



Discipline Character Development Strategy for Madrasah Ibtidaiyah Al-Maarif Bojongsari Students

Slamet Pamuji^{1*}, Yadi Mulyadi²

Philippine Women's University, Manila, Philippines^{1,2}

Corresponding Email: 2023t1203@pwu.edu.ph*

Received: 01-02-2024

Reviewed: 10-02-2024

Accepted: 02-03-2024

Abstract

Madrasahs contribute to introducing, growing, maintaining and improving students' disciplinary values, including compliance with madrasa rules and regulations. Apart from that, teachers also have a big role in cultivating self-discipline in their students. The aim of this research is to reveal strategies as well as supporting and inhibiting factors for developing students' disciplinary character at Madrasah Ibtidaiyah Al-Ma'arif Bojongsari Kedungreja, Cilacap, using a qualitative case study type approach. Data obtained through interviews, observation, documentation studies and literature studies. The results of the research are First, developing the disciplined character of students at Madrasah Ibtidaiyah Al-Ma'arif Bojongsari Kedungreja, Cilacap, using several approaches including routine activities, spontaneous activities, exemplary activities and conditioning activities. Second, the obstacles faced by madrasahs in developing students' disciplined character consist of: teacher delays before the first period, dependence on class teachers in reading prayers at the beginning and end of lessons, student tardiness for various reasons. The solution to these obstacles, the madrasa head as the head of the madrasa is expected to be able to provide good direction and information to all madrasah residents, motivate teachers to come on time so that they both strengthen order and discipline and service to the madrasa, the madrasa head can empower teachers who others who have competence regarding reading prayers so that their implementation is better, and it is necessary to provide sanctions that have been determined by the madrasah for students who arrive late, accompanied by providing direction and information as well as motivating them to come to the madrasah early.

Keywords: discipline character, development, and madrasah ibtidaiyah

Introduction

In order to produce disciplined human personalities, madrasas with all efforts should be able to create an environment that is conducive to growth, development and increasing the value of discipline so that it becomes self-disciplined in the behavior of students. Discipline in the educational process is very necessary because it is not only to maintain the learning and teaching atmosphere running smoothly, but also to create a strong personality for each student. Discipline is a feeling of obedience and compliance with believed values, including carrying out certain work that is felt to be a responsibility. Madrasas have grown and developed the value of discipline in the behavior of their students, including behavior that adheres to madrasa norms. In this regard, the results of observations at Madrasah Ibtidaiyah (MI) Al-Ma'arif Bojongsari have shown evidence that students' behavior lacks discipline inside and outside of learning, such as making noise in the classroom, eating in the classroom, not paying attention to the teacher, giving lesson material, dressing not in accordance with madrasa regulations, permission to go to the bathroom and not returning to class, neglect of tasks given by the teacher (Alfadil, 2017).

Madrasas are educational institutions that are responsible for forming students' disciplined character. Therefore, the character of discipline not only grows and develops in every human individual, but also in organisms or educational institutions called madrasas. It is impossible for students' character to grow and develop if the madrasah does not have character. In other words, only in educational institutions with character, students will grow and develop as people with character (Pamuji, 2023).

Research conducted by Althof and Berkowitz found that the implementation of character education programs in schools will have a positive impact on students' character strengths. Schools that implement character education programs have been successful in fostering disciplined behavior, increasing student attendance at school, fewer students dropping out, reducing violence and bullying and increasing student learning achievement at school (Althof, 2006).

In developing the disciplined character of students in madrasah, it cannot be separated from the role of the teacher. Teachers are examples and role models who are pioneers in fostering student discipline, especially self-discipline. Apart from serving as an instructor, teachers also have a function as motivators in helping students develop their behavior patterns, increase their standards of behavior, and implement rules as a tool to enforce discipline. This research was conducted using a qualitative approach using a case study approach. The focus of this research is strategies for developing students' disciplinary character at MI Al-Ma'arif Bojongsari Kedungreja Cilacap. Conceptually, this research shows that Madrasahs have a contribution in introducing, growing, maintaining and improving students' disciplinary values, including student compliance with the rules and regulations at the madrasah. Apart from that, teachers also have a big role in cultivating self-discipline in their students.

