



Islamic Guidance Patterns Through Habitual Religious Values in Shaping Children's Discipline Character

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ABSTRACT

This study aimed to describe the discipline of early childhood children, the pattern of Islamic guidance through the habituation of religious values, and the obstacles and challenges encountered in fostering disciplined character among children at PAUD Satahi, Sipogu Village. The study employed a qualitative approach with a descriptive research design. The research informants consisted of one teacher and two parents of students, selected using a purposive sampling technique. Data were collected through observation, interviews, and documentation, and were analyzed using the Miles, Huberman, and Saldaña model, which includes data reduction, data display, and conclusion drawing. The findings revealed that the children's level of discipline had developed quite well, as indicated by their compliance with school rules, punctuality, responsibility in completing assigned tasks, and active participation in religious activities. The pattern of Islamic guidance was implemented through the habituation of praying before and after activities, greeting others with Islamic salutations, practicing politeness and good manners, participating in religious activities, teacher role modeling, providing advice, positive reinforcement, and fostering collaboration between the school and parents. The obstacles encountered included differences in children's characteristics and developmental levels, a lack of consistency in reinforcing religious habits within the family environment, the influence of the social environment and digital media, and limited time for character education at school. This study concludes that Islamic guidance through the habituation of religious values is an effective strategy for developing disciplined character in early childhood, as it integrates religious values, responsibility, and obedience to rules into children's daily lives.

Keywords: *Discipline Character, Early Childhood, Islamic Guidance, Religious Value Habituation.*

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INTRODUCTION

Early childhood education (PAUD) is the main foundation in shaping a child's character and personality. During early childhood, known as the golden age, a child's cognitive, emotional, social, moral, and spiritual development happens very rapidly, so it needs proper and continuous

stimulation (Sari et al., 2025). One important aspect that needs to be instilled early on is the character of discipline. Discipline isn't just about following rules, but also shows a child's ability to control themselves, be responsible, value time, and consistently carry out their duties (Qistina & Khadijah, 2025). Therefore, building a sense of discipline in young children needs to be done through various educational strategies that suit their developmental stage, one of which is through Islamic guidance based on habituating religious values.

From an Islamic perspective, character education is an integral part of educational goals aimed at shaping people who are faithful, pious, and have noble character. Islamic values such as honesty, responsibility, discipline, patience, and obedience to Allah Swt. need to be introduced and habituated from an early age so that they become part of a child's personality. According to Mushlih (2025), Children's education in Islam should start by getting them used to good behaviors because habits formed from a young age will build strong character when they grow up. This can be done through daily routines like praying before and after studying, performing congregational prayers, saying greetings, keeping things clean, and following the rules at school (Kasmila, Rizqi, Erlina, Ghazi, & Kholid, 2025).

Islamic guidance is one of the educational approaches that focuses on the process of providing help to individuals so that they can develop their potential according to Islamic teachings. In the context of early childhood education, Islamic guidance not only serves as a way to develop spiritual aspects but also as a means of shaping positive character (Triputra, 2020). Through Islamic guidance, children are directed to understand and practice religious values in daily life so that disciplined, responsible, and noble behavior is formed. According to (Murjiah, ZA, & Barni, 2025), Islamic guidance plays an important role in shaping children's behavior through the internalization of religious values, which is carried out continuously in an educational environment.

PAUD Satahi, as an early childhood education institution, is committed to instilling Islamic values in its students through various religious habituation activities. Activities such as reading prayers, memorizing short surahs, practicing simple worship, getting used to greetings and manners, as well as applying rules based on Islamic values, are part of the daily educational process. The Islamic guidance approach applied at PAUD Satahi is interesting to study because it not only focuses on developing children's academic skills but also emphasizes building disciplined character through the internalization of religious values in daily life.

Based on the explanation above, research on 'Islamic Guidance Patterns Through the Habitual Practice of Religious Values in Shaping Children's Discipline Character in PAUD Satahi' becomes important to conduct. This research is expected to provide an overview of the forms of habitual practice of religious values applied, the process of implementing Islamic guidance carried out by teachers, as well as its contribution to shaping the discipline character of early childhood. In addition, the results of this study are expected to serve as a reference for other PAUD institutions in developing effective and sustainable character education programs based on Islamic values.

Various studies show that instilling religious values has a significant influence on shaping the character of young children. Research conducted by Yanti & Salabi (2026) found that routinely practicing religious activities can improve children's discipline, responsibility, and compliance with school rules. Another study by Sholikah, Amien, & Nurhakim (2025) shows that implementing Islamic values through daily routine activities can help children develop self-control and disciplined behavior in various learning activities. The findings indicate that

habituating religious values is an effective strategy for instilling a sense of discipline in young children.

