




## Construction of Discipline of Madrasah Ibtidaiyah Students in PPKn Subjects

Noveria Fradila<sup>1\*</sup>, Zaini Dahlan<sup>2</sup> 

<sup>1,2</sup> Madrasah Ibtidaiyah Teacher Education, State Islamic University OF North Sumatra, Medan, Indonesia

\*Corresponding author: [noveria.fradila@uinsu.ac.id](mailto:noveria.fradila@uinsu.ac.id)

### Abstrak

Pendidikan karakter diharapkan mampu menjadi pondasi utama dalam mensukseskan generasi emas yang berakhlak mulia, bermoral, beretika, berbudaya, dan beradab berdasarkan falsafah pancasila. Salah satu nilai karakter yang perlu dikembangkan adalah nilai disiplin. Nilai karakter disiplin sangat penting dimiliki oleh siswa agar muncul nilai-nilai karakter yang baik lainnya. Disiplin merupakan cara yang tepat untuk membantu peserta didik belajar hidup dengan pembiasaan yang baik dan bermanfaat. Penelitian ini bertujuan untuk menganalisis tentang konstruksi kedisiplinan siswa Madrasah Ibtidaiyah pada mata pelajaran PPKn. Jenis penelitian ini menggunakan jenis penelitian lapangan (field research) dengan pendekatan deskriptif kualitatif, yaitu suatu proses penelitian yang menghasilkan data deskriptif baik berupa tulisan atau ungkapan yang diperoleh langsung dari lapangan penelitian. Teknik pengumpulan data dilakukan dengan cara observasi, wawancara dan dokumentasi. Berdasarkan hasil penelitian tentang konstruksi kedisiplinan siswa Madrasah Ibtidaiyah pada mata pelajaran PPKn bahwa masih ada beberapa siswa yang harus diberi penegasan terkait tingkat kedisiplin, sedangkan siswa yang lain yang mampu bekerjasama dengan baik dan mengikuti aturan yang berlaku dapat mengubah proses belajar mengajar lebih kondusif dan terarah melalui pembiasaan-pembiasaan yang dilakukan setiap hari.

**Kata Kunci:** Pendidikan, Disiplin, Pembiasaan

### Abstract

Character education is expected to be the main foundation in the success of a golden generation that is noble, moral, ethical, cultured and civilized based on the Pancasila philosophy. One of the character values that need to be developed is the value of discipline. Discipline character values are very important for students to have other good character values. Discipline is the right way to help students learn to live with good and useful habits. This paper aims to analyze the disciplinary construction of elementary school students in civics subjects. This type of research uses field research with a qualitative descriptive approach, namely a research process that produces descriptive data either in the form of writing or expressions obtained directly from the research field. Data collection techniques were carried out by means of observation, interviews and documentation. Based on the results of research on the Disciplinary Construction of Madrasah Ibtidaiyah Students in Civics Subjects that there are still some students who must be given affirmation regarding the level of discipline, while other students who are able to work well together and follow the applicable rules can change the teaching and learning process to be more conducive and directed through daily habits.

**Keywords:** Education, Discipline, Habituation

## 1. INTRODUCTION

Education is a conscious effort made by a person to develop his potential in order to have religious spiritual strength, self-control, intelligence, skills and noble morals. Without education human will lose his direction as the purpose of life that he will bring to achieve a better life (Fitzsimons, 2015; Miniawi & Brenjeky, 2015). Every individual has the right to get proper education in order to create a quality next generation. Through education a person will have a directed life goal and can change one's behavior from less good to better. Along with the times, Indonesia is increasingly losing a moral generation. That is why, the importance of educating children's character from an early age because Indonesia not only needs intelligent people, but also people with noble morals (Muawanah, 2018; Nugroho, 2020)

#### History:

Received : February 11, 2023

Revised : February 15, 2023

Accepted : April 09, 2023

Published : April 25, 2023

**Publisher:** Undiksha Press

**Licensed:** This work is licensed under a Creative Commons Attribution 4.0 License



Character education has a very significant role in shaping a person's identity. With this character education, a person will limit his good and bad deeds because good character will be the initial foundation for the progress of a country. This generation of the nation is the center of the progress of the Indonesian nation in a better direction in the future and to form this character, habituation is needed. This habituation can be seen from the way students interact daily such as telling the truth, responsibility and discipline in the school environment. (Khumairoh & Pandin, 2022; Putri, 2018; Supadi, 2022). Character education is the main issue in education which is the process of forming one's morals. Character education is expected to be the main foundation in the success of Golden Indonesia in the future. Character education is a vision to create a generation with noble character, morals, ethics, culture, and civilized based on the philosophy of Pancasila. This is also an effort to support the realization of ideals as mandated in Pancasila and the Preamble of the 1945 Constitution (Asrial et al., 2022; Utomo, 2017; Widodo & Al Muchtar, 2020).

