



## The Influence of Understanding Asmaul Husna on the Formation of Students' Character at SDN 0703 Hutaraja Tinggi

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### Abstract:

This study aims to analyze the influence of understanding *Asmaul Husna* on the formation of students' character at SDN 0703 Hutaraja Tinggi. *Asmaul Husna*, which consists of 99 beautiful names of Allah, is believed to have educational values that can shape students' positive character when properly understood and applied. Islamic religious education in elementary schools plays an essential role in shaping students' morals and ethics from an early age. Therefore, understanding *Asmaul Husna* is expected to be one of the contributing factors in the formation of good character. The research method used in this study is a quantitative approach with data collection techniques including questionnaires, observations, and interviews. The research sample consists of 60 randomly selected students. Data analysis was conducted using correlation tests to determine the relationship between understanding *Asmaul Husna* and students' moral levels. In addition, observations were made to examine students' behavior in daily life, while interviews with teachers aimed to gain deeper insights into the effectiveness of *Asmaul Husna* learning in character formation. The research findings indicate a significant correlation between understanding *Asmaul Husna* and the formation of students' character, with a correlation value of 0.67, categorized as strong. Students with a better understanding of *Asmaul Husna* tend to demonstrate higher levels of discipline, honesty, and responsibility compared to those who lack comprehension and application of *Asmaul Husna* in their daily lives. This finding suggests that Islamic religious education emphasizing the understanding of *Asmaul Husna* values can positively contribute to character formation. Additionally, the study found that a teaching method focused solely on memorization is less effective in shaping students' morals. Students who only memorize without understanding the meaning and relevance of *Asmaul Husna* in daily life show slower behavioral changes compared to those who receive practical and experiential learning. Therefore, teachers need to implement more applicable teaching methods, such as interactive discussions, role-playing, and reflections on *Asmaul Husna* values in students' daily lives. Thus, this study confirms that understanding *Asmaul Husna* has a significant impact on students' character development. Therefore, innovations in teaching methods are necessary to ensure that the values of *Asmaul Husna* can be effectively applied in students' everyday lives. It is hoped that the results of this study can serve as a reference for educators in designing learning strategies that focus not only on cognitive aspects but also on affective and psychomotor aspects in shaping better student character.

## INTRODUCTION

Islamic religious education plays a crucial role in shaping students' character from an early age. One of the fundamental aspects of Islamic education is the understanding of *Asmaul Husna*, the 99 names of Allah, which carry moral values that serve as guidelines for daily life. A profound understanding of *Asmaul Husna* is expected to help shape students into individuals with discipline, honesty, and responsibility in their social lives (Abidin, 2022). This study aims to analyze the influence of understanding *Asmaul Husna* on students' character formation at SDN 0703 Hutaraja Tinggi. Through this research, the extent to which students' comprehension of *Asmaul Husna* contributes to their moral development in everyday life can be determined. The understanding of *Asmaul Husna* should go beyond mere memorization and be reflected in daily behavior and habits (Ahmad, 2021).

Furthermore, this study seeks to evaluate the effectiveness of *Asmaul Husna* teaching methods applied in schools. Many elementary schools still employ rote-learning methods without any applicable approach. Memorization-based methods often lead students to understand *Asmaul Husna* theoretically but fail to apply it in practice. Therefore, it is crucial to explore more optimal strategies for teaching this concept to ensure that students internalize the values of *Asmaul Husna* in their daily lives (Alwi & Syamsuddin, 2023). This study also aims to identify factors that support or hinder students' understanding of *Asmaul Husna* in character formation. Some influential factors include teaching methods used by teachers, family environment, and school culture that fosters Islamic character development. By understanding these factors, teachers and educators can design more effective learning strategies to enhance students' comprehension and application of *Asmaul Husna* (Amin & Fauziah, 2020).

The expectation of this research is that the findings can serve as a reference for teachers in designing more practical and effective teaching strategies for *Asmaul Husna*. By incorporating interactive learning methods such as group discussions, value reflections, and case studies, students will not only memorize *Asmaul Husna* but also apply its values in their daily lives. Islamic values-based education must be implemented comprehensively to ensure students develop a deeper understanding (Anwar, 2022).

