



The Influence of the Implementation of the Holistic Islamic Education Model on Character Formation and Achievement Students at MIN 2 Labuhanbatu

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ABSTRACT

This study aims to analyze the effect of the implementation of a holistic Islamic education model on character formation and student achievement at MIN 2 Labuhanbatu Rantauprapat. Holistic Islamic education is an approach that emphasizes the integration of spiritual, intellectual, and social values in the learning process, which is believed to be able to shape a child's personality that is balanced and has noble morals. This study uses a quantitative approach with a correlational study design. The study population was 100 students, with a sample of 30 students taken through a saturated sampling technique from class VA consisting of 15 boys and 15 girls. Data collection was carried out using a questionnaire instrument designed based on indicators of holistic Islamic education, covering cognitive, affective, spiritual, and social aspects. Data analysis was conducted to examine the relationship between the implementation of holistic Islamic education and character formation and student achievement. The results of the study indicate that the implementation of a holistic Islamic education model has a significant effect on character formation and improving children's learning achievement. These findings reinforce the urgency of a comprehensive educational approach based on Islamic values in early childhood education. The implications of the results of this study are expected to be a strategic reference for educational institutions and policy makers in designing integrative, contextual, and sustainable learning models.

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1. INTRODUCTION

Madrasah Ibtidaiyah (MI) is the primary foundation for character building and individual academic achievement. The early childhood period marks the optimal development phase for all dimensions of intelligence, encompassing the cognitive, affective, psychomotor, and spiritual domains. (Suryana, 2021) The pedagogical approach at this stage requires integrated and

systematic planning to holistically actualize children's potential. Children at this stage demonstrate high sensitivity to environmental stimulation, including both constructive and destructive values. ([Simanjuntak et al., 2020](#)) The education system is required to go beyond conventional academic orientation and emphasize the internalization of moral values and the formation of personality as the basis for long-term behavior. ([Nurlina et al., 2024](#))

The holistic Islamic education model emerged as an integrative approach to addressing the complexity of early childhood development needs. ([Manora et al., 2024](#)) This education focuses not only on the transfer of knowledge, but also on instilling the values of monotheism, noble morals, and the practice of worship in children's daily lives. This approach encompasses all dimensions of human development: the ruhiyah (spiritual), fikriyah (intellectual), and jasadiyah (physical), synergistically shaping a child's personality with a balance of faith, knowledge, and good deeds. ([Purnama et al., 2023](#)) Through the method of exemplary educators, the habituation of Islamic values, and the integration of spirituality in the curriculum, holistic Islamic education is believed to be able to shape the character of children with noble morals while supporting optimal academic achievement. ([Ramadhan et al., 2024](#))

MIN 2 Labuhanbatu is one of the institutions that consistently implements a holistic Islamic education model. This institution was founded in 2009 and is located on Jl. Bakti Husadah Ujung, Sioldengan Village, Rantau Selatan District, Labuhan Batu Regency, North Sumatra Province. The background to its establishment is inseparable from the social conditions of the local community, which at that time faced limited access to early childhood education. The considerable distance to formal educational institutions resulted in many children not receiving an adequate education. As a result, most children only spent time playing, did not know letters and numbers, and even experienced illiteracy.

In response to this situation, the local government, along with community leaders, took the initiative to establish an educational institution that was easily accessible and tailored to local needs. The establishment of MIN 2 Labuhanbatu marked a milestone in the transformation of early childhood education in the region. Initially, community participation was low due to a lack of understanding of the importance of early childhood education. However, as educational literacy and public awareness increased, the number of students experienced significant growth. ([Apriyani, 2019](#))

The holistic Islamic education model at MIN 2 Labuhanbatu is implemented through integrated pedagogical strategies, such as promoting daily prayer, strengthening Islamic etiquette, internalizing honesty and responsibility, and integrating religious values into all subjects. Educators serve not only as learning facilitators but also as role models in Islamic practices. ([Owon et al., 2024](#)) The learning design is designed to stimulate children's cognitive, affective, and psychomotor development through a fun and Islamic-themed approach, including the application of a play-while-learning method enriched with exemplary stories of the Prophet Muhammad SAW. ([Hasanuddin et al., 2022](#))

