
BUILDING SOLIDARITY BASED ON ISLAMIC ETHICS IN BUILDING DIVERSITY IN ELEMENTARY AGE CHILDREN'S CLASS

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Abstract

The purpose of this research is to implement Islamic values in building diversity in the classroom environment for elementary school children. Through this Islamic ethics, it is hoped that it can teach mutual respect, cooperation, and brotherhood. The research method uses a qualitative case study approach to several students from various backgrounds. The research subjects were 3rd grade students of SDN 01 Sragen. The data collection method used observations during learning activities, interviews with teachers and students, and document analysis. Data analysis techniques by identifying the application of Islamic values during learning. The results of the study show that the implementation of Islamic ethical values in learning activities can increase solidarity among students who have different backgrounds, the values applied such as 1) helping each other, 2) mutual respect, 3) justice with the learning strategy used is storytelling. So it can create a pleasant classroom environment. In shaping children's character from an early age, teachers have an important role in this regard, because teachers must be good role models for their students. Through this research, it is hoped that it can become a figure for other institutions to build a young generation that respects diversity.

Keywords : Islamic Ethics; Basic Education and Solidarity

INTRODUCTION

Indonesia has a diverse culture, ethnicity, religion, and language (M Teguh Saefuddin¹, Tia Norma Wulan² & 1, 2, 3, 2023). Building a harmonious nation certainly presents significant challenges. Beyond these areas, diversity is also reflected in education, both at the elementary and higher levels, particularly among elementary-aged children, who come from diverse backgrounds both inside and outside the classroom. In this discussion, fostering diversity in children is an alternative way to create an active and enjoyable learning environment.

Today, building strong and solid Indonesian social solidarity requires an Islamic value system. Various concepts that can be applied through Islamic Ethics (Arifin & Munir, 2024) include: 1) brotherly behavior, 2) mutual respect, 3) mutual assistance, and 4) Rahmatan lil alamin (blessings for all the worlds). This is also in line with the study of the Quran, Surah Al-Isra, verses 23-24, which states that educating children to behave well and politely through concrete education (Mof & Nurani, 2022). This is applied in everyday life, such as cultivating respect for parents, speaking well, and cultivating good manners. Thus, the Quran is not only studied but must be practiced in children's real lives.



Over time, education in Indonesia has undergone significant development (Nuri & Setyo, 2025) . In line with the rapid development of globalization, elementary school education requires the instillation of solidarity values integrated with Islamic ethics (Septiana et al., 2024) . At this age, children are easily influenced and readily access information from social media. This education is expected to become a pioneer for children, helping them develop their character in the face of existing diversity. Appropriate mentors are also needed to develop this, enabling children to interact effectively with their diverse backgrounds.

Based on pre-observations, third-grade students at SDN 01 Gondang Sragen have diverse social, economic, and cultural backgrounds, coupled with the rapid digitalization era, where students are less able to cultivate an attitude of solidarity during learning, despite their high cognitive intelligence. This research is expected to provide a tangible contribution to the development of elementary-age students' abilities.

Research conducted by Syafia et al. (Nadlir et al., 2024) through a literature review found that women's empathic attitudes are higher than men's empathic attitudes, but with interaction with the same sex, women's empathic abilities are the same as men, the empathic attitudes of children's students increase if given a stimulus in the form of good habituation during the learning process. Which starts from giving real examples from teachers, good interactions, and providing opportunities to work together. Thus, students are accustomed to showing caring attitudes between friends both in class and outside the classroom.

Meanwhile, research by Yulianti and Anggraeni, analyzing the instilling of tolerance and diversity values in elementary school students through civics education, found that instilling these values in children requires civics education as a symbol of developing good citizens from an early age. Through this attitude of tolerance and diversity, each child is expected to reflect their identity as an Indonesian (Yulianti & Wardana, 2024), upholding the values of unity, respecting differences, and adhering to the values of diversity in community life.

Based on the results of previous relevant research, the current research focuses on strengthening unity among students by prioritizing moderation based on Islamic ethics as a foundation for solidarity in building classroom diversity for elementary school children. This research prioritizes the implementation of a learning approach integrated with Islamic values.