However, what is happening now with technological advances actually greatly affects the character of students so that there is a change in moral values. For example, acts of sexual violence that occur everywhere committed by minors, murder, theft, molestation and so on. Who is to blame, if such acts of violence have already occurred. Building the character of a nation in a better direction is something that is easy to say but requires hard work and mutual commitment in carrying it out. One of the contributing factors is because Indonesia has a diversity of tribes, religions, cultures, customs that differ from one another. The rapid development of science and technology and the current of globalization also contribute to the fading of character values that are not in accordance with the identity of the Indonesian nation (Ansori, 2020; Roviza, 2018).

Improvement of character education must be continuously carried out so that it experiences an increase in the quality of human resources in this developing country. Looking throughout the history of education today with the situation that used to experience a decline in national values. What's more, many parents are now more concerned with the intelligence aspect of the brain than character education (Attakhidijah & Muhroji, 2022; Nur'Aini & Minsih, 2022). Strengthening character education is an important thing to do considering the many moral deviations among the community. Therefore, strengthening character education needs to be carried out widely in the community. One of the character values that need to be developed is the value of discipline character.

The term discipline comes from a word that is familiar in everyday life, be it in the community, school environment, or the world of work. The value of disciplinary character is very important for students to have other good character values. The importance of strengthening the value of discipline character because now there are many deviant things that are contrary to the norm discipline (Murniyetti et al., 2016; Zaini Dahlan, 2017). The emergence of undisciplined behavior shows that the character acquired in school does not have a positive impact on students' daily behavior. This problem occurs probably because character education has only reached the stage of knowledge, not yet to the implementation in the form of behavior. Various school routines certainly greatly affect the formation of student character, both activities related to learning and activities outside class hours (Annisa, 2019; Savitri, 2022). In response to this, the school must be committed to building a culture of character, this is in line with the vision and mission of the school, which is to create students who are smart, skilled, cultured and broad-minded (Firmansyah, 2020; Rahmatih et al., 2020).

But what is happening today, there are still several schools that experience problems where one of them is the very low indiscipline of students. As an example of student indiscipline in one of the Ibtidaiyah Madrasah that I examined, where the school applies regulations including students are required to wear full uniforms and are not allowed to

remove clothes during the learning process at school (Hendrizal et al., 2022; Miniawi & Brenjeky, 2015). However, there are still some students who violate the rules at the school. Various educational efforts and punishments have been made by students, but not all students are deterrent to these punishments. Therefore, the school certainly hopes for participation from parents who participate in determining the success of the teaching and learning process at school (Surtikanti et al., 2017; Zahara, 2020).

The results of observations made by researchers at MIS Mutiara Sunggal show the role of teachers in shaping the disciplinary character of students is quite good. It can be proven that the teachers there are able to be examples and role models for their students such as being present on time, wearing neat and fragrant uniforms, in each room always given a trash can, teachers also require students to be able to be ceremonial officers in turn, besides that students are also trained every Saturday so that they are ready to be ceremonial officers on Monday. Every day students are always directed to the front row of the class and supervised by their respective class teachers. As soon as the students' bell sounds no longer shouted must be lined, they are used to the habituation so that every morning the teacher has stayed in front of the class to monitor the course of the teaching and learning process at school. At the end of each lesson, the teacher always helps the picket students to clean the classroom. So, in the morning it is ensured that the room for the teaching and learning process is clean and comfortable. Students can study diligently, collect assignments, and do not interfere with other classes during the learning process.

Then, other habituation is also carried out at MIS Mutiara sunggal such as in the line activity in front of the usual class students read several short surahs led by one of the students, then there are school attribute checking activities, long hair and nails, no clothes go out (must be neat), and for men using peci and women wearing hijab. These habits are done so that children are able to live on rules that make themselves change for the better. This study found an overview of the Disciplinary Construction of Madrasah Ibtidaiyah Students in PPKn Subjects. This habituation is carried out repeatedly with the aim of making individuals accustomed to acting, behaving and acting. Good character is certainly everyone's expectation, therefore through habituation carried out in the school environment is able to make students live above the rules and make them more disciplined wherever they live. The aim of this study is to analyze the disciplinary construction of elementary school students in civics subjects.

## **2. METHODS**

The research method used in this study is qualitative descriptive method. Qualitative research methods are research methods that examine natural object conditions where researchers are key instruments (Sugiyono, 2017). This type of research uses a type of field research with a qualitative descriptive approach, which is a research process that produces descriptive data in the form of writing or expressions obtained directly from the research field.

