

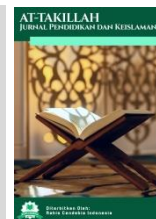


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The Influence of Islamic Religious Education Learning on the Character Formation of Students in Schools

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A B S T R A C T

This study aims to analyze the influence of Islamic Religious Education learning on the character formation of students in schools. Character education has become an important issue in the educational field due to the increasing moral challenges faced by students in the modern era. Islamic Religious Education is expected to contribute significantly to developing positive attitudes and behaviors such as honesty, discipline, responsibility, respect, and social care among students. This research employed a quantitative approach using a survey research design. The population of this study consisted of students at the selected school, while the sample was determined using purposive sampling techniques. Data were collected through questionnaires, observations, and documentation. The questionnaire used a Likert scale to measure students' perceptions regarding Islamic Religious Education learning and character formation. The collected data were analyzed using descriptive statistics and simple linear regression analysis. The findings revealed that Islamic Religious Education learning has a positive and significant influence on students' character formation. Students who actively participated in religious learning activities demonstrated better discipline, honesty, responsibility, and social behavior. Teachers, school environment, and religious activities also played important roles in supporting character education. However, several challenges such as low student motivation and limited learning innovation were still found during the implementation process. Therefore, schools are encouraged to improve the quality of Islamic Religious Education learning through interactive teaching methods, technology integration, and collaboration between teachers and parents. Overall, this study concludes that Islamic Religious Education learning contributes significantly to developing students with positive character and moral values in schools.

INTRODUCTION

Education is one of the most important aspects of human life because it helps individuals develop knowledge, skills, attitudes, and moral values. Through education, students are expected to become intelligent individuals who can contribute positively to society. Schools play a major role in preparing students academically and morally. Therefore, education should focus not only on intellectual achievement but also on character development. Strong character is needed to help students face social challenges in modern life.

Character formation has become a major concern in the field of education due to the increasing number of moral problems among students. Cases such as bullying, dishonesty, violence, lack of discipline, and disrespectful behavior are frequently found in schools. These conditions show that academic success alone is not enough without moral education. Students need guidance to help them distinguish between good and bad behavior. Consequently, character education has become an essential part of the educational process.

Character education aims to build positive attitudes and behaviors among students. Good character includes honesty, discipline, responsibility, tolerance, respect, and empathy toward others. These values are necessary for students to develop healthy social relationships and become responsible citizens. Character education should be implemented consistently through both learning activities and daily school practices. Schools therefore have an important responsibility in supporting students' moral growth.

Islamic Religious Education is one of the subjects that contributes significantly to character education in schools. This subject teaches students about Islamic values, religious understanding, and moral behavior based on Islamic teachings. Through Islamic Religious Education, students learn about honesty, patience, discipline, responsibility, and social care. These values are expected to guide students in their daily interactions. Therefore, Islamic Religious Education has an important role in shaping students' character.

Islamic Religious Education does not only emphasize theoretical understanding but also practical implementation in everyday life. Students are encouraged to apply Islamic teachings through positive behavior and moral actions. Religious learning activities help students develop awareness of ethical values and responsibilities. This process supports the formation of students' personalities and attitudes. As a result, students can become individuals with strong moral foundations.

The role of teachers in Islamic Religious Education is very important in the process of character formation. Teachers are not only responsible for delivering learning materials but also for becoming role models for students. Students often imitate the attitudes and behaviors demonstrated by their teachers. Therefore, teachers should display honesty, discipline, patience, and respect in their interactions with students. Positive teacher behavior can influence students to develop similar attitudes.

Effective learning methods are necessary to improve the quality of Islamic Religious Education. Teachers should use interactive and innovative approaches that encourage students to participate actively in classroom activities. Discussions, group work, demonstrations, and problem-solving activities can make learning more interesting and meaningful. Interactive learning also helps students understand moral values more deeply. Consequently, students become more motivated to practice positive behavior.

