



PROBLEMATICS OF RELIGIOUS CHARACTER BUILDING AND DISCIPLINE IN STUDENTS OF SMA KARTIKA 1-2 MEDAN

YUNITA

yunita11yunita.nindi90@gmail.com

Universitas Medan Area, Medan, Indonesia

Jl. Kolam Nomor 1, Medan Estate, Medan, 2022
SMA Kartika 1-2 Medan

Received: November 8th, 2022

Accepted: December 22th, 2022

Published: December 30th, 2022

Abstract: *Problematics of Religious Character Building and Discipline in Students of SMA Kartika 1-2 Medan.* This research is motivated by the many behaviors of students in class XI of SMA Kartika 1-2 Medan that do not reflect a religious and disciplined character. This research aims to find out what the problems in the formation of religious and disciplinary character and what are the inhibiting factors in the formation of the religious and disciplinary character of class XI students of SMA Kartika 1-2 Medan, This type of research uses qualitative methods with a descriptive approach, using interview techniques, observation, and documentation. The results showed that: Problematics of Religious Character Building and Discipline of class XI SMA Kartika 1-2 Medan, namely: students do not obey the rules, lack of cooperation between teachers and parents, the methods used by teachers are not optimal, and the factors that become obstacles in the formation of religious character and discipline of class XI students are: internal factors that come from within the students themselves, namely: lack of willingness from within students, and students who are difficult to manage and external factors, namely: Lack of attention from parents, environment and association of students who are less supportive and the negative impact of the internet and online games.

Keywords: *Problematics; Character Building; Religion and Discipline;*

Abstrak: *Problematika Pembentukan Karakter Religius dan Disiplin pada Siswa SMA Kartika 1-2 Medan.* Penelitian ini dilatarbelakangi oleh banyaknya perilaku siswa kelas XI SMA Kartika 1-2 Medan yang tidak mencerminkan karakter religius dan disiplin. Penelitian ini bertujuan untuk mengetahui apa saja yang menjadi permasalahan dalam pembentukan karakter religius dan disiplin dan apa saja yang menjadi faktor penghambat dalam pembentukan karakter religius dan disiplin siswa kelas XI SMA Kartika 1-2 Medan, Jenis penelitian ini menggunakan metode kualitatif dengan pendekatan deskriptif, dengan menggunakan teknik wawancara, observasi, dan dokumentasi. Hasil penelitian menunjukkan bahwa: Problematika Pembentukan Karakter Religius dan Disiplin siswa kelas XI SMA Kartika 1-2 Medan, yaitu: siswa tidak mentaati peraturan, kurangnya kerja sama antara guru dengan orang tua, metode yang digunakan guru kurang maksimal, dan faktor-faktor yang menjadi kendala dalam pembentukan karakter religius dan disiplin siswa kelas XI yaitu: faktor internal yang berasal dari dalam diri siswa itu sendiri yaitu: kurangnya kemauan dari dalam diri siswa, dan siswa yang sulit diatur dan faktor eksternal yaitu: Kurangnya perhatian dari orang tua, lingkungan dan pergaulan siswa yang kurang mendukung serta dampak negatif dari internet dan game online.

Kata Kunci: *Problematika; Pembentukan Karakter; Agama dan Kedisiplinan;*

To cite this article:

Yunita, Y. (2022). Problematics of Religious Character Building and Discipline in Students of SMA Kartika 1-2 Medan. *At-Ta'lim: Media Informasi Pendidikan Islam*, 21(2), 226-236. doi:10.29300/atmipi.v21.i2.9669.

A. INTRODUCTION

Education is one of the most important components of human life. A good education will also have a good impact on humans and also on their survival. Through education, humans can develop their abilities and personality. Wherever in the world there is society and there is also education because education is very close to humans (Abdullah & Kadri, 2016). Character education is an important part that cannot be separated in our world of education. In the direction policies and priorities of character education, it is emphasized that character education has become an inseparable part of efforts to achieve the vision of national development contained in the 2005-2025 long-term development plan, that character education is in line with national education priorities, can be observed from the Graduate Competency Standards (SKL).

