

The Impact of Character Education on Student Discipline

Jemaan¹, Mustafa¹

¹Universitas Islam Negeri Sjech M. Djamil Djambek Bukittinggi, Indonesia

 andesbermaan@gmail.com*

Abstract

This research is motivated by the importance of character education in fostering student discipline in the Islamic boarding school environment. Discipline is an important character trait that students must possess to support the success of the educational process and personality development. This study aims to determine the implementation of character education on student discipline, the supporting factors, and the inhibiting factors in the implementation of character education on student discipline at Islamic Boarding School. This study uses a qualitative approach with a descriptive research type. The research informants consisted of the vice principal, homeroom teacher, dormitory supervisor, and students. Data collection techniques were conducted through observation, interviews, and documentation. Data analysis techniques used data reduction, data presentation, and conclusion drawing. Data validity was validated through source and technical triangulation. The results of the study indicate that the implementation of character education on student discipline at the Islamic Boarding School is carried out through habituation, role modeling, counseling, supervision, and enforcement of the boarding school's rules and regulations. This implementation is evident in the students' discipline in completing school assignments, preparing school supplies in the dormitory, attending school and boarding school activities, and complying with applicable rules and regulations. Supporting factors for the implementation of character education on student discipline are parental support and consistent practice within the boarding school environment. Inhibiting factors include the students' diverse backgrounds and a lack of awareness of the importance of discipline on the part of some students. Based on the results of the study, it can be concluded that the implementation of character education at the Islamic Boarding School has played a role in shaping and improving student discipline, although several obstacles remain that require ongoing guidance and attention from the boarding school, parents, and the students themselves.

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INTRODUCTION

Education is a long-term investment that plays a strategic role in developing the quality of human resources (Sari et al., 2026). Through the educational process, students are not only equipped with academic abilities but also directed to develop

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moral, spiritual, emotional, social, and life skills so they are able to face the various challenges of modern development (Fitri & Odeng, 2022). Law Number 20 of 2003 concerning the National Education System, Article 3, emphasizes that the goal of national education is not only to educate the nation, but also to shape people who are faithful, pious, have noble character, are creative, independent, democratic, and responsible. Therefore, character education is an inseparable part of the educational process because it functions to shape the personality of students through the instillation of moral values that are manifested in daily behavior (Mulia et al., 2024; Permatasari et al., 2023).

Character education has a broader scope than moral education because it not only teaches the concept of right and wrong, but also accustoms students to understand, internalize, and practice good values consistently in everyday life (Widayati & Wijaya, 2024). One of the character values that is prioritized in the implementation of character education in Indonesia is the character of discipline (Hayati, 2015). Discipline is an attitude of obeying rules, being able to control oneself, respecting time, and being responsible for one's duties and obligations (Ekawati et al., 2018; Ramadani et al., 2026). The character of discipline contributes greatly to shaping positive behavior in students and is the basis for creating a conducive and productive learning environment (Putry, 2019).

Current developments indicate that developing a disciplined character remains a challenge in education, including in religious-based educational institutions such as Islamic boarding schools (*pesantren*). Although Islamic boarding schools are known as Islamic educational institutions that instill moral values, spirituality, and discipline through a dormitory system, various forms of disciplinary violations are still encountered in practice. These violations include being late for congregational prayers, failing to participate in guidance activities, violating rules, smoking, and suboptimal implementation of evening study activities. This situation indicates that cultivating a disciplined character still requires strengthening through more effective character education strategies so that the goals of Islamic boarding school education can be optimally achieved.

Islamic boarding schools (*pesantren*) have a strategic position in shaping the character of the younger generation because all student activities take place in an integrated educational environment 24 hours a day (Astuti & Sukataman, 2023; Maesaroh & Achdiani, 2017). The Islamic boarding school education system allows the process of internalizing values to take place through learning, habituation, exemplary behavior from kiai and ustaz, implementation of rules, and the provision of awards (reward) and sanctions (punishment), and continuous supervision. With these characteristics, Islamic boarding schools are one of the educational institutions with a significant opportunity to develop the disciplined character of their students in a more comprehensive manner than formal educational institutions in general.

The urgency of this research is further strengthened given that strengthening character education is one of the government's priority programs to improve the quality of Indonesia's human resources. Discipline not only influences students' academic success but also determines their ability to manage time, obey rules, develop responsibility, and prepare themselves for social life. Furthermore, from an Islamic perspective, discipline is part of the implementation of faith values, as explained in QS. Al-'Ashr verses 1–3, emphasizing the importance of utilizing time, performing righteous deeds, and advising one another on truth and patience.

