



Efforts to Cultivate Habituation-Based Character Education in Students of Kalibaru State Vocational High School (SMK) Banyuwang

Susiana¹, M. Ngantori²

¹⁻²Sekolah Tinggi Agama Islam Jarinabi

Email: susiana04@gmail.com, antthory@gmail.com

Abstract

Character education is the process of instilling positive values in students through various effective methods so that these values can be consciously applied without coercion. Successful character education instillation requires synergy from all school components, both through the school's flagship program and the active role of teachers in guiding students. This study aims to examine the efforts of Kalibaru State Vocational School (SMK Negeri Kalibaru) in instilling habit-based character education, identify supporting and inhibiting factors, and determine the results of implementing this character education among students. This study used a qualitative approach with a case study, in which the researcher served as the primary instrument, while data collection was conducted through observation and interviews, mostly conducted online. The results indicate that the efforts to instill habit-based character education at Kalibaru State Vocational School (SMK Negeri Kalibaru) have been running according to the school program, although several supporting and inhibiting factors have been identified. Overall, the process of instilling character in students has been successful, with the implementation of rewards and punishments helping teachers instill discipline and accustom students to applying character values, ensuring the school's program runs smoothly.

Keywords: *Instillation, Education, Character, Habituation, Students*

Abstrak

Pendidikan karakter merupakan proses penanaman nilai-nilai positif kepada peserta didik melalui berbagai metode yang efektif sehingga nilai tersebut dapat diterapkan secara sadar tanpa paksaan. Keberhasilan penanaman pendidikan karakter memerlukan sinergi seluruh komponen sekolah, baik melalui program unggulan sekolah maupun peran aktif guru dalam membimbing peserta didik. Penelitian ini bertujuan untuk mengetahui upaya SMK Negeri Kalibaru dalam menanamkan pendidikan karakter berbasis pembiasaan, mengidentifikasi faktor pendukung dan penghambatnya, serta mengetahui hasil dari penerapan pendidikan karakter tersebut pada peserta didik. Penelitian ini menggunakan pendekatan kualitatif dengan jenis studi kasus, di mana peneliti berperan sebagai instrumen utama, sedangkan teknik pengumpulan data dilakukan melalui observasi dan wawancara yang sebagian besar dilaksanakan secara daring. Hasil penelitian menunjukkan bahwa upaya penanaman pendidikan karakter berbasis pembiasaan di SMK Negeri Kalibaru telah berjalan sesuai dengan program sekolah, meskipun terdapat beberapa faktor pendukung dan penghambat dalam pelaksanaannya. Secara umum, proses penanaman karakter pada peserta didik berhasil dengan baik, di mana penerapan reward dan punishment turut membantu guru dalam menanamkan kedisiplinan serta membiasakan peserta didik untuk menerapkan nilai-nilai karakter sehingga program sekolah dapat berjalan sebagaimana mestinya.

Kata Kunci: *Penanaman, Pendidikan, Karakter, Pembiasaan, Peserta Didik*

Research Background

Education is one of the main factors that determine the progress of a country, including Indonesia. Therefore, the government pays great attention to the development of the world of education. This is reflected in Law Number 2 of 1989 Article 24 concerning the purpose of education in Indonesia and Article 3 of Law Number 20 of 2003 concerning the National Education System (SISDIKNAS) which states that national education functions to develop abilities and form a dignified character and civilization of the nation in order to educate the life of the nation. (Khunaifi & Matlani, 2019) The characters that are expected to be possessed and applied by Indonesian citizens include religious, honest, tolerance, discipline, hard work, creative, independent, democratic, curious, national spirit, love for the homeland, respect for achievements, friendly or communicative, love of peace, love of reading, care for the environment, social care, and responsible. (Dasar et al., 2021)