Character education has been a thought of Indonesian education figures since 1930. In front of the Taman Siswa congress participants, Ki Hajar Dewantoro said: "Education in general means efforts to advance the growth of character (inner strength, character), mind (intelligence) and body of children: in the understanding of the student garden, these parts should not be separated, so that we can advance the perfection of life, namely the life and livelihood of the children we educate in harmony with their world (Adisusilo, 2014).

Currently, the development of Globalization has brought many changes, especially in the issue of character education. In the 21st century, we have entered the era of the Industrial Revolution 4.0 generation known as the millennial generation. The existence of the internet and technological equipment is one of the things that marks the birth of the millennial generation and sophisticated, information technology (Asnami, 2013). This shows as if various kinds of high-technology equipment have become an inseparable part of people's lives today.

Talking about character, it is necessary to listen to what is in Law Number 20 of 2003, which states that "National education functions to develop abilities and shape the character and civilization of a dignified nation to educate the nation's life, ..." in this law, there is the word "character" (Hasym, 2015). The situation and condition of the nation's character that is of concern has encouraged the government to take the initiative to prioritize the development of the nation's character. The development of the nation's character is made the mainstream of national development. This implies that every development effort must always be directed to have a positive impact on character development.

The evil and destruction of a nation begins with the deterioration of its character, even though the weakness or destruction can still be temporarily covered up with external advances, and these external forces essentially do not have a "root" in the soul of the nation. The root of all evil actions, acts of wickedness, lies in the loss of character. Strong character is the fundamental foundation that gives human populations the ability to live together in peace and shape a world filled with goodness and virtue, free from violence and immorality (Hendayani, 2019).

The rise of child and adolescent violence, crimes against friends, teenage theft, cheating habits, abuse of drugs and pornography, rape, robbery, and destruction of other people's property have become social problems that until now have not been resolved completely. The behavior of our youth is also characterized by cheating, bullying, and school brawls. The consequences that arise are quite serious and can no longer be considered a simple matter because this action has led to criminal acts (Islami, 2017).

Admittedly, character or moral issues are not completely neglected by educational institutions. However, the facts surrounding the deterioration of character around us, show that there is a failure in our educational institutions in terms of growing Indonesian humans with character or noble character. This is because what is taught at school about religious knowledge and character education has not succeeded in forming people with character. Character education, of course, is not only the responsibility of schools. Character education is a shared responsibility of all those who touch the values and lives of young people, beginning with families and extending to faith communities, youth organizations, businesses, government, and even the media (Kartika, 2019). The hope for the future is that we can come together with a common cause: elevating the character education of our children, our character as adults, and ultimately the character of our culture.

The countermeasure to the collapse of character is to eliminate or improve the factors that cause it. Five domains of education can foster good character, the first of which is Family, Self, Government, School, Environment, and Society. Character building is a developmental process in thinking that is continuous until the end of the age (Kurniawati, 2021). Character education is everything that teachers do, that can influence the character of students, teachers help shape the character of students. Character education instills habits about what is good so that students become aware of what is right and wrong, can feel good values, and are accustomed to doing so. In the period of elementary school children, the methods used by teachers to develop character are direction, habituation, exemplary, reinforcement, and punishment.

Children today spend more time playing online games, and videos, and interacting with media gadgets, such as cell phones, laptops, and video games. Activities that are in contact with technology color children's lives more, rather than interacting with their peers in the home environment, playing soccer, cycling, and other play activities. The activities of elementary school-age children must be supervised by families, educators, and the surrounding community so that children are not exposed to the negative effects of digital technology (Kusuma, 2013).

Strengthening character education in the current era is an important thing to do considering the many events that show a moral crisis among children, adolescents, and parents. Therefore, strengthening character education needs to be implemented as early as possible starting from the family environment, and school and extending into the community environment (Lailiyah & Badi'ah, 2019).

