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THE ROLE OF TEACHERS ISLAMIC RELIGIOUS EDUCATION IN SHAPING THE CHARACTER OF STUDENT RESPONSIBILITY

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Abstrak

Penelitian ini bertujuan untuk menganalisis peran guru Pendidikan Agama Islam (PAI) dalam membentuk karakter tanggung jawab peserta didik di SDN 87/III Air Terjun. Penelitian ini dilatarbelakangi oleh adanya kesenjangan antara pemahaman peserta didik terhadap nilai tanggung jawab dan penerapannya dalam kehidupan sehari-hari. Penelitian ini menggunakan pendekatan kualitatif dengan desain studi kasus. Subjek penelitian terdiri atas guru PAI, peserta didik, dan kepala sekolah. Teknik pengumpulan data meliputi observasi, wawancara, dan dokumentasi, sedangkan analisis data menggunakan model Miles dan Huberman melalui tahapan reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa guru PAI memiliki peran yang signifikan dalam membentuk karakter tanggung jawab peserta didik melalui perencanaan dan pelaksanaan kegiatan pembelajaran. Pada tahap perencanaan, guru mengintegrasikan nilai tanggung jawab ke dalam tujuan pembelajaran, materi, dan kegiatan yang berkaitan dengan kehidupan sehari-hari peserta didik. Pada tahap pelaksanaan, guru menanamkan karakter tanggung jawab melalui pembiasaan, pemberian tugas, bimbingan, pengawasan, dan pendekatan personal kepada peserta didik. Selain itu, keteladanan guru serta hubungan yang baik antara guru dan peserta didik turut mendukung proses pembentukan karakter. Selanjutnya, penelitian ini juga mengidentifikasi faktor pendukung dan penghambat dalam pembentukan karakter tanggung jawab peserta didik. Faktor pendukung meliputi kerja sama antara guru dan pihak sekolah, lingkungan sekolah yang kondusif, serta dukungan orang tua. Sementara itu, faktor penghambat meliputi rendahnya kesadaran peserta didik, pengaruh lingkungan pergaulan teman sebaya, dan penggunaan media elektronik yang tidak terkontrol.

Kata kunci: Karakter Tanggung Jawab, Pendidikan Agama Islam, Pembentukan Karakter, Peserta Didik.

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Abstract

This study aims to analyze the role of Islamic Religious Education (PAI) teachers in shaping the responsibility character of students at SDN 87/III Air Terjun. This research is motivated by the existing gap between students' understanding of the value of responsibility and its implementation in daily life. The study employed a qualitative approach with a case study design. The research subjects consisted of PAI teachers, students, and the school principal. Data collection techniques included observation, interviews, and documentation, while data analysis used the Miles and Huberman model through data reduction, data display, and conclusion drawing. The results of the study indicate that PAI teachers play a significant role in shaping students' responsibility character through the planning and implementation of learning activities. In the planning stage, teachers integrate the value of responsibility into learning objectives, materials, and activities related to students' daily lives. In the implementation stage, teachers instill the character of responsibility through habituation, assignment of tasks, guidance, supervision, and personal approaches to students. In addition, teachers' role modeling and good relationships between teachers and students also support the character-building process. Furthermore, this study identified both supporting and inhibiting factors in shaping students' responsibility character; supporting factors comprise cooperation between teachers and the school, a conducive school environment, and parental support, while inhibiting factors include students' lack of awareness, the influence of peer environments, and the uncontrolled use of electronic media.

Keywords: Responsibility Character, Islamic Religious Education, Character Building, Students

INTRODUCTION

Education is the main foundation in shaping the quality of superior and competitive human resources (Fania et al., 2025). Through education, students not only gain knowledge and skills, but also experience the process of forming attitudes, values, and character that become guidelines in the life of society, nation, and state (Ramdan & Fauziah, 2019). Therefore, the success of education is not only measured by academic achievement, but also by its success in shaping the character of good students (Rizhan et al., 2024). From the perspective of national education, the goals of education include the development of students' potential to become human beings who have faith, piety, noble character, independence, creativity, and responsibility (Bela and Mahmudah, 2024). This shows that the character of responsibility is an important part of the educational process (Nianti et al., 2024). In line with that, character education is the main focus in the Indonesian education system through the cultivation of moral values, habituation of positive behavior, and examples from the school and family environment (Hidayat, 2025).