Research on character education for early childhood through a religious approach has been widely conducted by previous researchers. Various studies show that instilling religious values contributes positively to shaping children's behavior and character. Research (Khoirunnisa & Tumin, 2025) found that regular worship activities, daily prayers, and learning based on Islamic values can improve the responsibility and discipline of young children. Another study by Solehah & Manshur (2025) also explains that habits practiced consistently in the early childhood education environment play an important role in instilling moral and social values in children. In addition, the study conducted by Usman (2025) emphasizes that character education for young children will be more effective if implemented through routine activities integrated into their daily lives.

Even so, a review of various previous studies shows that there are some gaps (research gaps) that still need to be examined more deeply. First, most studies have focused more on the effectiveness of instilling religious values in shaping general character traits, such as religiosity, responsibility, politeness, and social concern, while studies that specifically look at discipline as the main focus of research are still relatively limited. Second, previous research tends to highlight the implementation of religious practice programs without going into detail about the Islamic guidance patterns used by teachers in the process of shaping children's character. In fact, the guidance patterns used by teachers play a strategic role in the successful internalization of religious values in students.

Based on this gap, this study takes a different position compared to previous research. This study not only examines the habituation of religious values as a routine educational activity, but also focuses on the Islamic guidance patterns applied by teachers in shaping the discipline character of early childhood children. This study aims to explore in depth how the process of habituating religious values is carried out, the forms of guidance provided, the strategies used by teachers, as well as the factors that support and hinder the formation of children's discipline character in the PAUD Satahi environment.

The novelty of this research lies in its focus on integrating the concept of Islamic guidance with the habituation of religious values as a model for character education in early childhood. While previous studies have mostly discussed religious habituation or character education separately, this study develops the understanding that building disciplined characters doesn't just happen through habituation activities alone, but also through Islamic guidance carried out systematically, purposefully, and continuously by teachers. Additionally, this research presents a specific empirical context at PAUD Satahi, providing a deeper insight into the practice of character education based on religious values in the early childhood education environment.

Thus, this study is expected to provide a theoretical contribution in the form of enriching the study of Islamic guidance and character education for early childhood, as well as a practical contribution in the form of an Islamic guidance model or pattern based on the habituation of religious values that can serve as a reference for other early childhood education institutions in shaping children's discipline effectively and sustainably.

METHOD

This study uses a qualitative approach with a descriptive research type. A qualitative approach is chosen because this study aims to deeply understand the pattern of Islamic guidance through habituating religious values in shaping children's discipline at PAUD Satahi. Qualitative research allows the researcher to examine social phenomena holistically based on experiences,

perspectives, and interactions that occur in a natural environment, thus being able to produce a comprehensive understanding of the object being studied (Creswell, 2024). Besides that, this approach is relevant to use for exploring character education practices that take place in the daily life of students within the school environment.

The research was conducted at PAUD Satahi, focusing on the implementation of Islamic guidance, which was manifested through the habituation of religious values in the children's daily lives. According to Moleong (2024), Qualitative research tries to understand the meaning behind actions, behaviors, and social interactions carried out by research subjects in a certain context. Therefore, this research is aimed at gaining a deeper picture of the ways religious values are practiced, the guidance strategies applied by teachers, and their impact on shaping children's discipline.

The research subjects were chosen using purposive sampling, which means selecting informants based on the consideration that they have information relevant to the focus of the study (Sugiyono, 2024). The research informants consisted of one PAUD Satahi teacher who was directly involved in carrying out Islamic guidance and two parents of students who were aware of their children's discipline development, both at school and at home. The selection of the teacher and parents as informants aimed to obtain richer and more varied data about the process of instilling religious values and their implementation in the children's daily lives.

Data collection was done through observation, interviews, and documentation. Observation was used to directly watch the activities of instilling religious values at PAUD Satahi, such as saying prayers before and after learning, greeting practices, simple worship activities, maintaining cleanliness, and children's compliance with school rules. Interviews were conducted semi-structured with teachers and two parents to gather information about the Islamic guidance patterns applied, the forms of religious value habits, and changes in children's discipline that were noticeable. Meanwhile, documentation was used to complement the research data through various documents related to religious habit activities, activity photos, learning schedules, and school regulations (Arikunto, 2021).

The validity of the data in this study was tested through source triangulation and technique triangulation. Source triangulation was done by comparing the information obtained from teachers and parents of the students, while technique triangulation was done by comparing data from observations, interviews, and documentation. Triangulation techniques are used to increase the credibility and trustworthiness of the data obtained so that the research results can be scientifically accountable (Yin, 2024).

Data analysis was carried out using the interactive analysis model proposed by Miles, Huberman, & Saldaña (2024), which includes data reduction, data presentation, and conclusion drawing. Data reduction is done by selecting and focusing on data that is relevant to the research objectives. Next, the data is presented in a narrative form to make it easier for the researcher to understand patterns and relationships between the data. The final stage is drawing conclusions and verification, which is carried out continuously throughout the research process. Through these stages, this study is expected to produce an in-depth description of the pattern of Islamic guidance through the habituation of religious values in shaping children's discipline character at PAUD Satahi.

