

The Role of Teachers in Shaping Students' Discipline and Responsibility Character at State Elementary School Puncu 2, Kediri Regency

Khoirul Anam¹, Agus Tinus², Kuncahyono³

Master of Pedagogy, University of Muhammadiyah Malang, Indonesia

Article Info

Article history:

Received 2026-02-20

Revised 2026-03-02

Accepted 2026-03-17

Keywords:

Character Reinforcement

Educator Modeling

Positive Habituation

School Culture

School Family Collaboration

ABSTRACT

This study examines how teachers contribute to the development of discipline and responsibility among elementary students, focusing on State Elementary School Puncu 2 in Kediri Regency. The research aims to examine the specific roles teachers play in fostering these character traits and to identify supporting and inhibiting factors that influence their implementation. A qualitative case study design was applied, involving teachers and upper-grade students as participants. Data were gathered through classroom observations, semi-structured in-depth interviews, and document analysis, and examined using an interactive analytical framework comprising data reduction, data presentation, and conclusion drawing. Credibility was strengthened through source and technique triangulation. The findings reveal that teachers function as moral exemplars, facilitators, classroom organizers, and evaluators in cultivating students' discipline and responsibility. Character formation is implemented through structured habituation, consistent rule enforcement, reflective habit journals, classroom duty systems, daily task checklists, and positive reinforcement strategies. The effectiveness of these efforts is supported by strong teacher commitment, principal leadership, collaborative engagement with parents, and a conducive school culture. Conversely, variations in family background, inconsistent reinforcement at home, and limited student self-awareness present notable challenges. Overall, the study concludes that sustained teacher consistency, school-family partnership, and an enabling educational environment are decisive factors in successfully embedding discipline and responsibility at the elementary level.

This is an open-access article under the [CC BY-SA](https://creativecommons.org/licenses/by-sa/4.0/) license.



Corresponding Author:

Khoirul Anam

Master of Pedagogy, University of Muhammadiyah Malang

Email: alfanani46@gmail.com

1. INTRODUCTION

Education constitutes a fundamental instrument for shaping individuals comprehensively, encompassing intellectual capacity as well as moral and social integrity.

Character-oriented Education emphasizes the cultivation of ethical virtues as an essential dimension of human development [1]. Within the Indonesian context, character formation is positioned as a central mandate of national Education, as articulated in Law No. 20 of 2003 concerning the National Education System, which underscores the development of dignified character alongside intellectual competence. Scholars argue that without moral grounding, academic knowledge lacks meaningful societal contribution [2]. Despite this normative framework, empirical conditions in schools reveal persistent concerns regarding students' discipline and responsibility, reflected in behaviors such as tardiness, incomplete assignments, and limited respect toward educators [3]. These phenomena indicate a discrepancy between policy aspirations and practical outcomes, forming the core research problem addressed in this study.

Elementary Education represents a critical phase for moral internalization, as children at this developmental stage begin to develop moral reasoning and differentiate between appropriate and inappropriate conduct [4]. Discipline and responsibility function as foundational traits that support both academic engagement and social maturity [5]. Prior studies have examined teacher modeling as a determinant of student character [6] and highlighted the Influence of habituation strategies in reinforcing moral conduct [7]. Other research emphasizes school-family collaboration as a contributing factor in strengthening character Education [8]. However, much of the existing literature addresses character Education in general terms without focusing specifically on the integrated implementation of discipline and responsibility within rural elementary contexts. Moreover, limited research explores how the Graduate Profile Dimensions framework is operationalized through daily pedagogical practices. This gap demonstrates the need for context-specific qualitative inquiry that examines teachers' concrete roles and strategies in shaping these values.

Theoretically, this study is grounded in social learning Theory, which posits that children acquire behavior patterns through observation and imitation of significant models [9], and operant conditioning Theory, which explains how reinforcement strengthens desired behaviors. Character Education Theory further asserts that moral development requires the integration of moral knowledge, moral feeling, and moral action [6]. Contemporary perspectives also highlight the necessity of structured routines and reflective practices in nurturing moral identity [10]. Within Indonesia's current educational reform, the Graduate Profile Dimensions introduced by Kemendikbudristek [8] provide a comprehensive framework encompassing faith, independence, collaboration, critical thinking, creativity, and global awareness. These theoretical perspectives collectively inform the analytical lens of this research.