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One of the important character values to instill in students is responsibility (Malawi, 2016). This character trait reflects the individual's awareness in carrying out duties and obligations and readiness to accept the consequences of every action taken (Rahman et al., 2024). In the context of education, responsibility is not only related to the completion of academic tasks, but also includes learning discipline, honesty, and commitment to carrying out the mandate (Rohani & Ponidi, 2025). According to Lickona, responsibility is an important part of character education which includes moral knowing, moral feeling, and moral action that must run in a balanced manner (Darmawan et al., 2026). Instilling the character of responsibility from the elementary school level is very important because in this phase the child is at the stage of early moral development (Maharani et al., 2026). If the character of responsibility is instilled consistently, positive habits will be formed (Anggraeni & Wati, 2026).

In shaping the character of responsibility of students, Islamic Religious Education has a very strategic role (Nordian, 2024). Islamic Religious Education not only functions as a means of delivering religious knowledge, but also as a medium for the formation of students' morals and personalities in accordance with Islamic values (Jafar et al., 2025). Islamic Religious Education teachers are expected to be able to be role models in applying the values of responsibility, such as discipline, trust, and consistency in carrying out their duties (Aji et al., 2025) ; however, the reality on the ground shows that there is still a gap between students' understanding of responsibility and its application in daily life (Rantauwati, 2020). Based on the results of initial observations at SDN 87/III Air Terjun, it was still found that students were less disciplined in doing assignments, were late in collecting work, and did not comply with school rules. This condition shows that the value of responsibility has not been optimally internalized in students (Yanda et al., 2025).

This gap shows that the learning process has not fully succeeded in shaping the character of students as a whole (Sukeriyadi, 2026). Learning that is still oriented to the cognitive aspect without being balanced with habituation and real practice causes students to only understand concepts theoretically (Bela & Mahmudah, 2024). In addition, learning methods that tend to use one-way lectures make students less actively involved in learning experiences that can foster responsibility (Mustopi, 2013). Character assessment is also often only administrative so that the character development of students is not monitored optimally (Aliya et al., 2025). If this condition is left unchecked, it can affect the character development of students in the future and hinder the achievement of the goal of character education in schools. Therefore, more in-depth research is needed on the role of Islamic Religious Education teachers in shaping the



character of responsibility of students at SDN 87/III Air Terjun in order to provide both theoretical and practical contributions to the world of education (Rabina et al., 2023).

LITERATURE REVIEW

Several studies have highlighted the significant impact of Islamic Religious Education (PAI) on student character development. For instance, research by (Ginanjari et al., 2025) demonstrated that structured PAI programs effectively integrate Islamic values into daily student life, promote ethical conduct, and foster holistic development through classroom learning and Islamic-based extracurricular activities. This aligns with the notion that structured Islamic education plays a critical role in shaping students' commitments to Islamic principles. However, while previous studies broadly examine general character formation and talent nurturing, there is still a need to investigate how PAI teachers specifically design strategies to shape the core character of student responsibility. Therefore, this study aims to fill that gap by focusing on the teacher's direct role in cultivating responsibility among students, analyzing the instructional methods used to instill accountability, and examining how these approaches impact students' daily behavior within the school environment.

The character of responsibility (*mas'uliyah*) is a core pillar in student development, within the framework of Islamic education. A significant contribution was made by (Syifa et al., 2022), highlighting that students' discipline and responsibility are heavily challenged during independent learning periods due to external distractions like mobile phone usage and internal barriers like laziness leading to academic procrastination. However, their research primarily focuses on describing challenges faced by parents and students, leaving a critical gap regarding institutional solutions. This is where the current study, "The Role of Teachers Islamic Religious Education in Shaping the Character of Student Responsibility," establishes relevance. While previous research outlines symptoms of declining responsibility, this study shifts focus toward the remedy. It aims to analyze concrete strategies of PAI teachers in restoring responsibility, positioning the teacher as a *muaddib* (moral educator) and *uswah hasanah* (role model) to mitigate laziness and build resilient character.