RESULTS AND DISCUSSION

Results

The Discipline Condition of Early Childhood at PAUD Satahi in Sipogu Village

Based on the observations conducted at PAUD Satahi in Sipogu Village, it was found that the level of discipline among early childhood learners had developed quite positively as a result of the continuous habituation process implemented by teachers. Children's discipline was evident in various aspects of school life, including compliance with school regulations, punctuality, responsibility in completing assigned tasks, and the ability to participate in learning and religious activities in accordance with established rules. Most children had adapted well to the school environment and demonstrated behaviors that reflected discipline appropriate to their developmental stage.

In terms of compliance with school regulations, the children generally followed teachers' directions and instructions effectively. During learning activities, most children were able to sit orderly, participate in assigned activities, and adhere to classroom rules that had been mutually established. They also appeared to understand daily routines, such as lining up before entering the classroom, placing their shoes in designated areas, and maintaining order throughout the learning process. These findings indicate that the rules implemented at school had gradually been understood and accepted by the children as part of their daily routines.

Regarding time discipline, the observations revealed that most children arrived at school according to the predetermined schedule. They also participated regularly in the sequence of learning activities, from the opening session to the core learning activities and closing session. This punctuality was reflected not only in their attendance but also in their ability to transition smoothly between activities as directed by the teacher. Although some children occasionally arrived late or required additional guidance to adjust to the activity schedule, overall, they demonstrated positive progress in understanding the importance of time discipline.

Furthermore, the children's sense of responsibility had begun to develop through various school activities. They made efforts to complete tasks assigned by the teacher according to their individual abilities. During learning activities, they followed instructions and attempted to finish their work until completion. This sense of responsibility was also evident in religious activities that formed part of the school's daily routine, such as reciting prayers before and after learning activities, greeting teachers and peers with Islamic salutations, memorizing daily prayers and short chapters of the Qur'an, and participating in various religiously oriented activities. Through these practices, children not only learned religious values but also developed the habit of fulfilling their obligations consistently and responsibly.

In their daily activities, the children also exhibited increasingly disciplined behavior. This was reflected in habits such as maintaining personal neatness, organizing stationery and learning materials after use, keeping the classroom environment clean, and waiting for their turn during games or group activities. The children gradually understood that every activity involves rules that must be followed and that each individual has rights and responsibilities that should be respected. Their ability to wait patiently, share with peers, and follow instructions in an orderly manner indicates that disciplinary values were becoming embedded in their behavior.

Nevertheless, the observations also revealed that the level of discipline varied among children. Some still required continuous assistance, guidance, and reminders from teachers to consistently follow school rules and participate appropriately in school activities. Differences in personality, family background, and developmental level were factors influencing their ability to practice disciplined behavior. Therefore, teachers continuously provided guidance and habituation activities with patience and consistency to help all children develop disciplined character optimally.

Overall, the observation findings indicate that the habituation of religious values implemented at PAUD Satahi has made a positive contribution to the development of disciplined character among early childhood learners. The religious activities conducted regularly not only help children understand religious teachings but also serve as an effective means of instilling values of obedience, responsibility, orderliness, and discipline in everyday life. Thus, the consistent habituation of religious values can serve as an important foundation for fostering disciplined character from an early age. The observation findings are also consistent with the interview results, which are presented below.

Interview with a Teacher at PAUD Satahi:

"Most of the children have become accustomed to following the rules at school. They arrive on time, line up before entering the classroom, pray before learning activities, and follow the teacher's instructions quite well. Although there are still a few children who need reminders, overall, their discipline has developed positively."

Interview with Parent 1

"Since attending PAUD Satahi, my child has become more organized. In the morning, he already knows when it is time to get ready for school, and at home, he often prays before eating or before going to bed without having to be repeatedly reminded."

Interview with Parent 2

"I have noticed that my child has become more responsible. After playing, he is now willing to put away his toys by himself and is easier to guide when asked to do something at home."

The interview findings indicate that children at PAUD Satahi have demonstrated positive development in disciplinary character, as reflected in their compliance with rules, punctuality, implementation of religious habits, and responsibility in daily activities. These findings support the observation results, which revealed that the habituation of religious values implemented at the school contributes significantly to the development of disciplined behavior among children, both in the school environment and within their families. The consistency of findings from both observations and interviews suggests that the integration of religious value habituation into daily educational practices serves as an effective approach to fostering discipline and positive character development in early childhood.

Islamic Guidance Patterns Through Habitual Religious Values in Shaping Children's Discipline Character

Based on the observations conducted at PAUD Satahi in Sipogu Village, it was found that teachers implemented a pattern of Islamic guidance through various religious value habituation activities that were carried out routinely, systematically, and continuously in every learning activity. The guidance pattern focused not only on the transmission of religious knowledge but also on the development of children's disciplined character through direct and repetitive practices embedded in their daily lives. Through this habituation approach, children were guided to recognize, understand, and apply Islamic values as part of their behavior both within and outside the school environment.

