



The Role of Islamic Religious Education Teachers in Forming the Disciplinary Character of Junior High School Students

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Abstract

This study aims to 1) determine the role of Islamic Religious Education teachers in forming the disciplinary character of Ruhama Islamic Middle School students; and 2) knowing the supporting factors and inhibiting factors in the formation of the disciplinary character of Ruhama Islamic Middle School students. The research method used is descriptive qualitative method and direct observation. The data collection techniques used by interviews, observation and documentation. Checking the validity of the data using source triangulation, technical triangulation and time. Data analysis was carried out in three stages, namely data reduction, data display, and conclusion/verification. The results of the study show that Islamic Religious Education, with the teacher as the subject, has a role in the formation of disciplinary character. Islamic Religious Education teachers who always teach by giving advice and motivation, do not forget to also reprimand and give educational punishments to students who break the rules. The use of existing learning methods and media is also maximized in conveying Islamic religious education material in class and training children's discipline, such as the question and answer method, discussion and group work. Apart from that, the core material of Islamic religious education can also be found in school activities such as Duha prayers, the habit of ablution and fardhu prayers on time. Then in an effort there must be supporting and inhibiting factors, as well as in Ruhama Islamic Middle School. In practice teachers, parents, peers and the community environment can be factors that support or hinder efforts to build this disciplinary character.

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INTRODUCTION

The fundamental problem faced by schools and society recently is a moral problem (Maulana & Sutirman, 2016; Metanfanuan & Hetharia, 2021; Murestiyanto, 2022). Other problems stem from these problems. Even academic reform depends on how we prioritize character. Without good character for all, a person tends to prioritize his own mind, namely by prioritizing his own desires to

satisfy his personal desires (Fauziah et al., 2022).

Like the case that happened some time ago, the case of a student who opposed his teacher and was angry because his cell phone was about to be taken. The teacher wants to take the student's cell phone because the student is playing with his cell phone during class. However, it seemed that the student did not accept it and showed an angry expression and looked sharply at the

teacher who was about to take his cell phone. In addition, there was a case that occurred in a school where a junior high school student invited his teacher to fight because he did not accept being reprimanded/advised while smoking in class.

These two events show that there are still many students who do not have good character and there are still many students who do not realize the importance of applying character values in everyday life (Massie & Nababan, 2021). In order to overcome such problems, instilling character from a young age is important in forming a child's character (Andhika, 2021).

There are many values or good characters that have been formulated (Ainissyifa, 2014), and what is emphasized in this study is the character of discipline. The human discipline that is getting here is decreasing in quality (Bahtiar, 2020; Nazori et al., 2021; Nurkholifah, 2022). For some reason, the character of discipline has indeed become something that is difficult to implement in Indonesia. If we realize that it is not something that is considered good, then it is appropriate for us not to get used to it and even get rid of this habit.

In addition there are also disciplinary problems that need to be addressed, such as student discipline in learning is still relatively lacking (Cahyani et al., 2021) which can result in inability to answer the questions (Fadhilah & Hudaidah, 2021). Even worse is when students do not regret the test scores that are less than the Minimum Completeness Criteria. Students who disobey the teacher while in class, chat alone with their seatmates, or make noise while studying can also cause students not to understand the material provided by the teacher.

Discipline is not just the use of study time, but discipline is always inherent, and the ability to use time well and do it well and on time. Islamic Religious Education,

which contains Islamic teachings, has materials related to these characters that can be utilized as an effort to improve children's discipline and responsibility. With the arguments of the Qur'an and hadith, with the stories of the Prophets, Apostles and pious people is one of the materials that can be used in this regard.

Motivation from teachers in general and religious teachers in particular is important and needed to encourage human desires to be better. The teacher becomes the power motive that encourages someone to do something (Idzhar, 2016) including in improving discipline. In terms of changing behavior, teachers should be aware of the motivational principles that will help them achieve educational goals, even though there are no specific guidelines. In addition, other indicators of Islamic Religious Education need to be maximized to improve the quality of the character of students, such as media, methods and materials for Islamic Religious Education itself.