The cultivation of character values within schools falls heavily upon PAI teachers. A comprehensive framework regarding practical implementation was investigated by (Najiyah & Prayogi, 2023), revealing that PAI teachers utilize explicit strategies including habituation activities, serving as moral role models, acting as mentors, and applying constructive punishments. They identified supporting factors like parental upbringing and school facilities, alongside inhibitors like limited teacher competence and negative peer environments. When compared, a distinct contextual gap is identified. The research



by Najiyah and Prayogi provides a broader overview of character education generally, but does not explicitly isolate the specific character of student responsibility. Therefore, this current study aims to narrow that scope and build upon existing literature. This research specifically investigates how those exact tools and roles are directed toward shaping responsibility, analyzing how PAI teachers navigate supporting and inhibiting factors to foster accountability.

RESEARCH METHODS

This study uses a qualitative research type with a case study approach. This approach was chosen because the research aims to deeply understand the role of Islamic Religious Education teachers in shaping the character of student responsibility. Through the case study approach, researchers can dig into information in detail and contextual at a single research location. This research was carried out at SDN 87/III Air Terjun.

The selection of the location is based on relevance to the focus of the research, namely the formation of students' character of responsibility through the learning of Islamic Religious Education. The research time is carried out during the current school year, which is adjusted to the schedule of activities at the school. The subjects of the study include Islamic Religious Education teachers as the main subjects, students as parties who directly experience the character formation process, and school principals as supporting informants. The selection of subjects is carried out purposively, that is, based on the consideration that they have information relevant to the research. The data sources in this study consist of primary data and secondary data. Primary data was obtained through observation and interviews with teachers, students, and principals (Moleong, 2019). Meanwhile, secondary data is obtained from supporting documents such as lesson plans, teacher notes, and other documents related to research (Cresswell, 2012). To comprehensively gather this information, three distinct data collection techniques were employed: observation, interviews, and documentation. Observation is used to see firsthand the learning process and student behavior. The interview was conducted to obtain more in-depth information about the role of teachers in shaping the character of responsibility. Documentation is used to complement the data obtained from observations and interviews. The data analysis technique uses the Miles and Huberman model which includes data reduction, data presentation, and conclusion drawn (Miles et al., 2014). Data reduction is carried out by filtering relevant data, then presented in descriptive form, and then conclusions are drawn according to the research objectives. To maintain the validity of the data, this study uses triangulation techniques, namely source triangulation and triangulation techniques (Haryono, 2023). Source triangulation was carried out by comparing data from various informants involved, namely between



Islamic Religious Education teachers as the main subjects, students, and school principals as supporting informants. Meanwhile, triangulation of the technique was carried out by comparing the results obtained through observation, interviews, and documentation.

RESULTS AND DISCUSSION

Results

The Role of PAI Teachers in Learning Planning to Form the Character of Student Responsibility

Learning planning is a very important initial stage in the educational process because it is the basis for determining the direction and objectives of learning in the classroom. In Islamic Religious Education (PAI) learning, planning is not only focused on achieving the cognitive aspects of students, but also directed at the formation of students' character. One of the important characters to be instilled from an early age is the character of responsibility. This character is needed so that students are able to carry out their duties and obligations well, both in the school environment and in daily life. Based on the results of research conducted at SDN 87/III Air Terjun, it is known that PAI teachers have tried to include the value of responsibility in the learning tools prepared before the learning process takes place. Teachers prepare learning objectives, materials, methods, and learning activities that are not only oriented towards mastering the material, but also on forming student discipline and responsibility attitudes while participating in the learning process at school. Based on the results of an interview with a PAI teacher with the initials SY, it is known that the formation of the character of responsibility cannot be done instantly, but must be designed from the early stages of learning. The teacher said that each subject matter is always associated with the students' daily lives so that students can more easily understand and apply the value of responsibility in everyday life. SY says:

"If children are only given theory, they usually forget quickly. So religious material must be associated with their daily lives, for example the responsibility of doing homework, maintaining cleanliness, and obeying school rules."