One of the most frequently implemented habituation activities was reciting prayers before and after learning activities. Before starting lessons, teachers invited all children to pray together as a way of instilling awareness of dependence upon Allah SWT and the understanding that every activity should begin with prayer. At the end of learning activities, children were again guided to recite prayers as an expression of gratitude for the knowledge and experiences they had gained.

This activity was carried out consistently every day, enabling children to become accustomed to praying without requiring constant reminders from teachers.

In addition to prayer habituation, teachers instilled Islamic values through the practice of greeting others with Islamic salutations, speaking politely, and showing respect toward teachers and peers. Based on the observations, children were accustomed to offering greetings when arriving at school, entering the classroom, meeting teachers, and leaving school. Teachers actively reminded students and modeled the proper use of greetings in daily interactions. Furthermore, children were taught to use courteous language, respect others when they were speaking, ask for permission before engaging in certain activities, and express gratitude after receiving assistance. These practices demonstrate that religious values were not merely taught theoretically but were directly integrated into children's social interactions.

Teachers also regularly involve children in various religious activities aimed at strengthening their understanding and practice of Islamic teachings. These activities included memorizing daily prayers, short chapters of the Qur'an, learning basic worship recitations, and participating in simple worship practices appropriate to the children's age and developmental level. Throughout these activities, teachers provided gradual guidance and repeated instruction to ensure that the material was well understood and retained. Through such activities, children not only acquired religious knowledge but also learned about orderliness, obedience to rules, and consistency in carrying out responsibilities.

The effectiveness of the Islamic guidance pattern implemented at PAUD Satahi was also reflected in the role modeling demonstrated by teachers. Observations during the learning process showed that teachers consistently displayed behaviors aligned with Islamic values, such as arriving on time, dressing neatly, speaking politely, treating children kindly, and adhering to school regulations. Such role modeling served as an effective educational tool because young children tend to learn through imitation of the people around them. By observing these positive examples every day, children gradually imitate and incorporate disciplined behavior into their own activities.

In addition to providing role models, teachers also employed advice and positive reinforcement as part of the character-building process. When children made mistakes or violated rules, teachers offered guidance and explanations using simple language that was easy for them to understand. Conversely, when children demonstrated disciplined behavior, such as arriving on time, organizing their learning materials, or participating orderly in activities, teachers provided praise and appreciation as forms of positive reinforcement. This verbal recognition appeared to enhance children's motivation to maintain and repeat positive behaviors.

The observations further revealed strong collaboration between teachers and parents in supporting the development of children's disciplined character. Teachers regularly communicated with parents regarding children's progress and encouraged them to continue reinforcing the religious habits taught at school. Parents were encouraged to habituate children to praying, offering greetings, practicing good manners, and complying with household rules. This synergy between the school and family environments played a significant role in strengthening the effectiveness of Islamic guidance, as children received consistent experiences and reinforcement in both settings.

Overall, the observation findings indicate that the Islamic guidance pattern implemented at PAUD Satahi through the habituation of religious values has been conducted systematically and has become an integral part of children's daily activities. The practices of praying, offering greetings, participating in religious activities, teacher role modeling, providing advice and

positive reinforcement, and parental support have created an educational environment conducive to the development of disciplined character. Through continuous habituation, religious values are not only understood by children as knowledge but are also translated into concrete behaviors that reflect discipline, responsibility, and obedience to rules in everyday life. These observation findings are consistent with the interview results, which are presented below.

Interview with a Teacher at PAUD Satahi:

"Every day, we encourage children to pray before and after learning activities, greet others with Islamic salutations, and participate in memorizing prayers and short Qur'anic chapters. We also strive to be good role models by arriving on time, speaking politely, and obeying school rules. Through continuous habituation, children gradually become accustomed to behaving in a disciplined manner in their daily activities."

Interview with Parent 1

"Teachers often remind us as parents to continue the habits taught at school. At home, my child is now accustomed to greeting family members when entering the house and praying before meals. In my opinion, these habits help the child become more orderly and disciplined."

Interview with Parent 2

"I notice that my child imitates many of the things taught by the teacher at school. He speaks more politely and has become accustomed to following the rules we establish at home. When children do something good, teachers usually praise them, which motivates them to repeat the positive behavior."

The interview findings indicate that the development of children's disciplined character is achieved through the consistent habituation of religious values implemented by teachers, supported by role modeling, advice, positive reinforcement, and collaboration between the school and parents in continuing these habits within the family environment.

Obstacles and Challenges in Implementing Islamic Guidance to Shape Children's Discipline

Based on the observations conducted at PAUD Satahi in Sipogu Village, it was found that the implementation of Islamic guidance through the habituation of religious values in fostering children's disciplined character was not free from various obstacles and challenges encountered during the learning process. Although the habituation program implemented by teachers had been carried out effectively and showed positive outcomes, several factors influenced the effectiveness of character formation among early childhood learners. These obstacles originated from both internal factors within the children and external factors related to the family environment, social surroundings, and learning conditions.

