



# I J I S

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## Daily Good-Deed Habituation and Teacher Role Modelling as Quantitative Predictors of Students' Religious Character: An Empirical Study at SMKN 6 Berau, Indonesia

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### Abstract

The development of students' religious character is a central goal in vocational secondary education, yet many students exhibit suboptimal religious behaviours, including low discipline and limited social awareness. This study investigates the influence of daily good-deed habituation (One Day One Good Deed, ODOGD) and teacher role modelling on students' religious character at SMKN 6 Berau, Indonesia. Employing a quantitative correlational design, data were collected from 165 students using validated questionnaires and analysed through multiple linear regression. Results indicate that both the ODOGD programme ( $\beta = 0.195$ ,  $p = 0.005$ ) and teacher role modelling ( $\beta = 0.732$ ,  $p < 0.001$ ) significantly contribute to the development of students' religious character. Teacher role modelling emerged as the strongest predictor. The combined influence of both variables explains 82.5% of the variance in students' religious character. These findings highlight that consistent daily habituation of positive actions, supported by teachers' exemplary behaviour, effectively fosters moral and religious values in students. The study provides empirical evidence for integrating structured character education programmes and teacher exemplars into school curricula to strengthen holistic student development.

**Keywords:** Religious Character Education, One Day One Good Deed Programme, Teacher Role Modelling, Character Habituation, Vocational Secondary School

## 1. Introduction

The development of students' religious character is a central component of holistic education, particularly in vocational secondary schools where students are prepared for both professional and social life. Despite the emphasis on character education, many students continue to exhibit suboptimal religious behaviours, including irregular participation in religious practices, limited moral awareness, and inconsistent



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engagement in socially constructive actions. Internal supervision at SMKN 6 Berau in 2024 revealed that only 45% of students consistently performed simple acts of kindness, underscoring the urgent need for structured interventions to enhance character development.

To address this challenge, SMKN 6 Berau introduced the One Day One Good Deed (ODOGD) programme, a structured daily initiative encouraging students to perform at least one act of kindness, which is documented and reflected upon regularly. Since its implementation in early 2024, the programme aims to internalise moral and religious values through practical habituation, promoting discipline, empathy, and moral awareness among students.

The theoretical foundation for this study draws on both Islamic education frameworks and educational psychology. Thomas Lickona's character education theory conceptualises character development through three interrelated dimensions: moral knowing, moral feeling, and moral action (Ma'arif et al., 2024). This framework is particularly relevant to the "One Day One Good Deed" programme, as the daily acts of kindness undertaken by students are designed not merely to transmit moral knowledge, but also to cultivate moral emotions and promote sustained moral action that reflects internalised values.

The effectiveness of habituation-based character education programmes is closely associated with the role of teachers as central moral agents within the school environment. Teachers function not only as instructors and facilitators of learning, but also as influential role models whose behaviour is continuously observed by students. Social learning theory posits that individuals acquire attitudes and behaviours through processes of observation and imitation, particularly in relation to figures perceived as authoritative and credible (Riswan & Ndruru, 2025). Consequently, the consistency and authenticity of teachers' conduct play a decisive role in the internalisation of values promoted through character education, especially those related to religious character. Teacher role modelling is therefore a critical factor in reinforcing religious values within the school context. When teachers consistently demonstrate religious commitment, discipline, honesty, and social concern in their everyday practices, students are more likely, both cognitively and affectively to emulate these behaviours (Ni'mah et al., 2025). Empirical studies have consistently shown that character values are most effectively internalised through repeated exposure to positive examples embedded in daily school routines, where religious practices are institutionalised as part of school culture.

Conversely, inconsistencies between teachers' verbal instruction and their actual behaviour may undermine the effectiveness of character education initiatives. When students perceive a mismatch between what is taught and what is practised by teachers, their trust in the educational process and motivation to uphold the promoted values may diminish. Prior research indicates that teachers who demonstrate moral values consistently and coherently contribute significantly to the development of students' positive attitudes and behaviours (Napa & Triposa, 2023).



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In the domain of religiosity, the theoretical framework proposed by Glock and Stark offers a comprehensive model for assessing students' religious character across multiple dimensions, including belief, ritual practice, religious experience, religious knowledge, and moral consequences (Faizin, 2019). This multidimensional approach enables an evaluation of religiosity that extends beyond cognitive understanding to encompass affective and behavioural manifestations. Within this framework, the "One Day One Good Deed" programme holds considerable potential for fostering habitual good practices that simultaneously strengthen various dimensions of students' religiosity.