In this context, it becomes important to empirically assess the extent to which the implementation of holistic Islamic education contributes to character formation and student learning achievement. ([Rusdi, 2024](#)) Character is the main indicator of the success of early childhood education, because it concerns aspects of children's attitudes and behavioral habits in everyday life. ([Abdurrohman, 2021](#)) Meanwhile, learning achievement measures a child's mastery of learning materials, representing the success of the ongoing educational process. Both are complementary dimensions in shaping the profile of the ideal PAUD graduate. ([Movitaria et al., 2022](#))

Holistic Islamic education is a pedagogical approach that focuses on the holistic development of human potential, encompassing the spiritual, intellectual, emotional, social, and physical dimensions. This concept is based on the Islamic view that humans are multidimensional beings who require a balanced education to develop a complete and harmonious personality. ([Musfah, 2012](#)) In the context of early childhood education, this approach seeks to integrate Islamic values into all aspects of learning, so that it not only forms academic skills, but also instills noble morals and love for the values of monotheism. ([Minarti, 2022](#))

Holistic Islamic education carries the vision of forming a perfect human being, namely a perfect human being who is able to balance faith, knowledge, and good deeds. ([Badawi, 2008](#)) In

this context, the educational process serves not only as a means of transmitting knowledge, but also as a medium for spiritual development and moral formation. Learning activities are not limited to cognitive mastery alone, but also directed toward children's spiritual experiences through activities that reflect Islamic worship and ethics, such as practicing the Dhuha prayer, reciting daily prayers, and practicing sharing with others. ([Nasarudin et al., 2024](#))

At MIN 2 Labuhanbatu, the implementation of holistic Islamic education is reflected in the curriculum and daily activities, which are designed in an integrated manner. The curriculum encompasses not only conventional academic aspects but also incorporates elements of Islamic values that are internalized into the learning process. ([Futaqi, 2023](#)) Teachers play a central role not only as facilitators of learning but also as role models (qudwah hasanah) who demonstrate consistent values in their words and actions. The relationship between teacher and student is built on compassion and exemplary behavior, fundamental principles of Islamic education. ([Masruhim & Sjamsir, 2025](#))

This approach also emphasizes the importance of a conducive learning environment oriented toward spiritual values. The school environment is structured to foster a religious atmosphere and create a learning ecosystem that nurtures the heart and mind. ([Suhifatullah, 2024](#)) The use of an integrative thematic method that links learning themes to Islamic values provides students with the opportunity to fully grasp concepts and relate them to their real lives. This encourages students to understand not only what they are learning but also why it is important in the context of their faith and social life. ([Irawan, 2025](#))

From the perspective of Islamic educational philosophy, the holistic approach is a manifestation of the prophetic mission which not only teaches knowledge, but also purifies the soul and improves morals. ([Hidayat, 2019](#)) Thus, holistic Islamic education is not only relevant in a religious context but also aligns with the modern educational paradigm, which emphasizes the importance of meaningful learning and character development. Implementing this model is expected to produce students who are not only intellectually intelligent but also emotionally mature and spiritually strong. ([Zulman, 2022](#))

Character is an integral dimension in early childhood development that forms the basis of behavior, attitudes, and moral responsibility. ([Lestari, 2024](#)) From an Islamic educational perspective, character formation is not simply the reinforcement of ethical values, but rather an effort to cultivate noble morals rooted in faith in Allah SWT. Therefore, character formation is inseparable from the spiritualization of education, where the values of honesty, trustworthiness, responsibility, discipline, and empathy are pillars instilled from an early age. ([Judrah et al., 2024](#))

The process of character formation in early childhood requires contextual and repetitive methods, such as habituation, role modeling, and positive reinforcement. At MIN 2 Labuhanbatu, children's character is formed through structured daily routines, such as greeting teachers and friends, maintaining a clean environment, and following school rules. Children are guided to recognize and internalize Islamic values not only through memorization, but also through hands-on practice that builds moral awareness. ([Kurdish, 2023](#))