One of the most prominent challenges was the variation in children's personalities, abilities, and developmental levels. Based on the observations, each child demonstrated different capacities in responding to guidance, understanding rules, and applying the habits taught by teachers. Some children were able to quickly adapt to school regulations and routines, such as arriving on time, participating orderly in activities, and independently carrying out prayers and religious practices. However, other children required more intensive assistance because they frequently forgot the rules that had been taught or experienced difficulties maintaining disciplined behavior consistently. These differences in individual characteristics required teachers to apply different approaches according to the specific needs and conditions of each child.

In addition to differences in personality and developmental levels, the observations revealed that consistency in habituation practices within the family environment posed a significant challenge in the formation of disciplined character. Some children demonstrated disciplined behavior while at school, yet these behaviors were not always consistently practiced at home. This situation occurred because not all parents implemented the same habituation patterns as those applied at school. In some cases, children encountered different rules and expectations between the school and home environments, making the internalization of disciplinary values less effective. Consequently, children sometimes became confused about which rules should be followed or displayed inconsistent behavior across different settings.

Another challenge identified was the influence of the social environment in which children interacted outside school. Peer groups and community environments play a substantial role in shaping children's behavior because young children tend to imitate what they observe and hear. Based on the observations, some children occasionally exhibited less disciplined behavior after being influenced by peers or environmental habits that were not aligned with the values taught at school. This finding indicates that the success of disciplined character formation is not determined solely by school-based efforts but is also influenced by the broader social environment in which children grow and develop.

In addition to social influences, the use of digital media has become a distinct challenge in the implementation of Islamic guidance. In the current era of technological advancement, many children are accustomed to using smartphones, watching videos, or playing digital games for extended periods. Observations indicated that these habits sometimes affected children's concentration and discipline during learning activities. Some children appeared to have difficulty focusing on teachers' instructions, showed impatience while waiting for their turn, or displayed dependence on digital entertainment. This situation presents a challenge for both teachers and parents in guiding children to use digital media wisely without neglecting character development and the cultivation of positive habits.

Furthermore, the limited instructional time available at school also served as a constraint in the implementation of character guidance. The relatively short interaction time between teachers and children means that character development cannot be achieved instantly. Teachers must balance academic learning activities, skill development, and character education through the habituation of religious values. Therefore, the formation of disciplined character requires a continuous process that extends beyond the time children spend at school. This limitation further emphasizes the importance of parental involvement in reinforcing the habits cultivated by teachers.

Despite these obstacles and challenges, the observations showed that teachers continuously implemented various strategies to address emerging difficulties. Teachers consistently incorporated religious value habituation into all learning activities, enabling children to gain repeated and continuous experiences. In addition, teachers provided positive role models through their daily behavior, such as arriving on time, speaking politely, and demonstrating discipline in carrying out their responsibilities. Such role modeling serves as an effective educational approach because young children naturally learn through imitation of the adults around them.

Teachers also provided ongoing advice, guidance, and motivation to children who experienced difficulties in applying disciplined behavior. When children made mistakes, teachers did not immediately impose punishment but instead emphasized persuasive and educational approaches to help children understand the reasons behind the rules being enforced. Furthermore, teachers offered positive reinforcement through praise and appreciation for children who

demonstrated disciplined behavior, thereby motivating them to maintain such behavior and encouraging other children to emulate it.

Another important effort involved establishing intensive communication and collaboration with parents. Teachers actively informed parents about their children's development and guided the importance of continuing the habituation of religious values and disciplined behavior at home. Through this collaboration, it was expected that consistency would be maintained between the education provided at school and the habits reinforced within the family, thereby enhancing the effectiveness and sustainability of disciplined character formation.

Overall, the observation findings indicate that the challenges encountered in implementing Islamic guidance to foster disciplined character at PAUD Satahi stem from differences in children's characteristics, inconsistencies in family-based habituation, social environmental influences, digital media exposure, and limited time for character development at school. Nevertheless, through continuous habituation, teacher role modeling, advice, and positive reinforcement, as well as strong collaboration between the school and parents, efforts are continuously made to overcome these obstacles and achieve the goal of developing disciplined character among early childhood learners. These observation findings are supported by the interview results presented below.

Interview with a Teacher at PAUD Satahi:

"The most common challenge we face is the diversity of children's characteristics. Some children quickly adapt to rules and routines, while others need repeated reminders. Therefore, teachers must be patient and consistent in guiding each child."

Interview with Parent 1

"In my opinion, the main challenge is maintaining consistency at home. Sometimes, due to parents' busy schedules, the rules and habits taught at school cannot always be implemented optimally, so children need to be reminded repeatedly."

Interview with Parent 2

"Nowadays, children are also heavily influenced by television and mobile phones. Sometimes they focus more on playing than on practicing the habits they have been taught. Therefore, as parents, we need to provide more supervision and guidance at home."