Elementary school children aged six to twelve are in the phase of identity and character formation. At this age, children easily absorb knowledge from examples and teachings from their family, school, and community. This is in line with Piaget's theory of cognitive development, which states that children develop abilities concretely (Umami et al., 2025). Therefore, this study focuses on the formation of solidarity values through Islamic ethics in elementary school children as a foundation for creating the next

generation of the nation who are capable of becoming individuals who appreciate differences in this pluralistic life.

METHODS

This research was conducted at SDN 01 Gondang Sragen in November 2024. The research method used a qualitative approach (Sugiyono, n.d.) (Hidayat et al., 2024) phenomenology (Surya, 2025) this approach was chosen of course to deepen, interpret and describe comprehensively the experiences of teachers and students in practicing Islamic-based solidarity values, by understanding the lifestyles of teachers and students in applying Islamic-based solidarity values. Data collection methods include participatory observation (observing student interactions during learning activities), in-depth interviews with students and teachers and documentation (including learning programs and activities). The research subjects were 32 class teachers and third-grade students of SDN 01 Gondang. While the analysis technique uses the theory of Miles and Huberman namely through data reduction, data presentation and drawing conclusions while the validity of the data is strengthened by using triangulation from various sources.

FINDINGS AND DISCUSSION

The condition of diversity in elementary school classes

Based on the results of observations, it shows that during learning activities there are several diverse aspects, including:

Diversity of student learning styles

The third-grade teacher uses auditory and visual methods during the lesson, where students are expected to have a deep understanding of the material presented, considering that the cognitive development of third-grade students is still concrete. There are also other learning methods used by the teacher, namely the story method (in this case, learning to avoid boredom). This is because the background of students' different learning styles, learning speeds, and levels of understanding also vary. This strategy is important because of the diversity of students, thus reflecting differences in learning, different understandings, and diverse learning styles.



Figure 1. Student learning styles

Based on the learning activities in the picture, it shows that in SDN 01 Gondang, grade III students have a variety of prominent learning styles, including learning styles by seeing, listening, discussing, and moving. Implications during learning activities, grade III teachers use a variety of learning media such as books, whiteboards, markers, and rulers. And students are enthusiastic in listening to the teacher's explanation on the material of units of length. Students' enthusiasm in listening to the teacher's explanation shows that students are able to grasp various learning styles.

Various factors influence students' learning styles, including: 1) the level of students' cognitive abilities, 2) different backgrounds in terms of social, economic, and cultural aspects, 3) the subjects that children are studying. The implications include teachers using varied learning methods during learning activities, and students who receive learning that suits their learning styles are able to show higher enthusiasm. Thus, students are able to show a high enthusiasm for learning, so that students' recognition of diversity is not an obstacle, but is able to create an effective and efficient learning atmosphere.

Interaction between students

To foster positive interactions with students, a third-grade teacher at SDN 01 Gondang poses questions to students, who actively participate and take turns answering the questions. This active engagement also fosters logical thinking skills. This fosters harmonious interactions between students and between teachers, resulting in conducive, enjoyable, and meaningful learning activities. This two-way communication pattern, both between teachers and students, creates a harmonious and enjoyable learning environment and fosters logical thinking skills.

Positive interactions between teachers and students during learning activities at SDN 01 Gondang. Teachers play a crucial role in providing questions related to the material presented. In addition to being used to assess student abilities, questions are presented as a form of active student involvement. Students are enthusiastic in answering the questions presented. This pattern creates a harmonious atmosphere through two-way communication, both between teachers and students and among students. Therefore, the goal of this collaborative learning is not merely to achieve academic goals, but also to build social skills, work in teams, and increase student interest in learning.

Collaborative learning can develop students' skills, including communication, discussion, and collaboration, as it allows students to share knowledge. Collaborative learning not only aims to improve student learning outcomes but also to increase student engagement, foster deeper understanding, develop social skills, prepare students for teamwork from an early age, and foster student interest in learning.