Data collection techniques are carried out by observation, interviews and documentation in order to collect complete information. The subject of this study involving involves several parties in the school. In this study, researchers explained about the construction of discipline complete with supporting and inhibiting factors that occur in habituating the character of the discipline, and the solutions are done by the school and parents in dealing with these factors.

### **3. RESULTS AND DISCUSSION**

#### **Results**

Every educational institution certainly has school rules and regulations. The school certainly hopes that all students can behave in a disciplined manner during the teaching and learning process. In order to prepare quality human resources, of course, it is necessary to habituate discipline in the school environment. With the implementation of school regulations such as wearing full uniforms, showing up on time, not being allowed to bring mobile phones to school, not being allowed to go home before being picked up to school, and most importantly mutual respect and respect for each other. Thus, through existing regulations, it can train and foster a sense of responsibility in students, creating a safe, comfortable, peaceful and conducive environment so that teaching and learning activities run well and smoothly. Then, form positive behavior in students so that it becomes a habit in accordance with applicable norms.

However, as the times progress, the increase in students' discipline awareness is decreasing. The decline in discipline in students occurs due to several factors such as family factors, environmental factors or social factors. It is also possible that the increasingly sophisticated information media that students easily find or have is one of the causes of decreased discipline in students. It can be seen from the enthusiasm of children to use the internet as a means of play rather than for a means of learning. Excessive use of gadgets will also have a negative impact on the social and emotional development of learners. Solutions to the problem of gadget use in early childhood parents must play a role in limiting the use of gadgets, supervising children, and giving time to play gadgets. As a result, because it is too fun to enjoy the internet without the role of parents besides it will certainly affect the learning process in the classroom.

Student discipline problems will have a major influence on the progress of educational institutions. If the school can maintain a high level of discipline, it will create a good learning process. It is far different from schools that do not maintain orderly, comfortable, and conducive environmental conditions. If an educational institution can create safe conditions during the learning process, what happens is that the school will produce quality graduates. Discipline is one of the factors that can help someone achieve success, through discipline a person will be more directed and able to live above the applicable rules. Meanwhile, educational institutions that cannot maintain a high level of discipline will cause decreased learning achievement in students, such as students always chatting when the teacher explains the subject matter as a result of which school assignments will also be neglected and cheat on test time. Even though it will muddy the situation, cause new problems such as getting sanctions from teachers or increasingly not understanding students of a subject.

The results of the study, which the author conducted through an interview with one of the MIS Mutiara Sunggal teachers, related to discipline at the school that there are still some students who have not maximized in carrying out the rules at school such as not wearing socks, clothes taken out, throwing garbage anywhere, if in class there are still students who do not do homework, and make noise during class time. From the above violations, there must be factors that influence students why they show such a lack of discipline in the school environment, maybe one of them is the weak attention of parents to their children because parents are too busy with economic affairs, authoritarian parents, broken home families, social influences in the surrounding environment, or increasingly sophisticated technological developments that are far from parental supervision. To be able to minimize bad habits that continue to be carried out by students, the school needs to carry out a habituation system in the school environment, students are also required to live above the applicable rules, all educators at MIS mutiara must work well together and provide educational examples for their

students. With the habituation system in schools, it is hoped that students will be able to change the level of discipline for the better and be responsible for their obligations as students.

The author also made observations at MIS Mutiara Sunggal. In the author's view, this school is a private elementary school that can be an example for other schools. The school provides rules in writing and verbally during lines in the field, not only telling and demanding that students must be able to live above the applicable rules but the teachers there are also able to carry out the rules in the school environment. Before the students arrived at school, the picket teachers had stayed in front of the fence to greet the students who entered the school. Meanwhile, other teachers monitor each class and field whether it is clean and comfortable for the learning process to take place. At 7:15 a.m. the bell rang, the teacher had stayed in front of the classroom to monitor the students' marching rows. Row activities in front of the class, all students are checked first starting from the completeness of school attributes, hair, nails, clothes issued, and ensure that male students wear peci and women wear hijab underwear. The activity is certainly carried out every day, so that children are able to live above the rules that make themselves change for the better. This discipline culture has long been implemented by the MIS Mutiara Sunggal school. If everything has been checked, then the neatest row of students is allowed to enter the classroom.

The role of teachers in providing examples is very influential on changes in student development. So through the habituation system at school, students can instill a sense of responsibility for their obligations as students. Educational institutions have an important role to provide provisions for the future generation of the nation. Educators should strive to improve the education system for the better, not just try to make them smart. However, it must also form a human being who is disciplined towards his responsibilities. One of the efforts that can be done is to improve the education system which focuses on character education. Character education is an alternative solution to problems related to children's lack of morals that are happening today. The problems faced can be overcome by instilling moral education, which begins with habituating to positive things. Of course, to form discipline in daily life as a teacher who is imitated, it is necessary to make efforts through positive habits in the school environment. If you want to be disciplined in something, then these students must get used to doing positive things as well. Without the right educational process, it is impossible for educators to produce children with personal character.