Literature Review

This literature review delves into the significance of discipline as a character

Discipline Character Development Strategy for Madrasah Ibtidaiyah Al-Maarif Bojongsari Students

development strategy within the context of Madrasah Ibtidaiyah, primary-level Islamic educational institutions. By examining existing scholarly works and empirical studies, this paper aims to elucidate the role of discipline in shaping the character of students in Madrasah Ibtidaiyah settings. Key themes include the conceptualization of discipline in Islamic education, disciplinary approaches employed in Madrasah Ibtidaiyah, the impact of discipline on character formation, and strategies for effectively implementing discipline as a character development tool. Through a comprehensive review of literature, this paper seeks to provide insights into the importance of discipline in fostering positive character traits among students in Madrasah Ibtidaiyah.

Research Method

This research method uses library research, namely looking for research sources by collecting several pieces of literature whose sources come from journals, books and other sources used, so that it is easier to carry out research regarding the formation of student character through Islamic religious education. The technique used for data collection is by means of looking for material related to the discussion in this article, the search is carried out both manually and digitally. After making references, then analyzing the data that has been collected by displaying, reducing and reconstructing it so that it becomes a new concept, using deeper content analysis. prioritizing intertextuality (Pamuji, 2024).

Result/Finding

Character Development Strategy for Disciplinary Students at Madrasah Ibtidaiyah Al-Ma'arif Bojongsari Kedungreja Cilacap

Character is the incarnation of knowledge and skills. Knowledge without a true personality foundation will lead astray, and skill without self-awareness will destroy. This character will form motivation, which is formed using dignified methods and processes. Character is not just an outward appearance, but implicitly reveals hidden things. Good character includes understanding, caring and acting based on ethical values, as well as covering cognitive, emotional and behavioral aspects of moral life (Asmani, 2013).

Character education is everything that teachers do, which is able to influence the character of students. Teachers help shape the character of students. This includes exemplary teacher behavior, the way the teacher speaks or delivers material, how the teacher tolerates, and various other related things. Character education must be provided in formal education, especially kindergarten/RA, SD/MI, SMP/MTs, SMA/MA, SMK, MAK and tertiary education institutions through learning and extracurricular activities, creating an educational unit culture, and habituation (Daryanto, 2013).

Discipline means every kind of influence aimed at helping children learn ways to deal with demands that come from their environment and also ways to resolve demands that may be placed on their environment (Sobur, 1991). Soegeng Priyodarminto in his book *Discipline, Tips for Success*, defines it as a condition that is created and formed through the process of a

series of behaviors that demonstrate the values of obedience, conformity, regularity, and/or order (Soejitno, 2004).

Developing students' disciplined character at MA Tarokan Banyuwangi Probolinggo uses several strategies, namely:

1. Routine Activities

Based on the results of the author's interviews with madrasa heads, the forms of activities carried out routinely by madrasas in order to instill character values include:

a. Briefings in the morning and afternoon

The head of the madrasa believes that briefings in the morning before learning and in the afternoon after learning are useful for providing information on the latest reports, passing on information from the District Education Office, and discussing the learning process. The madrasa head and teachers must come before learning begins to carry out the morning briefing and go home after the afternoon briefing containing the values of discipline and example. Before entering the classroom, the teacher and head of the madrasah hold a morning briefing to ask about the readiness of each teacher to carry out the learning process. Then pray and go to their respective classes. Then after the students' home time is over, the madrasa head and teachers carry out an afternoon briefing before going home to ask about the learning process in class that has been carried out and end with prayer.

