



STRATEGIES OF ISLAMIC RELIGIOUS EDUCATION TEACHERS IN FOSTERING STUDENT DISCIPLINE AT AN INTEGRATED ISLAMIC JUNIOR HIGH SCHOOL

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Abstract

This study aims to describe the strategies and factors influencing the instilling of discipline in students at Mutiara Insan Islamic Middle School. This study used a descriptive qualitative approach with data collection techniques including observation, interviews, and documentation. Data were collected through interviews with 5 teachers, 3 parents, and 10 students, along with classroom observations over a three-month period. The results of the study indicate that instilling discipline is implemented through four main strategies, namely: (1) religious habits in the form of morning prayers, reciting the Koran, and roll calls before studying to establish regular times; (2) teacher role models—especially Islamic Religious Education (PAI) teachers—and the implementation of rules accompanied by educational sanctions such as reading the Koran and reflection; (3) developing a positive school culture that emphasizes the values of politeness, order, and responsibility; and (4) cooperation with parents in supervising and fostering discipline at home. The success of this strategy is supported by four important factors, namely the leadership of the principal, the role of PAI teachers and other teachers as role models, an Islamic school culture that is integrated into learning activities, and support from parents and the community. These findings indicate that instilling discipline at Mutiara Insan Islamic Middle School takes place in an integrative, sustainable manner and is able to offer insights that can inform the practice of character education in the context of similar Islamic schools.

Keywords: Islamic Religious Education, discipline, character education, teacher role modeling, Islamic school culture

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INTRODUCTION

مقدمة

Education is one of the main pillars in shaping a complete human being, not only in terms of knowledge (cognitive), but also in terms of attitudes (affective) and skills (psychomotor). Akbar (2015) also emphasises that humans, as distinct beings, must be viewed holistically in relation to the development of these three domains. Meanwhile, according to Sharma (2023), education brings about changes in a person's lifestyle and growth, enabling them to choose the most appropriate solution to a problem at any given time. Furthermore, education is also one of the most tangible sources of knowledge and information. According to Pristiwanti et al. (2022), education is everything that influences the growth, change, and condition of every human being. These changes are the development of students' potential, including knowledge, skills, and attitudes in their lives. Therefore, education cannot be viewed solely as a means of transferring knowledge, but also serves to instil noble values, attitudes, and character. In this context, Islamic Religious Education teachers play a central role as educators, not only transmitting religious knowledge but also instilling moral and spiritual values that form the basis for character

development in students.

Islamic Religious Education teachers are required to be role models (*uswah hasanah*) in their daily behaviour, as exemplary behaviour is a highly effective educational method in shaping students' morals and discipline. Through learning activities and religious habits in schools, Islamic Religious Education teachers play a crucial role in building students' awareness of the importance of obedience to rules, responsibility, and commitment to time as part of implementing Islamic values. Character education refers to education that has a fundamental psychological meaning or psychological nature related to morals, character, disposition, or qualities possessed by children (Azhari et al., 2023). One character value considered fundamental to individual and social life is discipline. Discipline is understood as obedience to applicable rules, consistency in carrying out obligations, and the ability to control oneself to achieve goals (Daryanto & Darmiatun, 2013). According to Liwun et al. (2025), discipline is very important for every student because with discipline, students will have the skills regarding good learning methods, which is the formation of a person's character towards a better direction. If students have high discipline, then all activities carried out will be neatly organised and produce satisfactory learning achievements. This value has a big role in creating a conducive learning atmosphere, forming positive habits, and training students to be responsible. In the context of formal education, especially at the junior high school level, discipline becomes very urgent because students are in the transition phase from children to adolescents, where their character and personality begin to form more permanently.

Character development is a value that must be learned, experienced, and applied in a child's daily life (Zulqarnain, et.al., 2022). In fact, national character development was declared by Susilo Bambang Yudhoyono in 2010 with the hope that the quality of Indonesian character would improve. However, over time, reality has shown otherwise. Many immoral acts are now occurring, the perpetrators of which are students. This indicates that the implementation of character education in Indonesia has not been fully successful (Purnomo, 2014). Character education itself has been viewed as a strategic instrument in shaping the morals of the Indonesian nation through education (Fadilah et al., 2021). In Indonesia, strengthening character education has even been outlined in official policies, such as the Minister of Education and Culture Regulation Number 20 of 2018, which emphasises five core character values, one of which is discipline. Thus, schools are required not only to produce academically intelligent students, but also who possess character, obey rules, and can face global challenges with high integrity.

