

The Role of Islamic Education Teachers in Promoting Student Discipline Through Character Based Instruction at SDN 169 Bolang, Enrekang Regency, Indonesia

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ABSTRACT : This thesis examines the role of Islamic Religious Education (IRE) teachers in implementing character-based learning to improve students' discipline at SDN 169 Bolang, Enrekang Regency. The study focuses on three main aspects: (1) the role of IRE teachers in applying character-based learning to enhance students' discipline, (2) the character-based learning strategies employed by IRE teachers, and (3) efforts to overcome challenges in implementing character-based Islamic Religious Education that influence students' disciplinary behavior. This research employed a qualitative approach with pedagogical and psychological perspectives. The study was conducted over a period of three months at SDN 169 Bolang, Enrekang Regency. Primary data sources included the school principal, Islamic Religious Education teachers, and school operators, while secondary data sources consisted of school documents, journals, articles, and other relevant references. Data were collected through observation, interviews, and documentation. Data analysis techniques involved data reduction, data presentation, and drawing conclusions. The validity of the data was ensured through credibility, transferability, dependability, and confirmability. The findings indicate that character-based learning through Islamic Religious Education at SDN 169 Bolang is effective in improving students' discipline. Islamic Religious Education teachers play a central role as role models by integrating religious values into learning activities, implementing routine habituation, applying consistent rewards and educational consequences, and using active and reflective learning methods. Although challenges such as differences in students' character, external environmental influences, and limited parental support were encountered, these obstacles were successfully addressed through strong collaboration among teachers, homeroom teachers, and parents, as well as through consistent and adaptive approaches. Consequently, the formation of students' disciplinary character can be developed effectively and sustainably.

Keywords: Islamic Religious Education, Character-Based Learning, Student Discipline, Elementary School, Teacher's Role

INTRODUCTION

Education from an Islamic perspective is a holistic process of human development encompassing cognitive, affective, and psychomotor dimensions aimed at achieving

the ideal of insan kamil (the complete human being). Islamic Religious Education (IRE) plays a strategic role in character formation through the internalization of Islamic values in students' daily lives (Al-Attas, 1993; Tilaar, 2012). Within Indonesia's national education system, IRE functions not only as a medium for transmitting religious knowledge but also as an instrument for developing students' character, particularly discipline (Ministry of Education and Culture, 2017). Discipline is a fundamental value that significantly influences the success of the learning process and the development of students' personalities from the elementary school level (Lickona, 2012). Therefore, strengthening the role of IRE in primary education has become an urgent necessity in addressing the moral and social challenges of globalization (Zubaedi, 2015).

In Islamic teachings, discipline is closely associated with obedience, consistency, and responsibility as manifestations of devotion to Allah SWT. The Qur'an explicitly emphasizes the importance of compliance with legitimate rules and authorities, as stated in Surah An-Nisa (4:59) (Ibn Kathir, 2004; Shihab, 2002). Discipline in Islam is not merely understood as formal compliance but also as a moral consciousness rooted in faith (Hamka, 2015). In the educational context, this principle requires students to obey school regulations as part of the development of Islamic moral character (akhlaq) (Nata, 2016). Consequently, student discipline should be cultivated through educational and spiritual approaches integrated into Islamic Religious Education learning.

As the primary source of Islamic teachings, the Qur'an provides a strong normative foundation regarding the importance of discipline in human life. Surah Al-An'am (6:155) and Surah Al-Baqarah (2:177) emphasize the values of consistency, commitment, and responsibility in fulfilling religious and social obligations (Shihab, 2002; Hamka, 2015). Islamic scholars and Qur'anic commentators have highlighted that discipline is a defining characteristic of believers, reflected in punctual worship, adherence to regulations, and commitment to fulfilling promises (Ibn Kathir, 2004). Within Islamic education, these values must be transformed into learning practices so that students not only understand the concept of discipline theoretically but are also able to implement it in their daily behavior (Muhaimin, 2014).