Despite the growing body of literature on character education and habituation, there remains a notable gap in quantitative research examining the effectiveness of the "One Day One Good Deed" programme in shaping students' religious character. Existing studies have largely emphasised theoretical perspectives, with limited empirical attention to measurable outcomes in educational practice (Hasanah & Andriani, 2025). Accordingly, there is a clear need for systematic quantitative research that investigates the relationship between structured habituation programmes and the development of students' religious character. The findings of such research are expected to contribute meaningfully to the advancement of a more holistic and evidence-based curriculum within the context of Islamic education.

## **2. Research Method**

This study employed a quantitative research approach using an explanatory research design, with the aim of statistically examining the influence of independent variables on the dependent variable. The explanatory design was selected to identify and explain causal relationships between the "One Day One Good Deed" programme, teacher role modelling, and students' religious character.

The population of this study comprised all students of SMKN 6 Berau, totalling 290 students across Grades X, XI, and XII. The sample size was determined using Cochran's sampling formula to ensure adequate representativeness and to minimise sampling bias. Based on this calculation, a total of 165 students were selected as research respondents. The sampling technique applied provided equal opportunities for each member of the population to be included in the sample, thereby enhancing the generalisability of the findings.

Data were collected using of questionnaires. The primary data collection instrument was a structured questionnaire designed to measure students' perceptions of the "One Day One Good Deed" programme, teacher role modelling, and students' religious character. The questionnaire consisted of closed-ended statements developed based on relevant theoretical indicators for each variable. Prior to data collection, the instrument was subjected to expert validation and pilot testing to ensure its validity and reliability. Responses were measured using a five-point Likert scale, ranging from 5 = Strongly Agree, 4 = Agree, 3 = Neutral, 2 = Disagree, 1 = Strongly Disagree The Likert scale was



considered appropriate as all variables under investigation were perceptual in nature and reflected students' experiences and attitudes, which are effectively captured using this measurement approach (Fauziyah & Suyatno, 2024).

This study examined three main variables:

- **Independent Variable 1 ( $X_1$ ):** The "One Day One Good Deed" programme
- **Independent Variable 2 ( $X_2$ ):** Teacher role modelling
- **Dependent Variable ( $Y$ ):** Students' religious character

Each variable was measured using a questionnaire consisting of 20 items, which were developed based on clearly defined indicators to ensure that each item accurately represented the construct being measured.

The collected data were analysed using Statistical Package for the Social Sciences (SPSS). Data analysis involved both descriptive and inferential statistical procedures.

1. **Descriptive Analysis.** Descriptive statistics were used to summarise the data, including mean scores, minimum and maximum values, standard deviations, and variance, in order to provide an initial overview of the distribution of responses for each variable.
2. **Assumption Testing.** Prior to conducting multiple linear regression analysis, several classical assumption tests were performed to ensure the suitability of the data for regression analysis. These included tests of normality, linearity, multicollinearity, and heteroskedasticity.
3. **Inferential Analysis.** Multiple linear regression analysis was employed to examine the partial and simultaneous effects of the "One Day One Good Deed" programme and teacher role modelling on students' religious character. Hypothesis testing was conducted using the *t*-test to assess partial effects, the *F*-test to examine simultaneous effects, and the coefficient of determination ( $R^2$ ) to determine the proportion of variance in students' religious character explained by the independent variables.

By employing a systematic and rigorous methodological framework, this study aimed to generate valid, reliable, and empirically grounded findings regarding the role of habituation programmes and teacher exemplarity in shaping students' religious character.

### 3. Result

This study involved 165 student respondents from SMKN 6 Berau, drawn from a total population of 290 students across Grades X, XI, and XII. The sample was determined using Cochran's sampling technique, which ensured that each student had an equal probability of being selected, thereby enhancing the representativeness of the sample. Of the 165



respondents, 57 students were from Grade X, 72 from Grade XI, and 36 from Grade XII. In terms of gender distribution, 79 respondents were female and 86 were male. This demographic composition provides a balanced representation of students and offers valuable insights into the learning dynamics within the vocational secondary school context.