Some of these things are obtained in the school environment, so it is appropriate for schools to have visions and missions to build the nation's character through their students instead of focusing on competition/ambition of the agency materially. Education not only functions as a process of imparting knowledge, but also as a means of instilling life values. Through education, the potential of students can develop so that they form intelligent, creative, and noble personalities. Character is an individual's way of thinking and behaving in daily life. Individuals with good character are able to make decisions wisely and be responsible for the consequences. Therefore, schools play an important role in shaping the character of students so that they become independent individuals, able to interact, and appreciate the diversity that exists in Indonesia. Character education is a strategic step in shaping a generation of the nation that is not only intellectually superior, but also has a good personality. Since 2010, the Indonesian government through the Ministry of Education has rolled out a character education program in schools as an effort to re-instill the noble values of the nation. In fact, according to the President's direction, the portion of character education is given more than learning that focuses on the knowledge aspect, which is around 70% in elementary school and 60% in secondary school. (Rohmah, 2019)

This policy emphasizes that the goal of education is not only to produce academically intelligent students, but also to form noble morals, morals, and ethics through the learning process. Children's character development is basically formed through social interaction with the surrounding environment. This is in line with the view of Lev Vygotsky who states that the learning process of children takes place through two stages. The first stage is interaction with other people such as parents, siblings, peers, and teachers which is then followed by the internalization stage, which is the process when the experience is processed and becomes part of the child's cognitive structure. Therefore, in addition to family and society, schools play a very important role in instilling character values. Through various habits of positive behavior, instilling cultural values, and strengthening ethics, school can be an effective environment in shaping students' character, especially when parents have limited time to instill these values in the family environment. (Khunaifi & Matlani, 2019)

Many schools are currently developing student character development through various policies and programs, both those that are integrated into the curriculum and those that are reflected in the school culture. At SMK Negeri Kalibaru, these efforts are realized through several activities, such as religious activities in the form of morning prayers led by teachers. (Rosnita, 2016) In this activity, non-Muslim students were also given the opportunity to pray according to their respective beliefs. In addition, the school also runs a reforestation program through the Adiwiyata program as part of an effort to support the school's vision to become a superior and environmentally friendly vocational school. These various programs aim to shape the character of students by developing individual, social, and cultural skills. Based on the results of an interview with the Vice Principal, Mr. Waskito, the strategy is expected to be able to instill positive attitudes and behaviors in students as well as a means to assess the effectiveness of the program in the process of character building.

Research Methods

The research on "Efforts to Instill Habituation-Based Character Education in Students at SMK Negeri Kalibaru Banyuwangi" uses a

qualitative approach with the type of case study research.(Karimulah & Ummah, 2021) The qualitative approach was chosen because this study aims to deeply understand the various efforts made by schools in instilling character education through habituation activities that are applied in the daily lives of students. Through this approach, researchers can obtain a comprehensive picture of the processes, strategies, implementation, and factors that support and hinder the implementation of character education in the school environment.(Ramdani et al., 2017)

The research location was carried out at SMK Negeri Kalibaru Banyuwangi, with the consideration that the school has implemented various habituation programs oriented to strengthening the character of students, both through intracurricular, co-curricular, and extracurricular activities. The research is carried out directly in the school environment so that researchers can observe phenomena that occur naturally according to actual conditions. The research subject was determined by purposive sampling, which is the selection of informants based on certain considerations that are considered to be able to provide information relevant to the focus of the research. The informants in this study include school principals, vice principals for student affairs, Islamic Religious Education teachers, Guidance and Counseling teachers, homeroom teachers, and students who are actively involved in character habituation programs at school. In addition, several education personnel can also be used as supporting informants to obtain more complete data.(Kasman, 2024)

The data collection techniques in this study used observation, interviews, and documentation. Observation was carried out to directly observe various habituation activities applied in schools, such as greeting, culture, time discipline, religious activities, environmental cleanliness, cooperation, and other forms

of habituation aimed at shaping the character of students.