Based on preliminary observations and interviews that researchers conducted at SMA Kartika 1-2 Medan with the principal and grade XI teachers, information was obtained that character education that has been implemented or that has been instilled in this school, namely, religious characters such as reading the al-Qu'an every morning before learning, yasinan together and infaq every Friday, dhuha prayers together once a week, disciplined characters such as following the rules of school discipline, nationalism characters such as ceremonies every Monday morning and ceremonies commemorating other national holidays such as teacher's day, national education day, etc.. Independent characters, such as class pickets, and cooperation in cleaning together, as well as other character education such as love for the country, creativity, and social care through habituation, direction, and punishment activities.

Religious values are included in one of the many value points in character education. Religious values will be shown by a person through his words and actions. This value is a basic value in all aspects of life. Therefore, the school environment greatly influences the formation of students' character, and what they get at school will determine whether the students' character is good or not. Disciplinary character values are also very important for humans to have so that other good character values emerge. The importance of strengthening

the value of disciplinary character is based on the reason that many deviant behaviors are contrary to disciplinary norms (Lestari, S. (2015).

However, in reality, what is happening at this time is that in this school there are problems or problems in the formation of religious and disciplinary characters in Class XI. This can be seen from the many behaviors of class XI students who do not reflect religious characters such as students who often do not say greetings when entering class, and students who are still seen chatting when praying. In the character of discipline, the declining discipline of students can be seen from many students who are often late for school, do not wear school uniforms according to their schedule, do not wear socks, and there are still many students who litter and there are also students who fight and mock each other and other behaviors that deviate from the norms of discipline.

Based on the context of the problem in the explanation above, the author wants to reveal this problem by researching this matter, and the dynamics that occur at SMA Kartika 1-2 Medan with the title "Problematics of Religious Character Building and Discipline of Grade XI Students of SMA Kartika 1-2 Medan."

B. METHOD

Based on the type, researchers use qualitative research, qualitative research methods are research methods used to examine the conditions of natural objects, where researchers are key instruments, data collection techniques are triangulated (combined), data analysis is inductive, and qualitative research results emphasize meaning rather than generalization (Afifudin & Beni, 2018). Qualitative research is a type of research whose findings are not obtained through statistical procedures or other forms of calculation.

Qualitative methods are used to obtain in-depth data, data that contains meaning. Meaning is the real data, definite data, and a value behind the apparent data (Emzir, 2016). Therefore, qualitative research does not emphasize generalizations but emphasizes meaning. With the understanding of the research above, it shows that the research conducted in the thesis is classified as qualitative research, so what the researcher wants to examine is the problematics of religious character building and discipline of class XI SMA Kartika 1-2 Medan.

This research was conducted on February 10-24, 2022. Based on the research letter issued by the Faculty. This research was conducted at SMA Kartika 1-2 Medan in 2021. Informants are people who are used to providing information or facts about the situation and conditions in the research. The informants in this study were grade IV teachers, grade IV students, principals, and school operators in grade XI of SMA Kartika 1-2 Medan.

C. RESULTS AND DISCUSSION

After the researcher collects data from interviews, observations, and documentation, the next step is to analyze the data to further explain the research results.

The data obtained and explained by researchers will be analyzed using qualitative data analysis by reducing data, presenting data, and drawing conclusions. This discussion is carried out to answer the formulation of research problems, namely: What are the Problematics of character building of class XI students of SMA Kartika 1-2 Medan? And what are the factors that influence the character building of students in class XI of SMA Kartika 1-2 Medan? The description of data analysis that will be explained as a result of the research is as follows:

1. Problematics of Religious Character Building and Student Discipline

Character education, of course, is not only the responsibility of schools. Character education is a shared responsibility of all those who touch the values and lives of young people, beginning with the family and extending to faith communities, youth organizations, businesses, government, and even the media. The hope for the future is that we can come

together with a common cause: elevating the character education of our children, our character as adults, and ultimately the character of our culture (Pahlevi, & Utomo, (2022).