Three main variables were analysed in this study: the “One Day One Good Deed” programme ( $X_1$ ), teacher role modelling ( $X_2$ ), and students’ religious character ( $Y$ ). Each variable was measured using a questionnaire consisting of 20 items. Descriptive statistical analysis was conducted to provide an overview of the data distribution, including mean scores, minimum and maximum values, standard deviations, and variance.

### Descriptive Statistics of Research Variables

#### Descriptive Statistics

	N	Range	Minimum	Maximum	Mean		Std. Deviation	Variance
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic
Program ODOGD	165	80	20	100	82.33	.926	11.891	141.407
Keteladanan Guru	165	80	20	100	83.07	.983	12.625	159.380
Karakter Murid	165	80	20	100	82.20	1.003	12.888	166.088
Valid (listwise)	N 165							

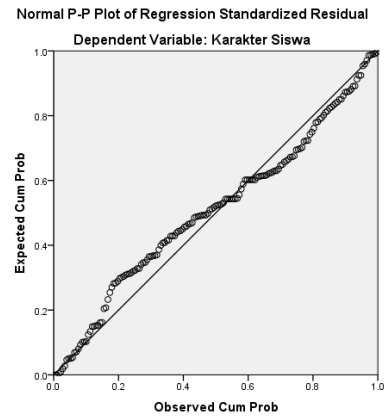
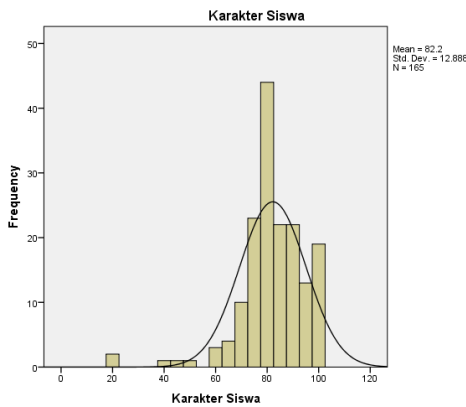
The descriptive analysis indicates that all three variables fall within the high category, suggesting that students generally perceived the implementation of the “One Day One Good Deed” programme and teacher role modelling positively, and that students’ religious character was well developed.

### 3.1. Prerequisite Tests for Analysis

Prior to conducting multiple linear regression analysis, several classical assumption tests were performed to ensure the appropriateness of the data.

#### 1. Normality Test

The distribution of students’ religious character scores approximated a normal distribution, as indicated by histogram analysis and a normal P-P plot. Residuals were distributed closely along the diagonal line, confirming that the normality assumption was satisfied.



## 2. Linearity Test

Linearity tests revealed a significant linear relationship between the “One Day One Good Deed” programme and students’ religious character ( $p < 0.05$ ), as well as between teacher role modelling and students’ religious character ( $p < 0.05$ ). These findings confirm that linear regression analysis was appropriate.

### ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Karakter Murid * Program ODOGD	Between Groups	(Combined)	21531.237	40	538.281	11.695	.000
		Linearity	19056.135	1	19056.135	414.034	.000
		Deviation from Linearity	2475.102	39	63.464	1.379	.095
Within Groups			5707.163	124	46.026		
Total			27238.400	164			

### ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Karakter Murid * Keteladanan Guru	Between Groups	(Combined)	23885.364	39	612.445	22.832	.000
		Linearity	22218.465	1	22218.465	828.297	.000
		Deviation from Linearity	1666.899	38	43.866	1.635	.023
Within Groups			3353.036	125	26.824		
Total			27238.400	164			



### 3. Multicollinearity Test

Multicollinearity analysis showed tolerance values above 0.10 and Variance Inflation Factor (VIF) values below 5 for both independent variables, indicating the absence of multicollinearity and confirming that each variable contributed independently to the model.

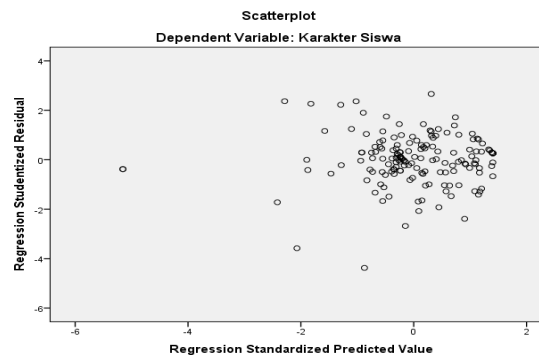
#### Coefficients<sup>a</sup>

Model		Collinearity Statistics	
		Tolerance	VIF
1	Program ODOGD	.233	4.291
	Keteladanan Guru	.233	4.291

a. Dependent Variable: Karakter Murid

### 4. Heteroskedasticity Test

Scatterplot analysis revealed a random distribution of residuals without any discernible pattern, indicating that the assumption of homoscedasticity was met.



