

# Al Azhar Student Profile Approach to Civic Disposition Development in Elementary Schools

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## Abstract

This study aimed to examine the Al-Azhar Student Profile approach in developing citizenship character at the Elementary School level. The research method used is descriptive qualitative with data collection through observation, interviews, and documentation studies at the Al-Azhar Islamic Education Foundation Elementary School. The results of the study indicate that the development of citizenship character is implemented through six main dimensions, namely Manners, Warrior Character, Scholarly, Skilled, Love for the Homeland and Global Insight, and Physically and Spiritually Healthy. This approach is implemented consistently through intracurricular, cocurricular, extracurricular activities, and school culture that shape religious values, nationalism, intelligence, 21st-century skills, and physical-spiritual balance. The conclusion of this study confirms that the Al-Azhar Student Profile provides a comprehensive and applicable framework in developing sustainable citizenship character in Elementary Schools, supported by synergy between schools, teachers, parents, and the environment.

**Keywords:** Student Profile, Al Azhar, Civic Character, Elementary School, Character Education, Citizenship



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## Introduction

The rapid technological developments of the Industrial Revolution 4.0 era, which is now transforming into the Industrial Revolution 5.0—where the integration of humans and technology is deepening—have had a significant impact on various aspects of human life. Ease of access to information via the internet, global communication across countries, and advances in transportation are some of the positive manifestations of this transformation. However, the negative impacts of these changes are also beginning to appear, particularly in the decline in the character of Indonesian society, particularly the younger generation. This phenomenon has been revealed in several studies, such as that by Febrianti et al. (2024), which show that technological advances have also had an impact on declining politeness and manners among the younger generation. The Digital Civility Index (DCI) survey and the results of the APJII study indicate that the level of politeness of internet users in Indonesia ranks lowest in Southeast Asia, with the majority coming from Generation Z (Kurniawaty & Faiz, 2022). In addition, the increase in cases of juvenile delinquency and child violence is also an indication of an increasingly worrying moral crisis, as reflected in data from the Online Information System for the Protection of Women and Children (SIMFONI-PPA) which recorded 1993 cases of child violence in the first two months of 2024, of which 861 cases occurred in the educational sphere (Novianto et al., 2024).

This situation emphasizes the urgency of education as one of the main instruments in the effort to shape the character of a nation that is faithful, noble, healthy, and knowledgeable, in accordance with the objectives of the National Education System (Soedibyo, 2003). The formation of civic character is an

essential aspect that supports citizens to behave maturely and responsibly in community life (Lestari, 2016). This civic character or character is developed through the learning process and experiences gained from various social environments, both formal and non-formal (Mulyono, 2017). Therefore, the development of civic character must begin at an early age to become a strong foundation for the nation's next generation.

This phenomenon serves as the background for the author to examine how civic disposition or citizenship character is formed at the elementary school level, specifically through the approach used by the Al Azhar Islamic Education Foundation. YPI Al Azhar is known for having an extensive formal education network with a focus on da'wah and social development, with a vision and mission of making educational institutions a tool for developing clean souls and character. The lack of in-depth studies on the implementation of civic character at the elementary school level at YPI Al Azhar prompted this research to examine in detail the Al Azhar student profile approach in instilling these civic values.

## **Methods**

This study uses a descriptive qualitative approach that aims to gain an in-depth understanding of the process of character formation of citizenship in elementary school students through the Al-Azhar Student Profile approach. This approach was chosen because it allows researchers to explore data comprehensively and in-depth from various perspectives that exist in the social context of education (Creswell, 2014). The research subjects consisted of the Principal of SDIT Al-Azhar 70 Baturaja, Islamic Religious Education Teachers, and Tilawah Teachers at SDIT Al-Azhar 51 Bengkulu. The selection of locations and informants was carried out purposively to ensure the data obtained is relevant and representative of the implementation of the curriculum and student profiles within the Al-Azhar Islamic Education Foundation.

Data collection was conducted through in-depth interviews and participant observation, in accordance with qualitative research principles that prioritize primary data directly from the source (Moleong, 2017). Interviews were designed with open-ended questions that allowed respondents to express their experiences and perspectives in detail. Observations were conducted to obtain a realistic picture of learning activities, school culture, and extracurricular activities related to student character development. The research instruments consisted of interview guides and observation sheets that underwent a validation process to ensure the quality of the collected data.