The school environment also plays a significant role in supporting character education. Schools that create disciplined and religious atmospheres can help students internalize positive values. Religious programs such as congregational prayer, Qur'an recitation, and Islamic celebrations strengthen students' spiritual awareness. School rules and positive social interactions also contribute to character formation. Therefore, the school environment becomes an important factor in developing students' morality.

Parents are equally important in supporting students' character development. Families are the first educational environments where children learn values and behavior. Students who receive positive guidance from parents tend to show better attitudes at school. Cooperation between schools and parents is necessary to ensure consistency in character education. Strong communication between teachers and parents can support students' moral growth effectively.

In modern society, technological development has both positive and negative impacts on students' behavior. Social media and digital technology provide easy access to information and communication. However, uncontrolled use of technology may expose students to negative influences such as violence, inappropriate content, and unhealthy lifestyles. Therefore, students need strong moral guidance to use technology responsibly. Islamic Religious Education can help students develop ethical awareness in using technology.

Moral degradation among students has become a challenge for educational institutions. Many students are influenced by peer pressure and external environments that encourage negative behavior. Some students show low discipline, lack of responsibility, and poor social attitudes. These problems indicate the importance of strengthening moral and religious education in schools. Educational institutions must therefore develop strategies to improve students' character.

Islamic Religious Education contributes to students' emotional and spiritual development. Religious values help students develop self-control, patience, gratitude, and empathy toward others. Students who understand Islamic teachings deeply are more likely to avoid harmful behavior and make responsible decisions. Spiritual awareness also supports students' mental and emotional well-being. Thus, religious education provides benefits beyond academic learning.

Several previous studies have shown that Islamic Religious Education has a positive effect on students' character formation. Students who actively participate in religious learning activities tend to demonstrate better discipline, honesty, and responsibility. Religious education also improves students' social relationships and respect for others. These findings indicate that Islamic Religious Education plays a meaningful role in developing moral values. Therefore, strengthening religious learning is important for schools.

Despite its importance, Islamic Religious Education still faces several challenges in implementation. Some students consider religious subjects less interesting because of monotonous teaching methods. Limited learning media and facilities may also reduce students' motivation to learn. In addition, teachers sometimes focus more on theory than practical moral application. These conditions may decrease the effectiveness of character education.

To overcome these challenges, teachers need to improve creativity and innovation in learning activities. Educational technology can be integrated into Islamic Religious Education to increase students' interest and participation. Videos, presentations, digital applications, and interactive discussions can make learning more engaging. Technology-based learning also helps students understand concepts more easily. Therefore, innovation is necessary to improve learning quality.

Character education should not only be implemented during classroom activities but also through extracurricular programs. Religious organizations, social service activities, and leadership training provide opportunities for students to practice moral values directly. Through these activities, students can develop responsibility, cooperation, discipline, and empathy. Practical experiences strengthen students' understanding of positive values. Consequently, extracurricular activities support character formation effectively.

The government also emphasizes the importance of character education in the national curriculum. Educational policies encourage schools to integrate moral and religious values into learning processes. This policy reflects the awareness that education should develop students holistically. Schools are expected to produce graduates who possess both intellectual competence and strong moral character. Therefore, character education has become a national educational priority.

Islamic Religious Education supports the achievement of national educational goals because it combines intellectual, spiritual, and social development. Students who possess good character are expected to contribute positively to society and avoid destructive behavior. Religious values also help students build harmonious relationships with others. Consequently, Islamic Religious Education becomes an important component of educational success.

The success of character formation depends on cooperation among teachers, schools, parents, and communities. Students need consistent moral guidance from all environments in which they interact. Positive collaboration creates supportive conditions for students' moral growth and behavioral development. Without cooperation, character education may not achieve optimal results. Therefore, all parties should work together in supporting students' character development.

Based on these explanations, Islamic Religious Education learning has a close relationship with students' character formation in schools. Effective learning processes can help students internalize moral values and apply them in daily life. Religious education therefore becomes an important instrument in developing responsible, disciplined, honest, and respectful individuals. This study aims to analyze the influence of Islamic Religious Education learning on the character formation of students in schools. The findings of this research are expected to provide valuable insights for improving character education in educational institutions.

