



The Effect of Character-based Islamic Religious Education Learning on the Discipline Students at Hegarmanah Elementary School

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ABSTRACT

The study aimed to determine the implementation of character-based Islamic Religious Education (PAI), the level of student discipline, and the effect of character-based PAI learning on the discipline of fourth to sixth-grade students at SDN Hegarmanah Campaka, Cianjur. This research used a quantitative approach with a correlational survey method involving 79 students selected through total sampling technique. Data were collected through questionnaires, observations, and documentation, then analyzed using Pearson correlation and simple linear regression. The implementation of character-based PAI learning and the level of student discipline were both categorized as fairly good to good. Statistical analysis showed a very strong relationship between the two variables ($r = 0.827$; $p < 0.05$), with a contribution of 68.4% to student discipline. The impact of this study indicates that integrating character values into PAI learning can effectively improve students' discipline, responsibility, obedience to school rules, and learning behavior. These findings can serve as a reference for schools and teachers in strengthening character education programs to support the development of positive student behavior and character.

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1. INTRODUCTION

Education is an important process in shaping human quality, both in intellectual and moral aspects. In the context of national education, learning is not only directed toward achieving cognitive outcomes but also toward developing students' character. Islamic Religious Education (PAI) is one of the subjects that plays a strategic role in shaping students' morals and behavior through the cultivation of religious values, responsibility, and discipline. This is supported by the research of Musbaing, which states that Islamic Religious Education plays an important role in building students' Islamic character through the reinforcement of moral and spiritual values in their daily lives (Musbaing, 2024).

Islamic Religious Education (PAI) learning is a learning process aimed at guiding students to understand, internalize, and practice Islamic teachings in their daily lives. PAI learning not only emphasizes the mastery of religious knowledge but also the development of attitudes and behaviors that are in accordance with Islamic values. This learning process encompasses the integrated development of cognitive, affective, and psychomotor aspects, enabling students to apply Islamic values in real-life situations. This is in line with the study conducted by Sari et al., which explains that character-based Islamic Religious Education learning is capable of integrating religious, moral, and social values into the students' learning process (Sari et al., 2024).

Character is a fundamental value that shapes an individual's way of thinking, attitudes, and behavior. Character education is an essential part of the educational process because it helps develop students who are not only academically competent but also possess strong morals and social responsibility. Character can be cultivated through the habituation of good behavior, exemplary role models, and the continuous reinforcement of moral values in everyday life. This is consistent with research findings which indicate that character education integrated into Islamic Religious Education (PAI) learning can foster ethical values and positive behavior among students in the school environment (Yuningsih & Yusuf, 2024).

One of the important character traits that should be instilled in students is discipline. Student discipline can be observed through their compliance with school rules and regulations, punctuality, responsibility in completing assignments, and consistency in participating in the learning process. Discipline is an important factor in supporting students' academic success because it helps develop a sense of responsibility and orderliness in learning activities. Islamic Religious Education (PAI) learning can strengthen students' disciplinary character through the habituation of positive behaviors and the cultivation of Islamic values within the school environment (Alqosimi et al., 2025).

However, based on preliminary observations conducted at SDN Hegarmanah Campaka Cianjur, several problems related to student discipline were still identified, such as arriving late to school, lack of orderliness during the learning process, and insufficient responsibility in completing assignments. These conditions indicate that the development of disciplinary character still needs to be strengthened through an integrated learning process. Issues related to student discipline in elementary schools have also been highlighted in the study by Sinaga, which states that character development requires continuous habituation and reinforcement of character values throughout the learning process (Sinaga, 2025).

Character-based Islamic Religious Education (PAI) learning is considered an effective solution for improving student discipline because the learning process is not only oriented toward the delivery of subject matter but also toward the habituation of positive behaviors, teachers' role modeling, and the reinforcement of moral and spiritual values in daily life (Fauzan & Mubarok, 2024). Learning that is integrated with character education can help

students understand the importance of discipline, responsibility, and compliance with school rules. This is in line with the research conducted by Nasution, which explains that character-based Islamic Religious Education learning contributes to the development of students' attitudes and behaviors through the reinforcement of character values within learning activities (Nasution, 2025).