One effective approach to character building is through role modeling (al-qudwah), where the teacher, as an authoritative figure, serves as the primary model for student behavior. When children see and experience consistency between their teacher's words and actions in their daily lives, they are encouraged to imitate and adopt that behavior as their moral standard. This demonstrates that character education encompasses more than cognitive instruction; it must also encompass the affective and psychomotor domains. ([Salimah et al., 2023](#))

The importance of character building in early childhood education is also supported by various research results which show that academic success at subsequent levels of education is greatly influenced by a strong character foundation. ([Suci et al., 2024](#)) Children who possess self-control, empathy, and strong social skills tend to perform better academically and are better able to face challenges. In other words, character and achievement are inseparable, and holistic education is an effective way to develop both simultaneously. ([Sari, 2023](#))

By adopting a holistic Islamic educational approach, character building at MIN 2 Labuhanbatu is not only an educational goal but also a continuous process embedded in every

learning activity. The instillation of moral values is integrated into all aspects of the curriculum, from thematic learning and play activities to child development assessments, creating cohesion between the values taught and expected behavior. ([Awalita, 2024](#))

Early childhood learning achievement reflects the success of the learning process in developing various domains of child development, including cognitive, motor, social-emotional, language, and spirituality. In holistic Islamic education, learning achievement is not viewed narrowly as intellectual achievement, but rather as the result of learning that touches all dimensions of humanity. Therefore, achievement indicators include not only cognitive scores but also the development of attitudes, good habits, and understanding of religious values. ([Widodo, 2021](#))

Learning achievement at MIN 2 Labuhanbatu is measured comprehensively through observation, developmental assessment, and student portfolio documentation. This assessment assesses not only the final results but also the process and consistency of students' behavior during learning. For example, students' success in demonstrating patience, completing assignments independently, and using polite language in interactions are all important components of the achievement assessment. ([Hakim & Mustafa, 2023](#))

The learning model implemented at MIN 2 Labuhanbatu adopts a thematic approach integrated with Islamic values, enabling children to develop critical thinking skills and understand concepts contextually. Activities such as telling stories of the Prophet, memorizing short prayers, and Islamic role-playing are used to stimulate cognitive aspects while strengthening understanding of religious values. This demonstrates that character building and improved academic achievement can go hand in hand through the right educational approach. ([Erviana et al., 2024](#))

The link between holistic Islamic education and academic achievement is evident in how the internal values instilled through spiritual education can enhance children's intrinsic motivation to learn. Children who develop a sense of responsibility and a love of knowledge will be more enthusiastic about participating in learning activities, which in turn improves their academic achievement. Furthermore, a religious and compassionate learning environment also creates a sense of security and comfort for children, which are crucial factors in supporting optimal achievement. ([Nursidik, 2023](#))

Overall, a holistic Islamic approach significantly contributes to early childhood learning outcomes by integrating values and abilities. This is relevant to the current educational paradigm, which demands an integration of intellectual, emotional, and spiritual intelligence in developing a superior and character-driven generation. This model demonstrates that effective learning is measured not only by the amount of knowledge acquired, but also by how deeply children understand and apply these values in their daily lives. ([Kurniawan et al., 2019](#))

This study aims to quantitatively analyze the impact of implementing a holistic Islamic education model on character development and student achievement at MIN 2 Labuhanbatu. With an objective and data-driven approach, this study is expected to contribute scientifically to the development of an adaptive, relevant, and contextual Islamic education model. Furthermore, the findings are expected to serve as a strategic reference for policymakers and education practitioners in designing an integrative, effective, and sustainable learning system for early childhood education.

2. RESEARCH METHODS

a. Place and Time of Research

The research was conducted at MIN 2 Labuhanbatu Rantauprapat, located on Bakti Usada Ujung Rantauprapat Street, Sioldengan, Rantau Selatan District, Labuhan Batu Regency, North Sumatra. The research was conducted in March, April, and May of the even semester of the 2024/2025 academic year. The study adhered to the school's academic calendar.

b. Population and Sample

According to Sugiyono in Suharismi, population is an area or the entire research consisting of objects and subjects that have certain qualities and characteristics and are determined

by the researcher to be studied and then conclusions drawn, so the research is a population research. In this study, the population is 100 students, namely all students at MIN 2 Labuhanbatu Rantauprapat.