Islamic Religious Education teachers occupy a central position in instilling discipline through role modeling and habituation. Bandura's (1986) Social Learning Theory asserts that individual behavior is shaped through the process of observing and imitating models perceived as authoritative figures. In the school environment, IRE teachers serve as role models whose attitudes and behaviors become primary references for students (Suyanto & Asep, 2011). Teachers' exemplary conduct in time management, responsibility, and consistency in following rules significantly influences

students' character development (Hamalik, 2013). Therefore, the success of character-based learning largely depends on the integrity and professionalism of IRE teachers in carrying out their educational responsibilities.

Normatively, strengthening disciplinary character is supported by Indonesia's national education policies. Law Number 20 of 2003 concerning the National Education System states that education aims to develop individuals who are faithful, pious, and possess noble character. Furthermore, Presidential Regulation Number 87 of 2017 on Strengthening Character Education explicitly identifies discipline as one of the core values to be developed in schools (Ministry of Education and Culture, 2017). These policies require teachers, particularly IRE teachers, to integrate character education into every stage of the learning process (Tilaar, 2012). Thus, character-based Islamic Religious Education serves as a strategic instrument for achieving the goals of national education.

The character-based learning approach is supported by Lickona's (2012) theory of character education, which encompasses knowing the good, feeling the good, and acting the good. In the context of discipline, students are not only expected to understand rules but also to appreciate the benefits of discipline and consistently practice it in their daily lives (Zubaedi, 2015). Character-based IRE learning facilitates the integration of disciplinary values through modeling, habituation, reflection, and continuous evaluation (Muhaimin, 2014). This approach aligns with the constructivist educational paradigm, which positions students as active participants in the process of character formation (Hamalik, 2013).

The discipline of elementary school students currently faces increasingly complex challenges due to technological advancements, changing parenting patterns, and social environmental influences (Suyanto & Asep, 2011). Issues such as tardiness, low responsibility toward academic tasks, and violations of school regulations are still frequently encountered, including in regencies such as Enrekang. These conditions indicate that efforts to cultivate discipline have not yet been fully optimized (Zubaedi, 2015). Nevertheless, students possess significant potential for development through appropriate educational approaches, particularly Islamic Religious Education, which is rich in moral and spiritual values (Nata, 2016).

Based on the foregoing discussion, research examining the role of Islamic Religious Education teachers in enhancing students' discipline through character-based learning is highly relevant and necessary. This study is expected to contribute theoretically to the development of Islamic education scholarship and practically to assist teachers in designing effective instructional strategies (Muhaimin, 2014; Lickona, 2012). SDN 169 Bolang in Enrekang Regency was selected as the research site due to its representative

characteristics and the presence of disciplinary issues that require concrete solutions. Therefore, the findings of this study are expected to serve as a reference for strengthening character education in elementary schools based on Islamic values.

METHODS

Research Site and Research Design

This study was conducted at SDN 169 Bolang, Enrekang Regency, South Sulawesi Province, Indonesia. The research site was selected based on the existence of student disciplinary issues that require reinforcement through character-based Islamic Religious Education (IRE) learning. This study employed a qualitative research method with a case study design, as it aimed to obtain an in-depth understanding of social and educational phenomena in their natural setting, particularly concerning the role of Islamic Religious Education teachers in improving students' discipline (Darmadi, 2014; Moleong, 2019).

Research Approach

This study utilized pedagogical and psychological approaches. The pedagogical approach was employed to examine the roles, strategies, and objectives of Islamic Religious Education teachers in implementing character-based learning. Meanwhile, the psychological approach was used to understand students' mental conditions, attitudes, and behaviors in the process of internalizing disciplinary values through Islamic Religious Education learning (Sugiyono, 2022; Nasution, 2016).

Data Sources

The data sources consisted of primary and secondary data. Primary data were obtained directly from the principal, Islamic Religious Education teachers, educational staff, and students through observations and interviews. Secondary data were collected from school documents, activity records, textbooks, scholarly journals, and government regulations relevant to character education and Islamic Religious Education (Arikunto, 2019; Umar, 2015).

Research Instruments

In this qualitative study, the researcher served as the primary instrument and played a central role in collecting and interpreting the data. To support the data collection process, the researcher utilized interview guidelines, observation sheets, and documentation records as supplementary instruments. The use of the researcher as the key instrument enabled flexibility and depth in understanding the meanings and experiences associated with the phenomenon under investigation (Lincoln & Guba, 1985; Sugiyono, 2022).