It is recognized that character or moral issues are not completely neglected by educational institutions. However, the facts surrounding the deterioration of character around us indicate that there is a failure in our educational institutions in terms of growing Indonesian humans with character or noble character (Rahmat et al., 2017). This is because what is taught at school about religious knowledge and character education has not succeeded in forming people with character.

Based on the results of research from interviews, observations, and documentation, the problems of religious and disciplinary character building for class XI students of SMA Kartika 1-2 Medan are as follows:

a. Students Disobey the Rules.

Based on the results of research, in this case, shows that class XI students are lacking in obeying the rules, in the sense that their internal factors have not been able to influence their behavior. This can be seen from the results of direct observation of researchers that there are still many class XI students who violate the rules in religious norms and disciplinary norms. An example of religious character is that there are still students who chat during prayer, students often do not attend dhuha prayers, do not bring the Koran, and the low infaq results every Friday. In the character of discipline, many students often come late, litter, and do not wear uniforms according to their schedule. This happens because the internal factors that come from themselves, namely their awareness, have not been able to influence their character.

This problem contradicts the theory of Socrates who argues that the most basic goal of character education is to make a person a noble and smart human being (Suhadi, 2018). This also contradicts Ryan and Lickona's theory which says that the basic value that is the foundation in building character is obedience and respect. Obedience and respect include oneself, others, all forms of life, and the environment, by having a sense of obedience and respect, individuals see themselves and others as something valuable and have equal rights.

Based on the results of the research and the theory above, the author can understand that in character building, especially religion, and discipline, it will be very complicated if, in the process of formation, students lack in obeying existing rules, obedient and obedient attitudes should be instilled and familiarized both from students, teachers, and parents in various aspects both in the school environment and outside the school to create students with noble character.

a. Lack of Cooperation Between Teachers and Parents

Based on the results of the study as explained by Mrs. Erlina, it shows that the lack of cooperation between parents and teachers, parents delegate their responsibilities at school. This can be seen It will certainly be complicated if this problem becomes complicated if cooperation between teachers and parents is not established.

The results also show that parents do not communicate with teachers about their children's development. Parents do not familiarize and motivate their children at home. Both principal teachers and parents will find it very difficult to make changes without a joint commitment (Utomo et al., 2022). So this is very instrumental in the progress of children's character building. Good cooperation between teachers and parents will certainly be able to help in shaping the character of students well.

This problem contradicts the theory of Zakiah Derajat which says that every parent and educator wants to foster children and students to become good people, and have strong personalities and commendable morals, all of this can be achieved through cooperation between parents and teachers through the educational process both through education at school and outside school.

Based on the results of the research and the theory above, character building is a common task for us, especially the cooperation between school teachers and parents is very influential on student character. Education starts at home, so education is not only the duty of a teacher but also of parents. A change requires cooperation.

b. The method used by the teacher is not optimal

Based on the results of the research, the problem that arises is that the method used by the teacher is not optimal, which is chosen to be carried out, namely the habituation method implemented through existing regulations, and has not emphasized the exemplary method. This habituation method is considered by the teacher to be not optimal in shaping the religious and disciplinary character of class XI students because it has not been able to affect changes in their character, this is a problem for teachers in shaping religious and disciplinary character.

This is in line with An-Nahlawi's theory in his character building theory which says that not only maximizing the habituation method but also maximizing the exemplary method. Exemplary is the most effective and efficient method in shaping student character. Because students tend to imitate (imitate) teachers will imitate what they see (Yunus, (2015).

This is also supported by Abdul Majid in his affective theory also says that the cultivation of character education in school teachers, such as integrating character values into learning content, exemplary teachers as models or examples for students, habituation of character environments that have good character, habituation of all school residents to behave according to the character values developed as role models for students, and most importantly the development of school culture to support the success of character education (Zubaedi & Utomo, 2021).