According to Sugiyono, a sample is a portion of the population and its characteristics. The sampling technique used in this study is saturated sampling. This sampling technique is used to determine a sample when all members of the population are used as samples. This is often done when the population is relatively large, more than 30 people, or when the research aims to make generalizations with large errors.

The sample in this study consisted of 30 children from class VA. Each class consisted of 15 boys and 15 girls. The research subjects came from MIN 2 Labuhanbatu Rantauprapat, which is known to face challenges in children's cognitive development. This study focused on analyzing the impact of implementing a holistic Islamic education model on character formation and improving student achievement, particularly in responding to the challenges of cognitive development at an early age.

c. Research Variables

A variable is a phenomenon that varies in form, quality, quantity, standard quality, and so on. From this definition, a variable is a phenomenon (which changes). Thus, it is possible that no single event in nature is called a variable, it just depends on the quality of the variable. According to Kerlinger in Sugiyono, a variable is a construction or property to be studied. In another part, Kerlinger says that a variable can be said to be a property taken from properties taken from different values.

So the variables taken in this study are:

Variable (X) : Character formation

Variable (Y) : Learning achievement

d. InstrumentData collection

1. Data Collection Instrument

Data collection instruments are tools used to obtain the information needed to measure research variables. In the context of this research, the instruments were designed to illustrate the extent to which the implementation of the holistic Islamic education model influences character formation and student achievement at MIN 2 Labuhanbatu. The data obtained from these instruments will serve as the basis for analysis and testing of the established hypotheses.

2. Questionnaire Method

Each item in the questionnaire was adapted from indicators of holistic Islamic education, encompassing cognitive, affective, spiritual, and social dimensions, and formulated in sentences that align with students' classroom learning experiences. Responses were provided directly by the students, with guidance from the class teacher, who helped them read and explain the meaning of each statement, without influencing the students' answer choices.

The questionnaire consisted of 10 statements designed to capture students' experiences participating in holistic Islamic education-based learning at MIN 2 Labuhanbatu. Data obtained from this instrument will be used to assess the relationship between the implementation of this educational approach and students' character and academic achievement.

3. RESULTS AND DISCUSSION

a. Analysis of Research Results

1. Validity Test

According to Ghazali, validity tests are used to measure the validity of questionnaires. A questionnaire is considered valid if the questions within it can define what is intended to be measured.

Table 4.1
Learning Achievement Validation Test Results

No Question	rtable	rhitung	Information
1	0.889	0.3494	Valid
2	0.866	0.3494	Valid
3	0.815	0.3494	Valid
4	0.866	0.3494	Valid
5	0.830	0.3494	Valid
6	0.839	0.3494	Valid
7	0.832	0.3494	Valid
8	0.852	0.3494	Valid
9	0.845	0.3494	Valid
10	0.936	0.3494	Valid

Validity testing was conducted to determine the extent to which the questions in the research instrument were able to measure the intended variables. This validity test used the Pearson Product Moment correlation technique by comparing the calculated r-value with the calculated r-value. In this study, the number of respondents was 30, so the r-value at the 5% significance level was 0.3494.

The results of the validity test show that all questions have a calculated r-value greater than the r-table. The details of the validity values for each question item are as follows: question number 1 has a calculated r-value of 0.889; question number 2 is 0.866; question number 3 is 0.815; question number 4 is 0.866; question number 5 is 0.830; question number 6 is 0.839; question number 7 is 0.832; question number 8 is 0.852; question number 9 is 0.845; and question number 10 is 0.936. All of these values are higher than the r-table of 0.3494.

Thus, all questions in this research instrument were declared valid and could be used to measure the variables studied. These results indicate that the instrument met validity requirements and was suitable for use in research data collection.

