

**FORMATION OF STUDENTS' RELIGIOUS CHARACTER THROUGH  
RELIGIOUS HABITUATION ACTIVITIES AT MIS AL-MAHDIYYIN  
KADUNGORA**

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**Abstract**

The formation of religious character in children is a systematic process that involves education that focuses not only on religious knowledge, but also on the appreciation and practice of spiritual values in various aspects of life. The purpose of this study is to describe the habituation activities carried out daily to form students' religious character and analyze the inhibiting and supporting factors of the process of forming students' character at MIS Al-Mahdiyyin. This research uses qualitative research methods with the type of field research and data collection techniques through observation, interviews and documentation. The results of this study show that religious habituation that is consistently carried out every day has a positive impact on the formation of students' character. Factors that support the achievement of religious character in students include the role of teachers and adequate school facilities to carry out activities. As a follow-up, for further research, it is recommended that researchers prepare more mature time planning and expand the search for literature from various sources including international journals and current research.

**Keywords:** Character, Habituation, Religious

## Abstract

Pembentukan karakter religius pada anak adalah proses sistematis yang melibatkan pendidikan yang tidak hanya berfokus pada pengetahuan agama, tetapi juga pada penghayatan dan pengamalan nilai-nilai spiritual dalam berbagai aspek kehidupan. Tujuan dari penelitian ini untuk mendeskripsikan kegiatan pembiasaan yang dilakukan sehari-hari untuk membentuk karakter religius siswa serta menganalisis faktor penghambat dan pendukung proses pembentukan karakter siswa di MIS Al-Mahdiyyin. Penelitian ini menggunakan metode penelitian kualitatif dengan jenis penelitian *field research* dan teknik pengumpulan data melalui observasi, wawancara serta dokumentasi. Hasil penelitian ini menunjukkan bahwa pembiasaan keagamaan yang secara konsisten dilakukan setiap hari memiliki dampak positif pada pembentukan karakter siswa. Faktor yang mendukung tercapainya karakter religius pada siswa ini meliputi peran guru dan fasilitas sekolah yang memadai untuk melaksanakan kegiatan. Sebagai tindak lanjut, untuk penelitian selanjutnya disarankan agar peneliti menyiapkan perencanaan waktu yang lebih matang dan memperluas pencarian literatur dari berbagai sumber termasuk jurnal internasional dan penelitian terkini.

**Kata Kunci:** Karakter, Pembiasaan, Religius

## INTRODUCTION

Along with the development of the times and technological advances that are so sophisticated today, not only does it provide a lot of convenience that can be felt. However, with this progress, it also raises a number of complex problems, one of which is the decline in character values and morality among students. This certainly requires special attention from educators, namely parents and educational institutions to be able to regrow character values in students and prevent them from various bad deeds (Musawamah, 2021). Some of the moral crises that are rampant among students are fights, rape, riots, murder, bullying and various other acts of inequality that have not been fully overcome until now (Abdillah & Syafei, 2020)

Based on data from the Central Statistics Agency (BPS) (Nurajawati, 2023) the rates of juvenile delinquency and juvenile delinquency in Indonesia always show an increase every year. In 2007, 3,145 adolescents aged  $\geq 18$  years were recorded as criminals, in 2008 and 2009 it increased to 3280 to 4123 adolescents. In 2013 there were 6325 cases of juvenile delinquency, while in 2014 the number reached 7007 cases and in 2015 it reached 7762 cases. This means that from 2013-2014 juvenile delinquency in Indonesia increased by around 10.7% (Hardin & Nidia, 2022). This moral degradation occurs due to the lack of strong religious values in students and the lack of character instillation in children (Kurniawan et al., 2021) Therefore, one of the efforts that can be made by schools as educational institutions to regrow students' character is to implement character education through habituation activities in the school environment.

Character education is a conscious effort that is planned and directed through learning activities to grow and develop human potential that has good character and personality, morals, and has a constructive positive effect on nature and society (Sholekah, 2020). Thomas Lickona (1991) in (Susanti, 2022), emphasizes that character formation requires habituation through the repeated practice of moral values accompanied by cognitive understanding and emotional development. In character education, Lickona integrates 3 main components, namely moral knowing (understanding values such as honesty, responsibility, and justice), moral feeling (developing empathy, conscience, and commitment to values), and moral action (habituating good

behavior through consistent practice). Of the three components, habituation activities are included in moral action, because habituation activities are part of the character education process that involves the application of moral knowledge and perception into real actions.

