

CHARACTER EDUCATION MODEL AND SOCIAL SKILL DEVELOPMENT THROUGH PAI LEARNING: A Comparative Study of Junior High Schools and Senior High Schools in Bandung

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Abstract

This research is motivated by the current state of students who show a lack of positive character values. This is indicated by the many brawls, cheating, and lack of responsibility in carrying out learning at school. The PAI learning in the above research is intended to provide a solution to the state of students' character through PAI programs in schools. This research was conducted by comparing learning models in 2 schools that were the subjects of this research, namely SMP Negeri 15 Bandung and SMA Negeri 2 Bandung. So that researchers can compare the success of the programs in the two schools. This research method uses a qualitative approach with a comparative method. Researchers conducted interviews and comparative analysis of the two schools. This study aims to analyze and compare the application of character education models and social skill development through PAI learning. The results of this study state that with an innovative and interactive learning model, it can attract students to carry out active learning and teachers can create a conducive classroom atmosphere even though it is not free from the negative impacts that occur, and the impact of this learning also forms students into more moral and religious personalities. The conclusion of this study is that the PAI learning model related to character education in the 2 schools can have a positive impact on learning.

Keywords: Islamic education, character, social skill.

Abstrak

Penelitian ini dilatarbelakangi oleh keadaan siswa yang saat ini menunjukkan kurang memiliki nilai-nilai karakter yang positif. Hal ini ditunjukkan dengan banyaknya tawuran, menyontek, kurang bertanggung jawab dalam melaksanakan pembelajaran di sekolah. Adapun pembelajaran PAI dalam penelitian di atas dimaksudkan untuk menjadikan solusi terhadap keadaan karakter siswa melalui program-program PAI di sekolah. Penelitian ini dilakukan dengan membandingkan model pembelajaran di 2 sekolah yang menjadi subjek penelitian ini yaitu SMP Negeri 15 Bandung dan SMA Negeri 2 Bandung. Agar peneliti bisa membandingkan keberhasilan program-program di kedua sekolah tersebut. Metode penelitian ini menggunakan pendekatan kualitatif dengan metode komparasi. Peneliti melakukan wawancara serta analisis komparatif dari kedua sekolah. Penelitian ini bertujuan untuk menganalisis dan membandingkan penerapan model pendidikan karakter dan pengembangan social skill melalui pembelajaran PAI. Hasil dari penelitian ini menyatakan bahwa dengan model pembelajaran yang inovatif dan interaktif dapat menarik siswa untuk melaksanakan pembelajaran yang aktif serta guru dapat menciptakan suasana kelas yang kondusif walaupun tidak lepas dari dampak-dampak negatif yang terjadi, serta dampak dari pembelajaran ini juga membuat siswa menjadi kepribadian yang lebih bermoral dan

religius. Kesimpulan dari penelitian ini bahwa model pembelajaran PAI terkait pendidikan karakter di 2 sekolah tersebut bisa memberikan dampak yang positif dalam pembelajaran.

Kata kunci: Pendidikan Agama Islam, karakter, social skill.

INTRODUCTION

In today's modern era, education is no longer only focused on academic achievement, but also the importance of character building and social skill development. Character education is important and needs to be emphasized because it is to overcome the moral crisis that is happening in the current era.(Rasyid et al. 2024) In addition, social problems are also the center of public attention where students' social behavior is very concerning with problems of bullying, racism, pornography, theft, cheating, disobeying teacher advice, not greeting when meeting teachers, etc. (Solehat 2021) Therefore, with the existence of character problems and minimal social skills in students, it is very important to build character and social skills when students have entered adolescence, where adolescence has entered a world of free and very broad social interaction starting from the environment of friends at school and outside school.(Hamid 2022)