METHOD

This study employed a quantitative research approach to examine the influence of Islamic Religious Education learning on the character formation of students in schools. The quantitative approach was chosen because it allows the researcher to measure relationships between variables objectively through numerical data analysis. This approach is suitable for identifying the extent of the influence of Islamic Religious Education on students' character development.

The research design used in this study was a survey method. The survey design was selected because it enables researchers to collect information directly from respondents regarding their experiences, perceptions, and attitudes toward Islamic Religious Education learning. The data obtained through surveys can provide comprehensive information related to students' character formation.

This research was conducted at a selected school where Islamic Religious Education is implemented as part of the formal curriculum. The school was chosen because it actively applies religious learning activities and character education programs. The research focused on students who participated in Islamic Religious Education classes regularly.

The population of this study consisted of all students in the selected school. The population included students from several grade levels who had participated in Islamic Religious Education learning activities. The researcher considered the population appropriate for analyzing the influence of religious learning on students' character.

The sample of this study was determined using purposive sampling techniques. Purposive sampling was used because the researcher selected respondents based on specific criteria related to the objectives of the study. Students who actively participated in Islamic Religious Education learning activities were selected as research respondents.

The number of respondents involved in this study was adjusted according to the research needs and the availability of participants at the research location. The respondents represented different academic backgrounds and levels of participation in religious learning activities. This diversity helped the researcher obtain broader research data.

The main instrument used in this study was a questionnaire. The questionnaire was designed to collect data regarding Islamic Religious Education learning and students' character formation. The questionnaire consisted of several statements that respondents answered based on their experiences and perceptions.

The questionnaire used a Likert scale to measure respondents' responses. The scale ranged from strongly agree, agree, neutral, disagree, to strongly disagree. This

measurement scale helped the researcher quantify students' opinions regarding the implementation of Islamic Religious Education learning and character development.

The questionnaire consisted of two main variables, namely the independent variable and the dependent variable. The independent variable was Islamic Religious Education learning, while the dependent variable was students' character formation. Both variables were developed based on theoretical indicators related to educational and character studies.

The indicators of Islamic Religious Education learning included teaching methods, teacher competence, learning materials, classroom interaction, learning media, and religious activities conducted in schools. These indicators were used to identify the effectiveness of the learning process in developing students' moral understanding.

Meanwhile, the indicators of character formation included honesty, discipline, responsibility, respect, cooperation, tolerance, and social care. These indicators reflected positive attitudes and behaviors expected from students through character education programs implemented in schools.

In addition to questionnaires, observation techniques were also used in this study. Observation was conducted to examine students' behavior during learning activities and school programs. Through observation, the researcher obtained direct information regarding students' attitudes, discipline, and interactions within the school environment.

Documentation techniques were also utilized to support the research data. Documentation included school profiles, learning schedules, photographs of activities, school regulations, and religious program records. These documents provided additional information related to the implementation of Islamic Religious Education and character education activities.

Before distributing the questionnaire to respondents, the instrument was tested for validity and reliability. Validity testing was conducted to ensure that the questionnaire items measured the intended variables accurately. Reliability testing was used to determine the consistency of the instrument in collecting research data.

The validity test was carried out using statistical analysis to identify whether each questionnaire item was appropriate for research purposes. Questionnaire items that met the validity criteria were retained, while invalid items were revised or removed from the instrument.

Reliability testing was conducted using reliability coefficient analysis. A reliable instrument indicates that the questionnaire can produce consistent results when used repeatedly under similar conditions. The reliability test helped ensure the credibility and trustworthiness of the collected data.

The data collection process was carried out systematically by distributing questionnaires directly to respondents. Before completing the questionnaire, respondents were informed about the purpose of the study and instructed on how to answer the statements correctly. The researcher also ensured that respondents completed the questionnaire honestly.

After collecting the data, the researcher conducted data analysis using descriptive and inferential statistical techniques. Descriptive statistics were used to describe the general condition of Islamic Religious Education learning and students' character formation. The results were presented in the form of percentages, means, and frequency distributions.