Habituation activities are methods used by educators in accustoming students continuously so that habits are formed that are difficult to abandon. This habituation method is in the form of repeating the same behavior, and is done deliberately with the aim that the relationship between stimulus and response becomes very strong (Wulan Mulyana & Arif Muntaqo, 2022) The habituation method is considered effective and relevant in instilling religious character in students, because through this habituation method, students can form their good character without any coercion from others (Akhyar & Sutrawati, 2021).

One of the madrassas in Garut Regency that implements character education through habituation activities to instill religious character in its students is MIS Al-Mahdiyyin Kadungora. The habituation activities held at MIS Al-Mahdiyyin are habituation activities that focus on daily religious activities designed to familiarize students in developing their religious character. Through this habituation activity, it is hoped that the values that have been learned can be implemented as habits that are rooted in their lives.

Some of the previous research activities that explored the formation of students' religious character through the habituation method were research conducted by Selly Sonia, et al with the title "Pembentukan Karakter Religius Siswa Melalui Metode Pembiasaan di MTS Al-Fathimiyah Karawang". The results of this study show that the process of forming religious character carried out at MTS Al-Fathimiyah is carried out every day in the form of a 5S habituation program, the habit of being disciplined, the habit of being honest, the habit of prayer and the habit of Qur'an literacy (Sonia et al., 2022). There is also aresearch conducted by Eko Safutra et al entitled "Implementasi Metode Pembiasaan Dalam Membentuk Karakter Religius Siswa SMP Nabil Husein Samarinda". The results of this study were found in shaping the religious character of students, the school implemented several habituation activities, namely praying before learning started, murajaah memorization of juz amma, the culture of shaking hands and the culture of bowing the head to a more mature person (Futra et al., 2023). As well as research conducted by Anang Darun Naja entitled "Penanaman Pendidikan Karakter Melalui Pembiasaan Agama di SMK Khoirot Kandat Kendiri". The results of this study found that the cultivation of character education carried out at the SMK Khoirot Kandat Kediri Integrated included prayer activities before studying, carrying out duha prayers and congregational zuhur prayers, monthly small discussions and the distribution of qurbani meat. (Darun Naja, 2022)

In contrast to previous studies, this study focuses on the formation of students' religious character which is carried out through routine religious habituation activities every day. Thus, it is hoped that with routine religious habituation activities every day, it will be able to be a solution to character problems that occur in society. Although there are similarities in variables with previous studies, the purpose of this study is to describe the habituation activities that are carried out every day to form students' religious character, as well as to analyze the factors that support and hinder the process of forming students' character. In addition, the selection of research locations is also the fundamental difference from this study.

## METHOD

This study uses a qualitative approach with the type of field research. Field research is a direct observation of an object and researched to obtain relevant data. The researcher conducted research directly at MIS Al-Mahdiyyin, which is located at Jl. Kadungora, Garut Regency. Data source mining was obtained through in-depth interview techniques with the principal, classroom teacher representatives, several students and parents of students. Meanwhile, observation is carried out systematically by using guidelines as an observation instrument.

The data analysis technique used in this study uses the Miles and Huberman model analysis steps, namely data collection, data reduction, data display, and verification/conclusion drawn. Data collection is carried out by interviews, observations and documentation. Data reduction is carried out by simplifying, classifying and discarding unnecessary data in order to produce meaningful information and make it easier to draw conclusions, at this stage each resource person is given codification such as W.KS (Wawancara Kepala Sekolah), W.GK (Wawancara Guru Kelas), W.S (Wawancara Siswa), and W.ORT (Wawancara Orangtua). The results of data reduction are then displayed by systematically arranging the data so that it is easy to understand so that it provides the possibility of producing conclusions. To obtain a valid conclusion on the research data, the researcher performs data validity by looking at the results of data reduction while still referring to the analysis objectives to be achieved.