Interviews were conducted in depth with the informants

to obtain information about the planning, implementation, evaluation, and effectiveness of the character habituation program implemented. Meanwhile, documentation is used to complete the research data

through the collection of documents related to the character education program, such as school rules, activity schedules, photos of activities, guidebooks, program reports, and other archives that support the research.(Sumiati, 2022)

The data analysis in this study uses the Miles and Huberman interactive analysis model, which includes three stages, namely data reduction, data presentation, and conclusion drawing or verification. At the data reduction stage, the researcher selects, concentrates, simplifies, and groups data that are relevant to the focus of the research. Furthermore, the data that has been reduced is presented in the form of narrative descriptions, matrices, and tables to make it easier for researchers to understand the patterns and relationships between data. The last stage is the drawing of conclusions and verification that is carried out continuously during the research process to obtain valid and accountable findings. To ensure the validity of the data, this study uses source triangulation, triangulation technique, and time triangulation.(Sumiati, 2022)

Source triangulation is carried out by comparing information obtained from various informants. The triangulation technique was carried out by comparing the results of observations, interviews, and documentation. The time triangulation is carried out by checking the data at different times to ensure the consistency of the information obtained. In addition, the researcher also conducts a member check, which is to reconfirm the results of interviews and research findings to informants so that the data obtained is really in accordance with the actual conditions. Through this research method, it is hoped that an in-depth picture can be obtained of how habituation-based character education efforts are carried out at SMK Negeri Kalibaru Banyuwangi, the character values developed, supporting and inhibiting factors for

its implementation, and its impact on the formation of students' character. The findings of this study are expected to be evaluation material as well as recommendations for schools in increasing the effectiveness of character education programs through a habituation approach.

Results and discussion

A. Character Education

Character education is an educational process that aims to shape the personality, attitude, behavior, and morals of students so that they have noble values that are reflected in daily life. Character education is

not only oriented to the mastery of science (cognitive) but also emphasizes the formation of attitudes (affective) and behavioral (psychomotor) in accordance with religious, cultural, legal, and social norms that apply in society. Thus, character education is one of the important aspects of the education system because it serves as a means to form human beings who are not only intellectually intelligent, but also have integrity, responsibility, and noble morals. Etymologically, the word character comes from the Greek language *charassein* which means carving or sculpting. (Nasrullah & Khairullah, 2018)

Therefore, character education is an urgent need in building a generation that has a balance between intellectual, emotional, social, and spiritual intelligence. In the context of Islamic education, character education has a very close relationship with the concept of morality. Character education is basically a process of forming noble morals based on the teachings of the Qur'an and Hadith. The main purpose of Islamic education is to form people who have faith, piety, and moral character. This is in line with the apostolic mission of the Prophet Muhammad PBUH who was sent to perfect human morals. Therefore, character education in Islam not only emphasizes human relationships with others, but also human relationships with Allah SWT and the surrounding environment. (Son, 2019)

In the context of education, character can be understood as values that are firmly embedded in a person so that they become a characteristic that distinguishes him from others. Character is not formed instantly, but rather through a long process involving education, the family environment, school, and society. Therefore, character education is a conscious and planned effort to instill good values that can guide individuals in thinking, behaving, and acting. From the perspective of national education, character education has a very strategic position. Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System explains that education functions to develop abilities and shape the character and civilization of a dignified nation in order to educate the life of the nation. (Rahmatullah, 2018)

The goal of national education shows that character formation is an inseparable part of the entire educational process. Education not only aims to produce students who have academic intelligence, but also individuals who have faith, piety, noble character, healthy, creative, independent, and responsible. Character education is also a response to various social problems that develop in society, such as the increase in deviant behavior among adolescents, low ethics in interaction, the rampant cases of bullying, abuse of digital technology, acts of violence, and a decrease in the sense of responsibility and social concern. This phenomenon shows that the success of education cannot be measured only by academic achievement, but also by the ability of students to

Islamic education is to form people who have faith, piety, and moral character. This is in line with the apostolic mission of the Prophet Muhammad PBUH who was sent to perfect human morals. Therefore, character education in Islam not only emphasizes human relationships with others, but also human relationships with Allah SWT and the surrounding environment. (Son, 2019)