However, the reality on the ground shows that student discipline remains a crucial issue. This is evident in the phenomena of late arrivals to school, lack of adherence to rules, low sense of responsibility in submitting assignments, and disorderly behaviour in class. This situation occurs not only in public schools but also in integrated Islamic schools, one of which is SMPIT Mutiara Insan. In fact, Integrated Islamic Schools have a vision to integrate Islamic values with the national curriculum, which is expected to be a distinct advantage in shaping noble character, including discipline. This is where the role of Islamic Religious Education teachers becomes very strategic, as Islamic Religious Education teachers function as spiritual guides and moral motivators for students, instilling the values of discipline derived from Islamic teachings. From a theoretical perspective, several approaches can explain the importance of developing discipline in schools.

According to Bandura's (1977) social learning theory, students shape their behaviour through observing and imitating models in their environment. In the school context, Islamic

Religious Education teachers serve as primary role models, providing concrete examples of disciplined behaviour, such as punctuality, religious observance, and responsibility in carrying out tasks. Meanwhile, Deal & Peterson's (1999) School Culture theory explains that a strong, consistent, and valued school culture will influence the mindset, attitudes, and behaviour of school members, including discipline. Furthermore, Bronfenbrenner's (1979) ecological theory emphasises that student behaviour is shaped not only by the school environment but also by family, peers, and the wider community. Several previous studies have also emphasised the importance of these factors. Ramli (2016) found that teacher role models are a major factor in shaping student discipline. Suryani (2017) showed that character education through extracurricular activities can improve discipline. Meanwhile, character education should lead students to cognitively recognise values, affectively appreciate them, and ultimately, to actually practice them (Muchtar & Suryani, 2019). Harfi et al. (2025) argue differently, highlighting that an implemented school culture has a positive impact on students, teachers, and educational staff, including the development of pious, polite, and disciplined characters. Meanwhile, Yuliani (2019) emphasises the role of parents at home in fostering consistent student discipline at school.

While these studies provide important insights, most focus on public or general schools. Meanwhile, studies on Integrated Islamic Schools, which have an integrative system combining religious education, academics, and the practice of worship, have rarely been thoroughly researched, particularly regarding the strategies employed by Islamic Religious Education teachers to instil discipline. In fact, Islamic Religious Education teachers are central figures tasked not only with teaching religious knowledge but also with instilling disciplinary values rooted in Islamic teachings, such as punctuality in congregational prayer, regular study time, and adherence to school etiquette. This reveals a research gap. On the one hand, SIT conceptually places a strong emphasis on the formation of Islamic character, including discipline. However, on the other hand, empirical evidence shows that many disciplinary violations persist, such as tardiness, lack of discipline in learning, and non-compliance with rules and regulations. Important questions then arise: why does this still occur even though the Integrated Islamic School education system has been designed based on the integration of Islamic values? What factors hinder and support it? What strategies do Islamic Religious Education teachers use to instil discipline in students at Mutiara Insan Integrated Islamic Junior High School?

Based on this gap, this research is crucial to explore in more depth the practices, challenges, and successes of Islamic Religious Education teachers' strategies in instilling discipline at Mutiara Insan Islamic Junior High School. This research will not only contribute to the development of character education theory within an integrated Islamic context but will also be of practical benefit to schools in improving their strategies for fostering student discipline. Therefore, the urgency of this research lies in addressing the challenges of implementing character education, particularly discipline, in the modern era, which is heavily influenced by globalisation and digitalisation. Discipline is not only relevant in the world of education but also serves as a primary foundation for the younger generation in facing social life, the workplace, and even religious life. Islamic Religious Education teachers at Mutiara Insan Islamic Junior High School have a significant responsibility to instil discipline rooted in Islamic values, thereby creating a generation that excels academically, possesses integrity, and develops noble character. Therefore, this research aims to find effective, applicable, and contextual strategies for instilling discipline through the role of Islamic Religious Education teachers in integrated Islamic schools.