Based on these considerations, this study aims to analyze the roles teachers play in cultivating students' discipline and responsibility at State Elementary School Puncu 2, Kediri Regency; identify supporting and inhibiting factors influencing character formation; and examine how school programs align with the Graduate Profile Dimensions framework. The author proposes a qualitative case study approach to obtain an in-depth understanding of authentic practices, contextual challenges, and collaborative dynamics between teachers, school leadership, and families. Through systematic observation, interviews, and

documentation analysis, the research seeks to formulate practical strategies that address the identified character gaps.

It is expected that the findings will contribute to Theory by enriching empirical discourse on the implementation of character Education at the elementary level, particularly in rural settings. In practice, the results are expected to provide evidence-based recommendations for teachers and school leaders to strengthen discipline and responsibility through consistent modeling, structured habituation, and collaborative engagement with parents. Ultimately, this research aspires to support the realization of character-driven Education that aligns policy ideals with everyday pedagogical practice.

2. METHOD

This study uses a descriptive qualitative approach to deeply understand teachers' roles in shaping students' discipline and responsibility at SD Negeri Puncu 2, Kediri. Qualitative research emphasizes meaning, experience, and natural social interaction without manipulation and enables interpretation of moral values, habits, and real teacher practices in guiding students [11]. The design is descriptive, aiming to portray phenomena rather than test hypotheses systematically. This approach is considered most appropriate because character formation is a social phenomenon requiring narrative explanation. It aligns with the character Education philosophy that stresses habituation and role modeling rather than lecture.

The study was conducted purposively at SD Negeri Puncu 2, Kediri, East Java, chosen for its strong character Education programs, supportive environment, experienced teachers, and vision aligned with the research goals. Data collection took place over three months (February–April 2026), covering preparation, collection, analysis, and reporting stages. Data sources included primary data from four teachers and four upper-grade students, as well as secondary data such as school documents and program records. The data were qualitative, including interviews, observations, notes, and documents, and were analyzed to understand meaning, patterns, and social context.

Data were collected through observation, semi-structured in-depth interviews, and documentation. Observations examined teacher-student interactions and character-building practices; interviews explored role modeling, teaching strategies, value implementation, obstacles, and environmental support, based on character Theory and social learning Theory; and documents were used to verify field findings.

Data analysis followed the interactive process, consisting of data reduction, data display, and conclusion drawing. This iterative process involved categorizing themes, presenting descriptive narratives with quotations, and interpreting findings based on Theory and empirical evidence until consistent conclusions were reached.

3. RESULTS AND DISCUSSION

Research Findings

The study began with submitting a research permit to the principal (January 2, 2026), which was approved on February 4, 2026, and the first field data collection was conducted on February 2, 2026.

a. Teachers' Role in Developing Students' Disciplined Character at SD Negeri Puncu 2

Observations show that teachers play a strategic role in shaping students' discipline, understood not only as rule compliance but also as an internal awareness of the need to act in an orderly and responsible manner. This role is implemented through role modeling, habituation, and positive reinforcement, in line with character Education concepts involving *moral knowing*, *moral feeling*, and *moral action* [12].

1. Habit of Lining Up Before Entering Class

The routine of lining up trains requires punctuality, orderliness, and adherence to the rules. Environments with consistent routines effectively develop discipline because students understand expected behaviors [13]. The activity is combined with lesson-related questions to stimulate readiness to learn, and students show high enthusiasm.

2. Habit of Performing Dhuha and Dhuhr Prayers in Congregation

Structured religious activities foster time discipline, order, and self-control. Integrating religious values into school culture strengthens discipline through value internalization and repeated practice [14].

3. Teacher Role Modeling

Teachers serve as primary role models; students imitate punctuality and consistency in following rules. Social learning Theory explains that children learn through observation and imitation, and teacher role modeling has a stronger Influence than verbal instruction alone [15]. Direct observation (February 7, 2026) showed that teachers arrived on time and that students greeted the duty teacher.