Several previous studies have shown that character-based Islamic Religious Education (PAI) learning plays an important role in shaping students' attitudes and behaviors, including the development of disciplinary character. However, these studies have generally focused on conceptual analyses, literature reviews, or have been conducted at different educational levels and locations. As a result, they have provided limited empirical evidence regarding the extent of the influence of character-based PAI learning on the discipline of elementary school students. Furthermore, studies examining the relationship between these two variables using quantitative approaches with correlation and regression analyses remain relatively limited. Therefore, this study seeks to address this gap by investigating the influence of character-based Islamic Religious Education learning on the discipline of fourth to sixth-grade students at SDN Hegarmanah Campaka Cianjur. This study differs from previous research by employing the entire student population as the sample through a total sampling technique and by providing empirical data regarding the strength of the relationship and the magnitude of the influence of character-based PAI learning on student discipline. Based on the foregoing discussion, this study aims to determine the influence of character-based Islamic Religious Education learning on the discipline of fourth to sixth-grade students at SDN Hegarmanah Campaka Cianjur.

2. METHODS

This study employed a quantitative approach using a correlational survey method. The quantitative approach was chosen because the study aimed to empirically examine the influence of character-based Islamic Religious Education (PAI) learning on student discipline. The research was conducted at SDN Hegarmanah Campaka Cianjur. The population of this study consisted of all students in grades IV, V, and VI, totaling 79 students. The sampling technique used was total sampling; therefore, the entire population was selected as the research sample.

The variables in this study consisted of an independent variable, namely character-based Islamic Religious Education (PAI) learning, and a dependent variable, namely student discipline. Data were collected through questionnaires, observations, and documentation. The questionnaire used was a closed-ended questionnaire with a five-point Likert scale consisting of Strongly Agree (SS), Agree (S), Undecided (R), Disagree (TS), and Strongly Disagree (STS). The questionnaire was used to measure the level of implementation of character-based Islamic Religious Education (PAI) learning and the level of student discipline.

Observations were conducted directly by the researcher to obtain data regarding the implementation of character-based PAI learning and students' disciplinary behavior during the learning process. Meanwhile, documentation was used to obtain supporting research data, such as the school profile, the number of students, the school organizational structure, and other documents related to the implementation of the study.

Data analysis was carried out using the Statistical Package for the Social Sciences (SPSS) version 20. The stages of data analysis included a validity test to determine the appropriateness of the instrument items, a reliability test to measure the consistency of the research instrument, a normality test to determine data distribution, the Pearson Product-Moment correlation test to determine the level of relationship between character-based

Islamic Religious Education (PAI) learning and student discipline, and a simple linear regression test to determine the magnitude of the influence of character-based PAI learning on student discipline (Lusiana et al., 2024).

The decision-making criteria were established at a significance level of 0.05. The instrument was considered valid if the significance value was < 0.05 , reliable if the Cronbach's Alpha value was > 0.60 , normally distributed if the significance value was > 0.05 , and the hypothesis was accepted if the significance value was < 0.05 .

3. RESULTS AND DISCUSSION

3.1 Character-Based Islamic Religious Education (PAI) Learning

Character-based Islamic religious education learning is one of the important aspects examined in this study. To provide an overview of the condition of this variable, a descriptive statistical analysis was conducted, and the results are presented in **Table 1** below.

Table 1. Descriptive statistics of character-based islamic religious education (PAI) learning

Variable			N	Minimum	Maximum	Mean	Std. Deviation
Character-Based Islamic Religious Education (PAI) Learning			79	30,00	60,00	46,8608	6,90547

Character-Based Islamic Religious Education Learning among fourth to sixth-grade students at SDN Hegarmanah Campaka Cianjur was categorized as fairly good to good. The descriptive analysis results showed a minimum score of 30.00, a maximum score of 60.00, a mean score of 46.8608, and a standard deviation of 6.90547. The mean score indicates that the implementation of character-based Islamic Religious Education learning has been carried out quite effectively through the cultivation of religious values, the habituation of disciplined behavior, and teachers' role modeling during the learning process. This finding is consistent with studies on islamic religious education playing an important role in developing students' Islamic character thru habituation and reinforcement of character values in learning activities (Musbaing, 2024). **Table 2** presents the validity test results of character-based islamic religious education.