Through good habituation and repeated practice at school, it is expected to solve all deviant problems in students. There are examples of social deviations that occur at school such as dressing not according to the rules set by the school, not doing homework, deliberately leaving long hair, making noise in class, bullying schoolmates, etc. All deviant actions that occur at school can be minimized, if good habits continue to be carried out and there is cooperation between teachers and parents at home so that children continue to be under educational supervision. The process of forming children's discipline from an early age so that they are trained to become human beings with good personalities, increase physical, intellectual and emotional spiritual intelligence, and as a bulwark of useless activities. Then, the role of line inspection activities is lined up in front of the class so that the learning process is carried out smoothly and increases high discipline in students so that they will be more responsible for their obligations. Students are also required to be able to live above the applicable rules and make these rules a means of self-control because every teaching and learning activity at school is always directed and guided by the teacher.

But sometimes the environment outside the school is often an inhibiting factor in shaping the character of discipline at school. Students who live in an environment where society does not apply strict rules, then he will get used to doing bad habits at school. Unlike students who live in an environment where the community maintains the rules and is

accustomed to living above pressure, the impact is that these students will carry out good habits in their school environment. Likewise, the influence of the social environment, if you make friends with students who cannot be regulated against the applicable rules, it does not rule out the possibility that these students can be affected by bad habits as well. Therefore, as educators who play an important role in the development of the child's learning process, they must be able to work with parents so that children remain under the supervision of both.

In addition to working with parents, teachers must also have strategies in fostering close discipline in students such as giving educational punishments. This punishment is given solely so that students try to instill a sense of responsibility in themselves. The usual strategy carried out by teachers at MIS Mutiara Sunggal is that students are instructed to enter each class and take responsibility for what they have violated and instruct them to read the surah in front of the class as requested by the teacher in the class. The punishment is applied so that students are deterred, besides that it will also increase students' knowledge related to suras that should not be a demand but instead become accustomed to reciting them.

However, before being given punishment, of course, students are given advice and warning first. Usually students who have problems are called one by one to the office, and asked why they cannot obey the applicable rules, what is the problem, the causative factors to have to do this even though if they are able to live disciplined can change themselves for the better. As explained above, the decline in discipline in students occurs due to several factors, namely family factors, environmental factors and social factors. It is also possible that the increasingly sophisticated information media that students easily find or have is one of the causes of decreased discipline in students. But the teacher also continues to strive to set an example for students to always be disciplined so that students can follow the exemplary values shown by the teacher.

## **Discussion**

PPKn subjects are one of the subjects that are required to instill character in students in developing spiritual, social, knowledge, and skill competencies. Citizen has knowledge and skills then he will become someone who has competence, citizen has knowledge and character then he will become someone who is confident. When a citizen has skills and character then he will be someone who is committed. And when a citizen has knowledge, skills and character, then a person will become an intellectual, tough, and responsible citizen. If all three competencies can be possessed at once, it will create citizens who are capable in science, and have skills in conveying their knowledge, with an attitude of commitment they are also able to convey knowledge (Renaldi & Wiza, 2022; Syafri, 2022). So this is what is called "qualified and trustworthy citizens."

The personality or national identity of the Indonesian nation is adopted from religious values and cultural values that are believed to be true. If anyone says that the Indonesian nation is a civilized nation, a cultured nation, an ethical nation, then that is what the personality or identity of the Indonesian nation says. It is no stranger if Indonesia is said to be a religious country because in everyday life, Indonesia is synonymous with the value of goodness and truth taught in religion. If in everyday life does not heed religious values, then in the author's view, the Indonesian nation actually does not have a national personality or identity so it is not worthy to be said to be a religious nation, even though it is clearly written expressly on the first precept in Pancasila, namely "One Godhead" now this is the first and foremost national identity of the Indonesian nation (Ansori, 2020; Nata, 2021).

Religion should be the basic foundation in building the nation's civilization and most importantly that what is taught in religion also accepts mutually agreed cultural values as long as it does not tarnish religious beliefs. A persons who has a national identity, must have a sense of pride that Indonesia is his country, because one of the characteristics of the identity



of the Indonesian nation is a person who has a high civilization. If a person feels that he is part of the Indonesian nation, then the consequence is that he must do and sacrifice for his nation, students must sacrifice time, mind, energy, money, etc. to complete their studies, while contributing to the nation and State (P. Putra, 2019; Sukriyatun, 2022).