The character values developed in education cover various aspects of life. The Government of Indonesia through the Strengthening Character Education (PPK) program emphasizes five main values of character, namely religious, nationalist, independent, mutual cooperation, and integrity. Religious values reflect obedience to religious teachings and tolerance towards adherents of other religions. Nationalist values are related to the love of the homeland and respect for the diversity of the nation. Self-worth indicates a person's ability to take responsibility for himself. The value of mutual cooperation reflects the spirit of cooperation, care, and social solidarity. Meanwhile, the value of integrity is related to honesty, consistency, and commitment to moral values. (Nur Zazin, 2018)

The implementation of character education in schools can be carried out through various strategies, such as the integration of character values in learning, teacher examples, school culture, extracurricular activities, and habituation in daily life. Among these strategies, habituation is one of the most effective methods because it allows learners to repeat positive behaviors continuously until they become part of their personality. Through habituation, students

are trained to be disciplined in coming on time, maintaining cleanliness, respecting teachers, carrying out worship, being honest, responsible, and caring for the environment. Habituation-based character education emphasizes that good character is not enough to be taught theoretically, but must be trained and practiced on an ongoing basis. Positive habits that are practiced every day will form a mindset and behavior that eventually becomes an individual's character. Therefore, the school environment must be able to create a culture that supports the growth of positive character through consistent rules, programs, and activities. (Istiqomah, 2022)

Teachers, principals, and all school residents have an important role as role models in instilling character values in students. Thus, character education is a systematic process to shape the personality of students so that they have good moral, spiritual, and social values. Character education is not only oriented to academic achievements, but also to the formation of human beings who have noble character, responsibility, discipline, honesty, and are able to contribute positively to society. The success of character education will be an important foundation in creating a generation that is superior, competitive, and has strong integrity in facing various challenges of life in the modern era.

B. Students

Students are one of the main components in the educational process that is the center of all learning activities. The existence of students greatly determines the direction and success of the implementation of education, because all programs, curriculum, methods, strategies, and learning evaluations are essentially designed to help the development of students optimally. In the perspective of modern education, students are no longer seen as objects who only receive information from teachers, but as educational subjects who are active, creative, and have the potential to develop according to their talents, interests, and abilities. Terminologically, students are individuals who are in the process of growth and development, both physically, intellectually, emotionally, socially, and

spiritually through educational activities. In the Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System, students are defined as members of society who try to develop their potential through the learning process available in certain paths, levels, and types of education. This definition shows that students are individuals who consciously follow the educational process to develop all their potential in order to become a quality human being and able to carry out their role in the life of society, nation, and state. (Mawarni et al., 2023)

In the context of education, learners have various characteristics that distinguish them from adults. Students are at a stage of development that continues to undergo changes and require guidance, direction, and assistance from educators and the surrounding environment. They have diverse needs, abilities, interests, and backgrounds so that they need an educational approach that is in accordance with their conditions and stages of development. Therefore, every educational process must pay attention to the individual characteristics of students so that learning goals can be achieved effectively. Students are not empty individuals without potential. Every student has various potentials that have been bestowed by Allah SWT, both in the form of intellectual intelligence, social abilities, skills, creativity, and spiritual potential.

The task of education is to help develop these potentials optimally so that they become real abilities that are beneficial to themselves and the surrounding environment. In this case, teachers play the role of facilitators, motivators, guides, and role models who help students find and develop their best potential. In the perspective of Islamic education, students are seen as creatures of Allah SWT who have the fitrah and potential to develop towards perfection. Every child is born in a state of fitrah, which is to have a tendency to accept the truth and do good. However, the development of nature is greatly influenced by the educational environment that surrounds it, both family, school, and community. (Fauzan et al., 2024)

Therefore, Islamic education places students as a mandate that must be fostered,

guided, and directed so that they grow into human beings who have faith, piety, knowledge, and noble character. In Islamic educational literature, students are often referred to as *muta'allim*, that is, people who are seeking knowledge. This term shows that students have a responsibility to be serious in learning, respect teachers, maintain manners in seeking knowledge, and practice the knowledge they have acquired. The Islamic educational tradition emphasizes that the success of learning is not only determined by intellectual intelligence, but also by manners, sincerity, and sincerity in seeking knowledge. Therefore, the development of students' character and morals is an inseparable part of the educational process. (Sholihah & Maulida, 2020)