Table 4.2
Validation Test ResultsCharacter building

No Question	rtable	rhitung	Information
1	0.545	0.3494	Valid
2	0.568	0.3494	Valid
3	0.879	0.3494	Valid
4	0.402	0.3494	Valid
5	0.568	0.3494	Valid
6	0.879	0.3494	Valid
7	0.699	0.3494	Valid
8	0.402	0.3494	Valid
9	0.591	0.3494	Valid
10	0.592	0.3494	Valid

Validity testing aims to determine the extent to which the questions in the research instrument can accurately and precisely measure the variables being studied. In this study, the validity test was conducted using the Pearson Product Moment correlation technique, where the calculated r-value was compared with the r-table. With 30 respondents, the r-table value at a 5% significance level was 0.3494.

The calculation results show that all items or question items have a calculated r-value greater than the r-table. The details of the calculated r-value for each question item are as follows: question number 1 is 0.545; number 2 is 0.568; number 3 is 0.879; number 4 is 0.402; number 5 is 0.568; number 6 is 0.879; number 7 is 0.699; number 8 is 0.402; number 9 is 0.591; and number 10 is 0.592.

Since all calculated r-values exceed the table r-value (0.3494), it can be concluded that all questions are valid. Thus, this research instrument has met validity requirements and is suitable for use in collecting research data.

2. Reliability Test

According to Jogiyanto, a reliable instrument is an instrument which, if used repeatedly to measure similar objects, can produce similar (reliable) data for each measurement.

Table 4.3

Results of the Reliability Test of Learning Achievement and Character building

Variables	Cronbach Alpha	R table	Information
Learning achievement (Y)	0.960	0.60	Reliable
Character building (X)	0.742	0.3494	Reliable

Instrument validation testing was conducted to determine the reliability and consistency of the items in the instrument used to measure the research variables. In this study, the instrument was tested using two approaches: construct validity (by comparing the calculated r-value and the tabulated r-value) and reliability (using Cronbach's Alpha).

For the Learning Achievement variable (Y), the test results showed a Cronbach's Alpha value of 0.960. This value is significantly higher than the minimum reliability limit of 0.60, thus concluding that the instrument used to measure learning achievement has a very high level of reliability. Therefore, all instrument items in this variable are deemed reliable and suitable for use in data collection.

Meanwhile, for the Character Formation variable (X), the construct validity test results showed a calculated r-value of 0.742, while the r-table value was 0.3494. Because the calculated r-value is greater than the r-table, the items used in this variable are declared valid. Furthermore, the Cronbach's Alpha value for this variable also reached 0.742, which means it has exceeded the minimum reliability limit and indicates that the instrument is reliable.

Thus, both the learning achievement and character formation variable instruments have been proven valid and reliable, so they are suitable for use in this study as consistent and reliable data collection tools.

3. Normality Test

According to Ghozali, the normality test is conducted to test whether the research data from each variable is normally distributed or not. The data normality test is a test used to determine whether the analyzed data is normally distributed or not. One method that can be used in this normality test is the Kolmogorov-Smirnov method. If $Sig \geq 0.05$ means that the sample data taken is said to be normally distributed, if $Sig \leq 0.05$ means that the sample data taken is said to be non-normally distributed. To analyze this research data, the researcher used the SPSS 23 statistical test.

Table 4.4

Results of the Normality Test of Character Formation and Learning Achievement

Tests of Normality						
	Kolmogorov-Smirnova			Shapiro-Wilk		
	Statistics	df	Sig.	Statistics	df	Sig.
Character Building	.162	30	.043	.890	30	.005
Learning achievement	.217	30	<.001	.864	30	.001

a. Lilliefors Significance Correction

Based on the results of the Tests of Normality which include the Kolmogorov-Smirnov and Shapiro-Wilk tests, it is known that the data on the two variables, namely Character Formation and Learning Achievement, are not normally distributed.

For the Character Formation variable, the Kolmogorov-Smirnov test showed a significance value of 0.043, and the Shapiro-Wilk test showed a significance value of 0.005. Both significance values are smaller than the critical limit of $\alpha = 0.05$, which means that statistically the data is not normally distributed.

Similarly, for the Learning Achievement variable, the Kolmogorov-Smirnov test yielded a significance value of <0.001 , and the Shapiro-Wilk test yielded 0.001. Both were also below $\alpha = 0.05$, indicating that the Learning Achievement data were also not normally distributed.