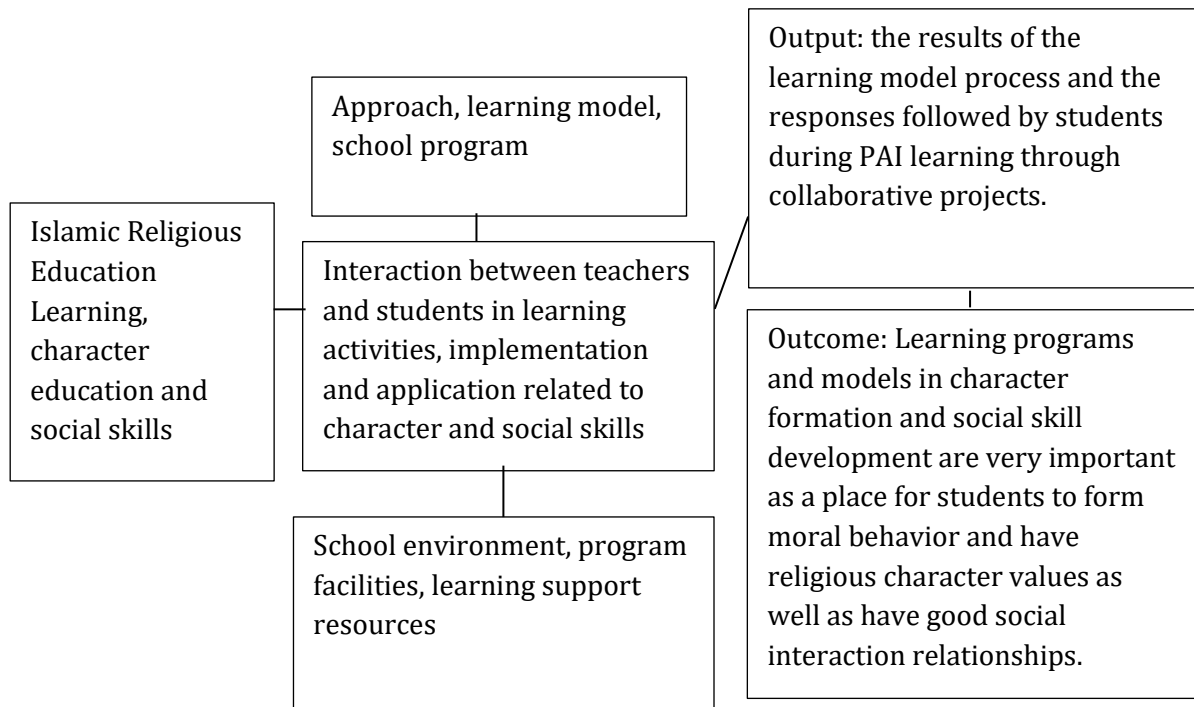
Some problems that occur in students related to character and social skills can cause students to have difficulty adjusting to the environment so that it can make the student's attitude feel isolated and isolated from friendships can be called a tendency to behave antisocially. Character education has long been applied in the learning process in schools such as the development of social skills, one of which is in the subject of Islamic Religious Education (PAI).(Supriyanto, Amrin, and Ardiansyah 2021) However, according to Solehat (2021), its implementation is still not optimal because character education is not only focused on memorizing materials and answering techniques. Character education also requires habituation, such as the habit of behaving well, being honest, feeling ashamed if cheating and being lazy. Character education is also very important to be implemented in the community. Because character education is a process of transforming life values in a person into a better personality.(Solehat 2021)

Efforts to develop social skills in character building also aim to shape students' character, where social skills are very much needed to create harmony, good communication, polite behavior, respect for others, which must be possessed by students' character values.(Junita, Karolina, and Idris 2023) To instill this values, a teacher needs to design learning well, can use various methods and media so that these values become part of the behavior that can be implemented by students every day. However, in practice, there are still some students who pay less attention to the values of politeness, lack respect, are selfish and are not sensitive to the environment.(Muhibah n.d.) The main goal of education is to form individuals who have noble character, believe and are devoted to Allah SWT. Therefore, the world of education must face a big challenge, because it must produce students who not only master technology to compete in the international world, but also believe and are devoted. PAI learning in schools is one academic subject designed to form good student characteristics, especially in how to think, behave and behave

socially.(Prayogi and Fina Firqotun Najiyah 2023) Efforts to improve and grow knowledge, awareness and attitudes as good citizens by bringing students closer to the reality of life objects. With the subject of Islamic Religious Education (PAI), as one of the components of education has a great responsibility to realize the goals of national education. With the aim of forming pious students, Islamic Religious Education (PAI) is expected to produce good character individuals.(Muhibah n.d.)

