



Research Article

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Factors That Influence the Character of Students in School

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Doi: 10.36941/jesr-2020-0050

Abstract

The object of this study is the religious attitude and character of students in junior high schools. The purpose of this study is to understand and explore the relationship between Islamic Religious Education with student's character, the level of discipline with student's character, and Islamic education and the level of discipline with student character. The scope of this study is the character of students in school, and student's religious practice. This study uses quantitative analysis based on primary data or survey data at MTs Al_Whatoniyah 20, Bekasi. The findings in this study are that there is a positive relationship between Islamic education and student character at MTs Al-Whatoniyah 20, Bekasi. One increasing index in Islamic Education is associated with an increase of 0.93 in the student character index in Mts Al_Whatoniyah 20 Bekasi. Besides, the value of discipline also has a strong positive relationship with their character. For every one index that rises in the discipline index is also associated with an increase in 1,006 index in the character of students in MTs Al_Whatoniyah 20 Bekasi. The Islamic Education index and the discipline index also simultaneously have a positive relationship with the student character index at MTs Al_Whatoniyah 20 Bekasi.

Keywords: *Discipline, Islamic Education, and Students' Characters*

1. Introduction

The progress of religious knowledge and knowledge is very rapid, so educators must be ready for changes in education. Educators become one of the important and decisive factors in efforts to organize and build people towards better, disciplined, quality and character.

Character education is a concept that is implanted in a person and can shape the person to be more polite, civilized, and physically and mentally healthy so that he will have a better character in his life. The concept of education is a hope that every individual has the ability to manage themselves, both in the learning environment, family environment, and in the social environment. By controlling themselves well students will be able to cope in their environment and can avoid the problems that are accepted, and be able to overcome the rules that exist in the school. This self-

control can be realized through the application of discipline.

Discipline can be applied to various ages including in this case school age, while school age is the age of entry into adolescence that attracts attention. And in the future formed a view or ideals of life or often called the future of values. The thing most worried about during the development of the school is a compilation that does not depend on self-regulation as a discipline, which is able to control adolescents to deviate from the norms and regulations.

Educational institutions or schools as a place for character building, one of which discipline must have its own strategy because the problem of student discipline is very meaningful for the progress of the school. In an orderly school will certainly create an effective learning process, an orderly school will bring up various kinds of disciplinary battles that will make students not have good character.

Madrasa educational institutions are a much needed role in helping parents, also support the religious assistance that they have obtained from primary schools. With the presence of understanding of religious material is expected to have a character that is in accordance with Islamic norms and teachings.

This research focuses on students' internal factors, namely factors related to students' self who have been taught Islamic discipline and education that can affect student character. Therefore, the authors are interested in conducting research on the factors that influence the character of students in school.

2. Literature Review

Discipline is a condition created and formed through a combination process to determine the values of compliance, coordination, loyalty, and order (Suharsimi Arikunto, 2001: 114).

Darsono and Max (2000: 4) state that discipline is something that is organized, for example discipline in the workplace that is completed regularly.

Muhammad Yaumi (2014: 92) said that discipline is an act that shows orderly and obedient behavior in a variety of applicable rules and regulations. Disciplined people can make rules and apply them in their routine activities to get what they want.

In the school environment, discipline can be built and developed through activities such as attending flag ceremonies, uniforms, doing janitorial tasks, collecting assignments on time, coming to school earlier than class time, doing certain structured tasks. All activities are carried out based on the awareness and strong encouragement that comes from within.

From the above understanding, it can be concluded that the learning disciplines proposed above are made through a process carried out by someone to get the results of compliance, agreement, loyalty, and order. The operational indicators of learning discipline are:

1. Keep your schedule at school and at your own home.
2. Overcoming temptations that will interfere with study time.
3. Study preparation.
4. Self-discipline.
5. Complete tasks on time.
6. Continuous learning.
7. Learn by installments.
8. Do not do things that are prohibited by the teacher.
9. Perform assignments given by the teacher.