Based on the results of the research and the theory above, the author can understand that in the process of character education, educational methods are needed that can instill good character values in students so that students not only know about morals (moral knowing) but it is also hoped that they will be able to carry out morals or (moral action) which is the main goal of character education.

The data above is in line with Nurul Lailiyah's theory in her Cognitive theory which says that the problems in shaping student character are: diverse student behavior, lack of maximum methods used, lack of communication and cooperation between schools and parents of students, the influence of the internet, promiscuity and lack of support from parents.

1) Lack of attention from parents

Based on the results of the research, the issue of character building becomes more complicated when parents as the main teachers of children are unable to play their functions properly and appropriately. Parents are more concerned with work and busyness and leave their main responsibility to educating and guiding children to become good and noble people. The results show that parents pay less attention to their children in character building.

This is in line with Ratna Megawangi's theory which says that character is formed due to two factors, namely natural factors and environmental factors, the environment here is parents, the function of parents is to educate, build, and develop the abilities of all family members so that they can live well in society (Putri, 2018).

Based on the results of the research and the theory above, the author can understand that parental attention in character building is very necessary considering that education starts at home. Parents should provide guidance, direction motivation, and habituation to their children when at home. We meet many parents who fail to educate their children. So the emotional maturity of these children becomes bad and they cannot live in society properly.

2) Environment and association of less supportive students

Based on the results of the research, there is an environment around students that is less supportive, such as the absence of habituation activities that can motivate students, the lack of understanding of the surrounding community about the importance of forming religious

and disciplinary characters, and the influence of peers such as gaming habits. A less supportive surrounding environment will hurt students, especially now that promiscuity and the use of social media are rampant.

The results of the study are also supported by Mahmud Yunus' theory which says that one of the factors that contribute to determining the behavior of a person or a society is the environment, for example, an environment that likes to brawl will certainly have a bad influence on the surrounding people. Based on the results of the research and the theory above, the author can understand that the environment as a place to socialize children with society also has an impact on children both directly and indirectly. The existing environment around where students live takes an important role in the formation of student character, if the environment is good in morals, then the morals of the students will be good, but on the contrary, if the environment is bad in morals, then the morals may also be bad.

3) The Negative Impact of the Internet and Online Games

Based on the results of research showing that there is a negative impact of the Internet and online games, this is to the statement of the guardian of class XI and the existence of the Internet and online games is currently a necessity, especially students do not want to be left behind, but it is necessary to know that the internet in addition to having a positive impact can also have a negative impact.

The habits of class XI students in this digital era are the use of the internet or cell phones because they play online games more often when they are at home, so this has a negative influence on them because sometimes they forget to study, come to school late because they wake up late. Forgetting to pray because they are engrossed in playing games and the internet.

This is also supported by Meti Hendayani's theory that education in the current digital era can not only be enjoyed by adults but also by children. Schools can also enjoy the results of these technological developments, even toddlers are now good at playing gadgets. The rise of the above cases mostly afflicts children at school age. Many problems affect the formation of student character education, both internal and external (Sahlan & Prastyo, 2016).

This is also in line with the theory of Jamal Ma'aruf who said that the internet has now become a necessity, especially students do not want to miss utilizing this super sophisticated technology, but it must be known that the internet in addition to having a positive impact also has a negative impact. From this negative impact, problems arise in the character-building process (Saleh, A. M. (2012).

Based on the results of the research and the theory above, the author can understand that children today spend more time playing online games, and videos, and interacting with media gadgets, such as cell phones, laptops, and video games. Activities that are in contact with technology color children's lives more, rather than interacting with their peers in the home environment, playing soccer, cycling, and other play activities. The activities of elementary school-age children must be supervised by families, educators, and the surrounding community so that children are not exposed to the negative effects of digital technology.