The problems encountered are not only related to learning, but it becomes difficult to convey or shape student character so that they require special attention. Innovations are needed to shape character in children in order to reduce various moral crises (Nantara, 2022). Good cooperation is needed between parents of students and teachers, especially Islamic religious education teachers. Islamic religious teachers must be able to find the right ways and methods to deal with these problems. Islamic religious teachers need their presence when it comes to character development questions.

In research conducted by Anwar, (2021) it is stated that Islamic Religious Education Teachers act as models and role models, by giving examples of punctuality when coming to school or entering class. This is supported by Harita et al., (2022) statement which states that the formation of the character of student discipline

through continuous guidance, directs students to good deeds, convinces students of discipline in everyday life, provides reprimands and punishments for those who violate the rules and regulations that apply in schools.

School is one of the places where the formative process takes place which is in line with the acculturation process, so habituation that is carried out since childhood is prioritized in relation to character building (Anwar, 2021). The school chosen was Ruhama Cirende Islamic Middle School, this school is one of the Islamic schools in South Tangerang. The school shows many positive things that can be learned and studied for this research. The inculcation of discipline has been seen in the activities at this school.

From the phenomenon above, researchers realize how important the role of Islamic Religious Education teachers is in restoring public awareness about the breadth of knowledge taught in Islam starting from school age and providing examples to the surrounding community so they can teach their children well. Therefore, this study aims to 1) determine the role of Islamic Religious Education teachers in forming the disciplinary character of Ruhama Islamic Middle School students; and 2) knowing the supporting factors and inhibiting factors in the formation of the disciplinary character of Ruhama Islamic Middle School students.

RESEARCH METHODS

This study uses a qualitative approach with descriptive analysis method. This research was conducted at Ruhama Cirende Islamic Middle School which is located at Tarumanegara Street No. 67, Cirende, East Ciputat, South Tangerang City, Banten. The technique that researchers used in determining informants was Snowball sampling. Informants in this study were school principals, vice principals of the

curriculum section, Islamic Religious Education teachers, and class VII students of Ruhama Islamic Middle School.

The data collection techniques are observation, interviews, and documentation. This study uses data validity checks by testing the credibility of data on qualitative research data which among others are carried out with various types, such as extending observations, increasing persistence, triangulation (source triangulation, technical triangulation, and time triangulation), using reference materials, and conducting member checks. Data analysis techniques used in this research are data reduction, data display, and verification.

RESULTS AND DISCUSSION

The Role of Islamic Religious Education Teachers in Forming Student Discipline Character

Criteria for Islamic Religious Education Teachers at Ruhama Islamic Middle School

The criteria for Islamic Religious Education teachers at Ruhama Islamic Middle School are based on a statement from Mr. Dadang, S.Pd. as vice principals of the curriculum section must be a graduate of Islamic Religious Education and have knowledge of the existing scope of Islamic Religious Education. According to the vice principals of the curriculum section, the most important criterion for teachers at Ruhama Islamic Middle School is being able to read the Qur'an and its religious foundations. And it was indeed seen during the research, every Friday there were Duha prayer activities together and reading the Qur'an which were guided by the teacher. It can be seen that in this activity all teachers can read the Qur'an.

A strong religious foundation in the sense that their religious knowledge is more than that of teachers other than Islamic Religious Education can be seen when the teacher answers student questions clearly and correctly so that

students really understand. At that time the question about prayer. From the results of interviews, observations and documentation, it can be concluded that the criteria for Islamic Religious Education teachers at Ruhama Islamic Middle School are the same as other teachers, but the most important thing is to have a strong religious foundation.