Students at the Vocational High School (SMK) level are in adolescence, which is a developmental phase characterized by significant physical, emotional, social, and psychological changes. At this stage, students begin to look for self-identity, have a desire to gain recognition from the environment, and show a tendency to be more independent. This condition makes adolescence a very important period in character formation. If they get the right guidance, students will develop into responsible, disciplined, and well-behaved individuals. On the contrary, a lack of coaching can lead to the emergence of various negative behaviors that hinder their development. In the school environment, students have rights and obligations that must be carried out in a balanced manner. Students' rights include obtaining quality educational services, getting fair treatment, getting guidance, and developing their talents and interests. On the other hand, students also have the obligation to comply with school rules, respect teachers and education staff, maintain the good name of the school, and participate in learning activities with full responsibility. (Albany, 2021)

The implementation of these rights and obligations is an important part of the formation of students' character as good school citizens. In an effort to cultivate character education, students are the main target of various coaching programs implemented by schools. Characters such as discipline, honesty, responsibility, hard

work, religious, environmental care, and mutual cooperation need to be instilled through various learning activities and habituation. Habituation that is carried out continuously will help students internalize character values so that they become part of their personality. Therefore, the active involvement of students in various habituation programs greatly determines the success of character education in schools. In addition, students are also agents of change who have great potential to bring a positive impact to the surrounding environment. Through quality education and good character development, students are expected to be able to become a generation that not only excels in academics and skills, but also has moral integrity, social concern, and the ability to face various life challenges in the era of globalization. Thus, students not only become beneficiaries of education, but also become main actors in realizing better social change. (Hapso et al., 2025)

Based on this description, it can be understood that students are individuals who are in the process of developing their full potential through educational activities. They have diverse characteristics, needs, and potentials so that they require guidance and coaching that are appropriate to their developmental stages. In the context of character education, students are the main focus that must be fostered in an ongoing manner through example, learning, and habituation in order to grow into knowledgeable, noble human beings, responsible, and able to make positive contributions to society, nation, and religion.

C. Efforts to Cultivate Habituation-Based Character Education in Students of the State Vocational High School (SMK) Kalibaru Banyuwang

At SMK Negeri Kalibaru Banyuwangi, the cultivation of character education is carried out through a habituation approach which is manifested in a habituation program consisting of ten main points. In each of these points, there are several aspects that are the focus in shaping the character of students. In general, the implementation of this habituation program has been carried out in accordance with the goals set

by the school. Most students are able to carry out these various programs well while in the school environment. However, the implementation of these habits outside the school environment, such as at home and elsewhere, is still not fully implemented consistently. This shows that students' awareness to apply the habits that have been instilled in school still needs to be improved. For example, in terms of the implementation of congregational prayers. Although students in general have carried out five prayers, the school's goal of getting them used to praying in congregation has not completely become a habit that is applied outside of school. In other words, in students, they have not fully grown awareness that congregational prayer is a spiritual need and a good habit that should be done on various occasions. (Sholihah & Maulida, 2020)

On the other hand, in terms of maintaining cleanliness, students have shown a fairly good level of awareness. They understand that maintaining a clean environment is not just an obligation, but also a necessity to create a clean, healthy, and comfortable environment. This awareness is also influenced by the implementation of the *Adiwiyata* school program, which instills the value of love for the environment through efforts to protect and care for the environment from various forms of damage both caused by the accumulation of waste and the reduction of environmental beauty. This is in line with the character values listed in the 1945 Constitution and Law Number 20 of 2003 concerning the National Education System, as explained in Heri Gunawan's book *Character Education: Its Concept and Implementation* (2012). (Mahsun, 2019)