PPKn is a subject that studies the values of Pancasila, the sciences of government, and citizenship. This PPKn subject is very important because it also provides character education to students, teaching students to think critically, rationally, and creatively. Teaching students to act decisively and responsibly, and act in accordance with applicable norms in society (Fitriani et al., 2022; Purwanti et al., 2020; Rachmat, R. et al., 2022). The damage to character that occurs in the younger generation is one of the responsibilities of educational institutions. With this reality, the education system in Indonesia must be improved. Teachers are expected not to teach material or basic knowledge about citizenship alone but are also responsible for building student character. Therefore, teacher strategies are needed in shaping discipline attitudes in students in realizing social life in the school environment. According to researchers, the discipline of students in Madrasah Ibtidaiyah school is good enough because they understand very well what consequences they will receive if they are not disciplined or violate regulations. Teachers will scale to discipline students related to discipline from the start of entry to the end of school hours (Emilzoli et al., 2021; Noviana & Rahma, 2021).

In fact, the study of the Disciplinary Construction of Madrasah Ibtidaiyah Students in PPKn Subjects has been researched by a number of people. Among them discussed studies on implementation of disciplinary attitudes in Madrasah Ibtidaiyah institutions in the formation of children's morals (P. Putra, 2019). Previous research teacher strategies in building the disciplinary character of grade ii students in online learning at SDN 165 (Zahara, 2020). Implementation of Character Education in Shaping Student Discipline and Responsibility in Elementary Schools (Roviza, 2018). Strengthening Student Discipline Character through the Role of Teachers in Elementary Schools (Ansori, 2020). The importance of instilling character education in facing the era of globalization for the 21st century generation (Khumairoh & Pandin, 2022). Based on the previous studies, it is known that the study of the Disciplinary Construction of Madrasah Ibtidaiyah Students in PPKn Subjects has differences from previous researchers. The difference from previous researchers is that the formation of discipline for elementary school students can be done through full day school, habituation of school culture, namely the 5 S's (Smile, greeting, greeting, politeness and courtesy) through this habituation will shape the character of student discipline. However, researchers also found similarities from the literature review above, it is known that the phenomenon of discipline is determined by the success of learning in the classroom, namely the way teachers deliver material, available learning resources, high motivation, and how the school environment can have a major influence on students (Andayani & Dahlan, 2022; Sidiq, F. & Darkam, 2021).

In the school environment, educators are leaders who are able to influence students for the better. To create a quality generation, of course, it is necessary to make various teacher efforts in setting applicable rules so that disciplinary character can continue to be developed properly, consistently, and have a positive impact on students' lives. A disciplined school environment will encourage students to succeed in the learning process because they are accustomed to an orderly and purposeful environment. With discipline, the school environment will be conducive, orderly and calm that supports the learning process in the classroom. Conversely, if the environment is far from the application of student discipline character, it will be hampered by optimizing their potential and achievement, thus disrupting learning in the classroom. (Nanda, 2021; Nurreni, F. et al., 2021).

Discipline is an action that shows orderly behavior and complies with various regulations that have been determined, while responsibility is an attitude or behavior in

carrying out its obligations. The character of discipline and responsibility is instilled and familiarized from an early age to students, because the character of discipline and responsibility is one of the character values that plays an important role in the development of students' social attitudes. Discipline is the right way to help students learn to live with good and useful habits. (Anggraini et al., 2017; Salsabila et al., 2020).

The key is that in order for the cultivation of character education in schools to be successful, it takes the patience of teachers as parents in schools so that they can always carry out their roles continuously and maintain the culture that exists in the school environment is none other than the goal so that students are able to live above the applicable rules. School rules and regulations need to be enforced in accordance with their portion and teachers must really apply the principle of "Tutwuri Handayani" so that character building in schools God willing, will be realized, so that we no longer encounter students who are trapped in a perverted understanding of religion (Hartanto, 2019; Veronika & Febrina, 2022). Of course this is the hope of all educators and parents of students, how to create golden generations in the future so that they can bring this nation forward in line with other developed countries in the world. For this reason, it is not enough just for teachers to play a role, of course, school institutions hope that parental participation in shaping the character of students will greatly determine the success of the teaching and learning process at school (Pradana et al., 2021; A. W. Putra et al., 2019).

The implication of this study is provide information related to construction of discipline complete with supporting and inhibiting factors that occur in habituating the character of the discipline, and the solutions are done by the school and parents in dealing with these factors. The limitation of this research lies in the research subjects which were only carried out in one educational institution. Therefore, it is hoped that future research will be able to carry out similar research with different agencies in more depth. The hope is that not only MIS Mutiara Sunggal can apply these habits, but other educational institutions must also be able to carry out these habits so that schools can influence the nation's generation in attitude, behavior, and ethics at school and outside school.