## RESULTS AND DISCUSSION

### Formation of Students' Religious Character at MIS Al-Mahdiyyin

The formation of students' religious character at MIS Al-Mahdiyyin is carried out through religious activities that are routinely carried out every day with the habituation method. According to Nurbaiti, the habituation method is carried out as a form of education which in the process is carried out gradually in getting used to good qualities as a routine, so that it is able to carry it out easily and lightly, without experiencing difficulties in carrying it (Nurbaiti et al., 2020). Azizy also said that habituation is an educational process that produces character or behavior through repeated practice, where when an exercise has become a habit through habituation, it will become a habit for those who do it and when it becomes a habit it will always become a routine activity (Sari et al., 2023). With the habituation method applied by the school in routine religious activities, it has a positive impact on the formation of students' character gradually and does not make students feel burdened so that this method is very effective in shaping students' religious character in daily life (W.KS). In addition, the formation of students' religious character at MIS Al-Mahdiyyin also starts from classroom learning activities, where teachers provide materials that refer to the curriculum set by the school and the teaching modules that the teacher has prepared in advance. One of the 6th grade students met by the researcher stated that after participating in religious habituation activities at school, good character in students slowly began to form and they also became accustomed to doing religious habituation activities in the form of worship even on school holidays (W.S). This is also strengthened by the statement of the student's parents who stated that after their child participated in MIS Al-Mahdiyyin and participated in the habituation activities organized by the school, there was a gradual change in the student's personality when he was at home, from what should be ordered to do prayers or recitations, the student became aware of himself to do so without having to be instructed again. In addition, in terms of character, students become more polite to their parents (W.ORT).

Based on the statement of the principal, before the implementation of habituation activities at MIS Al-Mahdiyyin, many students often violated school rules, such as arriving late, returning home early and not obeying other rules that have been set by the school. Some of them even dare to resist and do not show respect for teachers, besides that concern for others is still relatively low so that it is not uncommon for children to fight. When they are at home, their behavior is also not much different, this is based on the complaints of parents to the principal who said that when at home their children are difficult to manage and often deny their parents. Based on this anxiety, the school programs routine religious refraction activities that are carried out every day (W.KS).

### **Religious Habituation Activities at MIS Al-Mahdiyyin Kadungora**

The form of religious habituation activities carried out at MIS Al-Mahdiyyin has been regulated in the school program and the preparation of these religious activities is carried out during work meetings and school evaluation meetings. In the preparation of religious activities that are currently being carried out at MIS Al-Mahdiyyin, most of them are the result of an evaluation of activities that previously existed which were then redeveloped to be more organized and effective to be implemented (W.KS). The religious habituation activities carried out refer to the vision of the school. The vision of MIS Al-Mahdiyyin is "Creating a Generation that is Smart, Independent and Pietic".

Based on the results of interviews and observations conducted by the researcher, religious habituation activities that are carried out regularly at MIS Al-Mahdiyyin are as follows:

#### **1. Habit of Duha Prayer**

The habit of duha prayer which is carried out at MIS Al-Mahdiyyin is carried out regularly every Monday to Thursday and Saturday. The habit of praying duha starts from 07.30 WIB to 08.00 WIB. According to Zaenal, the habit of praying duha in congregation has a positive impact on students, especially in fostering their morals, both morals to Allah SWT, and morals to fellow humans (Hamdan et al., 2021). This duha prayer habituation activity is not only to foster student morals, but also aims to train discipline in students (W.KS). This is evidenced by the statements of several 6th grade students that the researcher met, on average they said that by regularly participating in duha prayer activities at school, they became accustomed to doing it at home. By participating in this duha prayer they become accustomed to going to school early, they also say that after participating in the duha prayer, their hearts become calmer and they are more enthusiastic in participating in learning activities in class. In line with that, (Umikar et al., 2021) said that the habit of duha prayer carried out at school is able to shape the character of students into a religious and disciplined generation. In addition, duha prayer activities also provide a sense of calm and make oneself more concentrated in carrying out activities. With this, the duha prayer activities carried out at MIS Al-Mahdiyyin have proven to be able to form religious character and discipline in students' daily lives.