### 5. Multiple Linear Regression Analysis

#### Coefficients<sup>a</sup>

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.694	3.001		.898	.371
	Program ODOGD	.211	.074	.195	2.863	.005
	Keteladanan Guru	.748	.070	.732	10.743	.000

Dependent Variable: Karakter Murid



Multiple linear regression analysis was conducted to examine the influence of the “One Day One Good Deed” programme and teacher role modelling on students’ religious character.

### Coefficients<sup>a</sup>

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.694	3.001		.898	.371
	Program ODOGD	.211	.074	.195	2.863	.005
	Keteladanan Guru	.748	.070	.732	10.743	.000

a. Dependent Variable: Karakter Murid

The regression results indicate that:

- The “One Day One Good Deed” programme had a **positive and significant effect** on students’ religious character ( $\beta = 0.195, p = 0.005$ ).
- Teacher role modelling had a **stronger and highly significant effect** on students’ religious character ( $\beta = 0.732, p < 0.001$ ).

These findings demonstrate that both independent variables significantly contribute to the development of students’ religious character, with teacher role modelling emerging as the most dominant predictor.

### 3.2. Simultaneous Effect and Coefficient of Determination

#### ANOVA<sup>a</sup>

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	22460.190	2	11230.095	380.744	.000 <sup>b</sup>
	Residual	4778.210	162	29.495		
	Total	27238.400	164			

a. Dependent Variable: Karakter Murid

b. Predictors: (Constant), Keteladanan Guru, Program ODOGD

The F-test results showed that the regression model was statistically significant ( $F = 380.744, p < 0.001$ ), indicating that the “One Day One Good Deed” programme and teacher role modelling simultaneously exert a significant influence on students’ religious character.



### Model Summary<sup>b</sup>

Model	R	R Square	Adjusted Square	R	Std. Error of the Estimate	Durbin-Watson
1	.908 <sup>a</sup>	.825	.822		5.431	1.612

a. Predictors: (Constant), Keteladanan Guru, Program ODOGD

b. Dependent Variable: Karakter Murid

The coefficient of determination ( $R^2$ ) value of **0.825** indicates that **82.5% of the variance** in students' religious character can be explained by the two independent variables, while the remaining 17.5% is attributable to other factors not examined in this study.

## 4. Discussion

The ODOGD Programme positively influences students' religious character ( $\beta = 0.211, p = 0.005$ ), indicating that consistent engagement in daily good deeds strengthens moral and religious behaviours among students. Observations indicated that students actively participated in ODOGD activities, engaging in daily acts of kindness and moral behaviours, while teachers provided consistent reinforcement, contributing to the programme's overall effectiveness.

The ODOGD Programme has proven effective as a sustainable strategy for shaping students' religious character within the educational environment. Consistent habit-based activities significantly enhance students' religious character, supporting the broader principles of character education (Ubaidillah & Efendi, 2022). These findings confirm that structured daily habituation encourages students to internalise moral values, translating knowledge and intention into observable, consistent moral actions.

### 4.1. The Influence of Teacher Role Modelling on Pupils' Character

Teacher role modelling emerged as the strongest predictor of students' religious character ( $\beta = 0.732, p < 0.001$ ), highlighting the pivotal role of educators in shaping moral and ethical behaviours. This finding demonstrates that students' character development is highly influenced by the consistency, attitudes, and behaviours demonstrated by teachers in daily school interactions.

In the context of character education, teachers act not only as instructors but also as moral exemplars whose behaviour students observe and imitate. Observational learning theory explains that students internalise values by observing credible and authoritative figures. Positive examples demonstrated by teachers, such as discipline, politeness, honesty, and religiosity, encourage students to emulate these behaviours, confirming the critical impact of teacher conduct on students' character (Pertiwi & Marsigit, 2017).

Ethically grounded teachers also influence students' motivation to develop personal qualities, while collaboration between schools and parents further strengthens the social



and moral development of students (Rahayu et al., 2023). This perspective is reinforced by Aziz's research, which shows that collaboration between schools and parents strengthens the development of pupils' social character. In this context, teachers act not only as instructors but also as sources of information for parents in guiding character education at home (Aziz et al., 2021).