4. Giving Rewards or Appreciation

Praise and small rewards for disciplined students increase motivation to maintain positive behavior. This aligns with Skinner's positive reinforcement Theory and findings that positive teacher feedback significantly affects student behavior and learning attitudes [16].

The formation of students' discipline character depends greatly on teachers' active roles as instructors and character educators through role modeling, habituation, and continuous reinforcement. These findings confirm that the success of character Education depends on the quality of teachers' daily instructional practices in elementary schools.

b. Teachers' Role in Developing Students' Responsibility Character at SD Negeri Puncu 2

1. Formation of Responsibility through the "Great Indonesian Children Habit Journal Book"

Research shows that teachers cultivate responsibility by using a habit journal completed daily by students and signed by parents. The journal serves as both a habituation and behavior-monitoring tool, training students to take responsibility for activities such as studying, worship, cleanliness, and rule compliance. Parental involvement strengthens school-family collaboration, which enhances the effectiveness of character education [17]. The journal also promotes reflective habits

that increase moral awareness and personal responsibility [18]. It motivates students to consistently fulfill and report their duties, making it an effective strategy for building responsibility.

2. Formation of Responsibility through Classroom Cleaning Duties

Structured cleaning schedules assign equal responsibility for classroom cleanliness to each student. This practice fosters accountability for the learning environment and reinforces responsibility through direct action, which is most effective when students are given real roles and obligations [19]. It also fosters social responsibility, as neglecting duties affects the whole class. Teachers provide guidance, supervision, and appreciation for good performance, and positive reinforcement significantly influences responsible behavior and independence [20]. Thus, classroom duty systems effectively instill responsibility toward tasks, environment, and collective interests.

3. Formation of Discipline and Responsibility through Daily Task Checklists

Daily checklists outlining structured activities such as punctual arrival, proper uniform, morning exercise, lessons, prayers, and orderly dismissal serve as habituation tools that train time management, rule compliance, and task completion. Clear and consistent activity structures support gradual internalization of discipline value [21]. Each checklist item contributes to character formation, including discipline, health responsibility, learning responsibility, and spiritual awareness. Checklists also encourage self-reflection and self-monitoring, which enhance personal responsibility and independent learning [22]. Teachers play key roles as supervisors and mentors, providing feedback that strongly influences students' attitudes and character.

Overall, journals, classroom duties, and daily checklists are simple yet effective strategies for cultivating students' discipline and responsibility through structured, consistent habituation, helping students develop self-awareness and responsible behavior both inside and outside school.

c. Factors Supporting and Inhibiting the Formation of Disciplined and Responsible Character in Students at Puncu 2 Elementary School

Based on observations, interviews with the principal and teachers, and documentation at Puncu 2 Elementary School, several factors were identified that support and inhibit the formation of disciplined and responsible character in students. These factors stem from the school environment, teachers, students, and family support.

1. Factors Supporting the Formation of Disciplined and Responsible Character in Students

a) Teacher Commitment to Character Building

Teachers at Puncu 2 Elementary School have a strong awareness and commitment to instilling the values of discipline and responsibility through routine activities such as marching, class duty, habit journals, and flag ceremonies.

b) The Principal's Supportive Role

The principal fully supports the character-building program by establishing consistent school policies and exemplifying discipline.