METHOD

منهج

This research uses a qualitative approach with a case study design to gain a deeper understanding of the strategies for instilling discipline in Integrated Islamic Schools (SIT). This design was chosen because it allows researchers to explore the factors, actors, and interactions involved in fostering student discipline, particularly those carried out by Islamic Religious Education teachers as the primary figures in Islamic values-based character education. The research data consists of primary data obtained through interviews, observation, and documentation, as well as secondary data in the form of school program documents, regulations, and activity archives. Data sources include the principal, Islamic Religious Education teachers, homeroom teachers, students, parents, and official school documents.

Data collection was conducted through in-depth interviews with the principal, Islamic Religious Education teachers, homeroom teachers, students, and parents; participant observation of learning activities, religious practices, and school activities; and documentation studies of regulations and character development reports. Data analysis used the Miles and Huberman (1992) model, which includes data reduction, data presentation, conclusion drawing, and verification. Data validity was ensured through source triangulation by comparing the results of interviews, observations, and documentation, as well as clarification if discrepancies were found.

RESULT

نتائج

Implementation of the Character Building Strategy for Student Discipline

The implementation of the strategy for instilling disciplined character at Mutiara Insan Islamic Junior High School takes place through an integrative approach that combines academic, Islamic, and school cultural aspects. From the beginning of learning activities, students are accustomed to arriving on time, praying together, reading the Qur'an, and participating in morning assembly. This habituation is intended to foster responsibility, orderliness, and awareness of the importance of discipline in daily life. Ramli (2014) emphasised that consistent and structured habituation, especially when supported by teacher role models, is one of the most effective ways to shape students' disciplined character. Similarly, role models and habituation are effective methods in character education that require consistency and support from all school elements to create a generation with strong character (Ramadhani, et.al., 2025). In practice, Islamic Religious Education teachers play a central role in this strategy. They not only act as instructors of religious material, but also as primary role models in fostering discipline through concrete examples such as punctuality in teaching, regular dress, and consistency in performing worship. Islamic Religious Education teachers also link disciplinary values to Islamic teachings, for example, emphasising the importance of keeping to prayer times, being responsible for one's duties, and maintaining a commitment to school rules as a form of obedience to God. This principle aligns with Ki Hajar Dewantara's view that teachers have the role of "ing ngarso sung tulodo," meaning being role models. Ramli (2014) also emphasised that teacher exemplary behaviour is a key factor influencing students' levels of discipline.

The values of discipline at this school are reinforced through a religious approach, often initiated by Islamic Religious Education teachers. For example, tardiness is seen not only as a violation of rules but also as a neglect of the trust and time, which are blessings from God. Adherence to rules is always linked to Islamic teachings regarding obedience to leaders as long as they do not conflict with Islamic law. This integrative approach aligns with the ideas of Fadilah

et al. (2021), who stated that Islamic-based character education is more effective when moral values, including discipline, are directly linked to religious teachings. The school also has clear rules, covering dress codes, gadget use, and the obligation to participate in routine activities. These rules are not only formally established but also strictly monitored by on-duty teachers, homeroom teachers, and Islamic Religious Education teachers, who also monitor students' daily worship and morals. If violations occur, students are not immediately punished repressively but are instead given educational sanctions such as reading the Quran, memorising hadiths, or writing Islamic reflections guided by the Islamic Religious Education teacher.

This approach aligns with Suryani's (2017) findings, which show that implementing rules with educational sanctions is more effective in instilling discipline than harsh punishment. Furthermore, school culture is a crucial element in the discipline-instilling strategy at Mutiara Insan Islamic Middle School. The school environment is built on an atmosphere that emphasises politeness, orderliness, responsibility, and togetherness. This culture is reinforced through the role of Islamic Education teachers who consistently instil Islamic values in every activity, both inside and outside the classroom. A culture of discipline is also reflected in religious activities such as congregational prayer, Quran recitation, and other Islamic activities, which are routinely conducted and monitored by Islamic Education teachers. Susanti (2018) suggests that a consistent school culture can shape students' disciplined behaviour because they learn in an environment filled with orderly values. In practice, schools also involve parents as strategic partners. Regular communication is carried out through meetings, progress reports, and online communication groups. Islamic Education teachers often act as a liaison, providing religious advice and motivating parents to instil discipline at home. Parental support is considered crucial because disciplined behaviour is not only developed at school but must also be consistently practised at home. Yuliani (2019) emphasised that parental involvement significantly influences the consistency of students' disciplinary behaviour, especially in adolescence.