To address this diversity, teachers implemented differentiation-based learning methods. In addition to question-and-answer and discussion methods, teachers also used storytelling to deliver material in a more engaging manner, thereby reducing student

boredom. The use of varied learning media is a real effort to accommodate students' diverse learning styles. In practice, students were enthusiastic and engaged in the learning process, especially regarding the topic of units of length.

Emotional and social support

Given the emotional and social diversity of students in the classroom, influenced by their parents' educational backgrounds and occupations, teachers employ a variety of approaches during learning, ensuring each student is able to understand each subject matter. With this variety of learning approaches, each student is given the opportunity to learn at their own pace, ensuring each student easily understands the material presented and maximizes their learning outcomes. Some students may be more visual and confident, while others are more kinesthetic and require guidance from the teacher. These differences are not barriers, but rather assets that need to be managed effectively.

In the classroom, particularly in the third grade of SDN 01 Gondang, students are seen to have different emotional and social backgrounds, including their parents' educational backgrounds and professions. These differences influence how students interact and understand subject matter. Therefore, teachers are required to implement relevant and varied learning approaches, as students have different learning styles. Another benefit of implementing these varied approaches is to create a conducive and enjoyable classroom environment (Sari, 2019) where each student feels valued and is able to express themselves easily.

Social-emotional learning is expected to develop students' social and emotional skills (Batubara, 2023), as these are crucial aspects of education. These skills, besides being a key to student success, also enable students to control their emotions, foster positive interactions with peers and teachers, and serve as a foundation for character development, enabling them to meet the challenges of future life. In other words, integrated social and emotional support into the learning process is a long-term investment in developing adaptive students who are ready to contribute to society.

The Concept of Solidarity Based on Islamic Ethics

Based on the conceptual theory applied through Islamic ethics, including: Brotherhood, In this concept, it is interpreted as a comprehensive brotherhood, where the teacher conveys the importance of helping each other and respecting fellow students. The concept of brotherhood applied by the class teacher in learning activities includes: training children's behavior to help each other for those who have learning difficulties, and the learning strategy applied by the teacher is through group work (in this case, the class III teacher of SDN 01 Gondang Sragen teaches mathematics with the theme of length units), in other words, the teacher emphasizes the importance of mutual respect, helping and maintaining solidarity among students as part of social responsibility in Islam.



Picture 2. Brotherhood in cooperation

From the picture it can be concluded that 1) students sit in a circle which symbolizes cooperative activities, they discuss and share information with each other as a reflection of brotherhood, 2) each student is actively involved in the activity, some explain and some listen as a form of social interaction, 3) the values of brotherhood are embedded among them, helping each other in completing assignments, and respecting each other's opinions. In classroom learning, teachers apply the concept of brotherhood in learning activities, in mathematics in particular, the strategy used is group learning, where students help each other when a friend has difficulty learning. Through this learning activity, students not only learn academic material, but also internalize the value of togetherness.

This is in line with the results of research by Lintang Elita et al. (Subair & Adam, 2024) that education, especially for elementary school children, is not only limited to blood relations, but is also reflected in the attitude of mutual cooperation and accepting the opinions of friends, this is important to be instilled in elementary school children from an early age, because in the future they will be able to become individuals who are aware of the importance of tolerance in socializing in community life. Thus, through this approach that emphasizes *ukhuwah*, it is the formation of student character that has a sense of respect, social concern, and the importance of togetherness.

Tolerance, Interpreted as an attitude of mutual respect for diverse differences. Based on the results of observations that the attitudes applied in class III SDN 01 Gondang include: helping each other friends who have learning difficulties regardless of their background, such as their economic, social and cultural backgrounds, playing together without differentiating their backgrounds as well. Likewise, the teacher's strategy in instilling an attitude of tolerance in children is by providing direct examples in daily behavior, which is simple using the story method and at the end of the lesson the teacher gives appreciation to children when they show tolerant behavior.

This strategy is applied to instill an attitude of mutual respect from an early age through role models directly in everyday life. Teachers here show an attitude of mutual respect and care for fellow students regardless of their diverse backgrounds (Sunaryati et al., 2024).