The loss of interest in learning students if taught in a monotonous way can make students quickly bored and not grasp the material that has been taught. When the material is taught continuously in the same way, it can cause student enthusiasm to decrease because each student has a different learning style. One of the factors that inhibits the development of character education and social skills of students in schools. Therefore, a learning model is needed that uses an important concept or skill with various approaches, such as practicing, discussing, reading, role playing and other innovative with interactive and effective teaching media materials.(Yusroni 2022)

The background of this research is raised from the researcher's concerns about the increasingly concerning behavior and social interactions of students. This condition is caused by the lack of instillation of character values and development of social skills, as well as learning models that tend to be monotonous and less varied. This raises an urgent need for a more effective learning approach in shaping character and developing social skills. Character education and development of social skills are very important in learning in schools, especially in Islamic Religious Education (PAI) subjects.(Faiz et al. 2021) This study aims to analyze and compare the implementation of character education models and social skill development through Islamic Religious Education learning. The main focus of this study is to analyze the comparison between 2 different levels of education with the aim of providing a broader understanding of how Islamic Religious Education learning can strengthen character and social skills, as well as provide suggestions to readers to improve existing education models. This study can also contribute to improving character education and social skill development in other schools. Based on the description, the formulation of the problem in this study includes: How is the character education model in schools; How is the social skill development model in schools; What is the impact of Islamic Religious Education learning in strengthening character and social skills in schools. From this problem formulation, the objectives of this study are: To find out how to model character education in Islamic Religious Education learning in SMA Negeri 2 Bandung and SMP Negeri 15 Bandung; To find out how to model social skill development in Islamic Religious Education learning in SMA Negeri 2 Bandung and SMP Negeri 15 Bandung; to find out the impact of the influence of the learning model in strengthening character education and social skill development in SMA Negeri 2 Bandung and SMP Negeri 15 Bandung.



METHOD

This study uses qualitative descriptive which aims to find out and describe the characteristics of individuals, the state of the situation that occurs in the object of research. In this study, the researcher uses a qualitative approach to the comparative study method.

Specifically in this study, the time and place are at 2 levels of education, namely at SMP Negeri 15 Bandung and SMA Negeri 2 Bandung. The time of the study at SMP Negeri 15 Bandung was in September and SMA Negeri 2 Bandung in October. The researcher determined the research subjects, namely interviews with Islamic Religious Education teachers, Student Affairs and students from the two schools.

The research data in this article focuses on the character education model, social skill development and PAI learning model in schools. The data collection techniques used by researchers are observation and interviews. The sources of this research were interviews with the Student Affairs Division of SMP Negeri 15 Bandung, the Student Affairs Division of SMP Negeri 2 Bandung, PAI Teachers of SMP Negeri 15 Bandung, PAI Teachers of SMP Negeri 2 Bandung, students of SMP Negeri 15 Bandung and students of SMP Negeri 2 Bandung.

The stages of the research process that researchers will analyze in this article are by identifying the character education model and social skill development through Islamic Religious Education learning, knowing the impact of the influence of the learning model, reviewing the data by interpreting and explaining how the data was obtained and understanding how the character education model applied in schools has an impact on the development of social skills. And provide suggestions that can be used as a basis for recommendations or further actions.

RESULT AND DISCUSSION

Special programs in schools for the development of character education and social skills

In this article (Toto Nugroho and Nurdin 2021) explains that Islamic religious learning in schools does not only teach about religious values but also teaches about character values. Because of this, Islamic Religious Education in schools must be implemented optimally to form the character of religious students and can develop character values related to social skills. Islamic Religious Education learning also has a role as a forum for forming student character, this formation must have collaboration from various parties. Character formation is not only through learning, but can be done through habits, practices, and other programs held in schools through Islamic Religious Education. Character formation through Islamic Religious Education can be through formal education (school environment) or non-formal (family and community environment). School institutions can be a place to improve the quality of students through education, character formation and development of social skills are also inseparable from the important role of parents, teachers, and the community. According to Asmaun Sahlah in the article (Efendy 2022), Islamic Religious Education also has a strategy in growing religious culture related to character by providing understanding and advice and examples with habits. Islamic Religious Education also includes the foundation in planting and forming character in schools. (Solehat 2021)