The interview findings indicate that differences in children's characteristics, the lack of consistency in habituation practices within the family environment, and the influence of digital media are the primary challenges in developing disciplined character. To overcome these challenges, teachers need to consistently implement habituation practices with patience and persistence, while strong collaboration between schools and parents is essential to ensure that disciplinary values are applied consistently in children's daily lives.

Discussion

The Discipline Conditions of Early Childhood at PAUD Satahi

The research results show that the level of discipline among young children at PAUD Satahi in Sipogu Village develops quite well through the continuous practice of religious values. This discipline is reflected in the children's obedience to school rules, punctuality, responsibility in completing tasks, and ability to participate in various learning and religious activities. These findings indicate that consistent practice can help children understand and apply disciplined behavior in their daily lives.

The results of this study are in line with research conducted by (Madya, Rafiah, & Ramadhani (2026; Effendi & Yusuf (2026) It was found that instilling Islamic values in young children positively influences character development, especially in areas like discipline, responsibility, and obedience to rules. According to the study, regularly engaging in religious activities can shape positive behavior because children get hands-on experience in applying the values being taught. A similar situation was also found at PAUD Satahi, where children are accustomed to praying before and after learning, saying greetings, and participating in various religious activities, which ultimately shapes their disciplined behavior.

The findings of this research also support the opinion (Jakandar, Pantiwati, Sunaryo, & Fikriah, 2025). This explains that the character of young children is more effectively shaped through habituation methods rather than just giving advice. At an early age, children are at the stage of imitating and repeating behaviors they often see and do. Therefore, continuous habituation will develop into habits that later form character. Observations show that children at PAUD Satahi are used to following classroom rules, arriving on time, maintaining tidiness, and carrying out religious activities as part of their daily routine.

In addition, this research supports the character education theory proposed by (Islamic, Supriyono, Ishaq, & Dayati, 2023) that good character is formed through the process of moral knowing, moral feeling, and moral action. In the context of this study, children are not only introduced to the value of discipline through the teacher's explanations, but they are also trained to practice it directly through various habitual activities. In this way, the value of discipline doesn't just stay at the knowledge level, but grows into real actions that are done repeatedly in daily life.

The development of responsibility shown by kids at PAUD Satahi also aligns with research findings (Hadi & Samsudin, 2025; Jannah & Ismail, 2026), which state that character education in early childhood can be developed through children's involvement in routine activities that require responsibility and independence. Children who are used to completing tasks, tidying up their learning materials, and following school rules will have better self-control compared to children who don't have similar habits. Research findings show that children are not only responsible for learning tasks, but also for carrying out religious activities that are part of the school routine.

From the perspective of Islamic education, this study's findings also support the view (Das, Marasabessy, & Herman, 2025; Jalal, Rahmat, & Sumarna, 2025) that emphasizes that the habituation method is one of the most effective ways to instill morals and character in children. Ulwan explains that behaviors practiced from an early age are more easily ingrained and become part of a child's personality. This can be seen in students at PAUD Satahi who have started showing habits like praying, greeting others, being polite, and following rules both at school and at home, as mentioned by parents in interviews.

Furthermore, research findings show that the success of building a disciplined character is influenced not only by habituation but also by the teacher's example. These results are in line with other studies (Abbas, Pakasi, Junaedi, Hasbi, & Latief, 2026), which found that teachers play a central role as behavior models for young children. Children tend to imitate the behaviors they see from teachers, so the discipline, politeness, and responsibility shown by teachers become concrete examples for students. At PAUD Satahi, teachers not only give directions but also demonstrate disciplined behavior in daily life, making it easier for children to internalize these values.

Even so, this study also found that building discipline faces several obstacles, such as differences in children's personalities, a lack of consistency in habits at home, and the influence

of digital media and social environment. These findings are in line with research (Sari, Setiawan, & Prasetya, 2025; Rokhim, 2025), which states that the success of character education is greatly influenced by the synergy between school, family, and the social environment. When the habits applied at school are not consistently supported at home, the process of internalizing discipline values becomes less effective. Therefore, close cooperation between teachers and parents is an important factor in the success of shaping a child's character.

Overall, this study shows that Islamic guidance patterns through instilling religious values are an effective strategy for shaping the discipline of early childhood children. Regular practice, supported by teacher role models, positive reinforcement, and collaboration between school and family, can help children gradually develop disciplined behavior. These findings also reinforce previous research showing that character education based on religious values plays an important role in forming positive behavior and noble morals in children from an early age.

Islamic Guidance Patterns Through Habitual Religious Values in Shaping Children's Discipline Character

Research results show that Islamic guidance patterns through instilling religious values applied at PAUD Satahi in Sipogu Village play an important role in shaping the discipline character of young children. The routine, structured, and continuous habituation has helped children internalize Islamic values into their daily behavior. These findings show that the process of building a disciplined character is not only done through delivering religious material but also through direct practice done repeatedly until it becomes a habit ingrained in the child.