Based on the results of research that has been conducted by researchers at SMK Negeri Kalibaru Banyuwangi, it is known that findings of the research, there are several factors that support the implementation of character education cultivation at SMK Negeri Kalibaru Banyuwangi. These programs are prepared with reference to through a habituation approach to students, especially eighteen (18) cultural education values and those from external factors. School as *communities of national character* that have been identified by the Ministry of Education and Culture (Kemendikbud). In an effort to instill character values, Kalibaru State Vocational School runs ten school habituation programs. Its implementation refers to three character education strategies, namely *moral knowing*, *Moral Feeling*, and *Moral Doing*. At the moral knowing (learning to know) stage, students are introduced to various school programs and habits in order to understand the school's vision and mission as well as the importance of building positive character. (Murzal, 2018)

Socialization has been carried out since the student Orientation Period (MOS) and continues to be reminded by teachers both inside and outside the classroom. Through this stage, students are also trained to be independent, sensitive to the social environment, and understand moral values, ethical awareness, courage to behave, and self-recognition. The next stage is moral loving, which is the cultivation of character through the example of teachers. The teacher not only explains the value of character, but also shows real examples in everyday behavior. In addition, character values are also conveyed through inspirational stories, personal experiences, and stories of characters and prophets. According to one of the students, the teacher's example is easier to understand and practice than just reading the rules or hearing theoretical explanations. The last stage is moral doing (learning to do), which is the application of character values in daily life. Students are expected to be able to practice religious attitudes, discipline, and responsibility, such as carrying out congregational worship, participating in *wirid* and *istighasah* activities, maintaining time order, and neatly dressing. This habituation program has been implemented since the beginning so that students can adapt more easily and make it a habit in their lives. (Mahsun, 2019)

The supporting and inhibiting factors in the implementation of habituation-based character

Based on the results of research that has been conducted. Based on the research that has been conducted. Based on the findings of the research, there are several factors that support the implementation of character education cultivation at SMK Negeri Kalibaru Banyuwangi. These programs are prepared with reference to through a habituation approach to students, especially eighteen (18) cultural education values and those from external factors. School as *communities of national character* that have been identified by the Ministry of Education and Culture (Kemendikbud). In an effort to instill character values, Kalibaru State Vocational School runs ten school habituation programs. Its implementation refers to three character education strategies, namely *moral knowing*, *Moral Feeling*, and *Moral Doing*. At the moral knowing (learning to know) stage, students are introduced to various school programs and habits in order to understand the school's vision and mission as well as the importance of building positive character. (Murzal, 2018)

Socialization has been carried out since the student Orientation Period (MOS) and continues to be reminded by teachers both inside and outside the classroom. Through this stage, students are also trained to be independent, sensitive to the social environment, and understand moral values, ethical awareness, courage to behave, and self-recognition. The next stage is moral loving, which is the cultivation of character through the example of teachers. The teacher not only explains the value of character, but also shows real examples in everyday behavior. In addition, character values are also conveyed through inspirational stories, personal experiences, and stories of characters and prophets. According to one of the students, the teacher's example is easier to understand and practice than just reading the rules or hearing theoretical explanations. The last stage is moral doing (learning to do), which is the application of character values in daily life. Students are expected to be able to practice religious attitudes, discipline, and responsibility, such as carrying out congregational worship, participating in *wirid* and *istighasah* activities, maintaining time order, and neatly dressing. This habituation program has been implemented since the beginning so that students can adapt more easily and make it a habit in their lives. (Mahsun, 2019)

clear policies in the form of ten habituation programs. The success of the implementation of the habituation program is also supported by the role of the school as a very important educational institution after the family, so that the role of the teacher is very crucial in guiding and shaping the character of students.(Asriati, n.d.)