Based on the results of interviews at SMP Negeri 15 Bandung and SMA Negeri 2 Bandung, Islamic Religious Education learning can be combined with moral and ethical values, such as honesty, tolerance, discipline, responsibility, respect, etc. These values can be implemented with various methods, such as discussions, Q&A, peer tutoring. With these methods, students' social skill values can develop and increase, because they are trained in collaboration, interaction with friends and good public speaking. At SMP Negeri 15 Bandung, the character approach through Islamic Religious Education learning through the student center, Islamic Religious Education teachers focus on students to discuss and present the material being taught. As for the habits that can be done at school with a smile in the morning, teachers at SMP Negeri 15 Bandung carry out the habit of smiling in school, the habit of routinely praying dhuha together, efforts to provide religious character values to students. While at SMA Negeri 2 Bandung, students learn to understand and practice religious, social, and other character values in situations that are in accordance with their level of understanding and maturity of thinking. Islamic Religious Education learning at SMA Negeri 2 Bandung also provides practice with explanations of examples in everyday real life. By holding programs through Islamic Religious Education such as short boarding schools, PHBI (Islamic Holiday Commemoration), mosque youth groups are included in the character values of students to train responsibility, discipline, develop social skills and others. Because at a young age, there needs to be provisions and guidance to train courage in facing the outside world such as the world of work. The role of Islamic Religious Education as an instrument in

character education in both schools is also strengthened by various extracurricular activities that involve students in religious and social activities in supporting students in developing character and social skills at school.(Supriyanto et al. 2021)

PAI learning approaches and models related to character education and social skill development in schools

Islam is a religion that teaches Muslims to have basic character values in the manifestation of the traits of faith, honesty, piety, justice, intelligence, patience, and responsibility. Through Islamic Religious Education, efforts are made to implement the values of Islamic teachings in order to have a good Muslim personality.(Ima 2021) Character formation in education also involves the relationship with values of attitudes and behavior. Therefore, character education plays a very important role in forming individuals who are in accordance with these principles in aspects of life.(Syah Rani Maha 2023) From the results of interviews conducted by researchers, that the role of teachers in learning must have a goal in instilling student character and creating a way to create an effective and conducive classroom atmosphere. Being a teacher's role must be able to be a good example for students, by using knowledge and providing an understanding of how students behave and effective and good learning situations, and it is hoped that the characters that emerge are hard work, honesty, responsibility, creativity, and discipline. The role of teachers also manages learning, teachers must know what is being done, and can determine choices and considerations where the goals must be achieved.(Imamah, Pujianti, and Apriansyah 2021) So that parents and schools do not make mistakes in guiding children. Therefore, collaboration between teachers, parents and schools is needed. Efforts to develop character education and students' social skills are optimal with the model or approach carried out by the teacher.

In addition to the role of Islamic Religious Education teachers in character building in schools, there is collaboration or participation of the student affairs department in character building and social skill development in schools. The student affairs department is not only about student data collection, but also covers all student growth and development in schools. The student affairs department also controls students from the beginning of school until they graduate. The student affairs department must also be managed well by the school because students are part of determining the quality of the school's success in educating students and producing graduates who meet competency standards.(Fadholi and Inayati 2023)

In the results of the interview research, the student affairs division can also find out and guide students with the character education program held at school. Various programs such as habits or character values implemented in schools, namely morning greetings, school regulations, habits of dhuhā prayer, youth mosque programs, etc. The existence of these programs is also a place for students to form character and develop social skills at school. Students can become accustomed to being honest, disciplined, and responsible. The student affairs division also participates in evaluating every program in the school. Because the purpose of the student affairs division is also to control students

so that they have good morals and the habits carried out at school can be implemented outside of school.(Taufiqurrohman and Hafidz 2023)

The problem that often occurs related to learning is that students are easily bored and fed up because teachers who apply a teacher-centered learning model, where this learning model only involves teachers without involving students. This makes the class less conducive and learning ineffective. Teachers must try active and innovative learning models that can make students contribute more in class, one of which is cooperative learning which makes students the center of learning or can be called student centered efforts to create students to be active during learning, able to think critically in learning during discussions. This aims to develop students' social skills in discussions, presentations, etc.(Rizky 2019)