The results of the study are also supported by Hamka Abdul Aziz's theory which says that there are two inhibiting factors in character building, namely internal factors such as desire and willingness, diverse student behavior, external factors such as parental attention, the influence of the internet and television on the community environment (Samani & Hariyanto, 2017).

Based on the results of the above research, it can be understood that at SDN 1 Terusan there are still many problems or problems that cannot be resolved in the formation of religious and disciplinary characters in class XI students. From the results of research both interviews and observations, the authors can find that the problems of religious character building and student discipline in class XI of SMA Kartika 1-2 Medan are: students do not obey the rules, lack of cooperation between teachers and parents, the methods used by teachers are not

optimal, and the factors that become obstacles in the formation of religious character and discipline of class XI students are: internal factors that come from within the students themselves, namely: Willingness from within students, unruly students and external factors, namely: Lack of attention from parents, environment and association of students who are less supportive and the negative impact of the internet and online games.

Character education is very important in the scope of the school because character education will bring up traits that direct students to good things (Syafri, 2012). When instilled in students' personalities, they are taught not only knowing something is good (Wibowo, 2012), prohibited religion not only knowledge given but students are taught really how to behave according to the knowledge they have (Wijanarti, et al., 2019). The aim is that students form a positive character in themselves and have a routine of Islamic values (Utomo, 2022).

Overcoming the collapse of character is to eliminate the problem and improve the factors that cause it to achieve the goals in the process of the character-building process (Utomo & Alawiyah, 2022). Five domains of education can foster good character, the first is Family, Self, Government, School, Environment, and Society, and all of these are our shared responsibilities in the process of formation. Character building is a developmental process in thinking that is continuous until the end of age (Utomo & Pahlevi, 2022). Character development is integrated into subjects as well as intra- and extracurricular activities.

Thus the Problems of religious and disciplinary character formation of class XI students of SMA Kartika 1-2 Medan, both from the results of interviews, observations, and documentation that the author conducted during this research process.

D. CONCLUSION

Based on the results of research on Problematics of Religious Character Building and Discipline of class XI SMA Kartika 1-2 Medan, the authors can conclude that (1) Problematics of religious character building and discipline of students in class XI SMA Kartika 1-2 Medan, namely: Students do not obey the rules, lack of cooperation between teachers and parents, the methods used by teachers are not maximized; (2) The inhibiting factors in the formation of the religious and disciplinary character of students in class XI of SMA Kartika 1-2 Medan are: Internal factors Lack of willingness from within students and unruly students and external factors: Lack of parental attention, environment and association of less supportive students, and the negative impact of the internet and online games.

E. REFERENCES

- Abdullah, R., & Kadri, M. (2016). Pendidikan Karakter (Mengembangkan Karakter Anak yang Islami. Jakarta: PT. Bumi Aksara.
- Adisusilo, S. (2014). Pembelajaran Nilai Karakter. Jakarta: PT. Raja Grafindo Persada.
- Afifudin, A., & Beni, A. (2018). Metode Penelitian Kualitatif. Bandung: CV Pustaka Setia.
- Asnami, J. M. (2013). Pendidikan karakter di Sekolah. Yogyakarta: Diva
- Emzir, E. (2016). Metodologi Penelitian Kualitatif. Jakarta: Rajawali Pers.
- Hasym, A. (2015). Pembelajaran IPS Berbasis Pendidikan Karakter. Yogyakarta: Media Akademi.