- c) The Existence of Supporting Programs and Instruments
The use of the "Great Indonesian Children's Habits Journal Book," the class duty schedule, and the assignment of duties for ceremony officers serve as concrete tools for instilling responsibility in students.
 - d) Conducive school culture
An orderly, religious, and organized school environment helps students understand and practice discipline and responsibility in their daily school life.
 - e) Cooperation with parents
Parental involvement, particularly through daily habit journal signing, strengthens supervision and fosters character development between school and home.
2. Factors Inhibiting the Formation of Discipline and Responsibility in Students
- a) Differences in student family backgrounds
Not all students receive the same training in discipline and responsibility at home, leading to varying character development.
 - b) Unequal student awareness
Some students still follow rules out of fear of teachers rather than out of self-awareness, so discipline is not fully ingrained.
 - c) Lack of consistency at home
Habits established at school are sometimes not continued at home, resulting in suboptimal character development.
 - d) Influence of the environment and social interactions
The environment outside of school and peers can influence students' attitudes, especially regarding discipline and responsibility.
 - e) Teachers' time constraints
The busyness of administrative and teaching tasks means that teachers are not always able to provide optimal individual character development for students.
3. School Solutions
- a) Strengthening communication between teachers and parents
The school increases communication with parents through habit journals, parent-teacher meetings, and information about student character development.
 - b) Consistent and ongoing habituation
Teachers implement rules and character development consistently so that students become accustomed to them and develop internal awareness.
 - c) Role-playing and positive reinforcement
Teachers provide concrete examples and appreciation to students who demonstrate discipline and responsibility as a form of motivation.
 - d) Gradual student guidance and mentoring
Students who still experience difficulties with discipline and responsibility are given persuasive and gradual guidance, not just punishment.
 - e) Creating a school culture that supports positive character
The school continues to instill the values of discipline and responsibility through routine activities, rules, and joint activities involving the entire school community.
-

Discussion

Based on the research findings presented above, it is clear that teachers play a strategic role in shaping students' discipline and responsibility at Puncu 2 Public Elementary School. This role is evident not only in the classroom learning process but also through various forms of habituation, role modeling, and the structured and sustainable management of school activities.

The Role of Teachers in Building Student Discipline

The research results indicate that the development of student discipline is carried out through routine habits such as lining up before entering class, punctuality, neatness of dress, congregational Dhuha and Dhuhur prayers, and regular participation in all school activities. Teachers act as directors, mentors, and role models in each of these habits. This finding aligns with the opinion of Baştan and Dölek [23], who state that student discipline develops effectively through consistent habits supported by teacher role models. The discipline instilled is not only about adherence to rules but also about developing self-discipline. The habit of lining up before entering class, for example, not only teaches order and punctuality but also instills the values of obedience to rules and readiness to participate in learning. This reinforces the view of Koutroubas and Galanakis [24] that structured routines play a crucial role in the internalization of character values in elementary school-aged children.

The Role of Teachers in Building Students' Character of Responsibility

In addition to discipline, research also shows that teachers play an active role in developing students' character of responsibility through various activities, such as the use of the "Great Indonesian Children's Habits Journal," classroom cleaning duty, assigning ceremony officers, and implementing a daily task checklist. Through the habit journal and task checklist, students are trained to complete their daily obligations independently and consistently. This activity fosters an awareness that every action carries a responsibility that must be fulfilled. According to Rahma [25], assigning concrete, measurable tasks in daily life is an effective strategy for fostering students' responsibility. Cleaning duty and ceremony officers also foster students' social responsibility. Students learn that responsibility is not only about themselves but also impacts the common good. This finding aligns with research by Azkiyah et al. [26], which emphasized that learning social responsibility from an early age is crucial for building collective awareness.

Teachers as Role Models and Character Reinforcers

Research results show that teachers not only provide instruction but also model discipline and responsibility. Teachers who arrive on time, consistently adhere to rules, and provide positive reinforcement can serve as behavioral models for students. This supports Social Learning Theory, which, in the context of Character Education, is reinforced by Koutroubas and Galanakis [24], who state that students tend to imitate the behavior of figures they consider important and authoritative. Reinforcement in the form of appreciation, praise, and constructive evaluation also strengthens student character. According to Rahma [25], teacher feedback significantly influences students' attitudes, motivation, and responsibility.

The Relationship between Supporting and Inhibiting Factors

Supporting factors such as teacher commitment, a conducive school culture, principal support, and collaboration with parents strengthen the success of developing students' discipline and responsibility. Conversely, differences in family background, inconsistent home habits, and environmental influences are inhibiting factors that need to be addressed.

Teachers play a crucial role in bridging these barriers by engaging in intensive communication with parents, consistent practice, and a persuasive approach to students. This aligns with Epstein's (2020) perspective, which emphasizes the importance of school-family collaboration in character Education.