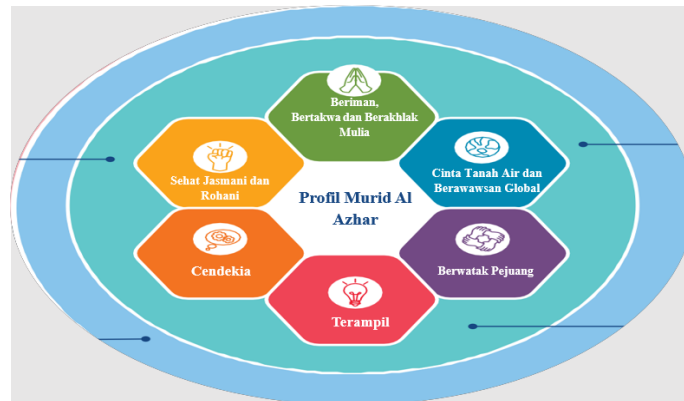
Data analysis was conducted inductively using data reduction, data presentation, and conclusion drawing procedures as described by Miles and Huberman (1994). Data reduction was performed by filtering and summarizing important information, then presenting the data thematically to facilitate understanding and interpretation. Conclusions were drawn based on patterns and relationships between themes found in the data, and strengthened by triangulation techniques of sources and methods to increase the validity and credibility of the research results (Denzin, 1978). Furthermore, the researcher also conducted member checks with informants to ensure that the interpretation of the data was appropriate and accurate. Ethically, this study ensured that the entire process took place with the permission and approval of the relevant parties and maintained the confidentiality of informants' identities.

## **Results and Discussions**

### **1. Results**

Based on research findings, the Al-Azhar Islamic Education Foundation has 72 elementary schools spread across various regions in Indonesia, with its headquarters located in Jakarta. Although each school is given autonomy to manage and organize its learning system independently, this management remains under central supervision to ensure that learning activities are aligned with the foundation's vision, mission, and student profiles. This student profile is applied consistently from elementary school to junior high and high school levels.

Picture 1.  
Al Azhar Student Profile



Sumber : Ida Maghfuroh-Ka.Sie KP2-2024

In line with the profile picture of Al Azhar students, below there is also a table of indicators for achieving the Al Azhar Student Profile Dimensions at the Elementary School level.

Table 1.  
Al Azhar Student Profile Dimension Indicator

No.	Dimensions	Element	Profile Achievement Indicators
			IV-VI
1	Civilized	Believe and practice the pillars of faith	Understand the pillars of faith by carrying out ALLAH's commands (prayer, fasting and zakat)
		Practice the pillars of Islam consistently	Understanding the pillars of Islam
		Orderly carrying out fardhu prayers and congregation in the mosque	Carry out fardhu prayers in congregation Carrying out sunnah prayers (dhuha and caregiving)
		memorizing the Qur'an (Juz 30)	Complete the Quran
		Accustomed to saying the thayyibah sentence	Memorizing dzikir after obligatory prayers
		Wearing clothes that cover one's private parts	Get used to dressing to cover your private parts
		High integrity	Get used to being honest and trustworthy
		Get used to giving alms	Get used to giving alms at school
		Maintaining ablution	Perform ablution before going to school
		Be kind to parents	Respect and obey parents' orders

		Be polite and courteous in speech and actions	Get into the habit of guarding your mouth from bad words
2	Having a Warrior Character	Independent	Get used to preparing personal equipment
		Discipline	Be present on time for learning activities
		Responsibility	Get used to completing tasks yourself
		Dare to make decisions	Dare to make decisions in the group
		Work hard, smart and complete	Enthusiasm for doing school assignments
		Collaboration	Want to work together
		Has high resistance	Not easy to complain
		Willing to make sacrifices	Very caring towards others
3.	Scholar	The spirit of seeking knowledge	1. Study diligently and be able to fight laziness 2. Always be present in person or online 3. Likes to visit the library
		Respect expert opinions and the work of others	Get used to reading
		Critical thinking	Dare to ask
4.	Skilled	Effective communication	Get used to communicating well in the school environment
		Creative	Dare to try new things
		Skilled in solving problems	Dare to face problems calmly
		Produce original work and implement it	Likes to appreciate other people's work
		Mastering ICT	Able to operate gadgets or computers to support learning
		Communicate in English	Accustomed to using English in communication
5.	Love for the homeland and nation	Recognize the differences between SARA and cultural diversity	Understanding the differences between SARA and cultural diversity
		Love domestic products	Feel proud of domestic products
		Speak Indonesian well and correctly	Using Indonesian in circumstances, situations and conditions

		Respect national identity	Get to know the country's identity
		Maintain the good name of the nation	Behave politely according to Eastern customs
		Proud of the homeland	Receive the superiority of culture, earth, land, water, and all the riches contained therein.
6.	Physically and Mentally Healthy	Loves to exercise	Enjoy exercising
		Commitment to consuming halal and good food and drinks	Can differentiate between halal, good and healthy food and drinks
		Good at managing time	Have a schedule of activities
		Love cleanliness and the environment	Love cleanliness and the environment
		Happy	Accepting his condition
		Think positively	Get used to thinking positively about other people
		Grateful, healthy and sincere	Get used to saying hamdallah

Source: DIKDASMEN YPI, (2023)