## 2. Habit of Dhikr Al-Matsurat

The habit of memorizing together at MIS Al-Mahdiyyin is carried out after carrying out the duha prayer, where after the students carry out the duha prayer and read the prayer after carrying out the duha prayer, they are directed to recite the Al-Matsurat memorization led by the teacher who is in charge of being the coordinator of the implementation of habituation on the day in question. The purpose of holding this dhikr al-matsurat is so that students are always given convenience and blessings in their efforts to pursue knowledge, as well as to make themselves and students' hearts peaceful in the morning before teaching and learning activities. This is evidenced by how students behave in class when participating in learning, they look calmer, more focused and better understand the learning material (W.GK).

The interaction between them is also well and warmly created so that it is prone to fights between students which generally often occur at school (W.KS). The implementation of dhikr every day at school has a positive impact on the formation of students' religious character, as well as in controlling emotions, students become calmer in facing problems, and during learning activities students are assessed to understand the material better (Hapsari et al., 2023). In addition, dhikr al-matsurat activities also play a role in shaping student spirit, where the better the spirituality that students have, the better it will have a good effect on their social life (Annisa et al., 2022). This proves that dhikr is able to shape a person's character, especially if it is done regularly and applied to elementary school children where the character will be more easily formed and firmly rooted in their personality.



Figure 2. Dhikr Al-Matsurat

## 3. Kultum (Kuliah Tujuh Menit)/ Short Lecture

Kultum at MIS Al-Mahdiyyin was held after the duha prayer and zikri al-matsurat activities. Kultum is the activity of delivering a lecture or good advice to others in a short but meaningful way (Hawa et al., 2021). The purpose of holding the kultum is to strengthen the religious foundation and provide motivation to students to always behave commendably in daily life (W.KS). This can be seen from how the behavior of students in the school environment which from the results of the researcher's interview with the representative of the classroom teacher stated that there was a significant change in students who were better able to understand what was good and bad, what could and should not be done in daily activities, especially when in the school environment (W.GK).

Kultum in the educational environment are highly recommended, because in addition to being able to increase religious understanding, kultum also play a role in shaping students' character, teaching the values of devotion and sincerity, and encouraging kindness to students (Suciana, 2023). This is because in kultum, in addition to being given advice, students are also taught the principles of Islamic religious teachings and how to apply them in daily life. When the

researcher made observations, the kultum material presented by the teacher in charge of morality to fellow friends, through which it is hoped that students can understand and practice in daily life how ethics must be applied to fellow friends. Thus, through this kultum activity, students will not only gain new knowledge, but they will also be inspired to practice the values that have been taught in their daily lives.



Figure 3. Kultum

#### 4. Habit of Praying and Memorizing the Quran

The habit of praying is an activity that is carried out every day at MIS Al-Mahdiyyin. This is a simple step that has a big impact on the formation of students' religious character, because prayer activities contain many positive values that will have a lot of influence on students' personalities (Isnawati et al., 2023). Before starting learning activities, students are required to read prayers before studying and recite surah al-fatihah. This habit of praying is expected so that students are used to starting their various activities by expecting the Pleasure of Allah SWT, especially in studying for knowledge (W.GK). Based on the results of an interview with one of the 6rd grade students, the positive impact of the student's prayer activity is to understand that everything must begin with prayer so that what is done can run well (W.S). At the end of the lesson before going home, the students are also required to recite the prayer after studying and the prayer before going home. Reading this prayer after learning is a form of gratitude to Allah Swt. for the knowledge that has been given and as a form of request that the knowledge that has been learned can be useful (W.GK). After finishing praying before studying, students are directed to get used to memorizing the Qur'an.

The method commonly used by teachers is the One Day One Verse method, which means one day one verse of the Qur'an is memorized. This method is used because it is very easy to teach elementary school-age children who are categorized as beginner memorizers to always be able to memorize the Qur'an continuously, so that the memorized verses of the Qur'an can easily enter into memory and become a strong memorization (Anwar & Hafiyana, 2018) In one year children are expected to be able to memorize 1 juz in the Qur'an, which means that during 6 years of school, they must already have memorized 6 juz. However, this is returned to the ability of students, because not all students can quickly be able to memorize the Qur'an (W.GK).