Inferential statistical analysis was conducted to examine the influence of Islamic Religious Education learning on students' character formation. Simple linear regression analysis was used to determine the relationship between the independent and dependent variables. Statistical software was utilized to facilitate the data analysis process accurately.

Finally, the results of the statistical analysis were interpreted to draw conclusions regarding the influence of Islamic Religious Education learning on students' character formation in schools. The findings were then discussed based on relevant theories and previous studies. This method was expected to provide accurate and reliable results related to the objectives of the research.

RESULTS AND DISCUSSION

The results of this study showed that Islamic Religious Education learning has an important role in shaping students' character in schools. Based on the data collected from questionnaires and observations, most students gave positive responses regarding the implementation of Islamic Religious Education learning activities. Students stated that the lessons provided moral guidance and encouraged them to behave better in their daily lives.

The implementation of Islamic Religious Education learning in schools was categorized as effective. Teachers delivered the material systematically and used several teaching methods such as lectures, discussions, demonstrations, and question-and-answer sessions. These methods helped students understand Islamic values more clearly and apply them in real situations.

Students also demonstrated positive attitudes during the learning process. Many students showed discipline by attending classes on time, completing assignments responsibly, and participating actively in religious activities organized by the school. This indicates that Islamic Religious Education contributes positively to improving students' discipline and responsibility.

The observation results revealed that students became more respectful toward teachers and classmates after participating in Islamic Religious Education learning. Respectful behavior was shown through polite communication, cooperation during group activities, and obedience to school regulations. Such behavior reflects the successful integration of Islamic values into students' daily conduct.

Another finding showed that honesty among students increased through Islamic Religious Education learning. Teachers consistently emphasized the importance of honesty in both academic and social life. As a result, students became more aware of avoiding cheating and telling the truth in their interactions with others.

Religious activities conducted at school also supported students' character formation. Activities such as congregational prayer, Qur'an recitation, Islamic celebrations, and charity programs encouraged students to practice religious values directly. These activities strengthened students' spiritual awareness and moral attitudes.

The statistical analysis indicated that there was a significant positive relationship between Islamic Religious Education learning and students' character formation. Students who actively participated in religious learning activities tended to have better character compared to those with lower participation levels. This finding confirms that religious learning influences students' attitudes and behavior.

Islamic Religious Education learning also encouraged students to develop empathy and social care. Students became more willing to help friends, respect

differences, and participate in social activities. These attitudes are important aspects of character education because they promote positive relationships within the school environment.

Teachers played a very important role in the success of character formation. Students considered teachers not only as educators but also as role models. Teachers who demonstrated honesty, discipline, patience, and responsibility motivated students to imitate these positive behaviors in their own lives.

The school environment was another supporting factor influencing students' character development. Schools that created a religious and disciplined atmosphere helped students internalize Islamic values more effectively. The existence of school rules and religious programs strengthened students' moral awareness.

However, several challenges were found during the implementation of Islamic Religious Education learning. Some students showed low motivation in participating in religious lessons. This condition was influenced by external factors such as peer groups, social media, and family background that sometimes negatively affected students' attitudes.

The lack of innovative learning media also became one of the obstacles in the learning process. Some teachers still used conventional teaching methods that made students less interested and less active during class activities. Therefore, learning innovation is necessary to increase students' engagement.

Interactive learning methods are considered important in improving the effectiveness of Islamic Religious Education learning. Teachers are encouraged to use digital media, educational videos, group discussions, and problem-based learning to make the lessons more interesting and meaningful for students.

Parental involvement also contributed significantly to students' character formation. Students who received guidance and supervision from parents tended to demonstrate better behavior at school. Cooperation between parents and teachers is therefore essential in supporting character education.

The findings of this study are consistent with previous research stating that Islamic Religious Education contributes positively to students' moral development. Previous studies explained that religious learning helps students develop ethical awareness, self-control, and positive social behavior.

Character education through Islamic Religious Education should not only focus on theoretical understanding but also emphasize practical implementation. Students need opportunities to practice Islamic values through daily habits and school programs so that the values become part of their character.

In addition, continuous evaluation is necessary to measure the effectiveness of character education programs in schools. Teachers and school administrators should regularly observe students' behavior and provide guidance when negative behavior appears. Evaluation helps schools improve the quality of religious learning.