#### 4. CONCLUSION

Disciplinary problems in the MIS Mutiara Sunggal Environment have a major influence on the teaching and learning process of students in the classroom. MIS Mutiara Sunggal is one of the schools that can maintain a high level of discipline even though there are still some students who often violate these rules, but teaching and learning activities are still running conducively. The school environment also looks safer and quieter during learning. Some students who can live a disciplined life are able to make the school avoid noise and chaos so that these students are more organized in behaving at school. It turns out that the benefits of discipline at school cannot be separated from the purpose of obeying the rules at the school, where the goal is that students can live above the applicable rules. However, sometimes that makes students undisciplined because they are affected by the environment outside of school.

#### 5. REFERENCES

- Andayani, A., & Dahlan, Z. (2022). Konstruksi Karakter Siswa VIA Pembiasaan Shalat Dhuha. *Jurnal Madrasah Ibtidaiyah; Muallimuna*, 7(2), 99–112. <https://doi.org/10.31602/muallimuna.v7i2.6531>.
- Anggraini, Y., Patmanthara, S., & Purnomo. (2017). Pengaruh Lingkungan Belajar Dan Disiplin Belajar Terhadap Hasil Belajar Kompetensi Keahlian Elektronika Industri Di



- Sekolah Menengah Kejuruan. *Jurnal Pendidikan: Teori, Penelitian, Dan Pengembangan*, 2(12), 1650–1655. <https://doi.org/10.17977/jptpp.v2i12.10316>.
- Annisa, F. (2019). Penanam Nilai-nilai Pendidikan Karakter Disiplin Pada Siswa Sekolah Dasar. *Perspektif Pendidikan Dan Keguruan*, 10(1), 1–7. [https://doi.org/10.25299/perspektif.2019.vol10\(1\).3102](https://doi.org/10.25299/perspektif.2019.vol10(1).3102).
- Ansori, Y. Z. (2020). Penguatan Karakter Disiplin Siswa Melalui Peranan Guru Di Sekolah Dasar. *Jurnal Elementaria Edukasia*, 3(1), 126–135. <https://doi.org/10.31949/educatio.v6i2.672>.
- Asrial, Syahrial, Kurniawan, D. ., Sabil, H., & Perdana, R. (2022). Digital E-Assessment Technology in Assessing Students' Tolerance Character. *Jurnal Ilmiah Sekolah Dasar*, 6(4), 558–567. <https://doi.org/10.23887/jisd.v6i4.47302>.
- Attakhidijah, S., & Muhroji. (2022). The Effect of Discipline and Learning Motivation on Student Learning Outcomes in Elementary Schools. *Jurnal Ilmiah Sekolah Dasar*, 6(3), 501–508. <https://doi.org/10.23887/jisd.v6i3.49806>.
- Emilzoli, M., Ali, M., & Rusman. (2021). Perceptions, attitudes and lifestyles of students of Madrasah Ibtidaiyah Teacher Education Study Program about education for sustainable development. *IOP Conference Series: Earth and Environmental Science*, 739(1). <https://doi.org/10.1088/1755-1315/739/1/012058>.
- Firmansyah, O. (2020). Peran Kepala Sekolah Dalam Membentuk Karakter Disiplin Pada Siswa Di SDN Sinduadi 2. *Jurnal Pendidikan Guru Sekolah Dasar*, 9(2), 103–114. <https://journal.student.uny.ac.id/index.php/pgsd/article/view/16780>.
- Fitriani, F., Hafidhuddin, D., Husaini, A., & Mujahidin, E. (2022). Konsep Pendidikan Karakter Kepemimpinan Profetik dan Implementasinya di Sekolah Dasar Islam Terpadu Nurul Fikri. *Jurnal Pendidikan Islam; Ta'dibuna*, 11(4), 505–517. <https://doi.org/10.32832/tadibuna.v11i4.8268>.
- Fitzsimons, E. (2015). Character education: A role for literature in cultivating character strengths in adolescence. *Master of Applied Positive Psychology*, 8(1), 135–150. [https://doi.org/10.1007/978-94-017-9667-5\\_7](https://doi.org/10.1007/978-94-017-9667-5_7).
- Hartanto, S. (2019). Manajemen Pendidikan Karakter Cinta Tanah Air (Analisis Konseptual Peran Kepala Sekolah dan Guru). *Jurnal Studi Keislaman*, 5(2), 51. <http://wahanaislamika.ac.id/index.php/WahanaIslamika/article/view/68>.
- Hendrizar, H., Chandra, C., & Kharisma, A. (2022). Attitude Development of Elementary School Students with the Character Education-based Discovery Learning Model. *Jurnal Ilmiah Sekolah Dasar*, 6(2), 346–354. <https://doi.org/10.23887/jisd.v6i2.45572>.
- Khumairoh, A., & Pandin, M. G. R. (2022). Pentingnya Penanaman Pendidikan Karakter Dalam Menghadapi Era Globalisasi Bagi Generasi Abad Ke-21. *Jurnal Pendidikan Karakter*, 12(1), 27–37. <https://scholar.archive.org/work/prha3er3r5dwzblod7>.
- Miniawi, H. El, & Brenjekjy, A. (2015). Educational Technology, Potentials, Expectations and Challenges. *Procedia - Social and Behavioral Sciences*, 174, 1474–1480. <https://doi.org/10.1016/j.sbspro.2015.01.777>.
- Muawanah. (2018). Pentingnya Pendidikan Untuk Tanamkan Sikap Toleran di Masyarakat. *Jurnal Vijjacariya*, 5(1). <https://doi.org/10.31219/osf.io/vqgj4>.
- Murniyetti, M., Engkizar, E., & Anwar, F. (2016). Pola Pelaksanaan Pendidikan Karakter Terhadap Siswa Sekolah Dasar. *Jurnal Pendidikan Karakter*, 6(2), 156–166. <https://doi.org/10.21831/jpk.v6i2.12045>.
- Nanda, M. D. (2021). Upaya Meningkatkan Sikap Kedisiplinan Pada Mata Pelajaran Ppkn Menggunakan Model Air (Auditory, Intellectualiiy, Repetition) Di Sekolah Dasar. *Prosiding Seminar Nasional Pendidikan STKIP Kusuma Negara III PGSD*, 141–148. <http://jurnal.stkipkusumanegara.ac.id/index.php/semnara2020/article/view/1291>.