To strengthen students' attitudes, teachers employ a variety of strategies. They provide direct examples to students through daily behavior that reflects respect for differences, integrated with values of tolerance through storytelling methods that are easy for students to understand. Teachers often express appreciation to students at the end of lessons, by giving them simple rewards. Thus, cultivating tolerance is not only conveyed theoretically, but must be through concrete practice and consistent daily habits, thus shaping students' character from an early age.

Please help, The principle of cooperation, based on observations, various activities carried out include introducing caring attitudes towards others, building empathy and working together in learning activities (in this case, visible activities start from sharing stationery for students in need and helping friends who have difficulty in understanding a lesson). And the class strategies that have been implemented include class duty schedules and social projects such as fundraising for friends in need. This taawun concept not only helps during the learning process, but also forms a positive character for children to live in society in the future.

This study aligns with the study of the Quran, Surah Al Maidah, verse 2 (Mof & Nurani, 2022), which encourages us to help one another in good deeds, not in sinful and immoral acts. This is not only a form of worship to Allah SWT, but also a form of social worship, where the attitude of taawun that has been ingrained in one's soul indirectly fosters a caring attitude and noble morals. When this spirit of mutual assistance has been instilled in one's soul, it can naturally foster a sense of caring, noble morals, and the importance of togetherness, both inside and outside the school environment. Thus, this approach integrates Islamic values with social ones, creating a strong foundation for realizing a generation that is intelligent both academically and with Islamic character.

Thank you to the world, Having an understanding as a form of kindness for all nature, both to fellow humans, animals, plants and the surrounding environment. The learning method applied to instill this attitude is through the story method of the Prophet Muhammad's example in terms of caring for creatures, various school programs to instill an attitude of compassion through group prayer activities (in this case before the start of learning students pray together in the hope of making it easier to pursue knowledge) and behavior in maintaining environmental cleanliness through activities of disposing of trash in its place.

Referring to the Quran, Surah Al Anbiya verse 107 (Sari, 2019), the presence of the Prophet Muhammad brought goodness and compassion to all creatures, especially humans. From this verse, the Prophet taught us to love and help each other regardless of diverse backgrounds. Education is not only from the academic realm (Saeed et al., 2024), but from the religious realm to teach Islamic values to students so that they are able to make real contributions to the community. The integration of Islamic values in school culture aims to form a person of faith and make real contributions to community life.

Thus, schools become a practice of compassion, preparing the younger generation to become agents of change wherever they are.

The role of Islamic education in building solidarity among elementary school children

Research conducted at SDN 01 Gondang, specifically in third grade, showed that learning activities using storytelling methods based on the Prophet Muhammad's example, for example, can develop the behavior of elementary-aged children. This Islamic education fosters compassion and good deeds, demonstrating a strong sense of solidarity. Through this education, children are expected to develop into individuals with Islamic character.

The results of research by Sofia et al. on the concept of the Prophet's exemplary behavior (Hasan, 2021) indicate the importance of every child emulating the Prophet Muhammad, as he is a good role model until the end of time. If every elementary school child is accustomed to emulating the Prophet, then traits such as honesty in speech, obedience to worship, and keeping promises will be instilled. The habits implemented are murojaah and exemplary stories of the Prophet, which are coordinated regularly by the principal, teachers, and parents. The Islamic values contained therein are able to guide a person to behave in accordance with norms, morals, and ethics (Nafaridah et al., 2023).

CONCLUSION

Through this research, it can be concluded that in fostering a sense of solidarity in elementary school children based on Islamic ethics, various methods are applied by the third grade teachers of SDN 01 Gondang Sragen, including: the concept of Islamic-based solidarity starting from 1) brotherhood: where the class teacher presents the importance of helping and respecting each other among students, 2) tolerance: which is interpreted as an attitude of mutual respect for differences in the classroom environment, 3) helping each other: the teacher begins by introducing an attitude of caring for others, building a sense of empathy and working together in each learning session and 4) rahmatal lil alamin: which is interpreted as a form of compassion for all nature, both to fellow humans, animals, plants and the surrounding environment.

For future research, we aim to utilize digital technology to instill a sense of solidarity with a more engaging approach for children and integrate Islamic values with local wisdom, with the hope that it can contribute to developing a more effective education system in building a solid young generation.

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