Application of Character Education in Improving Islamic Education Learning Disciplines at SMP Negeri 2 Sengkang, Wajo Regency

By

St. Wardah Hanafie Das*

Universitas Muhammadiyah Parepare, Indonesia
wardahhadas@gmail.com

Abdul Halik

Institut Agama Islam Negeri Parepare (IAIN), Indonesia
abdulhaliknas@gmail.com

Maswati

Universitas Muhammadiyah Parepare, Indonesia
wathysyamsir87@yahoo.com

Putri Dewi

Universitas Muhammadiyah Parepare, Indonesia
dewidewi040603@gmail.com

Muhammad Arsyad

Universitas Muhammadiyah Parepare, Indonesia
acca4603@gmail.com

Suardam Djamadi

Universitas Muhammadiyah Parepare, Indonesia
suardamdjamadi@gmail.com

Izharuddin

Universitas Muhammadiyah Parepare, Indonesia
izharuddin@gmail.com

Hamka Hamid

Universitas Muhammadiyah Parepare, Indonesia
hamkahamid@gmail.com

Abdul Rahman

Universitas Muhammadiyah Parepare, Indonesia
abdulrpm92@gmail.com

Muhammad Nur Maalah

Universitas Muhammadiyah Parepare, Indonesia

muhammadnurmaallah@gmail.com

*Corresponding author:
St. Wardah Hanafie Das,
Universitas Muhammadiyah Parepare, Jl. Jend. Ahmad Yani No. Km. 6,
Bukit Harapan, Soreang sub-district, Parepare, South Sulawesi, Indonesia,
91112
Email: wardahhadas@gmail.com

Abstract

This study aims to determine the level of discipline in learning Islamic education (PAI), determine the form of implementation of student character education, and determine the factors that support and hinder efforts to improve student discipline in Islamic religious education (PAI) at SMP Negeri 2 Sengkang, Wajo Regency. Qualitative research; the approach used; pedagogical, and psychological with qualitative methods and data analysis was data reduction, data presentation, and drawing conclusions or verification. The results of this study indicated the character education of students in SMP Negeri 2 Sengkang Wajo Regency by applying 18 values of character education. Character values for school residents including knowledge, awareness and willingness have been implemented by students of SMP Negeri Sengkang, Wajo Regency. Discipline in schools was carried out by remembering 3 things, namely; discipline as a student exercise, discipline as a tool for educating students, especially in SMP Negeri 2 Sengkang, Wajo Regency. The application of character education in improving students' PAI learning discipline at SMP Negeri 2 Sengkang, Wajo Regency was carried out by enforcing discipline in the school environment for students. With good discipline, good character will also be formed for students.

Keywords: Character Education, Islamic Education, Learning Discipline

INTRODUCTION

The development of one's character is fundamental and of the utmost significance (Navarro, 2018). The difference between humans and animals can be summed up in one word: character. People who lack character have acted in ways that are more consistent with animals (Gruen, 2021). People who have good character, morals, and character are the ones who are considered to be strong characters, both on an individual and a social level. Given the importance of having good character, it is the responsibility of educational institutions to instill it in their students through the teaching process (Amstutz, 2015).

In light of the current circumstances, it is crucial to place a greater emphasis on character education in order to find a way out of the moral crisis that is afflicting our nation (Abdurrahman, 2016). Whether we choose to acknowledge it or not, our society is currently facing a very real and deeply troubling crisis, and it is one that affects the people we value the most—namely, our children.

Students have a better chance of reaching their full potential and contributing positively to their families and communities if they participate in educational programs (Patton et al., 2015). Someone who possesses a certain character value will be able to be identified by their characteristics.

Character education has become a polemic in various countries. The views of the pros and cons have colored the character education discourse for a long time. Indeed, character education is an essential part of the school's task, but so far there has been less attention due to the lack of attention to character education in the realm of schooling (Zubaedi, 2012).