Table 2. Validity test results of character-based islamic religious education learning

Instrument Item Number	Sig Value. (2-tailed)	Significance Value (p)	Explanation	Interpretation
1	0,000		0,000 < 0,050	Valid
2	0,000		0,000 < 0,050	Valid
3	0,000		0,000 < 0,050	Valid
4	0,000		0,000 < 0,050	Valid
5	0,000		0,000 < 0,050	Valid
6	0,000		0,00 < 0,050	Valid
7	0,003	0,050	0,003 < 0,050	Valid
8	0,000		0,000 < 0,050	Valid
9	0,001		0,001 < 0,050	Valid
10	0,000		0,000 < 0,050	Valid
11	0,000		0,000 < 0,050	Valid
12	0,000		0,000 < 0,050	Valid

The validity test results showed that all questionnaire items had a significance value of < 0.05 therefore, all items were declared valid. Validity indicates that each statement item in the questionnaire was capable of measuring the variable of character-based Islamic Religious Education (PAI) learning in accordance with the objectives of the study. **Table 3** presents the reliability test results of character-based islamic religious education.

Table 3. Reliability test results of character-based islamic religious education learning
Reliability Statistics

Cronbach's Alpha	N of Items
.738	13

The reliability test results obtained a Cronbach’s Alpha value of 0.738, which falls into the reliable category. Reliability indicates that the research instrument has a good level of consistency, allowing it to be used repeatedly while still producing stable and trustworthy results. This finding is in line with the opinion of Forester et al., who stated that a reliable instrument is one that is capable of providing consistent and dependable measurement results (Forester et al., 2024).

3.2 The Level of Student Discipline

Student discipline is an important variable in this study. To understand its condition, a descriptive statistical analysis was carried out, and the results are shown in **Table 4**.

Table 4. Descriptive statistics of student discipline

Variable	N	Minimum	Maximum	Mean	Std. Deviation
Student Discipline	79	31,00	60,00	44,8354	7,29494

The level of discipline among fourth to sixth-grade students at SDN Hegarmanah Campaka Cianjur was categorized as fairly good to good. The descriptive analysis results showed a minimum score of 31.00, a maximum score of 60.00, a mean score of 44.8354, and a standard deviation of 7.29494. These results indicate that most students were able to demonstrate disciplined behavior in learning activities, such as arriving on time, completing assignments, participating in lessons in an orderly manner, and complying with school regulations. This finding is consistent with previous studies indicating that Islamic Religious Education (PAI) learning contributes to strengthening students' disciplinary character through the habituation process and the internalization of Islamic values within the school environment (Alqosimi et al., 2025). **Table 5** presents the validity test results of student discipline.

Table 5. Validity Test Results of Student Discipline

Instrument Item Number	Sig Value. (2-tailed)	Significance Value (p)	Explanation	Interpretation
1	0,003		0,003 < 0,050	Valid
2	0,000		0,000 < 0,050	Valid
3	0,000		0,000 < 0,050	Valid
4	0,000		0,000 < 0,050	Valid
5	0,001	0,050	0,001 < 0,050	Valid
6	0,000		0,000 < 0,050	Valid
7	0,000		0,000 < 0,050	Valid
8	0,000		0,000 < 0,050	Valid
9	0,002		0,002 < 0,050	Valid

10	0,000	0,000 < 0,050	Valid
11	0,000	0,000 < 0,050	Valid
12	0,000	0,000 < 0,050	Valid

The validity test results showed that all questionnaire items had a significance value of < 0.05 therefore, all items were declared valid. This indicates that each statement in the questionnaire was able to accurately measure the level of student discipline. **Table 6** presents the reliability test results of student discipline.

Table 6. Reliability Test Results of Student Discipline

Reliability Statistics	
Cronbach's Alpha	N of Items
.740	13

The reliability test results obtained a Cronbach's Alpha value of 0.740, which falls into the reliable category. This value indicates that the research instrument has a good level of stability and consistency in measuring student discipline, so the data obtained can be considered trustworthy. A reliable research instrument will produce stable and consistent data when used in the quantitative research process (Subhaktiyasa et al., 2024).

3.3 Character-Based Islamic Religious Education (PAI) Learning

Character-based Islamic religious education learning has a positive and significant effect on the discipline of fourth to sixth-grade students at SDN Hegarmanah Campaka Cianjur. The Pearson correlation test yielded a correlation coefficient value of 0.827 with a significance value of $0.000 < 0.05$. A correlation coefficient of 0.827 falls into the category of a very strong relationship. This indicates that the better the implementation of character-based Islamic Religious Education (PAI) learning, the higher the level of student discipline. The study conducted by Yuningsih and Yusuf also explained that character education in Islamic Religious Education learning has a positive influence on the development of students' attitudes and behavior in schools (Yuningsih & Yusuf, 2024).