Islamic religious education is education through the teachings of Islam, which is in the form of guidance and care for students so that after completing education he can understand, live and practice the teachings of Islam that he believes in as a whole, and make the teachings of the Islamic religion as a whole his view of life for the safety of life in the world and the hereafter (Abdul Rachman Shaleh, 2005: 6).

The Islamic religious education according to M. Ainur Rosyid (2017: 13) is the process of

changing individual behavior in their personal lives, the natural environment, and their communities by teaching as human activities and as professions in the human profession in society.

Humans have faith, piety and noble character formed through the process of life and especially through the process of education, especially religious life and religious education. The education process takes place and lasts a lifetime, both in the family, school and in the community. The education referred to in this study is Islamic religious education in schools. The indicators of Islamic education are:

- (1) Obey worship to Allah SWT
- (2) Read the Qur'an well and correctly
- (3) Getting used to
- (4) Behave clean, honest, and affectionate
- (5) Be generous and be studious in daily life
- (6) Accustomed to behaving with commendable qualities
- (7) Respect for parents, teachers and neighbors
- (8) Be disciplined and help
- (9) Behave responsibly
- (10) Students' behavior and attitudes reflect Islamic nuance all the time

As for the notion of character is as said by the experts below:

Thomas Lickona (2016: 82) says that basically characters have three, parts that are interconnected with each other; moral knowledge, moral feelings, and moral behavior. A Good character consists of knowing good things, wanting good things, and doing good things habits on the way of thinking, habits in the heart, and habits in action. These three things are very necessary to improve moral life; all three forms of moral maturity. When someone thinks of the kind of character he wants for his children, it is clear that he wants his children to be able to judge what is right, care deeply about what is right, and then do what they believe to be true even in the face of with temptations from within and pressures from outside.

The indicators of character building in junior high schools are as follows:

- (1) Practicing religious teachings adopted according to the stages of adolescent development.
- (2) Orderly and obey various rules and regulations.
- (3) Showing confidence.
- (4) Appreciate the diversity of religions, ethnicities, cultures, races and socioeconomic groups in the national sphere.
- (5) Show the ability to think critically, logically, creatively, and innovatively.
- (6) Use the environment responsibly.
- (7) Implement a clean, healthy, fit, safe, and use free time well.
- (8) Communicate and interact effectively and politely.
- (9) Understand the rights and obligations of self and others in the community.
- (10) Appreciate differences of opinion.

3. Research Methodology

The method used in this study is quantitative by using primary data and secondary data. The method used to obtain primary data is to carry out surveys. The survey is expected to be able to capture the phenomena, and characteristics of students as a measurement tool for character variations. In general, the author wants to try to see what factors have an influence on the character of each student, as well as how the role of Islamic religious education in influencing these character variations.

There are two independent variables in this study, namely discipline (X_1) and Islamic religious education (X_2), while the dependent variable is the character (Y). The data is collected using an instrument in the form of a rating scale of statements with a four range of four scale answers.

X_1 : Discipline

X2: Islamic Religious Education

Y: Character

Research Unit: Student of Madrasah Tsanawiyah Al-Wathoniyah 20 Bekasi

Y: Character

Research Unit: Student of Madrasah Tsanawiyah Al-Wathoniyah 20 Bekasi

The target population in this study was all students of Madrasah Tsanawiyah Al-Wathoniyah 20 Bekasi totaling 418 students.

Data analysis is the process of processing data and interpreting the results of data processing. Data collected from the sample were analyzed using statistics, namely descriptive and inferential statistics. Descriptive statistics are used to present data for each variable systematically through tables, graphs, mode calculation, median, mean and others. While inferential statistics are used to analyze sample data, the results of which can be applied to the population/generalization.

To facilitate research, the authors will make a discipline instrument lattice, Islamic religious education instrument louver, and student character louvers. In determining the subject of the questionnaire, the researcher refers to the instrument indicators obtained from various existing theories, then further synthesis is carried out to get the total score obtained by students after completing the questionnaire. This questionnaire is a statement with four alternative answers. The answer score is made on condition that the answer always gets a score of 4, often gets a score of 3, sometimes gets a score of 2, and never gets a score of 1. Validation that is measured is the validity of internal consistency using the Biserial Point correlation coefficient formula. Research is carried out sequentially so that the instrument is in accordance with the theoretical basis created (Khamid, 2016: 3). To find out the extent of the validity and reliability of an instrument, it is necessary to do a trial run first. In the discussion of this validation and reliability test calculates the item validation and scale instrument reliability using SPSS.