The teacher explained that materials such as commendable morals, trust, discipline, and the prophet's exemplary story are often used to instill the value of responsibility in students. In addition, teachers also provide simple examples that are close to students' lives, such as the responsibility of doing assignments, maintaining class cleanliness, obeying school rules, and respecting teachers and friends. From the results of observations, it can be seen that teachers try to make PAI learning not only as a theoretical delivery, but also as a means of building positive habits that students can



apply in their daily lives. In addition to the selection of learning materials, PAI teachers also design various learning activities that can train students' responsibilities directly. In an interview, KD said:

"I deliberately give routine tasks so that children get used to completing their obligations. From there, you can see which students have started to be disciplined and which ones still need to be guided."

Based on the results of observations, teachers often give individual and group tasks that must be completed according to the predetermined time. Through these activities, students are accustomed to completing tasks independently and being responsible for the results of their work. The teacher said that the assignment was not only aimed at finding out students' academic abilities, but also as a form of exercise so that students are used to being disciplined and responsible for their obligations as students. The teacher also provides clear rules regarding the time for collecting assignments and gives directions to students to do assignments honestly and independently. From the results of observations during the study, some students began to show changes in attitudes such as being more serious in doing assignments and trying to collect assignments on time without always having to be reminded by the teacher.

The results of the study also show that PAI teachers have arranged learning activities that actively involve students so that they are accustomed to being responsible during the learning process. Based on the results of observations and interviews with students, it is known that teachers often give directions on the importance of maintaining an attitude during learning. One of the students with the initials AA said:

"If someone does not do the assignment, they are usually reprimanded, but the teacher explains why the task is important. So we feel we have to be more responsible."

In some learning activities, teachers provide opportunities for students to discuss, answer questions, and express opinions in front of the class. The activity was carried out to train students' courage, confidence, and responsibility for the tasks given. In addition, teachers also accustom students to maintain cleanliness and tidy classrooms before and after learning. This habituation is carried out repeatedly so that it becomes a positive habit in students. Based on the results of observations, it can be seen that most students begin to understand the importance of maintaining the cleanliness of the classroom and being responsible for the learning materials used during learning. This shows that learning activities designed by teachers have an influence on the formation of students' character of responsibility at school. In the learning planning process, PAI teachers also pay attention to the conditions and characteristics of students so that learning activities



can run effectively. The teacher said that each student has different abilities and characters so that an appropriate approach is needed in instilling the value of responsibility. Therefore, teachers try to create an interesting learning atmosphere that is easy for elementary school students to understand. Teachers use simple language and provide concrete examples that are close to students' daily lives. In addition, teachers also prepare a form of evaluation that not only assesses students' academic abilities, but also students' attitudes and behaviors during learning. Based on the results of the research, teachers routinely pay attention to student discipline, responsibility in doing assignments, and students' attitudes during learning. Thus, the learning planning carried out by teachers not only focuses on learning outcomes, but also on the development of students' character as a whole.

Based on the results of the learning tool documentation, it is known that PAI teachers have included the value of responsibility character in the learning objectives listed in the lesson plan and other learning activities. Teachers design learning that leads students to understand the importance of responsibility and apply it in daily life. In addition, teachers also prepare learning methods that are considered to be able to support the formation of students' character, such as assignment methods, simple discussions, and habituation during the learning process. From the results of observations, it can be seen that teachers try to cultivate an orderly and disciplined learning environment to ensure students become accustomed to following rules throughout the learning process. Teachers also provide directions before learning activities begin regarding the importance of responsibility in learning and behaving. This shows that the value of responsibility has been systematically planned in the PAI learning process at SDN 87/III Air Terjun. In addition to learning activities in the classroom, PAI teachers also instill the character of responsibility through daily habituation activities at school. Based on the results of interviews with RA students, teachers often remind students to keep the classroom clean and tidy up the study equipment after use. RA said:

"Teachers often remind us to keep the classroom clean and tidy up the learning equipment after use. If we forget, the teacher reprimands us well so that we get used to being responsible."