Teachers not only serve as role models for students, but also as facilitators who help them develop creativity, both in the academic and artistic fields. This role is very important to train and improve students' abilities in developing their potential. In the process of cultivating character education, there are two main factors, namely internal factors and external factors. Internal factors include instincts, habits, will or will, conscience, and hereditary factors. Meanwhile, external factors include education and the environment. Schools not only function as a place to learn in the classroom or conduct academic research, but also as a forum for students to develop and optimize their potential. As explained in the previous chapter, at Kalibaru State Vocational School, in addition to implementing character habituation programs, students are also given various extracurricular activities that aim to support individuals' abilities in exploring their potential. Character cultivation in the school is focused on ten habituation programs. However, in this study, only a few points are the focus of the study as explained in the data presentation section.(Fibriani et al., 2020)

Conclusion

Based on the discussion of efforts to cultivate habituation-based character education at SMK Negeri Kalibaru Banyuwangi, the following conclusions can be drawn:

1. The cultivation of character education in schools is carried out through a program that includes ten points, with a focus on research on religious aspects, discipline, morals, cleanliness, and social concern.
2. Factors that support the success of the habituation program include: example and guidance from teachers, school consistency in evaluating programs, the application of rewards and punishments, adequate facilities to develop students' creativity, students' personal awareness, and support from the surrounding

community. In the meantime, there were no significant obstacles that interfered, as all programs went as planned.

3. In practice, the habituation program at school was successfully implemented as expected. Almost all programs were carried out well. However, outside of the school environment, students still need additional guidance to build full awareness in implementing these positive habits.

Bibliography

- Albany, D. A. (2021). The Embodiment of Character Education in the Contemporary Era Based on the Perspective of Ki Hajar Dewantara. *Journal of Humanities: Catalyst of Change and Innovator of Education*, 7(2), 93–107. <https://doi.org/10.29408/jhm.v7i2.3393>
- Asriati, N. (n.d.). Developing Students' Character Based on Local Wisdom Through Learning at School. *Journal of Sociology and Humanities Education, III*.
- Dasar, S., Rafikasari, F., Ibrahim, M., Amin, S. M., & Djazilan, S. (2021). The Effectiveness of Islamic Religious Learning through the Active, Creative, Effective, and Fun Learning Approach (Pakem) in Elementary Schools. *Journal of Basicedu*, 5(5), 3232–3241. <https://doi.org/https://doi.org/10.31004/basicedu.v5i5.1314>
- Fauzan, M., Aprison, W., & Rahmadhani, R. (2024). The Transformation of Islamic Religious Education in Madrasah Towards Education that is Holistic and Relevant to the Demands of the Times. *INNOVATIVE: Journal Of Social Science Research*, 4(6). <https://j-innovative.org/index.php/Innovative/article/view/16578>
- Fibriani, I. D., Suryani, V. A., Meithasari, Y., & Hidayatullah, A. F. (2020). The paradigm of unity of knowledge as the basis of character education. *Pedagogic Journal of Education*, 15(2), 10–18. <https://doi.org/10.33084/pedagogik.v15i2.1692>
- Hapso, P. N., Husni, R., Ibn, U., & Bogor, K. (2025). Implementation of character development for class X students at SMAN 10 Bogor. *Idarah Tarbawiyah: Journal of Management in Islamic Education*, 6(2), 208–221. <https://doi.org/10.32832/itjmie.v6i2.19015>
- Istiqomah. (2022). The Role of Islamic Religious Education Teachers in Improving the Disciplinary Character of Students. *JIIIP - Scientific Journal of Educational Sciences*, 5(2), 512–518. <https://doi.org/10.54371/jiip.v5i2.446>
- Karimulah, A., & Ummah, N. I. (2021). The