- Nata, A. (2021). Kemampuan Global dan Tradisi Berpikir Tingkat Tinggi Dalam Islam. *Jurnal Pendidikan Islam; Ta'dibuna*, 10(2), 120–145. <https://doi.org/10.32832/tadibuna.v10i2.4731>.
- Noviana, R., & Rahma, R. (2021). Strategi Sekolah Dalam Membentuk Sikap Disiplin Peserta Didik Peserta Didik di Sekolah Dasar Negeri 01. *An-Nuha Jurnal Pendidikan Islam*, 1(3), 187–197. <https://doi.org/10.24036/annuha.v1i3.46>.
- Nugroho, A. (2020). Penanaman Karakter Disiplin Pada Siswa Sekolah dasar. *Fundamental Pendidikan Dasar*, 3(2), 90–100. <https://doi.org/10.12928/fundadikdas.v3i2.2304>.
- Nur'Aini, A., & Minsih. (2022). The Effect Of Parenting in The Digital Era on The Behaviour of Elementary School Students. *Jurnal Ilmiah Sekolah Dasar*, 6(4), 637–643. <https://doi.org/10.23887/jisd.v6i4.56036>.
- Nurreni, F., Nurhadi, N., & Nurcahyono, O. H. (2021). Analisis Kedisiplinan Siswa Berdasarkan Ketaatan Terhadap Tata Tertib Sekolah. *Jurnal Pendidikan Karakter*, 11(2), 209–220. <https://doi.org/10.21831/jpka.v12i2.33042>.
- Pradana, D. A., Mahfud, M., Hermawan, C., & Susanti, H. D. (2021). Nasionalism: Character Education Orientation in Learning Development. *Budapest International Research and Critics Institute (BIRCI-Journal): Humanities and Social Sciences*, 3(4), 4026–4034. <https://doi.org/10.33258/birci.v3i4.1501>.
- Purwanti, E., YANTORO, Y., & PAMELA, I. S. (2020). Kedisiplinan siswa di sekolah dasar. *Adi Widya: Jurnal Pendidikan Dasar*, 5(2), 112–117. <https://doi.org/10.25078/aw.v5i2.1348>.
- Putra, A. W., Suyahman, S., & Sutrisno, T. (2019). Peranan Tata Tertib Sekolah Dalam Membentuk Perilaku Kedisiplinan Siswa Di Sekolah Dasar Negeri. *Civics Education And Social Science Journal (CESSJ)*, 1(1), 106–127. <https://doi.org/10.32585/cessj.v1i1.361>.
- Putra, P. (2019). Implementasi Sikap Disiplin Di Lembaga Madrasah Ibtidaiyah (MI) Dalam Pembentukan Moral Anak. *Jurnal Keilmuan Dan Kependidikan Dasar*, 11(01), 35–44. <https://doi.org/10.32678/primary.v11i01.1293>.
- Putri, D. P. (2018). Pendidikan Karakter Pada Anak Sekolah Dasar di Era Digital. *Jurnal Pendidikan Dasar*, 2(1), 37–50. <https://doi.org/http://dx.doi.org/10.29240/jpd.v2i1.439>.
- Rachmat, R., Mujahidin, E., Tamam, A. M., & Alim, A. (2022). Waktu-waktu Efektif Belajar Menurut Para Ulama dan Santri. *Jurnal Pendidikan Islam; Ta'dibuna*, 11(1), 052–065. <https://doi.org/10.32832/tadibuna.v11i1.6011>.
- Rahmatih, A. N., Maulyda, M. A., & Syazali, M. (2020). Refleksi Nilai Kearifan Lokal (Local Wisdom) dalam Pembelajaran Sains Sekolah Dasar: Literature Review. *Jurnal Pijar Mipa*, 15(2), 151–156. <https://doi.org/10.29303/jpm.v15i2.1663>.
- Renaldi, R., & Wiza, R. (2022). Upaya Pembentukan Karakter Disiplin dan Tanggung Jawab Siswa. *Jurnal Pendidikan Islam; An-Nuha*, 2(3), 538–550. <https://doi.org/10.24036/annuha.v2i3.244>.
- Roviza, R. (2018). *Implementasi Pendidikan Karakter Dalam Membentuk Kedisiplinan dan Tanggung Jawab Siswa di Sekolah Dasar*.
- Salsabila, A., Affifah, A. N., & Cahyati, S. Y. (2020). Penanaman Karakter Disiplin Pada Siswa Sekolah Dasar Negeri. *Jurnal Edukasi Dan Sains*, 2(2), 318–333. <https://doi.org/10.36088/edisi.v2i2.1024>.
- Savitri, D. (2022). Analisis Karakter Disiplin Siswa Sekolah Dasar. *Prosiding Seminar Nasional Hasil Riset Dan Pengabdian*, 1(4), 1012–1018. <https://snhrp.unipasby.ac.id/prosiding/index.php/snhrp/article/view/426>.
- Sidiq, F., & Darkam, D. (2021). Analisis Pendidikan Karakter Disiplin Kelas V Sekolah Dasar Negeri 2. *Jurnal Lensa Pendas*, 6(2), 9–18.