Data Collection Techniques

Data were collected through interviews, observations, and documentation. Interviews were conducted to obtain in-depth information regarding the roles of Islamic Religious Education teachers and the implementation of character-based learning strategies. Observations were carried out to directly examine students' disciplinary behavior and the learning process in the classroom. Documentation was used to complement the data through school records, photographs of activities, and institutional archives (Sugiyono, 2022; Wijaya, 2013).

Data Analysis Techniques

The data were analyzed using the interactive model developed by Miles, Huberman, and Saldaña, which consists of four stages: data collection, data condensation, data display, and conclusion drawing and verification. Data analysis was conducted continuously and simultaneously throughout the research process to obtain a systematic, factual, and comprehensive understanding of the role of Islamic Religious Education teachers in enhancing students' discipline (Miles et al., 2014).

Trustworthiness of Data

The trustworthiness of the data was ensured through credibility, transferability, dependability, and confirmability criteria. Credibility was established through source and technique triangulation. Transferability was achieved by providing detailed and systematic descriptions of the research context and findings. Dependability was maintained through an audit of the research process conducted by academic supervisors, while confirmability was ensured by verifying the consistency between the data, research procedures, and findings (Moleong, 2019; Sugiyono, 2022).

RESULTS AND DISCUSSION

RESULTS

The Role of Islamic Religious Education Teachers in Implementing Character-Based Learning to Improve Students' Discipline

The findings of this study indicate that Islamic Religious Education (IRE) teachers at SDN 169 Bolang, Enrekang Regency, play a strategic role in implementing character-based learning to enhance students' discipline. Their role extends beyond delivering religious instruction to include fostering disciplined attitudes and behaviors through role modeling, habituation, and the integration of Islamic values into classroom learning and daily school activities. IRE teachers are viewed as central figures who guide students in understanding and practicing discipline as an integral part of Islamic teachings.

Based on interviews with the principal, IRE teachers, and homeroom teachers, it was found that students' discipline is developed through an integrated approach involving both classroom instruction and school-wide activities. Character values such as punctuality, responsibility, honesty, and obedience to school regulations are consistently reinforced. IRE teachers emphasize that discipline is part of religious obligations, including performing prayers on time, maintaining cleanliness, and completing tasks responsibly.

Character-based learning is implemented through various methods, including routine habituation, the assignment of responsibilities, reinforcement of religious values, and collaboration between IRE teachers and homeroom teachers. Students are accustomed to arriving at school on time, complying with school rules, completing assignments according to schedule, and maintaining the cleanliness of the school environment. Observational data revealed an increase in students' awareness of disciplined behavior both inside and outside the classroom.

Teacher role modeling emerged as a key factor in the success of character-based learning. IRE teachers and homeroom teachers consistently demonstrate disciplined behavior through punctuality, adherence to regulations, and responsibility in carrying out their duties. Such exemplary conduct positively influences students' behavior and facilitates the internalization of disciplinary values.

However, the study also identified several challenges in implementing character-based learning, including differences in students' personalities, family environmental influences, and limitations in maintaining consistent disciplinary habits. These challenges require patience, creativity, and collaboration among schools, teachers, and parents.

Overall, the findings demonstrate that Islamic Religious Education teachers at SDN 169 Bolang play a significant role in improving students' discipline through character-based learning. The integration of Islamic values, teacher role modeling, and consistent disciplinary practices contribute directly to the development of students' disciplined character in both school and social life.

Table 1. The Role of Islamic Religious Education Teachers in Improving Students' Discipline

No.	Informant	Main Findings from Interviews
1	Principal	IRE teachers serve as key agents of character education; discipline is developed through the integration of religious values, role modeling, and habituation to school regulations.
2	IRE Teacher	Discipline is instilled through Islamic teachings such as

			performing prayers on time, maintaining cleanliness, and obeying school regulations.
3	Grade Homeroom Teacher	I	Discipline is developed through simple daily routines and reinforcement of religious values from an early age.
4	Grade Homeroom Teacher	II	Disciplinary habits are fostered through punctuality, responsibility for assignments, and collaboration with IRE teachers.
5	Grade Homeroom Teacher	III	Discipline is strengthened through assigning responsibilities and integrating moral values into IRE learning.
6	Grade Homeroom Teacher	IV	Students are encouraged to develop independent discipline in managing time and completing assignments.
7	Grade Homeroom Teacher	V	IRE teachers reinforce discipline through the integration of Islamic teachings and greater responsibility.
8	Grade Homeroom Teacher	VI	Teacher role modeling and reinforcement of religious values encourage more mature and consistent discipline among students.