- implementation of academic supervision of the head of the madrasah is an effort to improve the professionalism of teachers to motivate the learning of MTs Muqoddimatul Akhlak Wungkal Silo Jember students. *Southeast Asian Journal of Islamic Education Management*, 3(1), 13–34.
<https://doi.org/10.21154/sajiem.v3i1.74>
- Kasman, K. (2024). Implementation of the Project Based Learning and Literacy Development Learning Model in the Independent Curriculum at SMAN 1 Panyabungan Utara, Mandailing Natal Regency. *Al Qalam: Scientific Journal of Religion and Society*, 18(5), 3352.
<https://doi.org/10.35931/aq.v18i5.3763>
- Khunaifi, A. Y., & Matlani, M. (2019). Critical Analysis of the National Education System Law Number 20 of 2003. *Iqra' Scientific Journal*, 13(2), 81.
<https://doi.org/10.30984/jii.v13i2.972>
- Mahsun, M. (2019). Multicultural Values in Islamic Religious Education (PAI) Learning in Schools: A Study on Efforts to Foster Student Character at SMKN 1 Gerung. *Journal of Islamic Research*, 15(1), 66–83.
<https://doi.org/10.20414/jpk.v15i1.1103>
- Mawarni, W. T., Alfiansyah, M., Chaniago, F. Z., & Azzacky, F. (2023). The Urgency of Educational Evaluation in the Learning Process According to Tafsir Al-Misbah Q.S Al-Hasyr Verses 18-19. *ANTHOR: Education and Learning Journal*, 2, 494–499.
<https://anthor.org/anthor/article/view/197/135>
- Murzal. (2018). MULTICULTURAL VALUES IN LEARNING ISLAMIC RELIGIOUS EDUCATION (PAI) IN SCHOOLS (Study on Efforts to Foster Student Character at SMKN 1 Gerung, Gerung District, West Lombok Regency). *Kalam Journal*, 6(2), 51–60.
<https://www.lsamaaceh.com/journal/index.php/kalam/article/view/47>
- Nasrullah, & Khairullah, M. (2018). EDUCATING CHILDREN IN THE QUR'AN Study on the Example of Lukman al-Hakim. *Shahadah Journal of Qur'an and Islam*, Vol 6 No 2, pp, 52-70.
<http://www.ejournal.fiaiunisi.ac.id/index.php/syahadah/article/view/231>
- Nur Zazin, Muhammad Zaim. (2018). Social Media-Based Islamic Religious Learning Media in Generation Z. *Proceedings of the International Conference*, 535–563.
- Putra, P. (2019). Implementation of Children's Discipline Attitudes in Madrasah Ibtidaiyah (MI) Institutions in Shaping Moral Development. *Primary : Journal of Basic Science and Education*, 11(1), 35.
<https://doi.org/10.32678/primary.v11i01.1293>
- Rahayu, R., Iskandar, S., & Abidin, Y. (2022). 21st Century Learning Innovation and Its Application in Indonesia. *Journal of Basicedu*, 6(2), 2099–2104.
<https://doi.org/10.31004/basicedu.v6i2.2082>
- Rahmatullah. (2018). Teachers' Efforts in Overcoming Student Moral Degradation. *AL-WIJDÂN Journal of Islamic Education Studies*, 3(1), 126–145.
<https://doi.org/10.58788/alwijdn.v3i1.122>
- Ramdani, F. M., Hufad, A., & Supriadi, U. (2017). THE PROGRAM INTERNALIZES THE VALUE OF CHARACTER EDUCATION IN EARLY CHILDHOOD. *Socios*, 7(2), 386–398.
<https://ejournal.upi.edu/index.php/sosietas/article/view/10355/6407>
- Rohmah, H. (2019). Student Character Development at SMP Negeri 4 Metro. *Ri'ayah: Journal of Social and Religious Studies*, 4(01), 98.
<https://doi.org/10.32332/riayah.v4i01.1510>
- Rosnita, R. (2016). Early Childhood Moral Formation According to Ibn Miskawaih. *MIQOT: Journal of Islamic Sciences*, 37(2), 396–414.
<https://doi.org/10.30821/miqot.v37i2.89>
- Solihah, A. M., & Maulida, W. Z. (2020). Islamic Education as the Foundation of Character Education. *QALAMUNA: Journal of Education, Social, and Religion*, 12(01), 49–58.
<https://doi.org/10.37680/qalamuna.v12i01.214>
- Sumiati, S. (2022). School Principal's Strategy in Improving Teacher Competence at SMA Negeri 1 Jonggat and Man 2 Central Lombok in 2021. *Scientific Journal of Mandala Education*, 8(4), 2707–2718.
<https://doi.org/10.58258/jime.v8i4.3963>