This strategy for instilling discipline is further strengthened through extracurricular activities. Students are involved in scouting, memorising the Quran, sports, and student organisations that require regular time management, adherence to group rules, and responsibility for assignments. Islamic Education teachers also frequently serve as instructors in extracurricular Islamic activities such as memorising the Quran and spiritual mentoring, which not only foster a love of religion but also accustom students to living an orderly and disciplined life. Suryani (2017) adds that extracurricular activities play a significant role in shaping students' disciplined character because they take place in a more flexible yet focused atmosphere. Based on field findings, it is understood that instilling discipline at Mutiara Insan Islamic Junior High School relies not only on written rules but also on a combination of habituation, the role model of Islamic Education teachers, the integration of Islamic values, school culture, the role of the family, and student self-development activities. This holistic strategy aligns with the national character education policy, which emphasizes strengthening the value of discipline as one of the main pillars in developing a generation of character.

Table 1. Implementation of the strategy for instilling disciplined character

Strategy	Form of Implementation
Religious Habits	Morning prayers, recitation of the Qur'an, and assembly before studying to form time and spiritual discipline.
Exemplary Behaviour and Rules of Procedure	Teachers as role models of discipline; implementation of school rules with educational sanctions (reading the Qur'an, reflection).
Positive School Culture	Instilling values of politeness, orderliness, and responsibility through class activities and group activities.
Collaboration with Parents	Involve parents in meetings, progress reports, and discipline monitoring at home.

Based on the table above, the strategy for instilling discipline at SMPIT Mutiara Insan is implemented through four main approaches: religious habits (prayer, recitation, roll call), teacher role models and discipline with educational sanctions, building a positive school culture that emphasises politeness, order, and responsibility, and collaboration with parents in supervision and guidance at home. These four strategies form a comprehensive and sustainable pattern of discipline development. This is in accordance with research by Gustiranda et.al. (2022) that the implementation of character education in school culture is carried out through various routine activities, spontaneous activities, role models, and conditioning. From all routine activities, spontaneous activities, role models, and conditioning, integrity, nationalism, religious character, a spirit of cooperation, and an independent attitude will emerge.

Factors Influencing the Implementation of Character Building and Discipline in Students at SMPIT Mutiara Insan

The implementation of character education and discipline in students at Mutiara Insan Islamic Middle School is influenced by various factors, both internal and external to the school. These factors are interrelated and determine the success of the implemented strategy.

First, the principal's leadership is a key factor. The principal acts as a policymaker and promotes a culture of discipline. Firmness in enforcing rules and consistency in leading by example make discipline a valued value in schools. As educational leaders, principals are responsible for coordinating efforts to improve the quality of learning in schools (Ningsih, 2024). Regarding this, Mulyasa (2013) emphasised that principals who can manage their schools effectively will create a climate conducive to character formation. At SMPIT Mutiara Insan, the principal directly supervises the implementation of rules and involves teachers, including Islamic Religious Education teachers, and parents in monitoring student discipline.

Second, the role of teachers, particularly Islamic Religious Education teachers, is crucial. Teachers serve as both educators and role models. In this context, Islamic Religious Education teachers play a central role as figures who instil the values of discipline through Islamic teachings, such as punctuality in prayer times, responsibility for trusts, and adherence to rules that constitute worship. Suyadi (2014) emphasised that a teacher's duty is to be a role model for values and to be able to create a conducive classroom and school atmosphere as a form of reinforcement for the growth and development of student character. Teacher discipline in arriving on time, adhering to dress codes, and consistently enforcing rules serves as a concrete example for students. This aligns with Ki Hajar Dewantara's view that teachers are figures to be respected and imitated (Dewantara, 1962). Field observations show that students tend to be more disciplined when teachers, especially Islamic Religious Education teachers, demonstrate a consistent attitude in both learning and daily school activities.