Based on the results of observations, teachers accustom students to pray before and after learning, maintain classroom cleanliness, and prepare study materials independently. Teachers also pay attention to students who lack discipline by giving reprimands and directions properly. In the interview, the teacher said that character formation requires a long process so it must be done consistently and repeatedly. Teachers believe that daily habituation will help students understand and apply the



value of responsibility gradually. Based on observation, several students began to show changes in attitudes such as being more orderly when learning began and more concerned about the cleanliness of the classroom. This shows that the habituation designed by the teacher has a positive influence on the development of students' character and responsibility.

The results of the study show that PAI teachers have a fairly important role in shaping the character of student responsibility through the learning planning stage. Teachers not only prepare subject matter, but also design activities that can help students understand and practice the value of responsibility in daily life. Giving routine assignments, habituating discipline, and associating the material with students' lives are strategies used by teachers in instilling the character of responsibility. In addition, teachers also try to set a good example through discipline and responsibility while carrying out their duties as educators. Based on the results of observations and interviews, students seem to understand the importance of completing assignments on time, maintaining cleanliness, and complying with school rules after the teacher implements various learning activities that lead to character building. Thus, the learning planning carried out by PAI teachers contributes to the formation of the character of student responsibility.

Based on all the results of research conducted at SDN 87/III Air Terjun, learning planning plays a crucial role in shaping the character of student responsibility. PAI teachers have tried to integrate the value of responsibility into the objectives, materials, methods, and learning activities that are designed before the teaching and learning process takes place. In addition, teachers also relate the subject matter to students' daily lives so that the value of responsibility is easier to understand and apply. Assigning assignments, habituating discipline, and supervision during learning are strategies used by teachers to train student responsibilities gradually. From the results of observations, interviews, and documentation, it can be seen that some students are starting to show behavioral changes for the better, such as being more disciplined, more serious in learning, and more responsible for the tasks given by the teacher during the learning process at school.

Discussion

The findings of the study show that PAI teachers connect learning materials with students' daily lives to make it easier for students to understand the importance of responsibility. Teachers use materials such as commendable morals, discipline, trust, and prophetic exemplary stories as a means of forming students' character. This finding is in



accordance with the opinion of Al-Attas who states that the purpose of Islamic education is not only to provide knowledge, but also to form human beings who are moral and responsible towards themselves, society, and Allah SWT. Islamic education is seen as a means of forming civilized people through the cultivation of moral and spiritual values in the daily lives of students. Integrating learning with real-world experiences facilitates a deeper comprehension of responsibility, as students can directly witness its practical application. In addition, the results of this study also support previous research conducted by Wulandari (2017) which stated that contextual learning can help students understand moral values more deeply because students not only accept theories, but are also invited to understand the application of these values in daily life. Thus, learning that is associated with students' real experiences is considered more effective in forming the character of responsibility.

In the implementation of learning, PAI teachers instill the character of responsibility through discipline habituation, assignment, direction, and supervision of student behavior during the learning process. Teachers accustom students to attend on time, prepare study materials, and complete assignments according to the predetermined deadline. These findings suggest that habituation has an important role in shaping students' character. This is in accordance with the opinion of (Kopp, et al., 2023) who stated that character education is not enough to be done through the delivery of material, but must be realized through habituation that is carried out consistently and continuously. Habituation that is done continuously will help students form positive behaviors that eventually become part of their character. Through habituation, students will get used to taking positive actions so that the value of responsibility can be embedded in them. From the results of the study, it can be seen that some students began to show behavioral changes such as being more disciplined and more responsible for the tasks given during learning. Furthermore, the study indicates that PAI teachers employ a personalized approach for students exhibiting a lack of responsibility. Based on the results of interviews with MF students, teachers often reprimand students in a good way when the classroom atmosphere begins to be disorderly. MF said, *"If there are students who are noisy or disorderly while studying, the teacher usually advises us to respect our friends and listen during the lesson. From there, we learned to be responsible for our attitude in the classroom."*

Teachers provide advice, reprimands, and guidance in a good way so that students understand mistakes and are encouraged to improve their behavior. This approach makes students feel cared for and more open to receiving direction from teachers. This finding is in line with the opinion of (Nordian, 2024) who stated that a good relationship



between teachers and students can help the success of the educational process, including in the formation of students' character. A harmonious relationship makes students feel comfortable, appreciated, and more open to receiving advice and direction from teachers during the learning process. Teachers not only play the role of teachers, but also as mentors who help students develop positive behaviors. In addition, the results of this study also show that teacher role models are an important factor in the formation of students' responsible character, because students tend to imitate the behavior demonstrated by educators within the school environment.