Additionally, this study is expected to contribute to the development of the Islamic education curriculum, particularly in Islamic Religious Education (PAI). The findings of this research may encourage schools to reinforce experiential learning methods that are more effective in shaping students' character through the understanding of *Asmaul Husna*. Teachers also need training to implement innovative teaching methods that align with students' needs (Arifin, 2021).

The research method employed in this study is a quantitative approach with data collection techniques such as questionnaires, observations, and interviews. The research sample consists of randomly selected students from SDN 0703 Hutaraja Tinggi. Data analysis is conducted using correlation tests to determine the relationship between *Asmaul Husna* comprehension and students' character formation. A quantitative approach is used to obtain objective and measurable data (Aziz & Nurdin, 2022).

In addition to the quantitative approach, this study also adopts a qualitative approach to gain a deeper understanding of students' and teachers' experiences in learning *Asmaul Husna*. Observations are conducted to examine students' behavior in their daily lives, while interviews with teachers help to understand the challenges and strategies applied in *Asmaul*

*Husna* learning. By combining these methods, the study aims to provide comprehensive research findings (Burhan, 2023).

Through this study, concrete recommendations can be provided for educators to enhance the effectiveness of *Asmaul Husna* teaching in elementary schools. The findings are also expected to contribute to the improvement of character education in Indonesia, particularly in shaping a generation with noble character based on Islamic values. Religion-based character education must be further developed to produce students with high moral and ethical standards (Darwis, 2020).

Overall, this research confirms that understanding *Asmaul Husna* is not only essential for enhancing religious knowledge but also significantly impacts students' character formation. Therefore, more innovative teaching approaches should be implemented to ensure that *Asmaul Husna* values are truly internalized in students' daily lives. Consequently, Islamic education can serve as a strong foundation in building a generation with superior morals and responsibility (Farid, 2021).

## METHODS

This study employs both quantitative and qualitative approaches to analyze the influence of understanding *Asmaul Husna* on the character development of students at SDN 0703 Hutaraja Tinggi. The quantitative approach is used to measure the relationship between the variables studied, while the qualitative approach aims to understand how students' comprehension of *Asmaul Husna* is reflected in their daily behavior. The combination of these two approaches is expected to provide more comprehensive results in understanding the impact of *Asmaul Husna* on students' character development.

Primary data sources in this study were obtained through questionnaires, direct observations, and interviews. The questionnaires were distributed to students to measure their level of understanding of *Asmaul Husna* and how these values are applied in their daily lives. Observations were conducted to directly observe students' behavior in the school environment, including their interactions with peers and teachers. Meanwhile, interviews were conducted with Islamic Religious Education (PAI) teachers and the school principal to understand the teaching strategies of *Asmaul Husna* and the challenges faced in its implementation.

In addition to primary data, this study also utilizes secondary data obtained from various scientific literature, research journals, books, and documents discussing *Asmaul Husna*, character education, and teaching methods in Islamic education. These secondary sources serve as a theoretical foundation to strengthen the analysis results and compare the findings of this study with previous research. By referring to prior studies, this research can provide a broader perspective on how *Asmaul Husna* contributes to students' character development.

The population in this study consists of fourth, fifth, and sixth-grade students at SDN 0703 Hutaraja Tinggi. The sampling technique used is random sampling, with a total sample of 60 students selected randomly. This sample was chosen to ensure representation from various levels of student understanding of *Asmaul Husna* as well as variations in their behavior in daily life. The random sampling technique is used to ensure that the research results are more objective and not biased toward a particular group.

Data analysis in this study was conducted using both quantitative and qualitative approaches. For quantitative data, Pearson correlation tests were employed to determine the relationship between understanding *Asmaul Husna* and students' character development. A significant correlation would indicate a relationship between these two variables, while a low or insignificant correlation would suggest that other factors may play

a more dominant role in shaping students' character. Through this statistical approach, the research results can provide more measurable and objective data.

Meanwhile, qualitative data analysis was carried out using a descriptive method. Data from observations were analyzed to identify behavioral patterns related to Asmaul Husna values, such as honesty, discipline, and responsibility in school life. The interview results with teachers and the school principal were also analyzed to understand the effectiveness of Asmaul Husna teaching methods and the challenges in its implementation. Through a descriptive approach, the research findings can provide a deeper insight into how Asmaul Husna values are applied in students' daily lives.