The validity of each item in the questionnaire was tested using the results of the calculation of the Product Moment Person correlation coefficient between the item scores, and the total scores. After the validity test is done, the next step is the reliability test. Reliability tests are only performed on questionnaire items that have been declared valid. The reliability of an instrument is the same requirement even in the process of data collection so that it can consistently giving the same results even if it is used on tests whose items are given a dichotomy or scale score.

Reliability is a measure that shows how high an instrument can be trusted or reliable, meaning that reliability is related to the accuracy (in a consistent sense) of measuring instruments. Reliability tests for instruments that are gradual, such as the Likert scale and description tests use the Cronbach Alpha coefficient.

$$r_n = \left(\frac{k}{k - 1} \right) \left(1 - \frac{\sum \sigma b^2}{\sigma_i^2} \right)$$

Where:

rn = Instrument reliability

k = Number of statement items

$\sum \sigma b^2$ = Number of item variants

σ_i^2 = Total variant

The questionnaire was declared reliable if the reliability value was greater than the critical value (0.60) and $\alpha = 0.05$.

The instrument reliability coefficient was calculated using the Cronbach Alpha formula. The data used is total item score data that has been declared valid. The calculation results obtained r value of 0,998, the data is in the range of 0,800 - 1,000 so that it can be categorized into very high reliability.

4. Research Results

Data distribution and results of respondents answers to the Disciplinary variable showed that the highest frequency of respondents answers was in the always category (score 4) of 35% (1074), followed by frequent (score 3) of 31% (953), then sometimes (score 2) by 30% (936) and never (score 1) by 4% (115).

Data spread and the results of respondents answers to the variable Islamic education shows that the highest frequency of respondents answers are in the always category (score 4) of 50% (1423) followed by frequent (score 3) of 28% (786), sometimes (score 2) by 20% (572) and never (score 1) by 2% (54).

While the data distribution of the results of respondents answers to student character variables shows that the highest frequency of respondents' answers is in the always category (score 4) of 52% (1548) followed by frequent (score 3) of 26% (790), then sometimes (score 2) by 20% (590) and never (score 1) by 2% (65).

The disciplinary variable questionnaire consisted of 38 statement items, the Islamic religious education variable consisted of 35 statement items, and the student character variable consisted of 37 statement items.

Based on the questionnaire and Likers Scale, each questionnaire on the disciplinary variable has the highest value of 135 and the lowest value of 86, the Islamic religious education variable has the highest value of 139 and the lowest value of 88, and on the character, variable students' have the highest value of 144 and the lowest value of 101.

A General description of research results can be presented through the following table.

Table: Summary of Basic Statistical Results

Statistic	Y	X1	X2
Lowest score	101	86	88
Highest score	144	135	139
Value range	43	49	51
Average	121.3	112.9	114.2
Standard deviation (SD)	11.47	10.10	10.91
Mode	133	112	120
Median	120	112	114

4.1 Student Character Data

Student character data (Y) which has been captured through the results of questionnaires and data processing results show an average score (M) of 121.3, standard deviation (SD) of 11.47, median (Me) of 120 and mode (Mo) of 133.

The following research data are made in the frequency distribution list as follows.

Table: Student Character Frequency Distribution

Class interval	Absolute Frequency	Relative Frequency
101- 106	7	9%
107- 112	12	15%
113- 118	18	22%
119- 124	12	15%
125- 130	12	15%
131- 136	10	12%
137- 141	7	9%
142 - 147	3	3%
Total	81	100%

The tendency of the distribution of student character distribution can be seen in the histogram graph in figure 4.1.