4. CONCLUSION

Conclusion

This study affirms that cultivating discipline and responsibility in elementary students is closely linked to the consistency and intentionality of teachers' pedagogical and moral practices. The findings demonstrate that character formation becomes effective when educators integrate structured habituation, behavioral modeling, and continuous supervision into daily school routines. Rather than functioning solely as transmitters of academic content, teachers operate as moral agents who embed character values within classroom management, school culture, and student interactions. The synergy between structured school programs and educator commitment forms the central mechanism through which students internalize discipline and responsibility.

From a theoretical perspective, this research strengthens the relevance of social learning and reinforcement theories in contemporary character Education practices. It confirms that observational modeling and consistent behavioral reinforcement remain influential in shaping moral conduct at the elementary level. In practice, the study provides implications for school leaders and policymakers to institutionalize character-based routines, supported by systematic monitoring tools and collaborative engagement with families. The integration of structured daily activities with reflective instruments offers a practical framework that may be adapted by other primary schools seeking to enhance student character development.

Nevertheless, this study is limited by its single-site case study design, which restricts generalizability across broader educational contexts. The research focuses specifically on discipline and responsibility within a rural public elementary school and does not quantitatively measure long-term behavioral outcomes. In addition, the perspectives explored are primarily those of teachers and selected students, which may not fully capture the dynamics of wider stakeholders.

Future research is encouraged to employ comparative or mixed-methods approaches across diverse regions to examine variations in the implementation of character Education. Longitudinal studies could also assess the sustainability of discipline and responsibility development over time. Expanding the scope to include parental and community perspectives would provide a more holistic understanding of school-family partnerships in character formation. For the broader public, this study offers practical insights into how

consistent educational practices and collaborative environments can nurture morally grounded, responsible young citizens, thereby supporting the broader objective of strengthening character-driven national Education.

Recommendations

Based on the research results and conclusions regarding the role of teachers in developing students' character of discipline and responsibility at Puncu 2 Public Elementary School, the researcher offers the following recommendations.

a. Recommendations for Schools

Schools are expected to continue strengthening a culture of discipline and responsibility through well-implemented habituation programs, such as lining up before class, congregational prayer, habit journals, class duty, and daily task checklists. Furthermore, schools need to maintain consistent program implementation and increase collaboration with parents to ensure sustainable character development between the school and home environments.

b. Recommendations for Teachers

Teachers are expected to continue to play an active role as role models for discipline and responsibility, and to provide positive reinforcement to students. Teachers are also advised to provide ongoing mentoring, especially to students who are still experiencing difficulties in implementing character values, so that the development of discipline and responsibility is not merely a matter of compliance, but rather grows from students' self-awareness.

c. Recommendations for Further Research

Further researchers are advised to examine the development of discipline and responsibility in students in greater depth, using different research approaches and methods, and involving a wider range of subjects and research locations. Further research could also include other variables, such as parental roles and the influence of the social environment, to provide a more comprehensive picture of student character formation in elementary schools.

ACKNOWLEDGEMENTS

The author expresses sincere gratitude to the principal, teachers, and students of State Elementary School Puncu 2, Kediri Regency, for their cooperation and support in completing this study, as well as to colleagues, mentors, and academic advisors for their guidance and feedback. Appreciation is also extended to the author's family for their encouragement, and to all parties who directly or indirectly contributed to the successful completion of this research.

REFERENCES

- [1] N. Suryana, W. Sopandi, D. Budimansyah, and Y. Ruyadi, "Profil Kemampuan Guru dalam Mengimplementasikan Pembelajaran Karakter di Sekolah Dasar Negeri," *SITTAH: Journal of Primary Education*, vol. 6, no. 1, pp. 31–44, Apr. 2025, doi: 10.30762/sittah.v6i1.5163.
 - [2] Risa Welianti and Sartono Sartono, "Pengaruh Lingkungan Sekolah terhadap Perkembangan Karakter Siswa Sekolah Dasar : Tinjauan Literatur," *Aljabar : Jurnal Ilmuan Pendidikan, Matematika dan Kebumihan*, vol. 1, no. 2, pp. 29–39, May 2025, doi: 10.62383/aljabar.v1i2.502.
-