To ensure data validity, this study employs source triangulation, which involves comparing data from questionnaires, observations, and interviews to verify the accuracy and validity of the research findings. If a consistent pattern is found among the data obtained from various sources, the research findings can be considered more valid. Triangulation is essential in social research, especially in character education studies, as it helps reduce potential bias in data analysis.

With a structured and comprehensive research methodology, the results of this study are expected to make a significant contribution to the field of education, particularly in enhancing the effectiveness of Asmaul Husna learning as part of character education in elementary schools. Furthermore, the findings of this research are expected to serve as a foundation for developing more applicable and value-based Islamic teaching methods to shape a generation with noble character.

The collected data were analyzed using descriptive and inferential statistical methods. Quantitative data obtained through questionnaires were analyzed using descriptive statistical techniques to determine students' level of understanding of Asmaul Husna and its influence on their character development. This analysis was conducted using statistical software such as SPSS to process the data and identify relationships between the studied variables.

Meanwhile, qualitative data obtained from observations and interviews were analyzed using thematic analysis. The steps in this analysis include data transcription, coding, theme categorization, and interpretation of findings. According to Sugiyono (2021), thematic analysis allows researchers to understand the patterns and meanings contained in qualitative data, thereby providing deeper insights into the implementation of Asmaul Husna values in students' daily lives.

With this analytical approach, the research is expected to provide a clear picture of the extent to which the understanding of Asmaul Husna contributes to character development and how teaching strategies can be developed to enhance the effectiveness of character education based on Islamic values.

## **RESULT**

This research was conducted at SDN 0703 Hutaraja Tinggi, involving students from grades IV, V, and VI. The number of respondents who completed the questionnaire was 60 students, with 20 students from each grade level. Additionally, interviews were conducted with five Islamic religious education teachers and two school principals responsible for developing the character education curriculum at the school. Observations were also carried out over one month to examine students' daily behavior at school.

Based on the questionnaire results, 75% of students were able to correctly name at least 10 Asmaul Husna, while 25% of students recognized fewer than 10 names of Allah. However, when asked about applying the values of Asmaul Husna in daily life, only 55% of students stated that they tried to embody Allah's attributes in their behavior, such as being patient (As-Shabur), compassionate (Ar-Rahman), and honest (Al-Haqq).

Observations revealed that students with a better understanding of Asmaul Husna demonstrated higher discipline, greater respect for teachers, and more care for their peers. Conversely, students with a lesser understanding of Asmaul Husna tended to be less disciplined and showed lower levels of empathy. This finding aligns with research conducted by Hamzah (2022), which stated that character education based on Islamic values is more effective when students not only memorize but also understand and apply these values in daily life.

Interviews with teachers indicated that the current method of teaching Asmaul Husna focuses more on memorization and theoretical comprehension but has not been systematically applied to character development. Teachers pointed out that time constraints and a lack of innovative learning media were the main obstacles to teaching Asmaul Husna more practically.

Below is a table showing the questionnaire results regarding students' understanding and application of Asmaul Husna:

No	Measured Aspect	Percentage (%)
1	Able to name at least 10 Asmaul Husna	75%
2	Recognizes fewer than 10 Asmaul Husna	25%
3	Strives to practice the attributes of Asmaul Husna in daily life	55%
4	Does not apply the values of Asmaul Husna in behavior	45%

To ensure data validity, triangulation was performed by comparing the results from questionnaires, observations, and interviews. The triangulation results indicated a positive correlation between students' understanding of Asmaul Husna and their behavior at school. Interviews with teachers revealed that most agreed that students with a better understanding of Asmaul Husna tended to exhibit better character than those with a lower understanding.

Additionally, the data was verified by comparing the findings of this study with previous research. For example, a study by Sari & Widodo (2021) found that teaching Asmaul Husna values through experiential and direct practice in daily life can enhance moral awareness and establish good habits from an early age. This reinforces the finding that more practical teaching methods are more effective in instilling religious values than mere memorization.

From these findings, it can be concluded that although students' understanding of Asmaul Husna is relatively good, its application in daily life still needs improvement. The lack of practical teaching methods is one of the main factors causing the gap between understanding and practice.

As a recommendation, schools should develop more interactive learning strategies such as role-playing, group discussions, and social projects based on Asmaul Husna values. With a more practical approach, students will not only understand the concepts theoretically but also be able to implement them in their daily lives. Overall, this study confirms that understanding Asmaul Husna significantly impacts students' character development. However, to achieve optimal results, more innovative teaching methods are needed to ensure these values are more easily understood and practiced by students.

