internalization

of moral values, and develop more systematic character assessment instruments. In addition, teachers show increased confidence in implementing character-based learning strategies and better understand the importance of integrating cognitive, affective, and psychomotor aspects in a balanced manner in the learning process.

The success of this activity is inseparable from the application of a participatory approach that provides opportunities for teachers to learn through experience, collaboration, and reflection. The active involvement of teachers in each stage of activities encourages the emergence of a sense of belonging to the program implemented so that the results of mentoring are easier to apply in daily learning practices. These findings are in line with the research of (Naila et al., 2026) who stated that reflection-based and collaborative mentoring is able to improve teachers' competence in developing learning tools that are oriented towards strengthening character. Thus, the PAR approach has proven to be effective in increasing teachers' capacity to implement thematic learning that not only focuses on academic achievement, but also on the formation of students' morals and character in a sustainable manner.



Figure 1.
Activity Materials

Implementation of Learning and Observation

The learning tools that have been prepared at the next mentoring stage are implemented by teachers in thematic learning in class IVA SDIT Rasyid Sedayu Natar accompanied by a service team. This implementation stage is an important part of the Participatory Action Research (PAR) cycle because it aims to test the effectiveness of the learning tools that have been developed as well as see the extent to which teachers are able to integrate moral values into daily learning practices. During the implementation process, the service team conducts classroom observations, activity documentation, and reflective discussions with teachers to identify various changes that occur both in the learning process and student behavior.

Based on the results of observations, it can be seen that there is a significant change in the way teachers carry out learning. Before mentoring activities are carried out, the learning process tends to be teacher-centered with the dominance of lecture methods and individual assignments. However, after teachers receive training and mentoring, learning becomes more active, participatory, and oriented to the student's learning experience. Teachers begin to implement various learning strategies that allow students to be directly involved in the process of finding knowledge while developing the expected character values.

One of the strategies that is widely used is group discussions. In this activity, students are divided into several small groups to complete assignments or problems related to the thematic material being studied. Through discussion activities, students not only learn to understand the learning material, but are also trained to respect the opinions of others, work together, take responsibility for group tasks, and develop an attitude of tolerance and empathy. The teacher actively directs the course of the discussion and provides reinforcement for the positive behavior shown by students during the learning process.

In addition to group discussions, teachers also began to implement simple problem-based learning that was adjusted to the level of development of elementary school students. Students are invited to analyze various problems that are close to daily life, such as the importance of maintaining the cleanliness of the school environment, mutual help between friends, the importance of honesty in daily life, and responsibility in carrying out tasks. Through these activities,

students not only gain conceptual understanding, but also learn to make decisions in accordance with moral values and Islamic teachings. This process helps students understand that moral values have a strong relevance to the real life they experience every day.

Teachers also integrate value reflection activities at the end of learning. In the reflection session, students are invited to identify the moral values contained in the material that has been studied, then relate them to their personal experiences. Reflection activities are carried out through questions and answers, experience stories, and simple assignments that encourage students to think about the behaviors they have done. This activity provides space for students to develop self-awareness and understand the importance of applying moral values in daily life. Reflection is an effective means to help students internalize character values more deeply than just through verbal delivery.

The implementation of learning is also strengthened by various forms of habituation of Islamic behavior during the teaching and learning process. Teachers consistently make it a habit for students to say greetings, recite prayers before and after learning, maintain class cleanliness, be polite to teachers and friends, and carry out tasks responsibly. This habituation is not only carried out at the beginning or end of learning, but becomes an integrated part of all learning activities. Teachers also provide examples through attitudes and behaviors that reflect moral values so that students get real examples that can be imitated in daily life.

The results of the observation show that the implementation of a more active and contextual learning strategy has a positive impact on student involvement in the learning process. Students seem to be more enthusiastic about participating in learning activities, more courageous to express opinions, and more actively participate in group discussions. The interaction between students and teachers becomes more dynamic because learning no longer only focuses on delivering material, but also on the process of building meaningful learning experiences. The classroom atmosphere becomes more lively and conducive so as to support the development of academic aspects and the character of students.

Positive changes are also seen in aspects of student behavior and character. During the observation process, students showed an increase in discipline,

responsibility, cooperation, and concern for friends. Some students who previously tended to be passive began to dare to engage in group activities and show better confidence. The attitude of mutual respect between friends is also growing, as seen from the ability of students to listen to the opinions of others, complete group assignments together, and help friends who have difficulties in learning. These developments show that the integration of moral values in thematic learning is able to have a real impact on the formation of students' character.