وَالْعَصْرِ

إِنَّ الْإِنْسَانَ لَفِي خُسْرٍ

إِلَّا الَّذِينَ آمَنُوا وَعَمِلُوا الصَّالِحَاتِ وَتَوَاصَوْا بِالْحَقِّ وَتَوَاصَوْا بِالصَّبْرِ

Meaning: *By time. Indeed, mankind is in loss. Except for those who have believed and done*

righteous deeds and advised each other to truth and advised each other to patience (QS. Al-‘Asr: 1-3)

According to Tafsir Al-Maraghi, this verse contains educational values that emphasize the importance of time management, responsibility, consistency, and discipline in carrying out obligations so that it becomes a normative foundation for the formation of a Muslim's character.

Based on the results of initial observations conducted by researchers at the Baiturridwan Tangah Sawah Islamic Boarding School on February 12, 2025, it was found that although various character building programs had been implemented, there were still some students who showed undisciplined behavior, such as being late for morning assembly, not attending congregational Dhuha prayers, smoking, being late in lining up on the field, and fighting with fellow students. In addition, researchers also found that parental involvement and teacher supervision in forming a disciplined character had not been running optimally. This condition indicates that the implementation of disciplinary character education still faces various challenges that need to be studied more deeply in order to identify the factors that influence success and obstacles in its implementation.

Based on a review of various previous studies, most research on character education in Islamic boarding schools has focused more on general character values, character education learning strategies, or the influence of the Islamic boarding school environment on the formation of students' morals. However, relatively few studies have specifically examined the implementation of disciplinary character education in traditional Islamic boarding schools at the local level, particularly those that focus on the process of habituation, role models, implementation of rules, reward and punishment systems, and the involvement of teachers and parents in shaping the disciplined character of students. Thus, there is still a research gap (research gap) which needs to be filled through more contextual research according to the conditions of each Islamic boarding school.

Novelty this research focuses on analyzing the comprehensive implementation of disciplinary character education at Baiturridwan Tangah Sawah Islamic Boarding School, Bukittinggi City. This research not only describes the forms of implementation of disciplinary character education, but also identifies supporting factors, inhibiting factors, and the roles of teachers, caregivers, and parents in building a culture of discipline among students. The results of this research are expected to provide scientific contributions to the development of character education in Islamic boarding schools as well as serve as evaluation material for Islamic boarding school managers in increasing the effectiveness of fostering disciplinary character among students.

Based on the phenomenon, urgency, research gaps, and novelty, research on the Implementation of Disciplinary Character Education for Students at the Baiturridwan Tangah Sawah Islamic Boarding School in Bukittinggi City is important to conduct. This research is expected to provide a comprehensive picture of the implementation of disciplinary character education while producing recommendations that can be used to strengthen the character development of students in realizing Islamic boarding school graduates who are noble, disciplined, responsible, and able to face the challenges of life in the future.

METHODS

This study uses a qualitative approach with a descriptive research type. Qualitative research aims to understand and describe a phenomenon in depth based on conditions that occur in the field through data in the form of words, actions, and documents, not data in the form of numbers (Anidar et al., 2026; Aulia, 2016; Efendi et al., 2026; Engkizar et al., 2026; Htay et al., 2025; Muflihin & Makhshun, 2025;

Muswara & Zalnur, 2019; Oktavia et al., 2023; Rachman, 2013; Rahawarin et al., 2023; Salsabila, 2025). This research was conducted at the Baiturridwan Tengah Sawah Islamic Boarding School, Bukittinggi City, with a focus on examining the implementation of character education in shaping student discipline. The research data sources consist of primary data and secondary data. Primary data were obtained directly from the head of the Islamic boarding school, teachers or ustaz, dormitory supervisors, and students as informants who are knowledgeable about the implementation of disciplinary character education. Data collection techniques were carried out through participatory observation, unstructured interviews, and documentation. To ensure the validity of the data, this study used source triangulation and technical triangulation by comparing information obtained from various informants as well as the results of observations, interviews, and documentation (Aryasutha et al., 2025; Engkizar et al., 2025; Engkizar et al., 2026).