Data validation in this study was conducted using triangulation techniques, comparing the results from questionnaires, observations, and interviews to ensure consistency and high validity. According to Sugiyono (2021), triangulation enhances research accuracy by integrating multiple sources of information. The questionnaire results showed that most students had a basic understanding of Asmaul Husna, but not all were able to apply it in daily life. This finding was confirmed through direct observation, where

students with a better understanding of Asmaul Husna displayed more discipline, honesty, and responsibility compared to those with lower comprehension. Furthermore, interviews with teachers reinforced these findings, as they stated that students who understood Asmaul Husna well were easier to guide and exhibited more positive attitudes at school.

However, they also noted that the current teaching methods still focused on memorization and had not fully internalized these values in students. To ensure research validity, a reliability test on the questionnaire was conducted, yielding a Cronbach's Alpha value of 0.82, indicating a high level of consistency in measuring students' understanding and application of Asmaul Husna. After validating the data, a strong correlation was found between students' understanding of Asmaul Husna and their character formation, with statistical analysis yielding a correlation value of 0.67 (strong category), showing that better comprehension leads to more positive behavior in daily life. The validation results also revealed that although many students had memorized Asmaul Husna, not all understood its meaning and how to apply it in real life. This finding aligns with the study by Sari & Widodo (2021), which states that religious education focusing solely on memorization is less effective in shaping students' character compared to experience-based and hands-on learning methods. Additionally, interviews with teachers indicated that teaching Asmaul Husna in schools still requires innovation, as time constraints in the curriculum and a lack of engaging learning media were major obstacles to effectively teaching its values. Therefore, more interactive and practical teaching strategies are needed so that students not only understand the concepts theoretically but can also implement these values in their daily lives. With these validation results, it can be concluded that understanding Asmaul Husna significantly influences students' character development. However, to achieve optimal outcomes, teaching methods need to be updated to be more experience-based and hands-on, allowing Asmaul Husna values to be more easily internalized by students.

## CONCLUSION

This study demonstrates a significant relationship between understanding Asmaul Husna and the formation of students' character at SDN 0703 Hutaraja Tinggi. Based on the results of surveys, observations, and interviews, it was found that students with a better understanding of Asmaul Husna tend to exhibit higher levels of discipline, honesty, and responsibility compared to those with lower comprehension. Statistical analysis also revealed a strong correlation between understanding Asmaul Husna and positive student behavior, with a correlation value of 0.67.

Although most students are able to memorize Asmaul Husna, only about 55% of them actually strive to apply Allah's attributes in their daily lives. This finding suggests that a learning approach focused solely on memorization is not sufficient for shaping students' character. These results align with previous research, which states that experience-based and practical learning is more effective in instilling character values than mere memorization.

Academically, this study makes an important contribution to the field of Islamic education, particularly in teaching Asmaul Husna at the elementary school level. The findings indicate that understanding Asmaul Husna can be an effective approach in character education. Therefore, the development of more applicable learning methods, such as role-playing, group discussions, and social projects based on the values of Asmaul Husna, can serve as more effective strategies to enhance students' comprehension.

Additionally, this study highlights the importance of innovation in Islamic education to make learning more engaging and relevant to the modern era. By adopting more interactive teaching methods, students are expected not only to understand the concepts theoretically but also to apply them in real life. This way, the primary goal of Islamic education-to shape noble character-can be achieved.



From a social perspective, this study shows that a better understanding of Asmaul Husna can contribute to the creation of a more harmonious school environment. Students who have a strong grasp of Asmaul Husna values tend to be more empathetic, disciplined, and maintain better relationships with teachers and peers. Consequently, schools can become a more conducive space for students' positive character development.

Furthermore, this study provides recommendations for schools and educators to develop a more systematic character education program based on Islamic values. By implementing more practical learning methods, not only in the classroom but also in students' daily lives, it is hoped that a generation with noble character and integrity can be nurtured.

In conclusion, this study confirms that understanding Asmaul Husna has a significant impact on students' character formation. However, to achieve optimal results, innovation in teaching methods is necessary to ensure that students do not just understand the concepts theoretically but also internalize and practice these values in their daily lives. Thus, Islamic education will not only function as an academic subject but also as an effective means of shaping a generation with commendable character.

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