Character-Based Learning Strategies Used by Islamic Religious Education Teachers to Improve Students' Discipline at SDN 169 Bolang, Enrekang Regency

Character-based learning is an educational approach aimed at shaping students' personalities through the internalization of moral values within the learning process. At SDN 169 Bolang, Enrekang Regency, character-based learning strategies are specifically directed toward improving students' discipline through the involvement of all members of the school community. The principal emphasized that disciplinary values are strengthened through an integrated approach involving classroom learning, daily habituation, and a consistent school culture. Teachers, staff members, and parents are actively involved to ensure that disciplinary values are not only understood conceptually but also practiced in students' daily lives.

Islamic Religious Education teachers play a crucial role in integrating disciplinary values derived from Islamic teachings into the learning process. Through religious instruction, teachers emphasize that discipline is part of faith, reflected in practices such as performing prayers on time, maintaining cleanliness, and obeying regulations. Teachers' role modeling, including punctuality and consistency in

enforcing rules, serves as a primary strategy that directly influences students' behavior both inside and outside the classroom.

Habituation strategies are also implemented by homeroom teachers through daily routines that support discipline. Students are encouraged to complete assignments on time, maintain classroom cleanliness, and comply with school regulations. In addition, rules are consistently enforced through educational consequences designed to help students understand that every action carries responsibility. This approach enables disciplinary habits to develop gradually and sustainably.

Providing rewards has also proven effective in improving students' discipline. Homeroom teachers offer praise and public recognition to students who demonstrate disciplined behavior. This strategy motivates other students to emulate positive behavior and contributes to the creation of a conducive and healthy competitive classroom environment.

Furthermore, active and reflective learning methods are employed to enhance students' awareness of the importance of discipline. Students are directly involved in discussions, group activities, and tasks that require adherence to rules. After participating in these activities, students engage in self-reflection to evaluate their behavior. This method helps students understand discipline not merely as an obligation but as a character trait that must be cultivated.

Another strategy involves engaging students in decision-making regarding classroom rules. Teachers provide opportunities for students to discuss and agree upon regulations collectively, thereby fostering a sense of responsibility and ownership. Such involvement encourages students to respect and consistently follow the agreed-upon rules.

Religious activities such as Dhuha prayer and collective prayer sessions are also utilized as means of character formation. These activities teach punctuality, orderliness, and commitment to obligations. Structured worship routines contribute significantly to the development of sustainable disciplinary habits.

For students who demonstrate low levels of discipline, teachers employ personalized motivational approaches. Positive reinforcement, individual guidance, and discussions linking discipline to students' future goals help students understand the academic and social benefits of disciplined behavior.

Instructional media such as stories of Prophet Muhammad (PBUH) and his companions are used as supporting strategies in character education. These stories provide concrete examples of discipline in worship and daily life, making it easier for students to internalize disciplinary values.

Evaluation of character-based learning is conducted comprehensively through behavioral observations, feedback from students and parents, and student self-reflection. This evaluation focuses not only on academic outcomes but also on changes in students' attitudes and disciplinary behaviors. Continuous evaluation enables teachers to adjust learning strategies to better meet students' needs.