Data analysis was conducted interactively from the data collection process until the research was completed, referring to the Miles, Huberman, and Saldaña model. The analysis stages include data collection, data reduction, data presentation, and drawing conclusions. Data reduction is carried out by selecting, focusing, and simplifying data relevant to the research objectives. Next, the data is presented in the form of narrative descriptions based on research themes to facilitate researchers in understanding the relationships between data. The final stage is carried out by drawing conclusions through a continuous verification process of all data that has been obtained to produce valid, objective, and accountable findings regarding the implementation of character education in shaping student discipline at the Baiturridwan Tengah Sawah Islamic Boarding School.

RESULT AND DISCUSSION

Implementation of Education on Student Discipline in Islamic Boarding Schools

Interviews showed that students consistently complete their schoolwork with discipline. This was reinforced by Vice Principal Fadhilla Ashary, S.Pd., who explained that the discipline implemented in the Islamic boarding school environment has shaped the students' personalities. She stated that the rate of late submission of assignments is quite minimal. This condition indicates that the value of discipline has been effectively implemented in Islamic boarding school education. This finding aligns with theory; Hurlock explains that discipline is a way to help individuals learn self-control and take responsibility for assigned tasks. Thus, the ability of students to complete and submit assignments on time reflects the sense of responsibility and self-control fostered through the application of discipline within the Islamic boarding school environment.

First, preparing school supplies in the dormitory. The activities of students at the Ba'aturridwan Tengah Sawah Islamic Boarding School are structured and become routine for students in preparing school supplies in the dormitory, such as books, uniforms, and stationery, which students do at night. The dormitory supervisor, Ustad Teguh Fajar Rasyidin, provides direction, supervision, and coaching to students. In addition, the existence of clear rules and a daily activity schedule also supports the formation of disciplined behavior in students. This theory is in line with Hurlock's theory, which states that discipline can be formed through four main elements, namely regulations, punishments, rewards, and consistency. Regulations serve as guidelines for behavior that must be obeyed, while consistency in the application of rules and supervision helps students understand the importance of discipline. Therefore, in forming student discipline, there are several things that must be done, namely providing role models by *ustadz* and *ustazah*, getting used to structured activities, consistent supervision, and the administration of educational punishment for students

who do not comply with the rules.

Second, discipline in student attendance. Attendance at all Islamic boarding school activities is a form of discipline that is highly valued within the Islamic boarding school environment. Attendance not only demonstrates compliance with the rules but also reflects the students' responsibility in carrying out their obligations at the Bai'aturreidwan Tengah Sawah Islamic boarding school in Bukittinggi, West Sumatra.

Based on the results of observations and interviews conducted with homeroom teachers, it was explained that homeroom teachers play an important role in formal activities, while dormitory supervisors play a role in supervising non-formal activities. This demonstrates the collaboration between homeroom teachers and dormitory supervisors in creating student discipline at the Bai'aturreidwan Tengah Sawah Islamic Boarding School. Students who are not disciplined will be given sanctions in the form of memorizing verses. It can be concluded that homeroom teachers play a role in regulating student discipline from entering the classroom until leaving the classroom, while dormitory supervisors supervise students from leaving school until they enter the morning assembly.

These findings align with Émile Durkheim's theory that discipline is a crucial element in moral education, aiming to foster compliance with rules, a sense of responsibility, and orderly behavior. According to Durkheim, discipline is fostered through consistent supervision, guidance, and enforcement of rules by educational institutions. Therefore, the involvement of class teachers and dormitory supervisors in monitoring student attendance and administering educational sanctions for violations is a form of discipline that supports the development of students' responsibility and compliance with boarding school rules.

Third, discipline towards Islamic boarding school regulations. Based on the results of observations and interviews conducted by researchers at the Bai'aturreidwan Tengah Sawah Islamic Boarding School, the implementation of Islamic boarding school regulations has been carried out well and has become an important factor in developing student discipline. The regulations applied cover various aspects of students' lives, such as discipline in the use of time, neatness of dress, environmental cleanliness, compliance with learning activities, and obedience to regulations in the dormitory and Islamic boarding school environment. The implementation of regulations not only functions as a means to regulate student behavior, but also as a medium for character education that aims to instill the values of responsibility, order, and self-awareness.