## 2. Discussion

In the Al-Azhar student profile, there are six main indicators that must be implemented through a consistent habituation process for all students. These six indicators are realized comprehensively in various school activities, including intracurricular, school culture, co-curricular, and extracurricular activities (Maghfuroh, 2024). The first dimension in this profile is Adab, which is an important foundation of character for every Al-Azhar student. Guided by the teachings of Imam Malik, good adab is considered more important than knowledge because it is the main foundation before someone develops their knowledge. DIKDASMEN YPI (2021) groups this adab into six aspects, namely adab towards Allah SWT, towards the Qur'an, the Prophet Muhammad, Islam in general, towards oneself, and towards fellow human beings. This adab plays a central role in the formation of attitudes and values at both the individual and social levels (Noer & Sarumpaet, 2017). Strengthening morals in the younger generation is crucial for the survival and progress of a nation, which must have an independent, democratic, and responsible personality as citizens (Amelia & Dewi, 2021).

In the context of elementary school, especially for upper grades (IV-VI), the development of the dimension of manners is realized through the habituation of various attitudes such as performing prayer, fasting, zakat, dressing to cover the genitals, honesty, maintaining ablution and verbal hygiene, memorizing dhikr after obligatory prayers, as well as memorizing at least juz 30 of the Qur'an, and behaving politely towards parents. These values are in line with the values of Pancasila as a national guideline in forming good citizenship character.

The second dimension is the Warrior Character, which reflects the fighting spirit of national figures. This character encompasses religious attitudes, optimism, nationalism (pro patria), solidarity, tolerance, selflessness, and courage (Al-Azhar, 2023). In facing the complexity of global

challenges, Al-Azhar students are honed to have resilient attitudes such as preparing personal equipment, punctuality, independence in completing tasks, courage in making decisions, collaboration, and determination without complaint. Mulyono (2017) states that experiences in the learning process shape a consistent civic disposition and are able to compete globally, making this dimension very important in civic character education.

The third dimension, "Credential," encompasses intelligence and quickness in understanding situations. Indicators of achievement at the upper elementary school level include diligent study, combating laziness, regular attendance at both face-to-face and online classes, and an active interest in reading and asking questions. Budimansyah (2011) emphasized that good citizens must be intelligent to avoid being easily influenced by negative cultures that can undermine the nation's integrity.

The fourth dimension is Skilled, which emphasizes the 21st-century skills that Al-Azhar students must master. Indicators include effective communication skills in the school environment, the courage to try new things, calmness in facing problems, appreciation of the work of others, the ability to operate technological devices such as gadgets and computers to support learning, and the active use of English. The Delors Report (1996) states that 21st-century learning must include competencies for knowing, doing, being, and living together, which are highly relevant in the context of today's character education (Scott, 2015b; Asri et al., 2023).

The fifth dimension is Love of the Homeland and a Global Perspective. Nationalism is defined as a sense of togetherness and brotherhood among citizens born in the same region (Khotibul et al., 2020; Kariadi, 2016). Revitalizing nationalist values through familiarization in schools, including an introduction to ethnic, religious, and cultural diversity, pride in domestic products, practicing the Indonesian language, recognizing national identity, adopting polite Eastern cultural attitudes, and appreciating cultural excellence and natural resources, are efforts to foster a strong civic character.

The sixth dimension, Physical and Spiritual Health, requires students to maintain their physical and spiritual health. Achievement indicators include a passion for exercise, choosing halal, good, and healthy food and drinks, maintaining personal and environmental hygiene, neat appearance, awareness of one's own condition, a positive attitude toward others, and the habit of reciting the Basmalah (the blessings of Allah). Physical education is an integral part of the education system that contributes significantly to the development of character education (Setiaji & Yuwono, 2022). Character education formed from this aspect aligns with the formation of optimal citizenship character.

## **Conclusion**

This research shows that the Al-Azhar Islamic Education Foundation has developed a comprehensive approach to citizenship character through the Al-Azhar Student Profile, which comprises six main dimensions: Manners, Warrior Character, Intellectual, Skilled, Love of the Homeland and Global Insight, and Physical and Spiritual Health. This approach is implemented continuously through various intracurricular, co-curricular, and extracurricular activities, as well as school culture that support character development.

The Manners dimension serves as the primary foundation that instills strong values of politeness and religious ethics, followed by the development of civic attitudes such as a fighting spirit and nationalism within the Warrior Character dimension. Furthermore, the Intellectual and Skilled dimensions emphasize the importance of intelligence, creativity, 21st-century skills, and the ability to adapt to technology and effective communication. Love of the Homeland and Global Insight fosters a nationalistic attitude that values diversity and global awareness, while Physical and Spiritual Health emphasizes the importance of a balance between physical and spiritual health in shaping a well-rounded character.

The success of this character development depends heavily on the synergy between schools, teachers, parents, and the surrounding community, ensuring optimal and sustainable civic character development. Therefore, the Al-Azhar Student Profile provides a holistic and applicable framework for civic character development at the elementary school level.

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