- Hafizallah, Y. (2023). Thomas Lickona's Concept of Character Education and its Implications for Islamic Education in Schools. *Indonesian Journal of Character Education Research*, 1(1), 12-23. <https://ejournal.aecindonesia.org/index.php/ijcer/article/view/60>
- Hendayani, M. (2019). Problematika Pengembangan Karakter Peserta Didik di Era 4.0. *Jurnal Penelitian Pendidikan Islam*, 7(2), 183.
- Irmayanti, R., Annisa., D. F., & Riswanto, D. (2023). The Problems of Religious and Disciplinary Character Building in Senior High School Students: A Case Study at SMA Merdeka Soreang. *Indonesian Journal of Character Education Research*, 1(1), 24-33. <https://ejournal.aecindonesia.org/index.php/ijcer/article/view/49>
- Islami, F. (2017). Problematika Guru dalam Membentuk Karakter Peserta Didik di MTs Islamiyah Ciputat (Bachelor's thesis).
- Kartika, A. (2019). Penanaman Karakter Disiplin Dan Tanggung Jawab Siswa Melalui Pembelajaran Pendidikan Agama Islam Di Sekolah Dasar Negeri 75 Kota Bengkulu (Doctoral dissertation, IAIN Bengkulu).
- Kasmantoni, K., & Apriyani, A. (2023). Nilai-nilai Pendidikan Karakter pada Tokoh Islam Ali Bin Abi Thalib dan Relevansinya di Era Kontemporer. *Indonesian Journal of Character Education Research*, 1(1), 34-47. <https://ejournal.aecindonesia.org/index.php/ijcer/article/view/48>
- Khasanah, U., & Lestari, I. (2023). Strengthening Character Education: Strategies for Elementary School Teachers in Instilling National Spirit and Love for the Motherland in Students. *Indonesian Journal of Character Education Research*, 1(1), 59-68. <https://ejournal.aecindonesia.org/index.php/ijcer/article/view/64>
- Kurniawati, A. (2021). Problematika penanaman nilai-nilai pendidikan karakter pada peserta didik dalam pembelajaran Jarak Jauh: studi Kasus Di Mtsn 1 Sidoarjo.
- Kusuma, D. (2013). Pendidikan Karakter, Bandung: Remaja Rosdakarya.
- Lailiyah, N., & Badi'ah, R. (2019). Problematika Pembentukan Karakter Islami Peserta Didik di MTs Islamiyah Bulurejo Damarwulan Kepung Kediri. *TA'LIM: Jurnal Studi Pendidikan Islam*, 2(1), 1-21.
- Lestari, S. (2015). Psikologi Penanaman Nilai Karakter. Jakarta: Kencana
- Lickona, T. (2022). Character matters (Persoalan karakter): Bagaimana membantu anak mengembangkan penilaian yang baik, integritas, dan kebajikan penting lainnya. Bumi Aksara.
- Majid, A., & Andayani, D. (2011). Pendidikan Karakter Perspektif Islam. Bandung: PT. Remaja Rosdakarya.
- Mustari, M. (2017). Nilai Karakter (Refleksi Untuk Pendidikan. Jakarta: PT. Raja Grafindo Persada.
- Pahlevi, R., & Utomo, P. (2022). Orang Tua, Anak dan Pola Asuh: Studi Kasus tentang Pola layanan dan Bimbingan Keluarga terhadap Pembentukan Karakter Anak. *Jurnal Hawa:*