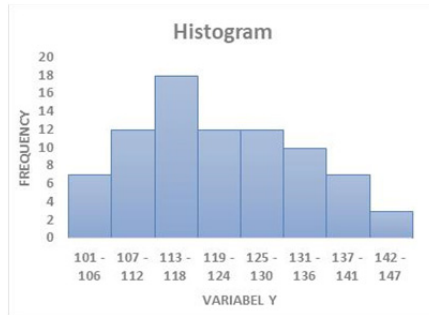


Figure 4.1: Student Character Histogram Graph

Student character variables obtained range of scores between 18 students (22%) get the highest category score, 12 students (15%) get a medium category score, and 3 students (4%) with a low category.

4.2 Disciplinary Data

Disciplinary data (X_1) that has been captured through a questionnaire from the results of data processing obtained an average score (M) of 112.9, standard deviation (SD) of 10.10, median (Me) of 112, and mode (Mo) of 112.

The following research data are made in the frequency distribution list as follows.

Table: Disciplinary Score Frequency Distribution

Class Interval	Absolute Frequency	Relative Frequency
86-92	1	1%
93-99	6	7%
100-106	16	20%
107-113	19	23%
114-120	23	29%
121-127	9	11%
128-134	5	6%
135-141	2	3%
Total	81	100%

Disciplinary tendencies can be seen in the graphic image:

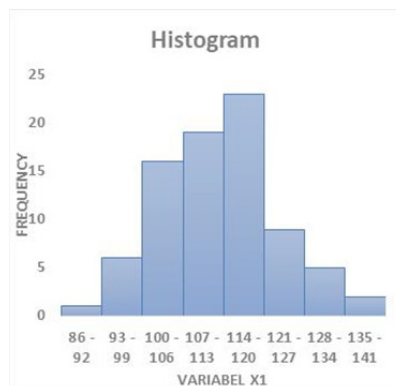


Image: Discipline Histogram Graph

The Disciplinary variable obtained shows 23 students (29%) score in the high category, 19 students (23%) in the medium category, and 1 or (1%) students in the low category.

4.3 Islamic Religious Education Data

The range of respondents' answers to Islamic Education (X₂) variables netted based on the results of the questionnaire, from the results of data processing on this variable obtained an average score (M) of 114.2, standard deviation (SD) of 10.91, median (Me) of 114, and mode (Mo) of 120.

The following research data are made in the frequency distribution list as follows.

Table: Frequency Distribution of Islamic Education Scores

Class Interval	Absolute Frequency	Relative Frequency
88 - 94	4	5%
95 - 101	3	4%
102 - 108	19	23%
109 - 115	18	22%
116 - 122	21	26%
123 - 129	8	10%
130 - 136	5	6%
137 - 143	3	4%
Total	81	100%

The tendency of the spread of Islamic education can be seen in the graphic image:

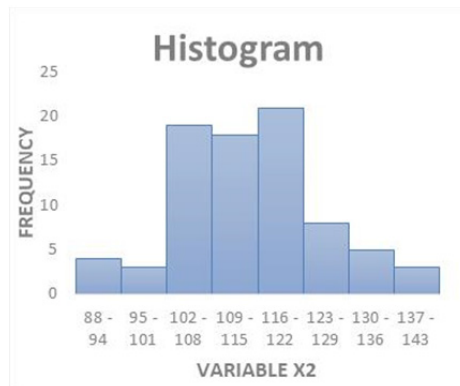


Figure: Histogram Graph of Islamic Education

Islamic education variable shows 21 (26%) students get a score in the high category, 19 (23%) students in the medium category, and 3 (4%) students in the low category.

5. Discussion

First, the regression equation $Y = 7.66 + 1,006X_1$. From these result, it can be concluded that each 1 unit increase from the disciplinary index made by this thesis has an association with the increase of 1,006 indexes in the positive character of students. It can be concluded that the nature of the discipline is associated with a positive character also owned by students.

The regression results also obtained R-square values. This value is a sign of how the model is

explained by the independent variables used in the model. In this case, the R-square value reached 0.785, which means that 78.5% of the variation of student characters is explained by the independent variable used, namely discipline.