Apart from that, this is reinforced by the results of observations made by researchers during five observations that every day the madrasa head and teachers carry out morning briefings starting from 07.05 to 07.15 WIB. In observations I, II and III, the madrasa head led the prayers of teachers and employees at morning briefings before lessons and in the afternoon after lessons. The briefing was opened by one of the teachers then the head of the madrasah gave directions and announcements if any. On this occasion all teachers were given the freedom to express opinions or ideas. The madrasa head always motivates teachers at every morning briefing with an invitation to carry out their obligations sincerely. This is followed by a joint prayer, then the teachers go to their respective classes. With morning and afternoon briefings, the madrasa head and all teachers must arrive before class starts and go home at the appointed time.

b. Picket Duty

Based on the results of interviews with the Head of the Madrasah, data was obtained that the picket task had been carried out well. Madrasah principals strive to instill care in all teachers. The picket teacher is given a key to the teacher's room, so the picket teacher must leave early in the morning, otherwise the other fellow teachers cannot enter because the room is still locked and cannot carry out briefings.

The observation results were not much different from the results of interviews with madrasa heads, teachers and students. Based on observations, the head and picket

Discipline Character Development Strategy for Madrasah Ibtidaiyah Al-Maarif Bojongsari Students

teachers arrived early in the morning and opened the door to the teachers' room, then stood near the madrasa gate to welcome students with greetings and handshakes. The picket teacher fills out the picket book according to the schedule every day, with a description of the arrival time and what was done while at the madrasa.

c. Greet and shake hands

The first priority for madrasah heads to do is to teach students to say hello and shake hands with teachers or older people because it is considered important in character formation. So, a daily teacher picket schedule was made so that they were ready to welcome students at the madrasah gate with greetings and handshakes. Every morning the class teacher must be ready at the door of each class. Before entering the class, students are conditioned to line up neatly in front of the class to shake hands with the teacher and enter their respective classes. The madrasa head's statement was reinforced by the statement made by the teacher when the researcher asked questions about what approach was taken to instill character and discipline in students.

The observation results were not much different from the results of interviews with madrasa heads, teachers and students. Every morning the head and teachers stand in the madrasah to welcome students who come with greetings and handshakes. This is done every alternate day according to the teacher's picket schedule. In observations I, II and III, the Head of the Madrasah greeted and shook hands with the students in the morning.

From the results of the interviews and observations above, the researcher can conclude that the routine activities carried out at MI Al-Ma'arif Bojongsari are morning and afternoon briefings, teacher and student picket duties, the habit of saying hello and shaking hands. In this case, the character values that are integrated are the values of responsibility and discipline. Initially, although there were still teachers who were late for the briefing, overall it went well.

2. Spontaneous Activities

Based on the results of interviews and observations of spontaneous activities carried out by madrasas, namely by participating in national events and religious events organized by madrasas and outside madrasas. These activities include incidental community service for teachers and employees carrying out community service by cleaning and organizing teachers' offices in preparation for the upcoming semester.

Based on the results of interviews with madrasa heads, data was obtained that spontaneous activities were carried out by madrasa heads and teachers by always setting a good example by wearing uniforms and complete attributes such as bets, pins, etc., if there was a child who was not neat enough, the child was approached and tidied up, for example there are The daughter with long, flowing hair was approached and then tidied up by tying her hair with a rubber band. After it was neat, she was told that her hair would be tied back tomorrow so it was neat.

Other spontaneous activities are warning students who arrive late, reminding students not to cheat, reminding students who are not dressed neatly, correcting mistakes made by students spontaneously by improving student behavior from small things such as discipline in using rest time, position. eating well, speaking politely, praying for and/or visiting friends who are sick

From the results of observations, the head of the madrasah, teachers and students always remind madrasah residents who are not dressed neatly. The head of the madrasah reminds students who are not dressed neatly, teaches female students to tie their hair. During the observation, the teacher reprimanded students who were not dressed neatly, such as untucked clothes, to tidy up their clothes. Students remind friends who are not dressed neatly.