Role of Islamic Religious Education Teacher at Ruhama Islamic Middle School

There were found many roles held by Islamic Religious Education teachers at Ruhama Islamic Middle School, including Educators, Tutors, Leaders, Mentors, Advisors and Motivators, Evaluators, Coordinators, and Role Models. In the role of educator, it has become the main task for teachers to educate and teach their students. To show professionalism, teachers must be able to use learning methods and learning media that are appropriate and interesting for their students so that they are easy to understand and not boring. Each teacher has their own strategy in teaching, including the methods they use.

According to Mrs. Zuhdiyati, S.Pd. as one of the Islamic Religious Education teachers, stated that Islamic Religious Education teachers have practiced various varied learning methods so students don't get bored. Lecture plus is a method that is often used because according to him it helps in forming children's attitudes and can provide good advice. The many learning methods used are also corroborated by the opinion of Mr. Dadang, S.Pd. as vice principals of the curriculum section. According to him, the learning methods used in Islamic Religious Education subjects are simulation methods, drills (practice), and also lectures. But in terms of procedures for worship, Islamic Religious Education teachers more often use practical methods.

In addition, researchers also saw teachers teach by applying discussion methods and group work in Islamic religious education subjects. This observation is reinforced by the results of interviews with students, where the teacher once ordered group discussions or work in class. By using a variety of learning methods and not monotonous, it can make students happy.

Therefore, teachers must be able to use appropriate learning methods so that learning can be fun. It seems that the Islamic Religious Education teacher at Ruhama Islamic Middle School has been able to do that. The students' opinions clarified the feelings of pleasure students had when studying Islamic religious education subjects. Indeed, the researchers experienced the excitement of the students when the subject of Islamic Religious Education was delivered using the lecture method plus accompanied by a humorous style that made students happy.

In addition to various learning methods, teachers at Ruhama Islamic Middle School also use existing facilities as learning media to make it easier for them to convey material. Based on observations, researchers saw that the school has a large mosque, as well as several ablution places located in corners of the school. In addition, the school has provided a replica of the Kaaba. This replication is usually used when hajj material, which is later placed in the field and arranged in such a way as to utilize school buildings to practice hajj simulations. The ablution material is also the same, students are immediately invited to practice going to the ablution place.

Researchers also encountered the use of LCDs and laptops owned by teachers when learning Islamic Religious Education. At that time the LCD was used to display power points, videos and pictures to attract students' attention. The results are positive for focusing students' attention on the screen, making it easier

for teachers to teach. Based on the results of interviews and observations, schools already have adequate learning media and facilities such as LCDs and others. Of these facilities, some can be utilized by Islamic Religious Education teachers as learning media. Thus, the Islamic Religious Education teacher at Ruhama Islamic Middle School has used appropriate and adequate learning media to help make it easier for him to convey material and understand students.

According to the school principal, the Islamic religious education materials taught at the school are divided into five, namely fiqh, akhlaq creed, Qur'an hadith, history of Islamic culture (SKI), and Arabic. By breaking down Islamic Religious Education into these five subjects, it will be able to become an attraction for parents of students to send their children to Ruhama Islamic Middle School. Not only parents, even students are happy with more complete religious lessons. Based on the results of the interviews, they were happy with the religious lessons they received at school and were also happy with the easy-to-understand way of teaching from Islamic Religious Education teachers.

As a tutor, the teacher is in charge of training and guiding students in terms of lessons that require practice. In fiqh subjects, for example, there is material about ablution and prayer. As said by Mrs. Zuhdiyati, S. Pd., as a teacher of Islamic Religious Education, that guiding is indeed a common thing for a teacher. This opinion is reinforced by the opinion of the vice principals of the curriculum section which states that for material that requires practice it must be exemplified as a form of initial training for students.

As a leader, the teacher should be a leader in the class he teaches. For this reason, teachers must be able to impose strict rules on their students so that they are always disciplined. In his leadership, the teacher instills life values in students

as a provision for social life (Mubarak, 2022). If there are students who violate it, a teacher must take action. It aims to familiarize self-discipline in students.