The simple linear regression test results obtained a regression coefficient value of 0.874 with a significance value of $0.000 < 0.05$, indicating that character-based Islamic Religious Education (PAI) learning has a significant effect on student discipline. In addition, the coefficient of determination (R Square) value of 0.684 indicates that character-based Islamic Religious Education learning contributes 68.4% to student discipline, while the remaining 31.6% is influenced by other factors outside the scope of this study, such as the family environment, peer relationships, and students' daily habits. This finding is supported by the study conducted by Nasution, which explained that character-based Islamic Religious Education learning can contribute to the development of students' attitudes and behavior through the reinforcement of character values in the learning process (Nasution, 2025).

a. Character-Based Islamic Religious Education (PAI) Learning

The results of the study indicate that character-based Islamic Religious Education (PAI) learning at SDN Hegarmanah Campaka Cianjur has been implemented quite effectively through the cultivation of religious values, the habituation of disciplined behavior, the provision of role models, and the reinforcement of moral values in the learning process. The character values developed through the learning activities include religiosity, discipline, responsibility, politeness, and compliance with school regulations. This finding shows that Islamic Religious Education learning not only emphasizes religious knowledge but also focuses on shaping students' attitudes and behavior in their daily lives. These findings are consistent with the study conducted by Musbaing, which explained that Islamic Religious

Education plays an important role in developing students' Islamic character through habituation and the reinforcement of character values in learning activities (Musbaing, 2024).

The implementation of character-based Islamic Religious Education (PAI) learning is carried out through the habituation of positive behaviors that are continuously practiced within the school environment. Teachers provide examples of disciplined behavior, such as arriving on time, dressing neatly, and encouraging students to participate in learning activities in an orderly manner. In addition, students are guided to develop responsibility, honesty, and respect for teachers and peers. This character-building process is consistent with the view of Sinaga, who explained that Islamic Religious Education learning in elementary schools influences students' character development through the habituation of religious attitudes and positive behavior in daily life (Hidayat et al., 2025; Sinaga, 2025).

The validity test results showed that all questionnaire items were declared valid because they had a significance value of < 0.05 . Validity indicates that each statement item in the instrument was capable of measuring the variable of character-based Islamic Religious Education (PAI) learning in accordance with the objectives of the study. In addition, the reliability test results obtained a Cronbach's Alpha value of 0.738, which falls into the reliable category. Reliability indicates that the research instrument has a good level of consistency, allowing it to be used repeatedly while still producing stable results. This finding is consistent with the opinion of Forester et al., who stated that a reliable research instrument is capable of producing consistent and trustworthy data in the quantitative research process (Forester et al., 2024)

b. Student Discipline

The results of the study indicate that the level of discipline among fourth to sixth-grade students at SDN Hegarmanah Campaka Cianjur falls within the fairly good to good category. Student discipline is reflected in their ability to comply with school regulations, arrive on time, participate in learning activities in an orderly manner, and complete assignments according to the requirements established by teachers. This disciplined behavior demonstrates students' awareness of fulfilling their duties and responsibilities as learners within the school environment. This finding is consistent with previous studies indicating that Islamic Religious Education (PAI) learning contributes to strengthening students' disciplinary character through the habituation of positive behavior and the inculcation of Islamic values in schools (Alqosimi et al., 2025).

The disciplinary character possessed by students is not formed instantly but develops through a continuous process of habituation and supervision. In the Islamic Religious Education (PAI) learning process, students are accustomed to praying before lessons, participating in learning activities in an orderly manner, respecting teachers, and complying with school regulations. These habitual practices help students develop discipline, responsibility, and concern for the school environment. This finding is consistent with the study conducted by Yuningsih and Yusuf, who stated that character education in Islamic Religious Education learning can shape students' ethics and disciplined behavior through the habituation of moral and social values in daily life (Yuningsih & Yusuf, 2024).

