

## ABSTRACT

**Husnul Hotimah (2023). Analysis of the Value of Religious Character Education in *IMTAQ* (Faith and Piety) School Culture for fourth Grade Students at SDN Barelantan**

The approach used in this study was a qualitative approach with descriptive methods. Data collection techniques in this study included observation, interviews and documentation. The informants in this study consisted of three teachers, namely fourth grade homeroom teachers, Islamic religious education teachers, physical education teachers, school principals and representatives of fourth grade students at SDN Barelantan. The subject of this research is how the value of religious character education in the *Imtaq* school culture of fourth grade students, while the population in the class was 16 students. The results of the study showed that there were 4 students out of 16 students who still often arrived late when participating in *imtaq* school cultural activities, wore incomplete clothes, and played during *Imtaq* activities so that special guidance was needed from teachers, both class teachers and Islamic religious education teachers in handling them. With the *Imtaq* school culture, students can reflect religious character. However, despite the progress of *Imtaq* activities, there are still obstacles encountered in *Imtaq* activities; there are several grade IV students who are not orderly, there are teachers who come late to school in participating in the *Imtaq* activity process. With these obstacles, the school principal looks for the right solution so that *imtaq* activities run well; The principal gives directions to all students and teachers, especially Islamic religious education teachers to be directly involved in *Imtaq* activities as the teacher must set a good example good for students by getting involved in *imtaq* activities so that they can motivate students to continue carrying out *Imtaq* activities and as a teacher's effort in instilling religious character education in *Imtaq* school culture.

**Keywords:** Value of Religious Character Education, School Culture, *Imtaq* activities.