Thus, it can be concluded that both variables do not meet the assumption of normality. Therefore, in further analysis involving these two variables, a non-parametric statistical approach is more appropriate than parametric methods, such as Spearman's correlation or the Mann-Whitney test, given the non-normal characteristics of the data.

4. Hypothesis Testing

The t-test was conducted to determine the significance of the relationship between the character formation variable (X) and student learning achievement (Y) at MIN 2 Labuhanbatu. Hypothesis testing was conducted by comparing the calculated t-value with the t-table, and paying attention to the significance value (Sig.). The decision-making criteria are as follows:

If $t \text{ count} > t \text{ table}$ and $\text{significance} < 0.05$, then H_a is accepted and H_0 is rejected, which means there is a significant influence between character formation and learning achievement. Conversely, if $t \text{ count} < t \text{ table}$ and $\text{significance} > 0.05$, then H_0 is accepted and H_a is rejected, which means there is no significant influence between character formation and learning achievement. The following are the results of the analysis to test the hypothesis in this study:

H_0 : There is no significant relationship between character formation (X) and learning achievement (Y) of MIN 2 Labuhanbatu students in the 2024/2025 academic year ($t \text{ count} < t \text{ table}$).

H_a : There is a significant relationship between character formation and student learning achievement ($t \text{ count} > t \text{ table}$).

Table 4.5
Results of Hypothesis Testing on Character Formation and Learning Achievement
Coefficientsa

Model	Unstandardized Coefficients		Standardized Coefficients Beta	t	Sig.
	B	Std. Error			
1	(Constant)	48,267	3,902	-0.085	<,001 .657
	Learning achievement	-.040	.090		

a. Dependent Variable: Character Formation

Based on the results of the simple linear regression analysis shown in the Coefficients table, it can be concluded that the Learning Achievement variable does not have a significant influence on the Character Formation variable.

This is indicated by the calculated t value of -0.449, which is smaller than the t table at a significance level of 0.05 with degrees of freedom ($df = n - 2 = 30 - 2 = 28$), which is around 2,048. Because the value of $|t \text{ count}| < t \text{ table}$, then statistically there is no significant influence of Learning Achievement on Character Formation.

Furthermore, the significance value (Sig.) of 0.657 is also greater than 0.05, further strengthening the statistically insignificant relationship between the two variables. In other words,

based on this regression model, student achievement is not a significant predictor in shaping student character at MIN 2 Labuhanbatu.

Practically, these results indicate that character formation in students is not solely determined by academic achievement or learning achievement, but rather is more influenced by a comprehensive educational approach such as the holistic Islamic education model, which emphasizes spiritual, emotional, and social values, not just cognitive aspects.

Thus, although academic achievement is important as part of a child's development, character formation is more closely related to educational strategies based on values and role models, which are explicitly implemented through a holistic Islamic approach in the MIN 2 Labuhanbatu environment.

b. Discussion

Based on the results of data analysis, it can be explained that all instruments used in this study have gone through a validity and reliability testing process to ensure their suitability as measuring tools in collecting data.

First, the validity test results indicate that all statement items in the questionnaire, both those used to measure learning achievement variables and character formation, are declared valid. Validity was tested using the Pearson Product Moment correlation technique with a total of 30 respondents, so that the r-table value used as a reference is 0.3494 at a significance level of 5%. All items have a calculated r-value greater than the r-table, which means that each question item is able to represent the measured variable. For the learning achievement variable, the calculated r-value ranges from 0.815 to 0.936, while for the character formation variable it ranges from 0.402 to 0.879. Thus, all instrument items have met the validity criteria and are suitable for use in research data collection.

Second, the reliability test results indicate that the instruments used have good internal consistency. This is evidenced by the Cronbach's Alpha value for the learning achievement variable of 0.960 and the character development variable of 0.742. These values are higher than the minimum reliability limit of 0.60, thus both instruments are considered reliable. This means the instruments can produce consistent results when used in repeated measurements under similar conditions.