Table 2. Character-Based Learning Strategies for Improving Students' Discipline

No.	Learning Strategy	Form of Implementation
1	Integration of Religious Values	Instilling discipline through Islamic teachings and IRE teacher role modeling
2	Routine Habituation	Daily routines, punctuality, and compliance with school regulations
3	Teacher Role Modeling	Demonstrating discipline in time management, duties, and regulations
4	Rewards and Consequences	Praise, recognition, and educational consequences
5	Active and Reflective Methods	Discussions, practical activities, and behavioral reflection
6	Student Participation	Involvement in developing classroom rules
7	Religious Activities	Dhuha prayer, collective prayers, and regular worship activities
8	Motivational Approach	Individual guidance and positive reinforcement
9	Islamic Exemplary Stories	Stories of the Prophet and companions as examples of discipline
10	Continuous Evaluation	Observation, reflection, and parental feedback

Addressing Problems and Challenges in Character-Based Islamic Religious Education Learning for Students' Discipline at SDN 169 Bolang, Enrekang Regency

The implementation of character-based Islamic Religious Education learning to improve students' discipline at SDN 169 Bolang faces various challenges arising from both internal and external factors. Differences in students' personalities, family backgrounds, social environmental influences, and technological developments present obstacles that affect the effectiveness of disciplinary value formation. Therefore, IRE teachers and homeroom teachers are required to adopt adaptive, personalized, and collaborative strategies to achieve the objectives of character-based learning effectively.

Interview findings revealed that differences in students' characteristics and readiness levels constitute the primary challenge in fostering discipline. Teachers

recognize that students vary in their understanding and acceptance of disciplinary values. Some students require more individualized approaches, repetition, and continuous guidance to transform less disciplined habits into consistent positive behavior.

In addition to internal factors, family environments and peer influences also hinder the consistency of students' discipline. Teachers noted that disciplinary values taught at school are not always reinforced at home. To address this issue, the school actively maintains communication with parents through regular meetings, personal approaches, and educational programs emphasizing the importance of family involvement in character development.

The rapid development of technology and social media was also identified as a significant challenge. Teachers reported that uncontrolled social media use can interfere with students' concentration and time management. Consequently, educators strive to teach responsible technology use and encourage students to utilize technology for educational and self-development purposes.

When addressing disciplinary violations, teachers employ developmental approaches that emphasize understanding, reflection, and responsibility. Violations are handled through personal dialogue, opportunities for behavioral improvement, and educational consequences. This approach helps students understand discipline as an essential aspect of character formation rather than mere compliance with rules.

Students who exhibit low motivation toward disciplined behavior are supported through contextual and reflective approaches. IRE teachers connect disciplinary values to Islamic teachings and daily life experiences, including stories of Prophet Muhammad (PBUH) and his companions. Such approaches help students recognize the spiritual significance and long-term benefits of discipline.

The implementation of reward and punishment systems also presents challenges, particularly regarding consistency, fairness, and student understanding. Teachers address these challenges by clearly explaining the purpose of rewards and consequences and adapting their application to students' individual characteristics. The emphasis remains on value reinforcement and habit formation rather than solely on rewards or punishments.

Collaboration between schools and parents emerged as a key factor in overcoming these challenges. The principal, IRE teachers, and homeroom teachers agreed that open communication, parental involvement in school activities, and guidance regarding character education at home are essential for ensuring continuity in disciplinary development. Strong synergy between school and family is expected to create a conducive environment for nurturing students' disciplined character.

Table 3. Challenges and Strategies for Addressing Students' Discipline through Character-Based Islamic Religious Education

No.	Main Challenge	Strategy for Addressing the Challenge
1	Differences in students' characteristics and backgrounds	Personalized approaches, gradual guidance, and continuous reinforcement
2	Inconsistency due to home environmental influences	Intensive communication and collaboration with parents
3	Limited understanding of the meaning of discipline	Reflective and contextual approaches
4	Influence of social media and technology	Education on responsible technology use
5	Violations of classroom rules	Personal dialogue and educational consequences
6	Low motivation toward discipline	Islamic exemplary stories and self-reflection
7	Challenges in reward and punishment systems	Adjustment to students' characteristics and transparency
8	Lack of parental support	Regular meetings and character education outreach
9	Inconsistent enforcement of rules	Fair and continuous rule enforcement
10	Lack of a conducive environment	Synergy among school, family, and community

DISCUSSION

This study demonstrates that Islamic Religious Education (IRE) teachers play a strategic role in implementing character-based learning to improve students' discipline at SDN 169 Bolang, Enrekang Regency. This finding aligns with Lickona's (2013) view that character education must be integrated into both the learning process and everyday life practices. IRE teachers not only deliver religious knowledge but also cultivate disciplinary values through role modeling, habituation, and reinforcement of positive behavior, as emphasized by Mulyasa (2018) in the context of character development in elementary schools.