According to (Adawiyah 2021), Social skills or can be called social skills are one of the most important skills for students. This skill can be their provision to interact, adapt and relate well to their social environment. There are some students who still have difficulty in interacting because they find it difficult to express their feelings, speak in circles, and during group activities determined by the teacher, students do not want to participate in discussions or are alone, because they want to group with their close friends. Based on the results of the researcher's interview with one of the students of SMP Negeri 15 Bandung and SMA Negeri 2 Bandung, it is very important if the active learning model can shape their character and develop their social skills, because they realize that with the active learning model or student center they become trained in communication between friends through discussions, train themselves to dare to ask if they do not understand the material, train their responsibility during group work presentations. Students who were previously inactive or lazy to learn become more active and interested in learning, because of the invitation or direction from the teacher to carry out active learning. Therefore, social skills or social skills are very important and are the goal of PAI learning. Because it can develop an understanding of ethical values in Islam, critical thinking, and develop social skills based on Islamic teachings, attitudes of tolerance and values of honesty, wisdom, etc. Efforts so that students' understanding and application can be implemented in everyday life.(Junita et al. 2023)

School institutions also play a very important role in character education and social skill development. The existence of extracurricular activities also becomes a place for students to develop their social skills outside of school hours. Students can also learn to organize, increase their insight, and manage according to their extracurricular activities. By participating in extracurricular activities at school, students can develop their character to become talented individuals.(Marpaung et al. 2024) Extracurricular activities through Islamic Religious Education learning can be followed at school. The results of the interview with the student affairs department of SMA Negeri 2 Bandung, extracurricular programs related to Islam at school can follow KRM (Youth Mosque activities). At SMA Negeri 2 Bandung, it provides a place for students to be able to join organizations in an effort to train students' leadership qualities, improve communication skills, work together, build relationships and develop personal attitudes that are positive

for the social environment. If in a collaborative project, SMA Negeri 2 Bandung also has a Saba Desa program, this social activity is students who carry out social service projects for the community. This Saba Desa project also includes teaching the Koran to the community. The school provides opportunities for students to apply religious values in real life, and can strengthen their social relationships. SMP Negeri 15 Bandung also provides a place for students when getting used to praying dhuha or praying dzuhur in congregation, namely by leading prayers, adhan and leading tadarus. In both schools, these approaches have proven effective in character education and developing students' social skills at school. These activities can strengthen students' character and improve their social skills in interacting with others.

Challenges in developing character education and social skills through Islamic Religious Education learning

In the research results, there are challenges for teachers in shaping students' character and social skills through Islamic Religious Education learning in both schools. Lack of student awareness of the importance of character education due to the influence of the social environment and technology. Although teachers have used various innovative methods, there are still some students who have not been able to implement character values in their environment. With these challenges, both schools conducted an evaluation of efforts to improve problems related to existing programs and adjust the needs of students at school. In SMP Negeri 15 Bandung, evaluating students through report cards, report cards containing student attitude and behavior values while at school. The report cards will be notified to the parents of students. The school also has a counseling room for handling students who have attitude or behavior problems while at school, students will be guided and advised by counselors from the BK teacher at the school. Meanwhile, SMA Negeri 2 Bandung, conducts routine evaluations through meetings and discussions with teachers and student affairs at the school. Both schools follow up on student character problems in strengthening education in shaping character and social skills taught through Islamic Religious Education learning. According to (Mayasari and Arifudin 2023), by implementing the N-I-L-A-I learning model in Islamic Religious Education learning, it can help guide students to realize good values with the aim of forming students' personalities who are faithful, pious and do good deeds. Education also has a very important role in forming character because education also includes efforts to guide, develop and instill the divine values that exist in humans so that there is balance in life. There are 4 principles that need to be improved so that character education in schools runs well according to (Mayasari and Arifudin 2023). First, the educational environment that prepares a religious space to instill religious character values. Second, educational programs that must run effectively with the existence of a learning curriculum, learning process, resources, human resources, management and evaluation as well as the availability of infrastructure that must be developed optimally to become a conducive environment. Third, integration in science, in Q. S Al-Mujadilah verse 11 from the absorption of the meaning of the verse that science means understanding knowledge, and social science means understanding and knowing social

problems. Fourth, life values, in developing a curriculum related to character education is not enough to just follow the form of habituation, discipline by all roles in education. All principles will run if the integration of the educational environment and the programs and knowledge in the school runs actively.