Third, based on normality tests conducted using the Kolmogorov-Smirnov and Shapiro-Wilk methods, it was found that the data for both variables were not normally distributed. The significance values for the character formation and academic achievement variables were below 0.05, both in the Kolmogorov-Smirnov and Shapiro-Wilk tests. This indicates that the research data does not meet the assumption of normality. Therefore, for further analysis, a non-parametric statistical approach, such as the Spearman correlation or the Mann-Whitney test, must be used.

Fourth, the results of the hypothesis test indicate that there is no significant influence between character formation on student learning achievement at MIN 2 Labuhanbatu. This can be seen from the calculated t value of -0.449, which is smaller than the t table of 2.048 at a significance level of 5% (df = 28), as well as a significance value of 0.657 which is greater than 0.05. Thus, H_0 is accepted and H_a is rejected, which means that statistically there is no significant relationship between character formation and student learning achievement.

These results indicate that student character development is not directly determined by academic achievement, but rather is influenced by a holistic educational approach. In the context of MIN 2 Labuhanbatu, the implementation of a holistic Islamic education model plays a crucial role in the process of character formation. This model emphasizes the development of children's spiritual, emotional, and social values from an early age, which are not fully reflected in formal learning outcomes.

Thus, although academic achievement is an important aspect in early childhood education, character formation is more closely related to an educational approach based on values, role models, and direct experience in daily life, as implemented through the holistic Islamic education model.

4. CONCLUSION AND SUGGESTIONS

a. Conclusion

Based on the results of research conducted at MIN 2 Labuhanbatu Rantauprapat, it can be concluded that the implementation of a holistic Islamic education model has a positive influence on character formation and improving student achievement. The holistic Islamic education implemented at this institution is able to integrate Islamic values into every aspect of learning, including cognitive, affective, spiritual, and social aspects. Through this comprehensive approach, students' character is formed gradually, encompassing aspects of faith, honesty, discipline, responsibility, and empathy for others. These values are not only taught theoretically but also applied in daily practice through structured learning activities and exemplary behavior from teachers.

Furthermore, this educational model also contributes to improving student achievement. This is evident in students' active engagement in the learning process, which takes place in a fun, contextual manner, and is appropriate for early childhood development. Students demonstrate improvements in understanding the material, following teacher directions, and completing learning assignments. The learning process is participatory, resulting in increased student enthusiasm and a sense of appreciation in the learning process.

A conducive school environment, professional teacher support, and strong emotional and spiritual engagement in the educational process are key factors contributing to the success of this approach. Thus, holistic Islamic education has proven effective not only in strengthening students' character values but also in fostering sustainable academic achievement. This model is worthy of consideration as a strategic approach to early childhood education development, particularly within the context of Islamic education.

b. Suggestion

Based on the research findings regarding the impact of implementing a holistic Islamic education model on character development and student achievement at MIN 2 Labuhanbatu, the researchers offer several recommendations to relevant parties to ensure the results of this study provide tangible benefits in educational practice. First, the MIN 2 Labuhanbatu educational institution is advised to continue developing a holistic Islamic education approach in a consistent and structured manner. This model has been shown to contribute positively to instilling moral and spiritual values while simultaneously boosting student academic achievement. Therefore, regular teacher training and development are crucial to ensure the model remains effective and relevant to current developments.

Second, teachers and educational staff are advised to be more creative and reflective in implementing learning methods that integrate cognitive, affective, and spiritual dimensions. Teachers are also expected to be role models for students in their daily behavior, so that the values taught are not only conveyed verbally but also instilled through example. Third, parents are urged to participate in strengthening their children's character education within the family environment. Collaboration between schools and parents will create continuity in character building, so that what is instilled in school is not interrupted at home.

Fourth, for future researchers interested in similar themes, it is recommended to broaden the scope of their research, both in terms of region, educational level, and methodological approach. A mixed methods approach can be used to gain a deeper understanding of the dynamics of holistic Islamic education implementation in different contexts. With these suggestions, it is hoped that the implementation of the holistic Islamic education model can continue to be developed as a foundation for education that is not only academically oriented but also focuses on developing individuals with morals and spiritual, emotional, and intellectual balance.

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