Third, a religious and orderly school culture strengthens the instillation of discipline. Habitual religious activities such as congregational prayer, morning recitation, and group prayer are effective means of instilling the values of order and responsibility. Islamic Religious Education teachers play an active role in leading and guiding these activities so that discipline becomes not only a formal obligation but also a spiritual awareness. Susanti (2018) emphasised that a consistent and internalised school culture will encourage the formation of disciplined behaviour. At SMPIT Mutiara Insan, discipline is instilled not only through formal rules but also through religious routines and social interactions among school members.

Fourth, parental involvement is an equally important external factor. Consistency of school rules requires support from home to prevent student confusion. Yuliani (2019) found that parenting styles and parental control significantly influence consistent child discipline. SMPIT Mutiara Insan emphasises intensive communication with parents through regular meetings, digital communication groups, and student discipline progress reports, often facilitated by Islamic Religious Education teachers. Furthermore, facilities and infrastructure contribute to the success of instilling discipline. An orderly school environment with adequate facilities supports the development of disciplined behaviour. Educational facilities include classrooms, laboratories, libraries, and learning aids, while infrastructure includes supporting infrastructure (Siregar et al., 2025). Arikunto (2014) explains that good facilities will support the effective implementation of discipline because a neat and orderly environment provides positive stimuli for students. At SMPIT Mutiara Insan, a digital attendance system facilitates student attendance control and strengthens collaboration between the school, teachers, and parents.

Fifth, student motivation and awareness are crucial internal factors. Students' self-awareness of obeying rules is more effective than mere coercion. Ramli (2014) emphasised that habituation strategies coupled with an understanding of values will further motivate students to be disciplined. Findings indicate that students who actively participate in extracurricular religious activities guided by Islamic Education teachers tend to be better trained in time management and responsibility. Ekawati & Tung (2025) also stated that spiritual leadership can improve student discipline, and teacher guidance and mentoring play a crucial role in fostering sustainable discipline. Thus, the factors influencing the implementation of discipline at Mutiara Insan Islamic Junior High School (SMPIT Mutiara Insan) are not isolated but are interconnected, including leadership, the role model of Islamic Education teachers and other teachers, school culture, parental support, infrastructure, and student motivation. The combination of these factors determines the success of developing a strong and sustainable discipline.

Table 2. Factors influencing the implementation of instilling student discipline character

Main Factors	Description of Research Results
Principal Leadership	The principal becomes the driving force behind a culture of discipline through policies, role models, and consistent supervision.
The Role of Islamic Religious Education Teachers	Islamic religious education teachers play an important role as role models of discipline (punctuality, consistency in following the rules) and direct mentors to students.
Islamic School Culture	Religious habits such as congregational prayer, recitation of the Koran, and joint prayer form patterns of order and discipline in students.
Parental and Environmental Support	Parental involvement in supervision at home and consistency of rules in the environment support the instilling of student discipline.

Based on the table above, the instillation of discipline at SMPIT Mutiara Insan is influenced by four main factors: the principal's leadership, which drives a culture of discipline; the role of teachers as role models and mentors; an Islamic school culture through religious habits; and parental and community support that strengthens supervision and consistency of rules. These four factors complement each other, creating a holistic and sustainable discipline development. As stated by Amini & Hidayat (2023), instilling a disciplined character is demonstrated by the imposition of sanctions on students who violate the rules. Furthermore, teachers can provide examples for their students in instilling a disciplined character through habituation. Meanwhile, at home, parents can monitor the program that has been implemented. Thus, it is hoped that students will become accustomed to doing good deeds, which they can then apply comprehensively in their daily lives.