The importance of teachers as role models in character education is widely acknowledged in educational literature. Teachers' actions and attitudes such as discipline and honesty provide a strong foundation for pupils to internalise these values. Through this approach, teachers support not only pupils' academic development but also the formation of their identity and character for the future.

Observational results indicate that teachers demonstrate role modelling by arriving punctually, greeting pupils politely, encouraging collective prayer and worship, displaying friendliness and effective communication, and consistently exemplifying positive behaviour. These findings are consistent with research by (Hambal et al., 2019), which affirms that teacher role modelling is the most crucial factor in the formation of pupils' positive character. Therefore, no programme can replace the essential role of genuine teacher role modelling in practice.

#### **4.2. The Simultaneous Influence of the ODOGD Programme and Teacher Role Modelling on Pupils' Character**

The F-test results show that the regression model as a whole is significant, with an F-value of 380.744 and Sig. = 0.000. This indicates that the ODOGD Programme and teacher role modelling simultaneously exert a significant influence on pupils' character. The Model Summary shows that both independent variables explain 82.5% of the variance in pupils' character ( $R^2 = 0.825$ ). This represents a very high proportion in educational research, indicating that school-based interventions in the form of structured programmes and teacher role modelling make a substantial contribution to character formation.

As there are no issues of multicollinearity, heteroscedasticity, or autocorrelation in the model, the regression results can be interpreted as valid. This also demonstrates that the regression model employed is robust and stable. In the context of character education, these findings suggest that pupils' character formation cannot be achieved solely through formal educational programmes but must be supported by a school environment that embodies authentic role modelling from teachers as central figures in the educational process. This is consistent with the study conducted by (Maisaro et al., 2018), which emphasises the importance of teacher role modelling in school-based character education reinforcement programmes. Their findings indicate that strategies for strengthening character education must integrate role modelling into every aspect of programme management.

Furthermore, (Maunah, 2016) explains that effective implementation of character education in shaping pupils' holistic personality requires teachers' active presence in



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daily interactions with pupils. This study highlights the importance of pupils' direct experiences in observing and imitating positive behaviours demonstrated by teachers whom they regard as role models. Thus, strong teacher role modelling facilitates the internalisation of desired character values within pupils.

Veronika & Dafit, (2022) add that within character education reinforcement programmes, teacher support is essential in designing learning experiences that reflect positive character values. Teachers who consistently demonstrate good character not only inspire pupils but also provide the necessary guidance to achieve character education objectives. This suggests that without clear teacher role modelling, character education programmes risk becoming less effective.

Finally, research by (Zhu et al., 2022) underscores the importance of a supportive school context in fostering pupils' character values. Teachers should create a positive and supportive environment through constructive feedback, opportunities for pupils to apply their strengths, and recognition of pupils' achievements and good behaviour. This approach helps pupils develop internal models that promote positive growth across various dimensions, including character formation.

Overall, these findings underline that character education is a complex process requiring consistent support from the entire school environment, with teachers at its centre as exemplars of positive behaviour. Therefore, character education approaches must be integrated not only into formal programmes but also into the everyday culture and practices of the school.

## 5. Conclusion

This study concludes that the One Day One Good Deed (ODOGD) Programme and teacher role modelling have a positive and significant influence on students' religious character at SMKN 6 Berau. The ODOGD Programme encourages students to develop positive habits through repeated daily good deeds, while teacher role modelling strengthens the internalisation of moral and religious values through consistent exemplary behaviour in the school environment. The results of multiple linear regression show that both variables significantly contribute to students' religious character, with teacher role modelling emerging as the strongest predictor. The coefficient of determination ( $R^2 = 0.825$ ) indicates that 82.5% of the variance in students' religious character can be explained by the ODOGD Programme and teacher role modelling. This finding confirms that structured habituation programmes are more effective when supported by teachers who consistently demonstrate the values expected from students.

These findings imply that schools should integrate character education programmes into daily school culture rather than implementing them only as formal activities. Teachers need to be positioned as central role models in strengthening students' discipline, responsibility, social concern, and religious awareness. However, since this study was conducted in a single vocational secondary school and used self-reported



questionnaire data, future research is recommended to involve multiple schools, broader samples, and longitudinal or mixed-method approaches to examine the long-term impact of habituation programmes and teacher role modelling on students' character development.

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