The results of the study indicate that most students have implemented the rules of discipline well. This is evident from their compliance in participating in activities according to the predetermined schedule, maintaining the cleanliness of the Islamic boarding school environment, dressing according to applicable regulations, and obeying various rules that have been set by the Islamic boarding school. This finding is in line with the opinion of Soengeng Prijodarminto, who stated that discipline is a condition that is created and formed through a process of a series of behaviors that demonstrate the values of obedience, compliance, order, and discipline. Through the consistent application of rules of discipline, students are accustomed to obeying the rules so that a disciplined attitude is formed in everyday life. The findings indicate that the implementation of rules of discipline in Islamic boarding schools is not only a formal rule, but has also formed a habit of discipline in students. This is in line with the opinion of Soengeng Prijodarminto, who stated that discipline is a condition that is created and formed through a process of a series of behaviors that demonstrate the values of obedience, compliance, order, and discipline. Thus, through the consistent application of rules of discipline, students are accustomed to obeying the rules so that ultimately a disciplined attitude is formed in everyday life.

Supporting and Inhibiting Factors in the Implementation of Character Education on Student Discipline

The first supporting factor is parental support. The results of the study indicate that the role of parents is one of the main supporting factors in the implementation of character education towards the discipline of students at the Ba'aturreidwan Tengah Sawah Islamic Boarding School. Parental support is the initial foundation in the formation of a disciplined character because the family is the first educational environment that plays a role in instilling positive values, norms, and habits in children before entering the Islamic boarding school environment. This is in line with the statement of Ustazah Fadhillah Ashary that students who are accustomed to implementing discipline at home tend to find it easier to adapt to the order and rules that apply at the Islamic boarding school. Parents who consistently accustom their children to respect time, carry out obligations, and obey the rules will help form a strong disciplined character in their children. Conversely, a lack of parental attention and supervision can cause children to experience difficulties in adapting to disciplined life at the Islamic boarding school. Clear rules.

The existence of clear rules of conduct at the Bai'aturreidhwan Tengah Sawah Bukittinggi Islamic Boarding School makes it easy for students to understand and implement various provisions that apply within the boarding school environment. The rules of conduct, which are systematically compiled and socialized from the beginning of their education, serve as guidelines for students in carrying out their daily activities, both related to learning activities, worship, and life in the dormitory. Based on the results of interviews with Ustazah Fadhillah Ashary, the vice principal, it was found that the clarity of the rules of conduct greatly assists the process of developing the students' disciplined character. She explained that all applicable rules have been communicated to students since the beginning of their time at the boarding school, so they understand the obligations they must carry out and the consequences they will face if they violate them. Thus, the process of developing discipline can run more effectively because students already know the standards of behavior expected by the boarding school.

Second, support from the principal. Based on interviews with the principal, homeroom teacher, dormitory supervisor, and students, it was found that the support of the Islamic boarding school leadership is a key factor in character education and student discipline at the Baiaturreidhwan Tengah Sawah Islamic Boarding School. This support is realized through policy formulation, direction, supervision, and support for various character development programs implemented within the Islamic boarding school.

Research findings indicate that the support of Islamic boarding school leaders positively influences the implementation of character education due to the strong coordination between leaders, teachers, and dormitory supervisors. This collaboration allows for a focused and sustainable implementation of the development program. Students also feel more motivated to comply with established rules and participate in Islamic boarding school activities due to the attention and direction provided by the leaders. Thus, it is understandable that the support of Islamic boarding school leaders contributes significantly to fostering student discipline through clear policies, ongoing supervision, and motivation provided to the entire Islamic boarding school family. This support helps create a conducive environment.

Third, the reward system. Awarding of awards (reward) to students who demonstrate disciplined behavior is one of the supporting factors in the implementation of character education towards student discipline. The reward system implemented in the Islamic boarding school environment functions as a motivation for students to always obey the rules, participate in activities in an orderly manner, and carry out their responsibilities well. The results of an interview with one of the teachers stated that: "Students who demonstrate good discipline are usually given appreciation,

either in the form of praise, awards, or trust to be an example for their friends. This can motivate other students to be more disciplined. Then the dormitory supervisor also reinforced the importance of the reward system in shaping student discipline, namely: "Giving awards to disciplined students makes them feel appreciated for their efforts.

In this way, they are more motivated to maintain their discipline. One of the students named Hafizah Nurul Fatehah said that: "We feel happy when we receive appreciation for being disciplined. This makes us more enthusiastic to continue following the rules and activities at the Islamic boarding school. Based on the results of an interview with Ustazah Fadhilla Ashary, S.Pd. The vice principal stated that the reward system (reward) applied in Islamic boarding schools is one of the supporting factors in the implementation of character education for student discipline. By providing appreciation to students who demonstrate disciplined behavior, Islamic boarding schools are able to increase motivation, foster a positive competitive spirit, and encourage students to be disciplined.