Madrasahs have implemented a discipline system and it is implemented well. The head of the madrasah calls students who are late 3x and their parents will be called. The head of the madrasah calls students who are late for the ceremony to report to the class teacher and have them recorded. Students who come late are asked by the teacher the reason why they came late and are advised not to be late next time. If they come late 3 times in a row then the follow-up action is that the student's parents will be called to the madrasa.

The madrasa head always emphasizes that students should not be blamed, because the child's mistakes are not entirely his own responsibility but also the responsibility of the family, environment and educators. Teach simple things such as when you shake hands you have to look at the person you are shaking, when you eat you should sit down, and approach your child with affection so the child's problems will go away by themselves.

From the results of the interviews and observations above, the researcher can conclude that spontaneous activities carried out by the madrasa head and teachers include warning students who arrive late, reminding students not to cheat, reminding students who are not dressed neatly, correcting mistakes made by students spontaneously. by improving student behavior from small things such as discipline in using break time, good eating position and polite speaking. The values raised are religion, discipline and tolerance.

3. Exemplary

Madrasah heads, teachers and employees try to be character models for students in terms of personal neatness, discipline and obeying madrasa regulations. The madrasah head also sets an example for teachers, employees, students and even parents/guardians by prioritizing a disciplined and strict attitude regarding time, the madrasah head often arriving early in the morning and leaving the latest, orderly administration by keeping a diary of the madrasah head, and attributes worn like a hat, bet, name take.

The madrasa head's statement was reinforced by the statement made by the teacher when the researcher asked the teacher questions about whether the teacher was consistent in obeying the madrasa regulations.

Discipline Character Development Strategy for Madrasah Ibtidaiyah Al-Maarif Bojongsari Students

From the results of observations, researchers obtained data that madrasa heads and teachers wear official uniforms on Mondays, wear green uniforms on Tuesdays, wear batik on Wednesdays and Thursdays, and wear plain clothes that are free and neat on Saturdays and Sundays. Researchers found data that madrasa heads always wore full attributes.

4. Conditioning

Based on the results of interviews with madrasa heads, data was obtained that madrasa heads familiarize teachers and students with obeying madrasa rules and regulations. In addition, the madrasa head supports extracurricular activities. This statement is reinforced by the statement made by the teacher as follows. Stated "The madrasa head's encouragement and motivation for teachers is very high, arriving early and leaving late sets a good example and encourages teachers to always carry out their obligations, be orderly in administration, and develop science and technology."

From the results of observations, it shows that the data is not much different, madrasa heads and teachers adhere to madrasa rules, provide facilities and stick to slogans as an effort to condition students. Researchers found madrasa rules and regulations posted in classrooms, teachers' rooms and madrasa heads.

Researchers found that trash scoops, trash cans, brooms, feather dusters and erasers were available in every class and were used well by students when carrying out picket duties. Character education slogans are also spread in every corner of the madrasa. The head of the Madrasah and teachers also put up the tagline of the character values of a smoke-free area, keep it clean, be honest and achieve high performance, cleanliness is the basis of health, diligent is the basis of intelligence, come on, don't throw rubbish carelessly, I'm a healthy child, after urinating/defecating, please splash with enough water. Thank You. Maintain good manners in the madrasah environment with 3 Bs: dress, speak, behave, and 7 Ks: security, cleanliness, order, beauty, shade, kinship, safety. In each class there are photos of the president and vice president, the Garuda symbol, pictures of national figures and wayang characters. There are MADING boards (wall magazines) in several places containing student work.

Several other forms of habituation that teachers instill in order to instill character values in students include getting used to charity, caring about the environment, arriving early when picketing.

Madrasahs provide cleaning tools such as trash brooms, dusters and erasers in each class. Garbage bins are also provided in each green classroom and in several corners of the madrasah are red, yellow and green. Plant pots are also provided in front of each class, hand washing stations in several corners of the madrasa, as well as running water and fairly clean bathrooms with ceramic floors.