Character values are personality traits that are unique to each individual and appear in everyday life in behavior (Siregar et al., 2022). Character values are independent, creative, honest, disciplined, hard work and much more that can distinguish a person from others, because a person's character is not necessarily the same as someone else's character. Character can be formed from birth or by going through a process since he already knows the environment, for example the family environment (Erzad, 2018; Zahroh & Na'imah, 2020).

Meanwhile, character education is teaching students to think intelligently, activating the midbrain naturally (Rokhyanto et al., 2022). It can also be interpreted as character education plus, which involves aspects of knowledge (cognitive), feelings, and action. Without these three aspects, character education is not effective. It is determined systematically and continuously and a student will become emotionally intelligent, because this emotional intelligence will be important for students to meet the future (Asmani, 2011).

Character education has the same essence and meaning as moral education. Therefore, the essence of it in the context of education in Indonesia is the education of noble values originating from the culture of the Indonesian nation itself, which aims to foster young generation personality (Gunawan, 2012).

Character education is based on the basic human character that is sourced from the universal moral values (absolute) of religion (Iriany & Paciana, 2019; Tyas et al., 2020). Character education has a definite purpose, if it is based on basic character values. According to psychologists, some basic character values are called which includes love for Allah SWT and His creation (nature and everything in it), responsibility, honesty, respect and courtesy, compassion, caring, cooperation, self-confidence, creativity, hard work, never give up, leadership justice, kind and humble, tolerance, love of peace and love of unity (Gunawan, 2012).

How to grow good character in students can be concluded into seven ways that must be done to cultivate good character, namely: empathy, conscience, self-control, respect, kindness, tolerance and justice. These seven kinds of characters can form quality human beings anytime and anywhere. Although the target is students, it does not mean that it does not apply to adults, in other words these seven characters apply to anyone in order to build their moral intelligence. With continuous cultivation, discipline will become a habit. People who succeed in the field of work, generally have high discipline, on the contrary, people who fail are generally undisciplined. From above opinion, it can be seen that discipline is training for students to form students who obey the rules or regulations and are responsible through teaching or training and that discipline is part of the student learning process.

Discipline is the basis for fostering the attitude and soul of every student (Lian et al., 2020). If the school is able to foster a positive attitude and spirit towards students and succeed in shaping the personality and character of the child into a responsible student, then the student has the provision to deal with various problems faced both inside and outside the school and it can be said that discipline is a tool to create human behavior and order as individuals and as groups or communities. In this context, discipline means punishment or sanctions that regulate and control human behavior. Basically, discipline is an influence designed to help children be

able to deal with the environment.

Discipline of learning for students is a complicated thing to learn because it is a complex thing and has many aspects, which is related to knowledge, attitudes and behavior. The disciplinary problem discussed in this study is the discipline carried out by students in their learning activities both at home and school. The reason for the importance of learning discipline for students is that learning discipline is a way for students to be successful in learning and later when they work (Tulus in (Wongarso et al., 2020)). Therefore, learning discipline is an awareness to control oneself to be serious in learning. Therefore, learning will be full of awareness, without coercion and the creation of a conducive learning environment.

Further, Joko Sumarmo (in (Putri, 2018)) emphasize the factors for the formation of learning discipline, the first is self-awareness as self-understanding that learning discipline is considered important for his good and success. In addition, self-awareness is a very strong motive for the realization of learning discipline. Second, following and obedience as a step in the application and practice of the rules that govern individual behavior. Third, educational tools to influence, change, and shape behavior in accordance with the values determined or taught. Fourth, punishment is an effort to awaken and correct what is wrong so that people return to behavior that is in accordance with expectations. Fifth, examples in the form of actions which are often more influential than words. Sixth, one's learning discipline can also be influenced by someone.