- [3] P. A. Annur, E. Susanti, and I. G. Gera, "Urgensi Pendidikan Moral Sekolah Dasar dalam Membentuk Karakter Religius di Era Digital menurut Henry Alexis Rudolf Tilaar," *Jurnal Edukasi*, vol. 1, no. 3, pp. 271–287, Dec. 2023, doi: 10.60132/edu.v1i3.182.
- [4] A. D. D. Utami, A. Marini, N. Nurcholida, and S. Sabanil, "Penerapan Aplikasi Game Wordwall dalam Pembelajaran untuk Menumbuhkan Karakter Disiplin Siswa Sekolah Dasar," *Jurnal Basicedu*, vol. 6, no. 4, pp. 6855–6865, Jun. 2022, doi: 10.31004/basicedu.v6i4.3365.
- [5] Y. S. Wahyuni, R. Berlian, and Y. N. Rahmi, "Kepemimpinan Digital Kepala Sekolah dalam Memperkuat Ekosistem Pembelajaran di Era Kurikulum Merdeka di Sekolah Dasar," *Perwakilan: Journal of Good Governance, Diplomacy, Customary Institutionalization and Social Networks*, vol. 3, no. 2, pp. 171–177, Dec. 2025, doi: 10.58764/j.prwkl.2025.3.111.
- [6] A. Firmansyah, M. Yudha, S. Suyato, and S. Endang Edi Sukarti, "The Importance Of Humanism Education For Primary School Children In The 21st Century Globalization Era," *Waskita: Jurnal Pendidikan Nilai dan Pembangunan Karakter*, vol. 8, no. 2, pp. 222–244, Oct. 2024, doi: 10.21776/ub.waskita.2024.008.02.7.
- [7] M. Adnan, "Online learning amid the COVID-19 pandemic: Students perspectives," *Journal of Pedagogical Sociology and Psychology*, vol. 1, no. 2, pp. 45–51, Jun. 2020, doi: 10.33902/JPSP.2020261309.
- [8] C. Z. L. Parisu, L. Sisi, and A. Juwairiyah, "Pengembangan Literasi Sains pada Siswa Sekolah Dasar melalui Pembelajaran IPA," *Jurnal Pendidikan Multidisiplin*, vol. 1, no. 1, pp. 11–19, Feb. 2025, doi: 10.54297/jpmd.v1i1.880.
- [9] P. Mubin, "Inovasi pengembangan model peran guru PAI dalam Preventif Bullying berbasis Karakter Islami untuk mewujudkan Sekolah Ramah Anak," *Borobudur Educational Review*, vol. 5, no. 2, 2025, doi: 10.31603/bedr.14971.
- [10] K. Anggraini, W. Yansyah Efendi, G. Fakultas Tarbiyah dan Keguruan UIN Imam Bonjol Padang, and F. Tarbiyah dan Keguruan UIN Imam Bonjol Padang, "Integrasi Nilai-Nilai Islam dalam Desain Pembelajaran PAI melalui Identifikasi Karakteristik Peserta Didik," vol. 02, pp. 384–389, 2025.
- [11] Sugiyono, "Metode Penelitian Kuantitatif Kualitatif Dan RD," 2022.
- [12] C. Petersen, "Visible learning: the sequel: a synthesis of over 2,100 meta-analyses relating to achievement," *Educ. Rev. (Birm.)*, vol. 77, no. 1, pp. 323–325, Jan. 2025, doi: 10.1080/00131911.2024.2302742.
- [13] Nurfaizan, Haifaturrahman, and S. Nursina, "Peran Guru dalam Menanamkan Nilai Karakter Peserta Didik di Sekolah Dasar Nurfaizan 1 Haifaturrahmah 2 Sari nursina 3," *Jurnal Pesona Indonesia*, vol. 2, no. 4, pp. 86–93, 2025.
- [14] W. Sanderse, "The meaning of role modelling in moral and character education," *J. Moral Educ.*, vol. 42, no. 1, pp. 28–42, Mar. 2013, doi: 10.1080/03057240.2012.690727.
- [15] M. Maurelli, P. Gisondi, C. Colato, and G. Girolomoni, "Annually Recurring Erythema Annulare Centrifugum: A New Case Series with Review of the Literature," *Case Rep. Dermatol.*, vol. 13, no. 2, pp. 282–288, Jun. 2021, doi: 10.1159/000515999.
- [16] T. Krettenauer, "Development of moral identity: From the age of responsibility to adult maturity," *Developmental Review*, vol. 65, p. 101036, Sep. 2022, doi: 10.1016/j.dr.2022.101036.
- [17] C. C. Johnson, J. B. Walton, L. Strickler, and J. B. Elliott, "Online Teaching in K-12 Education in the United States: A Systematic Review," *Rev. Educ. Res.*, vol. 93, no. 3, pp. 353–411, Jun. 2023, doi: 10.3102/00346543221105550.
- [18] I. T. Costales, "Character Traits At Home And Behavioral Traits At School Of Primary Grade Learners: Foundation For An Enhanced School Values Formation Program," *International Journal of Education Humanities and Social Science*, vol. 08, no. 02, pp. 92–124, 2025, doi: 10.54922/IJEHSS.2025.0911.
- [19] E. Febriyanti, Ahmad Suriansyah, and A. M. B. Harsono, "Program Jumat Barasih terhadap Karakter Kepedulian dan Tanggung Jawab Siswa di Sekolah Dasar," *MARAS: Jurnal Penelitian Multidisiplin*, vol. 3, no. 4, pp. 1442–1457, Dec. 2025, doi: 10.60126/maras.v3i4.1321.
- [20] J. L. Epstein, Y. Abel, and S. B. Sheldon, "Introduction to the Special Issue: Selected Papers from the 21st Roundtable of the International Network (INET) on School, Family, and Community Partnerships," *Soc. Sci.*, vol. 14, no. 10, p. 604, Oct. 2025, doi: 10.3390/socsci14100604.
- [21] K. Johnson, R. E. McGrath, M. Bier, M. Brown, and M. W. Berkowitz, "I A P P R O O F S © 2 0 2 2 A Meta-Analysis Of The What Works In Character Education Research," *J. Character Educ.*, vol. 18, no. 1, pp. 87–112, 2022, [Online]. Available: <http://www.emerald.com/jced/article-pdf/18/1/87/11108342/jce-10-2022-0007en.pdf>
- [22] M. Brown, R. E. McGrath, M. C. Bier, K. Johnson, and M. W. Berkowitz, "A comprehensive meta-analysis of character education programs," *J. Moral Educ.*, vol. 52, no. 2, pp. 119–138, Apr. 2023, doi: 10.1080/03057240.2022.2060196.