<https://doi.org/10.33222/jlp.v6i2.1704>.

- Sugiyono. (2017). *Metode Penelitian Kuantitatif, Kualitatif dan R&D*. Jakarta: Alfabeta.
- Sukriyatun, G. dkk. (2022). Model Problem Based Learning Untuk Meningkatkan Motivasi Berprestasi dan Inovasi Siswa Pada Pelajaran PAI. *Jurnal Pendidikan Islam; Ta'dibuna*, 11(2), 166–178. <https://doi.org/10.32832/tadibuna.v11i2.6783>.
- Supadi, S. (2022). Principal Leadership: Responding to The Challenges of 21st Century Teacher Competence. *AL-TANZIM: Jurnal Manajemen Pendidikan Islam*, 6(1), 561–573. <https://doi.org/10.33650/al-tanzim.v6i2.3529>.
- Surtikanti, H. K., Syulamsi, A., & Ramdhani, N. (2017). Traditional Knowledge of Local Wisdom of Ammatoa Kajang Tribe (South Sulawesi) about Environmental Conservation. *Journal of Physics: Conference Series*, 895(1). <https://doi.org/10.1088/1742-6596/895/1/012122>.
- Syafri, U. A. (2022). Inovasi Program Penguatan Pendidikan Karakter Religius berbasis Profil Pelajar Pancasila di SMP Al-Kahfi. *Jurnal Pendidikan Islam; Ta'dibuna*, 11(4), 574–588. <https://doi.org/10.32832/tadibuna.v11i4.8410>.
- Utomo, E. P. (2017). Internalization of National Character Value in Social Studies. *SOCIA: Jurnal Ilmu-Ilmu Sosial, an Academic Journal*, 4(2), 132–145. <https://doi.org/10.4108/eai.7-8-2019.2288427>.
- Veronika, C., & Febrina, D. (2022). The Role of the Teacher in the Character Education Strengthening Program for Grade V Elementary School Students. *Jurnal Ilmiah Sekolah Dasar*, 6(2), 331–337. <https://doi.org/10.23887/jisd.v6i2.46342>.
- Widodo, B., & Al Muchtar, S. (2020). *The Optimization of Civic Education in Building the Harmony of Religious Life Through Religious Humanism Approach*. 418(Acec 2019), 57–61. <https://doi.org/10.2991/assehr.k.200320.011>.
- Zahara, S. (2020). *Strategi Guru Dalam Membangun Karakter Disiplin Siswa Kelas II Dalam Pembelajaran Daring SDN 165*.
- Zaini Dahlan. (2017). Peningkatan Kualitas Kompetensi Guru BK Sebagai Konselor Di Sekolah Dalam Menghadapi Tantangan Global. *Jurnal Pendidikan Dan Konseling*, 7(1), 12–27. <https://doi.org/10.30829/al-irsyad.v7i1.6664>.