As a leader who wants discipline to be instilled in the children he leads, the teacher will always reprimand and remind students who are not disciplined in dressing, not orderly in prayer, and not orderly in the learning process. In addition to reprimands, teachers sometimes give sanctions to students who do not obey the rules. From the results of interviews, the teacher as a leader also sometimes has to give sanctions to students who are not disciplined for the sake of upholding the rules that have been agreed upon, and what is certain is that the sanctions are educational and not physical.

Mentors here are closer to the meaning of caregivers, in which teachers are tasked with accompanying and supervising students, especially when in school corridors. This can be seen every day from the start of school, the teacher has welcomed students. In addition, mentoring and supervision is also carried out by the teacher during the day, namely during ablutions, congregational prayers and lunch for the lower grades.

Lunch assistance is intended to accustom students from childhood to eating with good morals such as reading prayers before eating and using the right hand. Based on the results of interviews with Islamic Religious Education teachers, whatever the teacher does will be imitated by students, so the teacher must practice good first. With these opinions and observations, it shows that the care of students is carried out by the teacher from starting to go to school until going home from school.

In terms of providing advice and motivation, it is the teacher's job to do so. According to the vice principals of the curriculum section, in an effort to cultivate this character, teachers should not be bored in advising their students. Even

when studying, the Islamic Religious Education Teacher never gets tired of advising students to pray diligently at home. Giving advice was seen by researchers when making observations in class during learning. The teacher always takes the time to ask whether the students always pray five times a day or are there still some that are not carried out, as well as provide motivation not to miss the five daily prayers.

Learning is the right tool to always echo discipline and responsibility as a good Muslim. Therefore, the teacher remains a role as a motivator who is skilled in advising his students, both inside and outside the classroom. The motivation given by the teacher aims to increase the enthusiasm for learning of students (Munawir et al., 2022). Providing advice is also accompanied by warnings and educational sanctions so as to have a deterrent effect on children.

In addition to teaching, the teacher also has the task of assessing (evaluator). The teacher's role is to provide an evaluation in order to find out how far students have mastered a learning material (Sabaniah et al., 2021). Assessing is not just giving grades of assignments and tests or exams. More than that, as an evaluator, the teacher also assesses the behavior of their students. Based on the interview results, the way the Islamic Religious Education Teacher assesses the discipline attitude of his students is by giving assignments. For assignment scores and tests, researchers were involved. Assessment is carried out as it is, according to the ability of students to answer questions, not reduced or added.

As an evaluator, the teacher must also be able to evaluate the learning that is carried out. In this case researchers have seen, when a learning method used is not appropriate and instead makes students not conducive, then immediately the Islamic Religious Education teacher changes his learning method. Based on the

results of these observations and interviews, proving the role of the Islamic Religious Education teacher as an evaluator in charge of giving academic value, assessing student behavior, and not forgetting to evaluate the learning being carried out. As coordinator, the Islamic Religious Education teacher at Ruhama Islamic Middle School is assigned to standardize what prayers are used and taught to students and also as a reference for other teachers when there are questions about religious matters.

Finally, the teacher as a role model. Many examples were given by the teacher in the context of forming a disciplinary character at Ruhama Islamic Middle School. As stated by the school principals that as the head of the school must set a good example for teachers, employees and students. Come to school before the teachers, participate in all teacher and student activities, for example praying in congregation, and behave politely. Apart from that, trying to be present on time, wearing uniform according to schedule, trying to stay in class, and also keeping speech. Don't say inappropriate words. These things are a form of exemplary given by the teacher.