DISCUSSION

مناقشة

The research results show that the strategy for instilling discipline at SMPIT Mutiara Insan is implemented in an integrative manner, combining academic, religious, and school cultural dimensions. This approach aligns with the view of Fadilah et al. (2021), who assert that Islamic-based character education will be effective if moral values are integrated with religious teachings. Religious habits such as morning prayer, Quranic recitation, and pre-school roll call are the primary means of fostering time management and responsibility in students. These habits are not merely formal routines but rather part of the formation of spiritual awareness that fosters intrinsic discipline in students (Ramli, 2014). Besides habituation, teacher role models are the most important element in instilling the value of discipline. Islamic Religious Education (PAI) teachers at this school not only serve as instructors of religious material, but also as role models in terms of time discipline, orderly dress, and consistency in worship. This aligns with Ki Hajar Dewantara's (1962) concept of "ing ngarso sung tulodo," meaning teachers must be examples to be respected and imitated. Teacher role models have a strong psychological impact, as students tend to imitate the behavior they observe daily. According to Suyadi (2014), teachers are not only transmitters of knowledge, but also shapers of values through attitudes and concrete actions in school life.

The implementation of discipline at Mutiara Insan Islamic Junior High School is also carried out using an educational approach. Discipline violations are not immediately responded to with harsh punishment, but rather with educational sanctions such as reading the Quran, writing reflections, or memorizing the Hadith. This approach has proven more effective in raising student awareness, as Suryani (2017) noted that educational sanctions are able to internalize the value of discipline without causing negative psychological effects. Thus, this school's strategy demonstrates a balance between firmness and moral development. A religious and orderly school culture is a crucial supporting factor in the process of developing discipline. A school environment that emphasizes politeness, responsibility, and order creates a positive atmosphere that facilitates the internalization of character values (Susanti, 2018). Religious activities such as congregational prayer and spiritual mentoring strengthen the appreciation of discipline within an Islamic spiritual framework. This culture does not exist in isolation but is built through synergy between teachers, students, and school leaders who continuously instill these values.

In addition to internal factors, parental involvement is key to maintaining consistent student discipline outside of school. Yuliani (2019) emphasized that family support significantly influences children's discipline, especially during adolescence. Mutiara Insan Islamic Middle School facilitates intensive communication between the school and parents through progress reports and a digital communication group, which also involves Islamic Religious Education (PAI) teachers as spiritual liaisons. This collaboration ensures that the disciplinary values instilled in school continue at home. Furthermore, the principal's leadership role is a key driver in creating a culture of discipline. The principal at Mutiara Insan Islamic Junior High School consistently enforces rules, sets an example, and coordinates all teachers in supervising students. Mulyasa (2013) emphasized that effective leadership will create a school climate conducive to character formation. According to Ningsih (2024), this type of leadership also reflects the principal's strategic role as an educational manager who ensures the sustainability of a culture of discipline in the school.

Overall, the instillation of discipline at SMPIT Mutiara Insan is not only supported by formal rules, but also through role models, religious practices, a positive school culture, and family support. This aligns with the findings of Gustiranda et al. (2022) that character education is effective when implemented through routine, spontaneous activities, role models, and conditioning. With this holistic and collaborative approach, SMPIT Mutiara Insan has successfully created a discipline development system that not only regulates student behavior at school but also instills sustainable moral and spiritual values in their lives.

CONCLUSSION | خاتمة

Research at SMPIT Mutiara Insan shows that instilling discipline is carried out through four main strategies: religious habits (prayer, Quran recitation, and morning assembly), teacher role models, especially Islamic Religious Education teachers, and the implementation of rules accompanied by educational sanctions; building a positive school culture that emphasizes politeness and responsibility; and collaboration with parents in home supervision. These strategies create a pattern of development that not only emphasizes compliance with rules but also fosters spiritual awareness, moral example, and comprehensive family involvement. Factors influencing the success of these strategies include the principal's leadership as a driver of a culture of discipline; the role of teachers, especially Islamic Religious Education teachers, as role models in instilling Islamic values; a religious school culture that fosters order and responsibility; and parental support that ensures consistent disciplinary behavior at home. With the integration of these strategies and supporting factors, instilling discipline at SMPIT Mutiara Insan is holistic and sustainable, and serves as a model of Islamic character education relevant to the challenges of the modern era. Future research could compare discipline strategies across different types of Islamic schools or explore students' perspectives more deeply through a longitudinal design. Schools should institutionalize teacher training on Islamic-based character building and strengthen home-school communication platforms.

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