Understanding PAI learning according to Achmadi (in (Rohyani, 2015)), Islamic religious education is an effort that is more specifically emphasized to develop religious nature and other human resources so that they are better able to understand, appreciate and practice Islamic teachings. Meanwhile, according to Zakiah Darajat (in (Jafri, 2021)), Islamic religious education is education through the teachings of Islam, namely in the form of guidance and care for students so that after completing their education they can understand, appreciate and practice the teachings of Islam which have been believed thoroughly and make Islamic religious teachings as a view and for the safety of life in this world and the hereafter.

Religious education is defined as an activity that aims to form religious people by instilling the aqidah of faith, amaliah, and commendable character or morals to become human beings who are devoted to Allah SWT (P. Nugroho, 2019). Related to the meaning of education in general, experts also provide a varied understanding of Islamic education. According to Moh. Al-Toumy Al-Syaibany, it is an effort to change the behavior of individuals in their personal or social life and life in the natural surroundings through the educational process (Syafe'i, 2015). Thus, it is a series of human efforts in the form of basic abilities and learning abilities, eventually changes occur in his personal life as individual and social beings, as well as in relation to the natural surroundings in which he lives. In other words, this process is always in Islamic values.

In this regard, the results of the formulation of Islamic education seminars throughout Indonesia in 1960, provided an understanding of Islamic education as guidance for spiritual and physical growth according to Islamic teachings with the aim of directing, teaching, training, nurturing and supervising the application of all Islamic teachings (Syafe'i, 2015). Through Islamic education, physical and spiritual growth can be guided towards maturity by referring to Islamic values and using a psychological approach in the implementation.

With the help of various teaching guidance activities, training, and the application of experience, students can be prepared to recognize, understand, appreciate, believe, have faith,

and have noble character in practicing Islamic teachings from the Qur'an and the hadith. In the Outlines of the Teaching Program (GBPP) specifically for Islamic Religious Education (PAI) subjects in public schools, it was explained that Islamic religious education is "Basic efforts to prepare students to believe, understand, appreciate, and practice Islam through guidance, teaching, and/or training activities by paying attention to the guidance to respect other religions in the relationship of harmony between religious communities in society to realize national unity."

Indonesian character education begins with a description of the quality of Indonesian people that must be developed by educational units and then serves as the foundation for developing character education on a national scale. Providing a child with a solid character education at a young age has many benefits, including the child's greater receptivity to the lessons, their greater likelihood of remembering them, and the greater impact they will have on the child's personality and development as an adult (Erzad, 2018; Zahroh & Na'imah, 2020).

The National Disciplinary Movement (GDN) in its capacity as a movement, seeks to mobilize all potentials, both hidden and visible (Usman et al., 2021). One of the high potentials is the quality of human resources which are still too heterogeneous in enforcing discipline, so if the National Disciplinary Movement (GDN) is achieved simultaneously and thoroughly in all life, our nation will not only advance in certain aspects, but almost certainly other aspects. Aspects will integrally provide evidence of the results of hard work, so as to create a clean culture, work or learning optimally. In this case, we assumed that discipline is significant to be instilled in children, because with the cultivation of a disciplined attitude in children as early as possible will be able to show disciplined behavior as well. With an attitude that is always disciplined both students and teachers, of course the teaching and learning process that takes place in the classroom will run more smoothly and effectively so that it will be able to create optimal results. A student can be called disciplined if he does a job in an orderly manner according to with the provisions, regulations, norms that apply with full awareness without coercion from anyone.

Based on initial observations conducted in the field, it was found that character education still did not improve learning discipline, especially PAI learning discipline for students at SMP Negeri 2 Sengkang, Wajo Regency. This was due to the lack of attention of students in following the rules that have been set and the teacher's lack of firmness in disciplining their students. In addition, student learning disciplines include always following the lesson, paying attention to the teacher's explanation, immediately completing the assignments given to him, not leaving class prematurely, always completing homework on time, regularly studying at home, respecting time and so on.