The integration of Islamic values into IRE learning, particularly concerning time discipline and responsibility, is consistent with the teachings of the Qur'an as reflected in Surah Al-Asr (103:1–3). These values highlight the importance of using time effectively and responsibly. This finding is in line with Tafsir's (2016) argument that

Islamic education primarily functions to develop moral character and discipline through the internalization of religious values in daily life.

From the perspective of national education policy, character-based learning at SDN 169 Bolang is consistent with Law Number 20 of 2003 concerning the National Education System and the character-building policy issued by the Ministry of Education and Culture (Kemendikbud, 2015). These policies emphasize that primary education should foster students' character comprehensively, including discipline, responsibility, and honesty as foundational aspects of personality development.

Theoretically, the findings support Lickona's (2013) character education framework, which consists of moral knowing, moral feeling, and moral action. IRE teachers at SDN 169 Bolang integrate these three components through religious instruction, disciplinary habituation, and practical application within school life. This approach is consistent with Koesoema's (2015) emphasis on the importance of habituation and role modeling in character education.

The results are also consistent with previous studies indicating that religious value-based character education significantly contributes to improving students' discipline (Zubaedi, 2017; Samani & Hariyanto, 2019). Teachers function as key agents of character formation by managing meaningful and contextual learning experiences. Consequently, Islamic Religious Education serves as an effective medium for fostering disciplined behavior among students.

The novelty of this study lies in its emphasis on collaboration between IRE teachers and homeroom teachers in developing students' discipline. This collaboration strengthens disciplinary habits both inside and outside the classroom, supporting Kurniasih and Sani's (2017) assertion that the success of character education depends largely on the consistent application of values throughout the school environment.

In addition to intracurricular learning activities, extracurricular programs also contribute to strengthening students' discipline. These activities provide opportunities for students to learn rule compliance, time management, and responsibility. This finding is consistent with Mulyasa's (2018) view that character education should be implemented holistically through all school activities.

This study further highlights the importance of parental involvement in supporting character-based learning. Synergy between school and family is a critical factor in successfully developing students' disciplined character, as emphasized by Koesoema (2015). School-based disciplinary practices become more effective when reinforced within the family environment.

Despite its positive findings, this study identified challenges related to differences in students' characteristics and external environmental influences. These

challenges underscore the need for continuous evaluation and sustained efforts in implementing character education, as recommended by Sugiyono (2022) in qualitative educational research.

CONCLUSION

This study concludes that Islamic Religious Education (IRE) teachers play a significant role in enhancing students' discipline through the implementation of character-based learning at SDN 169 Bolang, Enrekang Regency. This role is demonstrated through teachers' exemplary behavior, the integration of Islamic values into the learning process, and continuous collaboration among IRE teachers, homeroom teachers, and parents. Islamic Religious Education serves not only as a medium for transmitting religious knowledge but also as an effective instrument for fostering students' disciplinary character in their daily lives. The findings further reveal that character-based learning strategies, including habituation, role modeling, reinforcement of religious values, reflective learning activities, and the application of educational rewards and consequences, contribute positively to the development of disciplined behavior among students. Although challenges such as diverse student characteristics, external environmental influences, and varying levels of parental support were identified, these obstacles can be addressed through effective communication, consistent guidance, and strong cooperation between schools and families. Therefore, character-based Islamic Religious Education plays a vital role in promoting sustainable disciplinary character development among elementary school students.

Based on the findings of this study, it is recommended that schools strengthen the implementation of character-based education by fostering a supportive school culture and enhancing collaboration among teachers, parents, and the wider community. Islamic Religious Education teachers should continue to develop innovative, reflective, and contextually relevant learning strategies that integrate disciplinary values into both instructional activities and students' everyday experiences. Furthermore, parents are encouraged to actively support character development at home by providing consistent role models and reinforcing disciplinary behaviors introduced at school. Future researchers are also encouraged to explore the long-term impact of character-based Islamic Religious Education on students' behavioral development across different educational settings to enrich the body of knowledge in character and Islamic education.

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