The study also found that students who frequently participated in religious extracurricular activities tended to have stronger character values. Activities such as Islamic student organizations, religious competitions, and social service programs developed leadership, cooperation, and responsibility among students.

Overall, Islamic Religious Education learning contributes significantly to shaping students into individuals with good morals, discipline, honesty, and social responsibility. Character formation is achieved not only through classroom instruction but also through religious practices and positive interaction within the school environment.

Therefore, schools are expected to strengthen the implementation of Islamic Religious Education by improving learning quality, teacher competence, and religious programs. Through effective collaboration between schools, teachers, parents, and communities, character education can be implemented successfully to produce students with strong moral values and positive behavior.

CONCLUSION

Based on the findings of this study, it can be concluded that Islamic Religious Education learning has a significant influence on the character formation of students in schools. The learning process contributes positively to the development of students' moral values, attitudes, and behavior in everyday life. Students who actively participate in Islamic Religious Education learning tend to demonstrate better character compared to those with lower participation levels.

Islamic Religious Education helps students understand important values such as honesty, discipline, responsibility, respect, and social care. These values become important foundations for students in building positive relationships within the school environment and society. Therefore, religious education plays a strategic role in supporting students' moral development.

The study also shows that teachers have an important role in the success of character education. Teachers are not only responsible for delivering learning materials but also for becoming role models for students. Positive attitudes demonstrated by teachers encourage students to imitate good behavior in their daily lives.

Effective learning methods greatly influence the success of Islamic Religious Education. Interactive and innovative teaching strategies help students understand religious values more clearly and apply them practically. Learning activities that involve discussion, practice, and collaboration increase students' engagement and motivation during the learning process.

The school environment is another important factor that supports character formation. Schools that create religious and disciplined atmospheres help students internalize positive values consistently. Religious programs and school regulations strengthen students' moral awareness and encourage responsible behavior.

Parental involvement also contributes significantly to students' character development. Students who receive guidance and supervision from parents tend to show more positive attitudes and better discipline at school. Cooperation between parents and schools is therefore necessary to support effective character education.

This study found that religious activities such as congregational prayer, Qur'an recitation, and Islamic celebrations positively influence students' moral awareness. These activities provide opportunities for students to practice Islamic teachings

directly in their daily lives. As a result, students become more spiritually aware and socially responsible.

In addition, Islamic Religious Education contributes to students' emotional and spiritual development. Religious values help students develop patience, empathy, self-control, and gratitude. These qualities are essential in helping students face challenges and social pressures in modern life.

The findings also indicate that students who frequently participate in religious learning activities tend to avoid negative behavior such as dishonesty, violence, and lack of discipline. This demonstrates that religious education can become an effective strategy in reducing moral problems among students.

However, several challenges still exist in the implementation of Islamic Religious Education learning. Some students have low motivation in learning religious subjects due to monotonous teaching methods and limited learning media. External influences such as peer pressure and social media also affect students' behavior negatively.

Therefore, teachers are encouraged to develop more creative and innovative learning approaches. The integration of educational technology and interactive learning media can improve students' interest and participation in Islamic Religious Education learning activities.

Character education should also be implemented continuously through both curricular and extracurricular activities. Religious organizations, social programs, and leadership activities can strengthen students' understanding and practice of positive moral values outside the classroom.

The success of character formation depends on collaboration among teachers, schools, parents, and communities. All parties need to work together to create supportive environments that encourage students to practice good behavior consistently. Strong cooperation can improve the effectiveness of character education programs.

Overall, Islamic Religious Education learning plays an essential role in shaping students into individuals with good morals, strong discipline, honesty, responsibility, and social awareness. Religious education not only improves students' understanding of Islamic teachings but also guides them to apply these values in daily life.

Finally, this study concludes that strengthening Islamic Religious Education learning is important for improving students' character formation in schools. Effective learning strategies, supportive environments, and continuous moral guidance are

necessary to develop students who possess positive attitudes, strong character, and responsible behavior in society.

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