Taking a closer look at the concept of Islamic religious education, we can deduce that its primary goal is to shape students' attitudes and actions so that they can successfully navigate the challenges of everyday social and religious life. The main problem was how was the character education of students at SMP Negeri 2 Sengkang, Wajo Regency? How was the discipline of studying Islamic religious education for students at SMP Negeri 2 Sengkang, Wajo Regency? How was the application of character education in improving the learning discipline of Islamic religious education students at SMP Negeri 2 Sengkang, Wajo Regency?. Hence, this research was done to determine the level of discipline in learning Islamic religious education (PAI) students at SMP Negeri 2 Wajo Regency; as well as find out the form of implementation of student character education at SMP Negeri 2 Sengkang, Wajo Regency and factors that support and hinder efforts to improve the learning discipline of Islamic religious education students at

METHODS

This study uses a qualitative type of research because it is descriptive-analytical in which the data obtained such as observations, interviews, photo shoots, document analysis, and field notes which are not stated in the form and numbers (Sugiyono, 2017). The approach used in this study is an educational psychology approach, with Behavioristic theory on student learning. Sources of data in this study include primary and secondary data. In this study, the author uses several techniques, namely: interview, observation, and documentation interactive analysis model that can be seen in the flowchart by Sutopo, as follows: (R. A. Nugroho & Abraham, 2017)

1)   Data collection, namely data from the field both from observations and interviews carried out functionally so that it is obtained as outlined in field notes;

2)   Data reduction, namely cutting data that is considered unrelated to the issues raised. The process is that from the data obtained, then sorting out which data are suitable and needed in research;

3)   3) Presentation of data, namely presenting the data obtained during the study. The presentation of the data is done after the data is reduced. The presentation of the data is carried out systematically into a report.

4)   4) Data withdrawal. The data collection process is the final process of research, namely the final conclusion drawn from the data presented above to be included in the research results.

Table 1. *Data Coverage*

Domain	Data Coverage
Character Education	1. Definition 2. Meaning 3. Implementation
Discipline in learning	1. Definition 2. Meaning 3. Learning process
PAI Learning	1. School activity 2. Obstacle 3. Solution

RESULT AND DISCUSSION

Character Education of Students at SMP Negeri 2 Wajo Regency

Character education is a system of inculcating character values to school members which includes components of knowledge, awareness or willingness, and actions to implement these values, both towards God Almighty, oneself, others, the environment, and nationality so that they become role model (Husin Ali et al., 2022). In character education in schools, all components (stakeholders) must be involved, including the components of education, namely curriculum content, learning and assessment processes, quality of relationships, handling or

management of subjects, school management, implementation of co-curricular activities or activities, empowering infrastructure, financing, and work ethic for all residents and the school environment.

The implementation of character education for peace-loving characters in PAI at SMP Negeri 2 Sengkang, Wajo Regency was done through PAI material, namely understanding the verses of the Qur'an about democracy and unity and harmony. In this material, the teacher gives students an understanding of the importance of peace. In addition, examples are shown in everyday life, including solving problems in class.

The description of the character values of reading fondness in PAI at SMP Negeri 2 Sengkang, Wajo Regency is the habit of taking time to read various readings that give him virtue. The indicator of the implementation of the character values of reading fondness in class is a list of books or writings read by students. Frequency of library visits, exchange of readings, and learning that motivates children to use references. While the implementation of character education likes to read in PAI at SMP Negeri 2 Sengkang, Wajo Regency, the teacher in class emphasizes that students like to read. Because by reading, students will know many things. In the observations of researchers in the classroom, educators did it before the teacher closes the subject matter.

The implementation of character education for characters who like to read in PAI at SMP Negeri 2 Sengkang, Wajo Regency was in the discussion of the material on the verses of the Koran that were discussed, students were obliged to read it. In addition, every face-to-face PAI before discussing the material, students read verses related to the material in the current semester. Then, the educator before closing the lesson, students were asked to study the discussion next week, at the following meeting students were asked to make presentations. The implementation of character education for other reading fondness was through the assignment of book reviews.