The impact of educational influence in strengthening character and developing students' social skills at school

The Islamic Religious Education (PAI) learning model related to character education and social skill development has a considerable impact on student development, both among SMP Negeri 15 Bandung and SMA Negeri 2 Bandung. The impacts given between the 2 schools are 1. Providing religious character education. 2. Efforts to develop social skills through collaborative activities or student center learning models. 3. Providing a positive impact related to student discipline and behavioral attitudes.

Based on the results of the researcher's interview, the PAI teacher of SMP Negeri 15 Bandung revealed that the main goal in PAI learning is student morals. The curriculum used by the school, namely the independent curriculum, provides an understanding for teachers not only to teach memorization but also to encourage students to know and understand the values contained in Islamic teachings. The PAI learning model used by both schools is able to provide a positive impact on character education and the development of students' social skills. The presence of PAI teachers in schools also plays a role as role models in teaching and guiding students to understand and apply ethical moral values and students' social skills. By implementing these values, students can become individuals with good morals and also improve their ability to interact and relate in the social environment. By implementing this learning model, students can think critically, increase student motivation and involvement and instill the values that have been taught by teachers during PAI learning. (Rizky 2019)

Based on this research, the researcher conducted a comparative study between SMP Negeri 15 Bandung and SMA Negeri 2 Bandung. The researcher used 2 different levels of education to find out the character education model and social skill development that adjusts the abilities of students from these 2 levels of education. The researcher also wanted to understand the differences and similarities starting from the Islamic Religious Education (PAI) learning approach and how it impacts character education and students' social skills. The results of interviews with PAI teachers, student affairs and students showed and provided knowledge of various findings that reflect the implementation of character education between the two schools.

The similarity of the approach in both schools is first, focusing on morals. The school emphasizes the development of morals which are the values of character education. The Islamic Religious Education teacher at SMP Negeri 15 Bandung stated that Islamic Religious Education learning aims to improve students' morals. Meanwhile, the Islamic Religious Education teacher at SMA Negeri 2 Bandung stated that morals are considered the fruit of faith and piety. Both schools agree that having a good character is

related to the formation of noble morals. Second, in the implementation of religious values in school activities. Both schools implement religious values in daily activities. SMP Negeri 15 Bandung implements Adiwiyata activities which emphasize maintaining cleanliness and concern for the environment, while SMA Negeri 2 Bandung holds spiritual program habits such as dhuha, KRM (Mosque Youth Activities), Saba Desa and cultural activities to shape students' character. This shows that both schools instill character values through real practice. Third, the importance of the role of Islamic Religious Education teachers in schools. PAI teachers in both schools play a very important role because they function as role models and guides for students in understanding and practicing religious values, character education and developing social skills. They are also responsible for creating an effective, conducive and innovative learning atmosphere for the development of character education and social skills.

Differences and impacts of character education and social skills learning approach models through Islamic Religious Education at SMP Negeri 15 Bandung and SMA Negeri 2 Bandung

The results of the study related to the differences in learning approach models at SMP Negeri 15 Bandung and SMA Negeri 2 Bandung. First, the learning method. SMP Negeri 15 Bandung uses a more flexible approach, namely through the Merdeka Curriculum. This curriculum gives teachers the freedom to adjust the material to the needs and abilities of students without being tied to having to memorize. On the other hand, SMA Negeri 2 Bandung emphasizes more on deepening understanding of religious teachings. And SMA Negeri 2 Bandung teachers use more structured methods such as the beginning of learning must first recite the Qur'an, tell the story of the apostle, and have effective and conducive learning with discussions, group achievements and provide learning videos so that students can learn material outside the school environment. Second, the school program as a place for students to form character and develop social skills. SMP Negeri 15 Bandung has a Perislibel program that provides literacy and public speaking training for students. The program is a place for students to practice speech, increase students' reading interest literacy. This program can also make students excel by participating in competitions representing the school. Meanwhile, SMA Negeri 2 Bandung has social activities such as Saba Desa and religious activities such as PHBI (Islamic Holiday Commemoration), KRM (Mosque Youth Community). These activities teach students to discuss the values of the Pancasila Student Profile and leadership activities. The above-mentioned things are the differences in the focus of activities or extracurricular activities that are part of character formation and development of students' social skills. The success or failure of a teacher in forming students' religious character is very dependent on the learning adaptation strategy that the teacher applies in the classroom. This strategy needs to be supported by learning control tools that are oriented towards students' religious character, such as the support of role models that students can emulate while studying outside of school such as at home. The role models in question can come from parents when accompanying their children to study at home. (BK and Hamna 2022)