These results confirm the research questions raised related to the influence between discipline and student character. The purpose of the authors in making this study was answered and found a positive relationship between discipline and student character results from research conducted within the scope of this Madrassah Tsanawiyah school.

From the regression results it can be seen that the F value is 0.00, or lower than the alpha value set, which is 0.05. Thus there is a statistically significant effect between discipline (X_1) and student character (Y), so that the null hypothesis proposed in this study is rejected, otherwise an alternative hypothesis is accepted.

The character of a child himself is strongly influenced by parenting in the family (Shochib, 2014; Lickona, 2016). A value and moral taught by parents to children will immediately shape the character of the child. The same is true for learning about discipline. In the condition of parents teaching a child to obey in worship on time, getting up early, and being responsible for house cleanliness will immediately form a positive character for the child, when going out or interacting outside the home.

Second, the equation $Y = 15.10 + 0.93 X_2$ can be concluded that each increase of 1 unit of the Islamic Education Index made in this study, has an association with an increase of 0.93 index in the positive character of students. It can be concluded that the learning of Islam is associated with the positive character possessed by students, so it is important to encourage religious learning even further for students.

The regression results also obtained R-square values. This value is a sign of how the model is explained by the independent variables used in the model. In this case the R-square value reached 0.78, which means that 78% of the variation of student character is explained by the independent variable used, namely Islamic Religious Education.

The results of this regression have confirmed the second research question of the authors in this study that it was found there was a positive influence between Islamic Religious Education adopted by students having a positive correlation on student behavior. This also explains the study of existing literature.

The coefficient between the variables of Islamic education (X_2) and the character of students (Y) can be seen from the results of the regression that the value of $p = 0.00$, or lower than the alpha value set, which is 0.05. So it can be concluded that the null hypothesis (H_0) in this study was rejected, and the alternative hypothesis (H_1) was accepted. The conclusion is that there is an influence between Islamic religious education and student character.

Third, the equation $Y = 8.42 + 0.542X_1 + 0.452X_2$. From this it can be concluded about the influence between Discipline (X_1) and Islamic Religious Education (X_2) together with the character of students (Y). This means that there is an influence between Discipline (X_1) and Islamic Religious Education (X_2) together with the student's Character (Y). An increase in one index in Discipline has an influence on an increase of 0.45 index in student characters by 0.542 index in student characters, and Islamic Religious Education has an effect of 0.452 index in student characters. Statistically, both of these variables also have significant values, or p value below 0.05. From the results of multiple regression it can be seen that the R-square value owned by 0.803, this shows that 80.3% of the student character variables are explained by student discipline and also Islamic religious education, so that it can be drawn the conclusion is the influence between increasing discipline (X_1) and Islamic Religious Education (X_2) on the character of students (Y).

The results of this third regression confirm the third research question of the authors in this study. So, successfully answering the purpose of this research to find out there is an influence between discipline and Islamic Religious Education together on the character of students and obtained a significant positive effect of both of these factors on character.

6. Conclusion

From the results of research that have been done about Several Factors Affecting the Character of Students in MTs Al-Wathoniyah 20 Bekasi it can be concluded as follows:

1. Discipline has an influence on the character of students of MTs Al-Wathoniyah 20 Bekasi, in other words, there is an influence between the X₁ variable with the Y variable from the statistical test with a correlation of 0.785. There are several indications that can produce student characters that have a positive influence on discipline one of which is to follow and obey school rules.
2. Islamic education also has an influence on the character of students of MTs Al-Wathoniyah 20 Bekasi from statistical tests with a correlation of 0.78. An indication of Islamic education that produces student character is student obedience in implementing Islamic teachings so that students behave according to Islamic teachings.
3. Islamic discipline and education together have an influence on the character of students of MTs Al-Wathoniyah 20 Bekasi from statistical tests with correlations of 0, 803. Based on the regression equation it can be concluded that an increase in one disciplinary value is followed by an increase in student character if the disciplinary variable in a constant state. Likewise, an increase in the value of Islamic religious education is followed by an increase in the character value of students, if the variable of Islamic religious education is in a constant state, similarly, positive things that support the discipline and Islamic religious education that produces student character.

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