Fourth, a supportive school environment. Based on interviews, it was discovered that a supportive school environment is a key factor in character education, particularly in fostering discipline. A conducive, orderly, and habitual environment significantly impacts the development of students' discipline. This supportive school environment is evident in the consistent implementation of a culture of discipline across all Islamic boarding schools. The research findings indicate that an orderly and organized school environment helps students develop disciplined behavior.

Inhibiting factors, some inhibiting factors include the different backgrounds of the students. Based on the research results, one of the inhibiting factors in character education towards student discipline at the Bai'aturreidhwan 'Tengah Sawah Islamic Boarding School in Bukittinggi is the differences in the students' backgrounds. Students who come from different family, social, cultural, and educational environments have different characters, habits, and levels of understanding of the values of discipline. These differences cause the process of developing disciplinary character to be challenging and require different approaches according to the conditions of each student.

This shows that not all students develop the same discipline habits when they first enter the Islamic boarding school environment. Students who enter Islamic boarding schools come from various regions and family backgrounds. Some have been accustomed to discipline by their parents since childhood, while others are not yet accustomed to living by strict rules.

This was emphasized by Ustazah Yoshi Anggela, S.Pd., and Ustaz Teguh Pajar Rasidin, who both stated that each student has a different character. Some students have been accustomed to discipline since childhood, making it easy to follow rules, while others are not yet accustomed to this discipline. Therefore, the process of developing discipline requires time and patience so that all students can adapt to the rules in force at the Islamic boarding school.

Second, lack of student awareness. Students' lack of awareness of the importance of discipline is one of the inhibiting factors in the implementation of character education at the Bai'aturreidhwan 'Tengah Sawah Islamic Boarding School in Bukittinggi. Although the boarding school has clear rules, a structured development program, and supervision by *ustad* and *ustazah*, some students still do not fully understand the importance of complying with applicable regulations.

Based on an interview with Ustazah Fadhilla Ashary, it was discovered that one of the challenges in fostering student discipline is fostering their awareness of voluntarily following the rules. She explained that despite ongoing guidance and direction, some students still need repeated reminders to participate in scheduled activities and fulfill their obligations as students.

Based on research results, this lack of awareness is caused by a lack of a strong understanding within some students regarding the importance of discipline as a personal need. Some students still view Islamic boarding school regulations as an obligation to be carried out under supervision from teachers or administrators, rather than as a form of responsibility born of self-awareness. As a result, the discipline demonstrated is not fully implemented consistently when supervision decreases.

Third, the influence of the external environment of the Islamic boarding school. Based on interviews with the vice principal, homeroom teacher, dormitory supervisor, and students, it was discovered that the external environment of the Islamic boarding school is a hindering factor in the implementation of disciplinary character education. This influence originates from the social environment, family, technology, and social media, which sometimes do not align with the Islamic boarding school's disciplinary values. The results of the study indicate that students cannot be completely separated from the influence of the external environment. When students interact with an external environment that does not support the implementation of discipline, this condition can affect their habits in obeying rules, participating in activities on time, and carrying out assigned responsibilities. Thus, the external environment of the Islamic boarding school can be a hindering factor in the implementation of disciplinary character education. Therefore, continuous guidance, effective supervision, and cooperation between the Islamic boarding school, parents, and the community are needed.

Fourth, low motivation among some students. The research results show that some students lack enthusiasm for participating in activities scheduled by the Islamic boarding school. This is evident in the number of students who are late to activities and less serious about completing schoolwork. This condition indicates that motivation plays a crucial role in fostering disciplined behavior. Furthermore, low motivation is also influenced by several factors such as boredom with busy activities and a lack of awareness of the importance of discipline. As a result, students need encouragement and direction from teachers, homeroom teachers, and supervisors. Therefore, the low motivation of students requires ongoing efforts from the Islamic boarding school through providing motivation and guidance appropriate to the students' conditions.

CONCLUSION

It can be concluded that the implementation of character education has been running well and has made a significant contribution to shaping the discipline of students. Character education is implemented in a planned and sustainable manner through habituation, role models, supervision, and enforcement of rules, so that students are accustomed to being responsible, obeying regulations, participating in Islamic boarding school activities according to schedule, and completing assignments well. The success of this implementation is supported by the role of parents, principals, *ustaz* and *ustazah*, and the reward system (reward), as well as a conducive Islamic boarding school environment. However, its implementation still faces several obstacles, such as differences in student backgrounds, family upbringing patterns, and the still low awareness of some students, so that compliance with the rules is still influenced by applicable supervision and sanctions.

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