- [23] A. Baştan And A. Dülek, “Learned Violence: Bandura’s Social Learning Theory In Edward Bond’s The Children,” *Neşehir Hacı Bektaş Veli Üniversitesi SBE Dergisi*, vol. 13, no. 1, pp. 106–118, Mar. 2023, doi: 10.30783/nevsosbilen.1123069.
- [24] Virginia Koutroubas and Michael Galanakis, “Bandura’s Social Learning Theory and Its Importance in the Organizational Psychology Context,” *Journal of Psychology Research*, vol. 12, no. 6, Jun. 2022, doi: 10.17265/2159-5542/2022.06.001.
- [25] A. F. Rahma, “Pendidikan Kesetaraan Gender dalam Perspektif Al-Qur’an,” *Takuana: Jurnal Pendidikan, Sains, dan Humaniora*, vol. 4, no. 4, pp. 1315–1329, Jan. 2026, doi: 10.56113/takuana.v4i4.286.
- [26] N. Azkiyah, Sitti Hawa, and Herlini Puspika Sari, “Menginternalisasi Pendidikan Karakter Ala Ibnu Khaldun untuk Generasi Z,” *Jurnal Manajemen dan Pendidikan Agama Islam*, vol. 3, no. 6, pp. 113–135, Nov. 2025, doi: 10.61132/jmpai.v3i6.1540.
-