With the existence of the learning approach model and extracurricular programs or activities, it has an impact on PAI learning on character education and the development of students' social skills. including: the impact on student discipline, the influence and implementation of religious values in everyday life and improving students' social skills. the impact on discipline at SMA Negeri 2 Bandung, makes students more disciplined, for example by arriving on time, following the dhuha prayer program, following PAI learning activities well. At SMP Negeri 15 Bandung, the same as SMA Negeri 2 Bandung regarding the regulation of arriving on time, as well as strict discipline towards school regulations and programs. If in improving social skills, students at SMP Negeri 15 Bandung feel that they have improved through speech activities or literacy programs carried out every Tuesday. Students at the school also feel that the active learning model through the student center can train their courage to speak. Students at SMA Negeri 2 Bandung also feel the benefits of more structured social activities, such as leadership programs such as OSIS, KRM (Mosque Youth Community) and Saba Desa. The activity program also teaches students to practice cooperation and responsibility. The impact of the influence and implementation of religious values in everyday life is that both schools stated that religious values are important for character education and the development of social skills. In SMP Negeri 15 Bandung, they show mutual respect for fellow friends, maintain an attitude of tolerance, the habit of respecting and greeting teachers, students often perform dhuha prayers at school and outside school. While in SMA Negeri 2 Bandung, students become more mindful of Allah SWT when practicing congregational prayers, are accustomed to reading and memorizing the Al-Quran, with the PHBI activity program, students become involved in becoming administrators or committees to train their sense of responsibility and leadership.

Based on the research results, to improve and optimize the character education model and social skill development, there are recommendations specifically in the context of Islamic Religious Education learning. Islamic Religious Education teachers need to develop more innovative and interactive learning methods, such as discussions, collaborative projects, game innovations related to materials that can encourage and attract students to apply character values and social skills in real terms. It is also important for schools to periodically evaluate the effectiveness of character education programs, by improving what is not in accordance with the objectives, considering feedback from students and teachers, so that the learning model can be adjusted to the expected needs. Schools must also adjust what is needed. So that character education will be more optimal in shaping students' characters into individuals with noble morals and good social skills, both at school and in the community.

CONCLUSION AND SUGGESTION

Conclusion

It can be concluded that both schools implement different approaches to character education and social skill development. Both schools emphasize the importance of ethical moral values in the learning process. In SMA Negeri 2 Bandung, a more structured learning model such as praying together at the beginning of learning, reading the Quran, telling stories of the apostles, presentations and group discussions. Islamic Religious Education learning in the school uses more interactive discussions and collaborative projects, while in SMP Negeri 15 Bandung, the approach has more structured techniques and uses more direct teaching to instill character values.

In developing social skills, both schools also have effective models and strategies, with the use of group work and discussion methods that can help students to be brave and easy to interact with friends and train communication and collaboration. The impact of the learning model has been proven to strengthen character education and students' social skills. And students from both schools also showed an increase in character education such as religious moral values and an increase in interaction skills, responsibility in behavior.

Suggestion

This study is still limited to external factors in the implementation of character education. Recommendations for further research, it is advisable to study more deeply the influence of external factors in the implementation of character education models and the development of social skills in Islamic Religious Education learning, examine what models or methods of approach are more effective in learning in the digital era like today. Further research should try to include comparisons with other schools to gain more comprehensive insight into the success of different learning models from each school.

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