The findings of this research are in line with previous studies (Pratama, Azani, & Abdala, 2025). It states that consistently instilling Islamic values can help improve young children's character in terms of discipline, responsibility, and obedience. According to them, repeating religious activities helps kids understand the values being taught and also shapes positive behavior patterns. This can be seen in students at PAUD Satahi, who are used to praying before and after activities, saying greetings, and participating in various religious activities that are part of their daily routine.

The habit of reading prayers before and after lessons found in this study also supports the view that explains that Islamic education for children should begin through a process of getting used to good practices. According to (Nudin, 2020; Maulida, Saiban, & Salamah, 2026), Habits instilled from an early age are more likely to shape a child's personality and character later on. Interviews showed that children start to get used to saying prayers without always being reminded, and this habit even carries over to their home environment. This finding shows that getting kids into simple acts of worship can be an effective way to teach discipline as well as religious values.

Besides getting kids used to praying, research shows that teachers consistently make children say greetings, speak politely, respect teachers, and maintain manners in interactions. This finding aligns with research by (Purbo, Syarif, & Ghifary, 2025; Hasibuan, 2025) It states that character education for young children will be more effective if moral and religious values are applied through everyday social interactions. By getting used to greeting, politeness, and showing respect to others, children not only learn about social ethics, but also learn about following rules and self-control, which are important parts of having a disciplined character.

The research results also show that teachers involve children in various religious activities such as memorizing daily prayers, short surahs, and simple worship practices. These findings support research conducted by (Nazwa, Iskandar, & Paramole, 2025) It was found that engaging in religious activities regularly can improve the behavior and responsibility of young children.

Through these activities, kids learn to complete tasks in an orderly way, follow their teacher's instructions, and fulfill their duties according to the established rules. So, religious activities don't just serve as a way to develop spirituality, but also act as a medium for building a disciplined character.

The success of the Islamic guidance model at PAUD Satahi also owes much to the role of the teachers as role models. Observations show that teachers set examples of disciplined behavior through punctuality, politeness in speaking, and adherence to school rules. These findings support Albert Bandura's social learning theory, which explains that children learn by observing and imitating the behavior of people they see as models. Research (Tiwuk, Lestari, Yulianingsih, & Zakariyah, 2025) also found that teachers' role modeling becomes one of the main factors in the success of character education for early childhood because children tend to imitate behaviors they see directly. Therefore, teachers' behavior that reflects Islamic values becomes an effective learning medium in shaping children's discipline.

The findings of this study also show that teachers use advice and positive reinforcement methods in the process of building disciplinary character. Children who show disciplined behavior are given praise and appreciation, while children who make mistakes are guided persuasively. These results are in line with previous research (Fitriana, 2024; Anugrah, 2025), which explains that giving positive reinforcement can increase a child's motivation to maintain the desired behavior. Praise given by the teacher not only makes the child feel appreciated but also encourages them to consistently repeat disciplined behavior.

Another aspect found in this study is the good cooperation between teachers and parents in shaping children's discipline. Teachers actively encourage parents to continue instilling religious values at home, creating a continuity between education at school and education within the family. This finding aligns with research (Intansari, et al., 2026; Shobicha, 2025), which states that the success of character education is greatly influenced by the synergy between school and family. When the values taught at school are reinforced through the same habits at home, the process of internalizing character in children will happen more effectively and sustainably.

Overall, the research results show that Islamic guidance patterns through the habituation of religious values implemented at PAUD Satahi are an effective strategy in shaping the discipline character of young children. Habituating worship, instilling Islamic manners, teacher role modeling, giving advice and positive reinforcement, as well as parental support, have been proven to be able to shape disciplined behavior reflected in adherence to rules, responsibility, orderliness, and politeness of children. These findings also strengthen various previous research results that emphasize that habituating religious values is one of the effective approaches in early childhood character education because it can integrate spiritual, moral, and social aspects in shaping children's personalities.

Obstacles and Challenges in Implementing Islamic Guidance to Shape Children's Discipline

The research results show that implementing Islamic guidance through habituating religious values to shape children's discipline at PAUD Satahi, Sipogu Village, faces various obstacles from both internal and external factors. Even though the habituation program has been running well and has a positive impact on children's discipline development, the process of character building isn't always easy because it's influenced by differences in children's personalities, family environment, social environment, use of digital media, and limited time for guidance at school. These findings show that building disciplined character is a complex process and requires involvement from various parties to work effectively.

One of the main obstacles found in this study is the difference in children's characters and developmental levels. Observations and interviews show that each child has different abilities in understanding rules, following directions, and applying discipline. These findings are in line with previous research (Aini, Mukammal, & Sumiatun, 2025), which explains that the development of early childhood character is influenced by individual factors, such as emotional maturity, cognitive abilities, and the child's background experiences. Therefore, teachers can't use the same approach for all students and need to adjust their guidance methods to fit each child's characteristics. In the context of PAUD Satahi, teachers are expected to be more patient and consistent in giving directions and repeating routines for children who need more intensive support.