According to the vice principals of the curriculum section, in addition to time discipline (arriving on time), teachers must also watch over what they say. It is not permissible to say inappropriate words, because the teacher is a figure that students look up to and imitate. Therefore, teachers must practice good morals, such as picking up trash they find, then throwing it in the trash box. This kind of thing was done by a teacher at Ruhama Islamic Middle School. According to one Islamic Religious Education teacher, he must set an example in practicing smiles, greetings, greetings, giving an example of praying at the beginning of time, being disciplined in terms of attendance, dressing neatly, and also exemplifying good eating habits.

The things above are reinforced by the results of interviews with students who state that the teacher has set an example in terms of punctuality. Apart from that, the teachers are directly involved in going to the place of ablution and participating in congregational prayers when the midday time arrives. Discipline in dress has also been shown by the teachers at Ruhama Islamic Middle School. The teachers dress neatly and according to their schedule, except for new teachers who don't have uniforms.

Supporting and Inhibiting Factors in the Formation of Student Discipline Character

There are several factors that can support and hinder this effort, including teachers, parents, peers and the community environment. The first factor is the teacher factor. The teacher becomes a supporter if he can be a good role model and always gives motivation and good advice for the formation of student discipline character.

Conversely, if there is a difference in the teacher's perspective on student behavior (Muanayah, 2020), like when there are teachers who tolerate student violations because they are still children and don't think about motivating children too often. If the mastery of the class is low and lacks motivation, this will interfere with student learning outcomes. It will also hinder efforts to form the character of discipline and responsibility.

The second factor is the parent factor. From a collection of opinions from teachers and school heads, parents can be a supporting factor if they want to continue character education at school as long as their children are at home. According to Wahyuni & Putra, (2020), there must be an agreement between parents and teachers so that these habits are always practiced at home to be a supporting factor in building children's character education (Ginanjar, 2013).

Parents should encourage, giving a motivation, guide and set a good example for their children. Conversely, if parents are too busy working, there is no time to care for their children, then children become less attentive and tend to do what they want at home. Things like that can be an obstacle. For this reason, parents need to carefully choose the right parenting style for their children so that it can have a positive effect on the formation of their character.

The third factor is the peer factor. Good and caring friends will usually remind when their friends make mistakes. Things like this can be a supporting factor. However, friends who are super active / difficult to manage can usually influence their friends to follow suit, such as when they are noisy during class.

The last factor is environmental factors. The environment in question is the environment where children associate in society. If a child associates with people who are not good, it will prevent him from becoming a child with good character. The social environment that is not good and too much play is the most detrimental to learning achievement and student behavior. Therefore, monitoring from parents is needed to see their children getting along in a community environment. Make sure that the child gets along with a good social environment, is disciplined and responsible so that the character can easily blend in with the child. The role of the family and school environment is indeed very important, but the students themselves are the main factors that can change for the better (Sumanto, 2018).

CONCLUSIONS AND SUGGESTIONS

Based on the results of the analysis, the role of the Islamic Religious Education teacher in forming the disciplinary character of students is as an educator, tutor, leader, mentor, motivator, coordinator, evaluator and also as a role

model. The supporting factors for this character building effort are 1) Teachers who always provide guidance and direction to students to always behave well; 2) Parents who provide assistance and full attention to children when at home so that children feel cared for; 3) Good peers can also have a good influence on students; and 4) The social environment of children in society is also very influential in the formation of children's character. While the factors that impede efforts to form student character are 1) There are teachers who are indifferent to the development of children's character at school; 2) Parents who are too busy working, so there is no time to care for their children, the children become less attentive; 3) The influence of unfavorable friends can have a negative impact on students; and 4) The community environment is less supportive so that it affects the child's attitude.

Based on the results of the research, several suggestions that can be used for Islamic Religious Education include: 1) the Education Office should be able to determine policies that support the formation of discipline in children; 2) Schools should continue to perpetuate and develop Islamic school programs and support the formation of disciplinary character; 3) Students can always obey the teacher and existing school rules; 4) Parents should be aware that this character education also requires intervention from parents when children are at home.

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