The validity test results showed that all items in the student discipline questionnaire were declared valid because they had a significance value of < 0.05 . This indicates that each statement in the instrument was able to accurately measure the level of student discipline. The reliability test results obtained a Cronbach's Alpha value of 0.740, which falls into the reliable category. This value indicates that the research instrument has a good level of stability and consistency in measuring student discipline, so the data obtained can be

considered trustworthy. This view is supported by Gede Subhaktiyasa, who explained that a reliable instrument will produce stable and consistent data in quantitative research (Subhaktiyasa, 2025).

c. Effect of Character-Based Islamic Religious Education (PAI) learning on student discipline

The results of the study indicate that character-based Islamic Religious Education (PAI) learning has a positive and significant effect on the discipline of fourth to sixth-grade students at SDN Hegarmanah Campaka Cianjur. The Pearson correlation test yielded a correlation coefficient of 0.827 with a significance value of $0.000 < 0.05$, which falls into the category of a very strong relationship. This indicates that the better the implementation of character-based Islamic Religious Education learning, the higher the level of student discipline. These findings are consistent with the study conducted by Nasution, which explained that character-based Islamic Religious Education learning can contribute to the development of students' attitudes and behavior through the reinforcement of character values in the learning process (Nasution, 2025).

This positive effect can be seen in the changes in students' behavior, as they gradually become accustomed to demonstrating discipline, responsibility, religiosity, honesty, and obedience to school regulations. In character-based Islamic Religious Education (PAI) learning, teachers not only deliver theoretical material but also provide habituation and direct role modeling in daily life. Continuous learning practices help students understand the importance of character values in both social life and the school environment. This finding is consistent with the study conducted by Sari et al., which explained that character education in Islamic Religious Education learning can foster positive student behavior through the integration of moral and religious values into the learning process (Sari et al., 2024).

The simple linear regression test results obtained a regression coefficient value of 0.874 with a significance value of $0.000 < 0.05$, indicating that character-based Islamic Religious Education (PAI) learning has a significant effect on student discipline. In addition, the coefficient of determination (R Square) value of 0.684 indicates that character-based Islamic Religious Education learning contributes 68.4% to student discipline, while the remaining 31.6% is influenced by other factors outside the scope of this study, such as the family environment, peer relationships, and students' daily habits. These findings demonstrate that character-based Islamic Religious Education learning makes a substantial contribution to the development of disciplined behavior among students within the school environment. (Djunaidi et al., 2019).

4. CONCLUSION

Character-based Islamic Religious Education (PAI) learning at SDN Hegarmanah Campaka Cianjur has been implemented quite effectively through the cultivation of religious values, discipline, responsibility, role modeling, and the habituation of positive behavior in daily learning activities. The level of discipline among fourth to sixth-grade students also falls within the fairly good to good category, as reflected in their compliance with school regulations, punctuality, orderly participation in learning activities, and completion of assignments according to established requirements. The results of the study showed that all research instruments were declared valid and reliable, making them suitable for use as data collection tools. Furthermore, the Pearson correlation test yielded a coefficient value of 0.827 with a significance value of $0.000 < 0.05$, indicating a very strong relationship between character-based Islamic Religious Education learning and student discipline. The simple linear regression test also showed that character-based Islamic Religious Education learning has a positive and

significant effect on student discipline, with a coefficient of determination of 68.4%, while the remaining 31.6% is influenced by other factors outside the scope of this study. These findings indicate that the better the implementation of character-based Islamic Religious Education learning, the higher the level of student discipline in schools.

Although this study demonstrates a positive and significant effect of character-based Islamic Religious Education learning on student discipline, it still has several limitations. The study was conducted in only one school with a limited number of respondents; therefore, the findings cannot yet be broadly generalized to all elementary schools. In addition, this study examined only one independent variable, namely character-based Islamic Religious Education learning, whereas other factors that may influence student discipline—such as the family environment, parenting styles, peer influence, school culture, and students' learning motivation—were not investigated in this research.

Therefore, future research is recommended to involve a larger sample size and more diverse research locations so that the findings can achieve a higher level of generalizability. Future studies may also examine other factors that influence student discipline or employ qualitative and mixed-methods approaches to gain a deeper understanding of the process of developing student discipline through character-based Islamic Religious Education (PAI) learning.

5. ACKNOWLEDGMENT

The author hereby declares that the submitted journal manuscript is an original work and has never been published in any other journal, and it does not contain any form of plagiarism. All quotations, data, and opinions derived from other sources have been properly acknowledged and clearly cited in the references and citations in accordance with academic standards.

6. AUTHORS' NOTE

The authors declare that there is no conflict of interest regarding the publication of this article. Authors confirmed that the paper was free of plagiarism.

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