- Studi Pengarus Utamaan Gender dan Anak, 4(1), 91-102.
<http://dx.doi.org/10.29300/hawapsga.v4i1.6888>
- Rahmat, N., Sepriadi, S., & Daliana, R. (2017). Pembentukan karakter disiplin siswa melalui guru kelas di SD Negeri 3 Rejosari kabupaten Oku Timur. *JMKSP (Jurnal Manajemen, Kepemimpinan, dan Supervisi Pendidikan)*, 2(2), 229-243.
- Suhadi, O. (2018). *Penguatan Pendidikan Karakter (PPK)*. Jakarta: Erlangga.
- Pradinafika, R., Prayogi, F., Zubaidah, Z., & Bulantika, S. Z. (2023). Islamic Guidance: The Influence of Religious Awareness as a Mediator in Shaping Students' Religious Behavior. *Indonesian Journal of Guidance and Counseling Research*, 1(2), 80-89.
<https://ejournal.aecindonesia.org/index.php/ijgcr/article/view/87>
- Putri, D. P. (2018). Pendidikan karakter pada anak sekolah dasar di era digital. *AR-RIAYAH: Jurnal Pendidikan Dasar*, 2(1), 37-50.
- Sahlan, A., & Prastyo, A. T. (2016). *Desain Pembelajaran Berbasis Pendidikan Karakter*. Yogyakarta: Ar-Ruzz Media.
- Saleh, A. M. (2012). *Membangun Karakter dengan Hati Nurani*. Erlangga.
- Samani, M., & Hariyanto, H. (2017). *Konsep dan Model Pendidikan Karakter*. Bandung: PT. Remaja Rosdakarya.
- Sugiyono. (2018). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Bandung: Alfabeta Cv.
- Sujanto, A. (2017). *Psikologi Umum*, Jakarta: Aksara Baru.
- Syafri, U. A. (2012). *Pendidikan Karakter Berbasis Al-Qur'an*. Jakarta: PT. Raja Grafindo Persada.
- Tamam, T. (2023). The Implementation of Discipline Character Education Policy in Madrasah Tsanawiyah Riyadhus Sholihin Megang Sakti Musi Rawas. *Indonesian Journal of Character Education Research*, 1(1), 48-58.
<https://ejournal.aecindonesia.org/index.php/ijcer/article/view/63>
- Wibowo, A. (2012). *Pendidikan Karakter*. Yogyakarta: Pustaka Pelajar.
- Wijanarti, W., Degeng, I. N. S., & Untari, S. (2019). Problematika pengintegrasian penguatan pendidikan karakter pada pembelajaran tematik. *Jurnal Pendidikan: Teori, Penelitian, dan Pengembangan*, 4(3), 393-398.
- Utomo, P. (2022). The Effect of Personal Guidance on the Formation of Child Spiritual Intelligence. *Al Musyrif: Jurnal Bimbingan dan Konseling Islam*, 5(2), 86-94.
<https://doi.org/10.38073/almusyrif.v5i2.886>
- Utomo, P., & Alawiyah, I. (2022). Family-Based Character Education: The Role of Parenting as the Basic of Character Education for Elementary Children. *Journal of Primary Education (JPE)*, 2(1), 1-9. <http://dx.doi.org/10.29300/jpe.v2i1.6976>

- Utomo, P., & Pahlevi, R. (2022). Peran Teman Sebaya sebagai Moderator Pembentukan Karakter Anak: Systematic Literature Review. *INSPIRATIF: Journal of Educational Psychology*, 1(1), 1-8. <http://jurnal.yoii.ac.id/index.php/inspiratif/article/view/35>
- Utomo, P., Prayogi, F., & Pahlevi, R. (2022). Bimbingan dan Konseling Keluarga: Pola Asuh Orang Tua dan Implikasinya terhadap Penanaman Nilai-Nilai Karakter pada Anak. *Prophetic: Professional, Empathy, Islamic Counseling Journal*, 5(1), 35-50. <https://doi.org/10.24235/prophetic.v5i1.11170>
- Yunus, M. (2015). *Pokok-Pokok Pendidikan dan Pengajaran*. Jakarta: Agung.
- Zubaidah, Z., & Dari, P. W. (2023). The Implementation of Character Education and National Culture in Schools through Civic Education Subjects. *Indonesian Journal of Character Education Research*, 1(1), 1-11. <https://ejournal.aecindonesia.org/index.php/ijcer/article/view/61>
- Zubaedi, Z. (2013). *Desain Pendidikan Karakter*. Jakarta: Kencana Prenada Media Group.
- Zubaedi, Z., & Utomo, P. (2021). Nilai Kerja dalam Pendekatan Tasawuf dan Pengaruhnya Sebagai Bimbingan Pribadi-Sosial Terhadap Pembentukan Karakter Masyarakat Modern. *Altifani: Jurnal Pengabdian Masyarakat Ushuluddin, Adab, dan Dakwah*, 1(2), 99-112. <https://doi.org/10.32939/altifani.v1i2.912>