Students Discipline in learning PAI at SMP Negeri 2, Wajo Regency

Discipline also functions as an educational tool to influence, change, foster and shape behavior in accordance with the values determined and taught. Therefore, it can be concluded that discipline is a prerequisite for the formation of a disciplined attitude, behavior and life order, which will lead a person to be successful in learning and later when working.

In these interactions, children learn about the values of something. The learning process with an environment in which there are certain values had brought influence and changes in behavior. Based on the quote above, it can be understood that discipline is also needed, because with discipline the teaching and learning process can take place in an orderly, effective, efficient manner so that the educational goals that have been formulated will be achieved optimally.

Discipline has an important role in human life, because with discipline humans are willing to submit and obey all the rules and regulations that have been set. Likewise in schools, discipline is widely used to control student behavior in accordance with what is desired so that school assignments can run optimally. In addition, with discipline, students will always follow all applicable regulations and leave all prohibitions set, even with discipline as stated above will be able to shape the personality of students who want to learn to live with a good habit, positive, beneficial for the community, himself and his environment.

The existence of behavior that is less obedient to school rules from students raises the question of what is actually done by schools / educators in disseminating norms or rules, namely the efforts made by schools / teachers in disciplining students in school rules. Instilling discipline in schools is very important because teachers and students have complementary roles. Therefore, in disciplining students against school rules, they should be able to organize the situation and the actions they take, reflecting an authoritative teacher and role model for students so that both situations and actions are good carried out by educators to support the realization of student discipline in school rules.

The purpose of the discipline of students to cultivate and apply an attitude of educational discipline did not appear as an act of restraint or limitation of students' freedom to act as they wish, but it was no more as an act of directing a responsible attitude and having a good and orderly way of life. Therefore, they did not feel that discipline is a burden but discipline is a necessity for them to carry out daily tasks. The aim of all disciplines is to shape behavior in such a way that it will conform to the roles defined by the cultural group with which the individual is identified. Hence, the specific methods used in cultural groups vary widely, although they all had the same goal, was teaching children how to behave in a way that conforms to the standards of the social group (school), in which they were identified.

Based on the results of research conducted at SMP Negeri 2 Sengkang, Wajo Regency through interviews with school principals and educators who taught religion, namely about increasing student discipline in PAI learning at SMP Negeri 2 Sengkang, Wajo Regency. In this study, the authors obtained information from 6 informants, namely, informant I Mr. Andi Bakti as the principal, informant II Mr. Asri, informant III Mr. Mansyur Maju' informant IV Mr. Kamri, informant V Mr. Junaidi, informant VI Mr. Hatta.

Based on the author's observations, every student of SMP Negeri 2 Sengkang, Wajo Regency is taught to be disciplined in order to achieve good educational goals. The school also formed a PPKS team (school security unit) which aims to assist teachers in disciplining students at SMP Negeri 2 Sengkang, Wajo Regency.

Interview was conducted with one of the PPKS (school security unit) personnel who said that: We as members of the PPKS (school security unit) team are tasked with monitoring and patrolling every morning to gather friends so that they can immediately gather in the field to do morning ceremony, of course, as a duty and mandate, we have to come early before 7.10 WIB we are already at school.

Based on the interview with the PPKS team above, it can be seen that this team was on duty before the bell for gathering in the field rang to start the morning ceremony. They had the duty to invite and arrange for other friends to immediately gather in the field to carry out the morning ceremony. This was reinforced by Mr. Andi Bakti as the head of the school, he stated: The PPKS team (school security unit) is deliberately formed to assist teachers in disciplining students at SMP Negeri 2 Sengkang, Wajo Regency, with the presence of these troops, teachers have been directed to the field to conduct the ceremony, sometimes there are also among their friends who fight when asked to gather in the field to do ceremony. For those who oppose it will be punished.

The application of this discipline will work if it is accompanied by sanctions / penalties so that students are afraid and accustomed to discipline, this was clarified by Mr. Syarifuddin namely: the application of discipline to students is indeed a form of punishment, if students are

not disciplined or do not obey the rules at this school, then the student will receive a reprimand and punishment in accordance with the rules he violated, with the school rules that have been made, therefore we can more easily direct it, as the same as morning ceremony for students who are late from a predetermined hour, they will be gathered in a line and after the ceremony is finished they will be sanctioned and have not been allowed to enter the local area before reporting to the picket educator.