Based on interviews with the Principal, this habit is intended to train students to get used to reading various letters in prayer, practicing students' reading of the Quran and as an effort also in forming religious character in students. This is because people who memorize the Quran tend to lead to good morals, so that with this habituation activity can form the religious character of students (W.KS). This statement from the principal is in line with (Erdinna et al., 2022) statement that memorizing the Quran will not only be able to improve children's reading and memorization

skills, but this activity can also improve the development of students' character. This is evidenced by the statement of one of the 3rd grade students who stated that as a person who memorizes the Qur'an there is a feeling of fear and shame if he does something wrong, therefore in daily life he always tries to continue to do good things (W.S). Thus, the existence of Al-Quran memorization activities at MIS Al-Mahdiyyin has proven to be able to shape and improve the religious character of students in their daily lives.



Figure 4. Praying and Memorizing the Quran

### **Supporting and Inhibiting Factors for the Formation of Character of MIS Al-Mahdiyyin Students**

In every activity, of course, it is inseparable from various factors that can support and hinder the sustainability of activities. Based on the results of interviews with the principal and teachers of MIS Al-Mahdiyyin, the factors that support the implementation of religious habituation activities in an effort to shape the religious character of students at MIS Al-Mahdiyyin are the role of teachers and adequate facilities. Based on the results of observations made by the researcher, it can be seen that the teachers at MIS Al-Mahdiyyin synergize and collaborate with each other to form the religious character of their students. For example, during the implementation of activities in the mosque, teachers coordinate children to be orderly in participating in the implementation habituations. In addition, the facilities in the school are adequate for the implementation of school activities, especially for the implementation of religious activities. One of these facilities is a school mosque which is commonly used to carry out regular religious habituation activities.

The factors that hinder the implementation of religious habituation activities in an effort to form the religious character of students at MIS Al-Mahdiyyin are the lack of awareness from students and the factors of the student social environment. When the researcher made observations, it was seen that there were some students who arrived late and when participating in habituation activities in the mosque, it was still seen that there were some students who did not focus on participating in habituation activities, even disturbing other students who were participating in habituation activities. This is reinforced by the statement from the class teacher interviewed by the researcher that one of the inhibiting factors from the implementation of religious activities at MIS Al-Mahdiyyin is that there are still students who are lazy when they are doing habituation activities together and instead choose to be silent or even sometimes disturb other students who are doing habituation activities. And this is what makes the character formation process hampered and uneven (W.GK).

The environmental factor of student association is also an inhibiting factor in the process of forming students' religious character, which based on the statement from the principal there are several MIS Al-Mahdiyyin students who are very difficult to embrace and direct, this is because



their social circle outside school is not controlled, both by parents and teachers (W.KS). In line with this, AhsanulKhaq also argues that the social environment greatly affects students' attitudes and behaviors. If the existence of the student environment is able to make a positive contribution to the formation of students' religious character, then students' religious character will be easily formed. Likewise, if the existence of the student environment contributes poorly to the formation of student character, then it is clear that this will hinder the process of forming students' religious character (AhsanulKhaq, 2019). Therefore, it is clear that student association is one of the determining factors for the success or failure of the process of forming religious character in students at MIS Al-Mahdiyyin. The solution to overcome this obstacle is to approach students and communicate with students' parents.

## CONCLUSION

Based on the results of research that has been conducted by researchers at MIS Al-Mahdiyyin, it can be concluded that religious habituation activities carried out every day consistently have a positive impact on the process of forming students' character. The habituation activities carried out at MIS Al-Mahdiyyin are divided into activities that are carried out together in the School Mosque and activities that are carried out in their respective classrooms. For habituation activities that are carried out together in the school mosque, it consists of duha prayers, joint dhikr and kultum. Habituation activities carried out in the classroom and coordinated by the teachers of each class are the habit of praying before, after studying and memorizing the Qur'an. Factors that support the achievement of the character of religious students are the role of teachers and adequate facilities to carry out religious activities in the form of school mosques. Meanwhile, factors that hinder the sustainability of the process of forming students' religious character are the lack of student awareness in participating in habituation activities and factors from the environment in which students associate. In the process of conducting this research, there are limitations that may affect the results of the research, namely, the limitations of research time, the power and ability of researchers, and the limitations of literature that are still lacking in researchers. As a result, this research has many weaknesses, both in terms of research results and analysis. Therefore, for further research, it is recommended that researchers prepare more mature time planning, as well as expand the search for literature from various sources including international journals and recent research, so that the results of the research become more comprehensive and in-depth.

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