The findings of this study also show that the lack of consistent habits in the family environment becomes quite a big challenge in building a disciplined character. Even though children have been accustomed to applying discipline values at school, not all parents can continue these habits consistently at home. These results are in line with previous research (Islam, Albab, Ikmah, Novitasari, & Khabib, 2025; Rahmawati & Hang, 2025), which found that the mismatch in education patterns between school and family can hinder the process of character internalization in children. According to the study, a child's character will develop optimally if they get the same experiences and habits across different environments in their life. Findings at PAUD Satahi show that some children still need repeated reminders because the rules at home don't always match the habits practiced at school.

Besides the family environment, this study also found that the social environment has a pretty big influence on shaping a child's discipline. At an early age, children tend to learn through imitation or by copying behaviors they see around them. These findings support Albert Bandura's social learning theory, which explains that an individual's behavior is largely influenced by observing the models around them. The study (Fauziah, Ridwan, Sutyono, & Kahfi, 2025) also found that a less supportive social environment can make it difficult for kids to maintain the positive behavior they've learned at school. So, the success of building disciplined character doesn't just depend on the teacher's role, but is also influenced by the quality of the social environment where the child interacts.

Another quite important finding in this study is the influence of digital media on children's discipline behavior. Observations showed that excessive use of mobile phones, digital games, and electronic shows can affect children's concentration, obedience, and ability to follow rules. This finding is in line with research (Khoirunissa & Jinan, 2025; Yusuf, 2025) stating that uncontrolled use of gadgets can lower self-control and reduce children's social interaction. Kids who are exposed to digital media too often tend to have a harder time concentrating, are less patient, and are more likely to ignore rules. Therefore, more intensive guidance from teachers and parents is needed so that the use of digital media can be directed positively and doesn't hinder children's character development.

The limited learning time at school also becomes a challenge in the process of building discipline character. This finding supports the research (Syarifuddin, Malik, Kamil, & Devina, 2025; Hadi & Prayogi, 2025), which explains that character education can't be built in a short time, but rather requires a continuous and consistent process. Teachers at PAUD Satahi need to divide their time between academic learning activities and character development, so the habituation process requires support from the family to achieve optimal results. Therefore, discipline-based character education can't be entirely the school's responsibility, but must be a shared responsibility between the school and the family.

Even though facing various obstacles, the research results show that teachers use a number of strategies to overcome them, such as setting an example, repeated practice, advice, motivation, and positive reinforcement for the children. These findings are in line with research (Alhamuddin, Murniati, Ismail, & Pamungkas, 2025; Iskandar, 2022). It states that setting an example and cultivating habits are the most effective methods in early childhood character education. Teachers who show disciplined, polite, and responsible behavior become models that children can easily imitate. Additionally, giving praise and rewards for the positive behavior shown by children can boost their motivation to repeat those behaviors.

The results of this study also reinforce the findings (Faidin, Astuti, Prajanti, Hardati, & Mohamed, 2025; Ernawati & Ismail, 2026), which emphasize that the success of Islamic guidance is greatly influenced by the cooperation between teachers and parents. Good communication between the school and family allows for continuity in instilling religious values and discipline in a child's life. In this study, teachers actively communicate with parents about the child's development and the importance of continuing the habits that have been applied at school. These efforts have been shown to help strengthen the process of internalizing discipline character in children.

Overall, the research results show that obstacles in implementing Islamic guidance through habituating religious values are a natural challenge in the process of character education for early childhood. Differences in children's personalities, a lack of consistent habits at home, social environment influences, the use of digital media, and limited time for guidance all affect the success of developing disciplined character. However, through continuous habituation, teachers' good examples, positive reinforcement, and harmonious collaboration between school and family, these obstacles can be minimized, making it possible to achieve the goal of building children's disciplined character more effectively.

CONCLUSION

Based on the research results, it can be concluded that Islamic guidance through the habituation of religious values at PAUD Satahi, Sipogu Village, plays an important role in shaping the discipline character of early childhood. Habits carried out regularly, such as praying before and after activities, greeting others, practicing courtesy, participating in religious activities, as well as the teacher's example, have been shown to foster obedience to rules, time discipline, responsibility, and positive behavior in children's daily life. The success in shaping disciplined character is also supported by the cooperation between teachers and parents in consistently applying religious values both at school and at home. These findings imply that habituating religious values can be an effective strategy in early childhood character education. However, this study still has some limitations because it involved a limited number of informants and was only conducted in one early childhood education institution, so the results cannot be widely generalized yet. Therefore, future research is recommended to involve more informants, expand the research locations, and examine other factors such as family parenting styles, social environment, and the influence of digital media on shaping children's discipline so that a more comprehensive understanding can be obtained.

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