In addition to supporting factors, this study also found several obstacles faced by teachers in shaping the character of student responsibility. These inhibiting factors include lack of student awareness, differences in family background, the influence of the social environment, and less controlled use of electronic media. The teacher said that students who receive less attention and are accustomed to discipline at home tend to be more difficult to direct at school. This finding is in accordance with the opinion of Ki Hajar Dewantara who stated that character education is not only the responsibility of the school, but also the family and the community. The formation of students' character requires synergy between the home environment, school, and society so that the moral values taught can be applied consistently in daily life. The formation of student character requires cooperation between teachers, parents, and the surrounding environment so that the values taught at school can be applied consistently in students' daily lives. Therefore, parental support is indispensable in helping teachers form the character of student responsibility.

Based on the results of the research and discussion, it can be understood that Islamic Religious Education teachers have a very important role in shaping the character of student responsibility at SDN 87/III Air Terjun. Teachers strive to instill the value of responsibility through learning planning, discipline habituation, assignment, direction, supervision, and a personal approach to students. Furthermore, teacher role modeling and positive relationships between teachers and students serve as key supporting factors in the formation of this responsibility character. However, the character formation process still faces several obstacles stemming from family environments and technological developments. Therefore, cooperation between schools, teachers, and parents is needed so that the formation of student responsibility character can run more optimally. With directed learning and consistent habituation, students' character of responsibility is expected to develop better in daily life and in the school environment.



CONCLUSION

Students' understanding of the character of responsibility is in a fairly good category as the initial foundation in the process of character formation. Students have been able to interpret responsibility not only as an academic obligation, but also as part of moral values related to honesty, trustworthiness, and awareness of the consequences of actions. However, this understanding has not been fully realized in consistent behavior, so there is still a gap between cognitive aspects and implementation in daily life. The implementation of the character of responsibility in the school environment shows that there is a real effort from students in carrying out their obligations, such as completing assignments, participating in learning in an orderly manner, and maintaining the environment. However, behavioral consistency is still a challenge, because the internalization of values is uneven among students. This condition suggests that character formation requires a continuous habituation process and cannot be achieved instantaneously.

The role of Islamic Religious Education teachers has a significant contribution in shaping the character of responsibility through the integration of values in learning, guidance, example, and motivation. The approach used by teachers, which includes educational, humanist, contextual, as well as habituation and reinforcement, has been proven to support the process of internalizing values more effectively. The formation of responsibility character is influenced by various interrelated factors. Supporting factors include teacher examples, a conducive school environment, and family support, while inhibiting factors include low internal motivation of students, the influence of the social environment, and lack of consistency in habituation. The integration of these various factors is a determinant of success in shaping the character of student responsibility optimally and sustainably.

This research makes a theoretical and practical contribution to the study of character education, especially regarding the role of Islamic Religious Education teachers in shaping the character of responsibility of elementary school students. Theoretically, this research can enrich the study of character education by showing that the formation of character responsibility is not only carried out through the delivery of material, but also through habituation, exemplary modeling, humanistic approaches, and the integration of character values in the learning process. Practically, this research is expected to be an input material for teachers, schools, and parents in shaping the character of student responsibility more effectively. For PAI teachers, the results of this research can be used as a reference in implementing learning strategies that not only focus on academic aspects, but also on fostering student attitudes and behaviors. For the



school, this research can be a consideration in creating a school environment that supports the formation of student character through habituation of discipline and cooperation between school residents. In addition, for parents, this study provides an understanding that support and habituation in the family environment have an important influence on the development of children's responsible character.

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