Based on the results of interviews and observations, it can be concluded that conditioning efforts to apply the values of responsibility and discipline are carried out by enforcing rules and keeping the madrasah environment clean. Every room at MI Al-Ma'arif

Bojongsari, such as the teacher and employee room, madrasa head's room, classroom, computer lab room, library room and multi-purpose room, has madrasa rules and character slogans, physically has a ceramic floor and is easy to clean. It was felt that the conditioning had not been implemented optimally because many of the existing taglines were old and dusty and had to be replaced with new ones and the contents of the magazine had not been updated for a long time.

This finding is in line with Eka Prihatin's opinion. According to him, methods for dealing with disciplinary violations are implemented in stages while still paying attention to the type of disturbance that exists and who the perpetrator is, whether it is carried out by an individual or a group (Prihatin, 2011). These steps start from the prevention stage to the healing stage, while still emphasizing the substance, not the individual student. Apart from that, you must also maintain feelings of love for students, not because of hatred or emotional feelings.

There are three types of classroom discipline development techniques. First, inner control techniques. This technique is highly recommended for teachers to use in fostering discipline in their students. Techniques to foster sensitivity/awareness of rules and regulations ultimately can grow and develop from within the students themselves (self-discipline). In other words, students are expected to be able to control themselves.

Second, external control techniques, namely controlling oneself from outside in the form of guidance and counseling. This technique in cultivating discipline tends to carry out supervision (which sometimes needs to be tightened and if necessary impose punishment for each violation).

Third, cooperative control techniques. With this technique, the development of class discipline is carried out by working together with teachers and students in controlling the class situation towards realizing the goals of the class in question. Where teachers and students control each other against violations of rules. What teachers need to pay attention to in the process of developing classroom discipline is the individual differences of students in their ability to conduct introspection and self-control. Therefore, cooperative control techniques are highly recommended to neutralize inner control techniques (which require maturity) and external control (which consider students to be immature).

Prihatin further said that an orderly, safe and orderly school is a requirement so that students can learn optimally. This kind of condition can occur if discipline at school runs well. Student discipline can be grown if the school climate shows discipline. New students will immediately adjust to the situation at school. If the school situation is disciplined, students will be disciplined (Prihatin, 2011).

Obstacles and Solutions to the Disciplined Character Development of MI Al-Ma'arif Bojongsari Kedungreja Cilacap students

The problem of education is a problem that is directly related to human life and life. Education is the effort of adult humans who are aware of their humanity in guiding, training,

Discipline Character Development Strategy for Madrasah Ibtidaiyah Al-Maarif Bojongsari Students

teaching and instilling values and basic views of life in the younger generation, so that later they become humans who are aware and responsible for their life duties as humans, in accordance with the nature and characteristics of humanity (Zuhairin, 1989).

In general, the supporting factors for madrasa activities in developing students' disciplined character at MI Al-Ma'arif Bojongsari Kedungreja Cilacap are: (1) madrasas can develop well through a supportive madrasa culture. The formation of madrasa culture (school culture) as a factor in developing students' disciplined character at MI Al-Ma'arif Bojongsari Kedungreja Cilacap is carried out through a series of activities: planning, implementing learning that is more student-oriented, and comprehensive assessment.

Planning at the madrasah level is strengthening the preparation of the curriculum at the madrasah level, such as determining the vision, mission, goals, curriculum structure, academic calendar, preparation of the syllabus and learning implementation plans (RPP). Overall madrasa planning which starts from analyzing the strengths and needs of the madrasa can actually produce a more targeted educational program which does not merely consist of strengthening the realm of knowledge and skills but also behavioral attitudes which can ultimately form noble morals; (2) The application of students' disciplinary character with an active learning approach also receives support in the form of policies, funds, training, facilities and infrastructure from the education unit committee, surrounding community, parents of students, alumni and local government; and (3) madrasas have received a good mentoring program from the Center for Curriculum and Books (Puskurbuk) of the Ministry of National Education since the 2019/2020 school year.