Learning that connects the material with real situations also helps students understand the meaning of moral values more concretely. When teachers relate the material to everyday experiences, students more easily understand the reasons why a behavior is considered good or bad and how those values can be applied in their lives. Thus, the learning process not only produces cognitive understanding, but also encourages the formation of moral awareness that is the basis for positive student behavior. These findings support the results of (Madyarini & Wijayanti, 2025) research which explains that active and contextual learning is able to strengthen the process of internalizing moral values and improve the character of elementary school students.

In addition to having an impact on the learning process in the classroom, mentoring programs also contribute to strengthening school culture that is oriented towards the formation of Islamic character. The results of the observation show that various positive habits that were previously carried out sporadically began to be applied more consistently by teachers and students. Reading prayers before and after learning, maintaining the cleanliness of the classroom environment, getting used to greetings and smiles, throwing garbage in its place, and maintaining communication ethics have become a culture that is increasingly rooted in daily school life.

Teachers also show a stronger commitment to creating a learning environment that supports character building. Values such as discipline, responsibility, honesty, cooperation, and social concern are not only conveyed in learning materials, but are also manifested through various rules, habits, and social interactions in the school environment. Thus, the character education process takes place comprehensively through formal learning and school culture that is

built consistently. The results of reflection with teachers showed that mentoring activities had increased their understanding of the importance of integrating moral values in each stage of learning. Teachers feel more confident in designing and implementing learning that is oriented towards strengthening character because they have more structured learning tools, strategies, and assessment instruments. In addition, teachers also realize that character formation cannot be done instantly, but requires a continuous habituation process and support from all school residents.

Overall, the results of the implementation show that the mentoring program has succeeded in improving the quality of thematic learning based on moral values at SDIT Rasyid Sedayu Natar. Positive changes can be seen in teacher competence, student involvement in learning, character development of students, and strengthening a religious and characterful school culture. These findings are in line with the research of (Hudayana et al., 2025; Safira & Malasi, 2026) who stated that thematic learning integrated with character education is able to strengthen religious culture, improve social skills, and form positive behavior of students in a sustainable manner.

Program Reflection

The final stage of the activity was carried out through joint reflection between the service team, the principal, and teachers. Reflection shows that mentoring programs provide real benefits to improving teachers' competence in designing and implementing thematic learning based on moral values. The teacher said that the mentoring process carried out collaboratively made it easier for them to understand the concept of moral integration as well as gain direct experience in applying it in the classroom.

However, there are still several obstacles, including the limited time of teachers to follow the entire series of mentoring and differences in teachers' initial abilities in developing learning tools oriented to character education. However, the reflection process that is carried out periodically is able to produce various alternative solutions, such as the preparation of collaborative learning tools and the implementation of follow-up consultations after the service activities are completed. These findings reinforce the opinion (Idris et al., 2025) that continuous

mentoring is more effective in improving teachers' pedagogic competence than momentary training.

Overall, the Participatory Action Research (PAR) approach has been proven to be able to create a joint learning process between the service team and teachers. The involvement of teachers in every stage of activities ranging from problem identification, solution formulation, learning implementation, to joint reflection increases the sense of belonging to the developed learning tools. This condition is an important factor in ensuring the sustainability of the program after the service activities are completed.



Figure 2.
Activity Photos

Based on all stages of activities, this service program produces several main outputs, namely: (1) increasing teachers' pedagogic competence in integrating moral values into thematic learning; (2) the arrangement of learning tools in the form of teaching modules, LKPD, and attitude assessment instruments that are integrated with moral values; (3) increasing teachers' ability to implement active, contextual, and student-centered learning; and (4) the development of a religious and humanist learning culture through the habituation of moral values in the school environment. Therefore, the Participatory Action Research (PAR) based mentoring model can be recommended as a best practice in strengthening character education in integrated Islamic elementary schools.

CONCLUSION

Community service activities through teacher assistance based on Participatory Action Research (PAR) at SDIT Rasyid Sedayu Natar have succeeded

in improving teachers' competence in integrating moral values into thematic learning. Through the stages of identifying needs, mentoring, implementation, observation, and reflection, teachers are able to develop teaching modules that are integrated with moral values and implement more active, contextual, and student-centered learning. This program also has a positive impact on the habituation of students' character and strengthens a religious and humanist learning culture in the school environment.

To ensure the sustainability of the program, schools are advised to carry out regular mentoring to all teachers and develop a teacher learning community as a forum for sharing good practices in integrating moral values into learning. In addition, it is necessary to develop a more comprehensive evaluation instrument to measure changes in teacher competence and character development of students in an ongoing manner so that this mentoring model can be replicated and developed in other integrated Islamic elementary schools.

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