Application of Character Education in Improving Student Discipline in PAI Learning at SMP Negeri 2 Sengkang, Wajo Regency

Improving learning discipline in students in PAI learning at SMP Negeri 2 Sengkang, Wajo Regency through character education through learning because it is an activity that is in school, because by studying students will be able to achieve the goals they want to lead to a glorious future. Therefore, educators must be able to apply discipline in the learning process as well as the case at SMP Negeri 2 Sengkang, Wajo Regency.

To overcome the obstacles faced by teachers in improving discipline for students who were noisy and did not pay attention to the lesson when the educator explains the lesson according to Mr. Kamri that it was difficult for the student to be advised and if the student had been processed by their homeroom teacher, many students would blame the teacher, arguing that they did not enjoy studying with the teacher or were bored with the way the teacher teaches. Thus, in this teaching and learning process we could not blame the students alone, but as teachers we must also be able to introspect ourselves. However, to overcome these obstacles, the homeroom teacher also advised the students.

The same thing was also conveyed by Mariam that: in improving discipline in the learning process, it is necessary to achieve a good learning process and the teaching teachers who teach must be able to supervise and manage the class well, and can guide and control students to behave in a disciplined manner in accordance with the rules that have been set by the madrasah. Thus, the learning process is created effectively and efficiently.

Based on the observations and interviews that the author did, it can be understood that: applying discipline in the learning process was indeed difficult, but teachers before applying discipline must discipline themselves first or be a good role model for his students. If there were students who were noisy and did not pay attention to the lesson when the teacher explains the lesson, the teacher would reprimand the students and advised them.

Mrs. Amriani also explained that: in increasing discipline towards students who are noisy and do not pay attention to the lesson when the teacher explains the lesson, that is, the student will be reprimanded and the teacher asks questions to the student according to the material being taught at the time. However, the students are not deterred by the sanctions given by the teacher. Therefore, the teacher refers more to the school rules and gives the sanctions weight to the students.

Furthermore, according to Mr. Junaidi, namely: in an activity at school carried out by an educator such as giving lessons, the students can understand well. To carry out these activities, they would not be separated from the discipline applied by the teacher in the teaching and learning process to achieve the expected goals properly. If there were some students who were not disciplined, the expected goals may not be achieved properly. After knowing the answers from each informant, the author could understand that applying and improving discipline for

students who were noisy and did not pay attention to the lesson when the teacher explains the lesson was very important, because if students did not pay attention to the lesson, the learning objectives would not be achieved. Therefore, educators must also be able to approach students and manage the class well. Therefore, students who were noisy and did not pay attention to the lesson when the teacher explains the lesson could be overcome.

CONCLUCION

Character education of students at SMP Negeri 2 Sengkang, Wajo Regency applied 18 values of character education. The characters for school residents including knowledge, awareness and willingness had been implemented by students of SMP Negeri Sengkang, Wajo Regency. Discipline in schools was carried out by remembering three things, namely; discipline as a student exercise, discipline as a tool for educating students, especially in SMP Negeri 2 Sengkang, Wajo Regency. The application of character education in improving students' PAI learning discipline at SMP Negeri 2 Sengkang, Wajo Regency was carried out by enforcing discipline in the school environment for students. With discipline and good character will also be formed for students.

Character education aims to improve educational discipline in schools leading to achieving the formation of character and noble character of students as a whole, integrated and balanced. If character education has successfully achieved, there is no doubt that the future of the Indonesian nation will experience changes towards glory.

In addition to teaching, a teacher or parent must also pray for their children or students to be a better person not pray for the bad for their students. The teacher must provide a sense of security and safety to every student in living his learning period, because not all the learning that the student goes through will be in vain.

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