Based on the results of research conducted on the development of student discipline character at MI Al-Ma'arif Bojongsari Kedungreja Cilacap there are almost no significant obstacles. Some micro obstacles are:

First, only occurs in the morning shaking hands activity, where some teachers who have assignments sometimes arrive after 07.15 in the morning so that the teacher concerned is less able to greet students who arrive before 07.15 in the morning, because based on observations almost the majority of students arrive on time 15 minutes before learning activities begin;

Second, the presence of several picket teachers who are sometimes present around 07.15 to 07.30. In fact, the picket teacher must be present at 07.00 according to the commitment agreed upon by the madrasah so that his contribution to order and discipline as well as service to the madrasah during the initial activities before learning is carried out in the first hour is less than optimal;

Third, when the process of reading prayers at the beginning of learning activities and at the end of learning is only carried out by religious teachers, sometimes it is less efficient, considering that religious teachers' busy teaching hours are quite spread out, namely teaching in the first hour and in the last hour; And

Fourth, almost every day we still encounter several students, namely around one to three people who are late for quite a variety of reasons, for example because they wake up late,

traffic jams, the distance from home to the madrasah and so on, while the reasons given are still realistic.

Solutions to the obstacles obtained from the research results, several solutions were provided to overcome the obstacles faced by madrasahs in developing students' disciplined character.

First, the head of the madrasah as the head of the madrasah is expected to be able to provide direction and information either directly face to face in the madrasah head's room with the teacher concerned in accordance with the principles of partnership or persuasively to the teacher on duty in the morning so that they can arrive on time so that they can provide services and carry out their assigned duties. mandated by madrasahs properly.

Second, the solution to the obstacle is the presence of several picket teachers who are sometimes present between 07.15 and 07.30, even though the picket teachers should be present at 07.00 according to the commitment agreed upon by the madrasah. It is hoped that the head of the madrasah will have the ability to influence, encourage, mobilize, direct and empower. (ability 5 M) can motivate teachers to have the enthusiasm to come to the madrasah on time so that their contribution to order and discipline as well as service to the madrasah in the initial activities before learning is carried out in the first hour is optimal.

Third, the solution to obstacles when the process of reading prayers at the beginning of learning activities and at the end of learning is only carried out by religious teachers which sometimes turns out to be less efficient, considering that religious teachers' busy teaching hours are quite spread out, namely teaching in the first hour and in the last hour, it is hoped that the head of the madrasah can empower other teachers who have competence regarding reading prayers so that the implementation is better and more professional and/or can also empower picket teachers or deputy heads of madrasahs for student affairs who have several staff so that it is not necessary or not always a religious teacher who reads the prayer at the beginning learning activities and prayer at the end of the lesson.

Fourth, the solution to handle the number of students, namely around one to three people, who still arrive late for various reasons, for example because they wake up late, traffic jams, the distance from their house is too far from the madrasah and so on, is to continue to apply the sanctions that the madrasah has set for them. students who arrive late by providing direction and information as well as motivating them to come to the madrasah early.

This is in line with Agus Wibowo's view. According to him, to support the success of character education, it is necessary to provide socialization about the basic morals that children and teenagers need to have to prevent teenagers from committing crimes that can harm themselves and others. Through character education, good character values will be embedded in individuals. Good character values will guide a person in their daily behavior. This opinion is in line with that conveyed by Wibowo that character education is an educational process that instills and develops noble characters in students, so that they have noble character, and apply and practice it in their lives, both within the family, as members of the community and as citizens (Wibowo, 2012).

Conclusion

First, developing the disciplined character of students at Madrasah Ibtidaiyah Al-Ma'arif Bojongsari Kedungreja Cilacap using several approaches, including routine activities, spontaneous activities, exemplary activities and conditioning activities. Second, the obstacles faced by madrasahs in developing students' disciplined character consist of: teacher delays before the first lesson, dependence on class teachers in reading prayers at the beginning and end of lessons. Students are late for various reasons. The solution to these obstacles, the madrasa head as the head of the madrasa is expected to be able to provide good direction and information to all madrasah residents, motivate teachers to come on time so that they both strengthen order and discipline as well as service to the madrasa, the madrasa head can empower teachers who others who have competence regarding reading prayers so that their implementation is better, and it is necessary to provide sanctions that have been determined by the madrasah for students who arrive late, accompanied by providing direction and information as well as motivating them to come to the madrasah early.

Declaration of conflicting interest

The authors declare that there is no conflict of interest in this work.

References

- Agus Wibowo. (2012). *Pendidikan Karakter, Strategi membangun Karakter Bangsa Berperadapan*. Yogyakarta: Pustaka Pelajar.
- Alex Sobur (1991). *Anak Masa Depan*. Bandung: Angkasa.
- Daryanto dan Suryatri Darmiatun (2013). *Implementasi Pendidikan Karakter di Sekolah*. Yogyakarta: Penerbit Gava Media.
- Eka Prihatin. (2011). *Management Peserta Didik*. Bandung: Alfabeta.
- Freud, Sigmund. Mourning and Melancholi. The Standart Edition of The Complete Psychological Works of Sigmund Freud, Volume XIV (1914- 1916) : On the History of the Psycho-Analytic Movement, Papers on Metapsychology and Other Works. (Diterjemahkan oleh James Strachey). (London : The Hogart Press and The Institute of Psycho- Analysis, 1917).
- Habibie, Alfadil. Pengenalan Aurat bagi Anak Usia Dini dalam Pandangan Islam, *Jurnal Pendidikan: Early Childhood*, Vol. 1 No 2, November 2017, e-issn2579-7190, hlm. 5
- Jaka Siswanta, Pengembangan Karakter Kepribadian Anak Usia Dini (Studi Pada MI Terpadu Di Kabupaten Magelang Tahun 2015), *Jurnal Penelitian Keagamaan INFERENSI*, Vol. 11, No. 1, 2017, DOI : <http://dx.doi.org/10.18326/infs13.v11i1.97-118>
- Jamal Ma'mur Asmani. (2013). *Panduan Internalisasi Pendidikan Karakter di Sekolah* Yogyakarta: DIVA Press.

- Pamuji, S. (2023). Implementation of Academic Supervision through Islamic Religious Education Supervisors in Improving the Performance of Arabic Language Education Teachers at MTs Anwarul Hidayah. *Journal of Modern Islamic Studies and Civilization*, 2(01), 58–67. <https://doi.org/10.59653/jmisc.v2i01.427>
- Pamuji, S., & Limei, S. (2023). The Managerial Competence Of The Madrasa Head In Improving Teacher Professionalism And Performance At Mi Al-Maarif Bojongsari, Cilacap District. *Pengabdian: Jurnal Abdimas*, 1(2), 66–74. <https://doi.org/10.55849/abdimas.v1i2.158>
- Pamuji, S., & Nurfuadi. (2022). The Role of Madrasah Principal in Developing the Innovation of The Tahfidzul Qur'an Juz 30 Program. *Jurnal Ilmiah Pendidikan Dan Pembelajaran*, 6(2), 424–432. <https://doi.org/10.23887/jipp.v6i2.43279>
- Pamuji, S., & Wiyani, N. A. (2022). Manajemen Pembiayaan Pendidikan Berbasis Information and Communication Technology. *Jurnal Ilmiah Pendidikan Dan Pembelajaran*, 6(1), 173–181. <https://doi.org/10.23887/jipp.v6i1.42726>
- Soejitno Irmim dan Abdul Rochim. (2004). *Membangun Disiplin Diri Melalui Kecerdasan Spiritual dan Emosional*. Jakarta: Batavia Press.
- Wolfgang Althof and Marvin W. Berkowitz. (2006). “Moral Education and Character Education: Their Relationship and Roles in Citizenship Education”. *Journal of moral education*.
- Zuhairini dkk. (2010). *Filsafat Pendidikan Islam*. Jakarta: Bumi Aksara.