Journal of Research in
Educational Management
ISSN: 2964-5026 (p) 2964-4828 (e)
Vol. 4, No. 1, 2025
https://doi.org/10.71392/jrem.v4i1.30

OPEN ACCESS

Cultivating Learning Discipline: The Role of Habituation in Shaping Students' Learning Behavior

Abdullah Abdullah [1]

[1] *Nurul Jadid University, East Java, Indonesia*
[1] *Corresponding Author: abdullah@unuja.ac.id*

Abstract : *Learning discipline refers to students' willingness and ability to comply with rules, regulations, values, and norms that support effective learning. However, in practice, students' learning discipline remains a challenge, as reflected in violations of school regulations, lack of adherence to learning routines, and behaviors that may negatively affect the learning process and academic development. This study aims to describe the implementation of habituation methods in improving students' learning discipline. The study employed a qualitative descriptive approach. Data were collected through observation, semi-structured interviews, and documentation. The collected data were analyzed through three stages: data reduction, data display, and conclusion drawing. The findings indicate that the implementation of the habituation method contributes to strengthening students' learning discipline through five key practices: regulation, punishment, rewards, consistency, and exemplary behavior. Regulations provide clear behavioral standards, while appropriate punishment reinforces students' awareness of the consequences of disciplinary violations. Rewards encourage positive and disciplined behavior, consistency ensures the continuity of disciplinary practices, and exemplary behavior demonstrated by teachers and school personnel provides students with concrete models to emulate. Thus, the habituation method can serve as a practical approach to developing sustainable learning discipline by integrating structured rules, reinforcement, consistency, and positive role modeling into students' daily educational experiences.*

Keywords : *Learning Discipline; Habituation Method; Students' Learning Behavior.*
Article History : Received: April 2025 Revised: May 2025 Accepted: June 2025

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INTRODUCTION

Education is a conscious and planned effort to create a meaningful learning environment that enables students to actively develop their potential, including religious and spiritual strength, self-control, personality, intelligence, noble character, and the skills needed in personal and social life (Bahansubu et al., 2023; Khasanah, 2023; Wasliman et al., 2022). Beyond the transmission of knowledge, education plays an important role in shaping students' attitudes and behaviors that support responsible participation in the learning process. One of the essential behaviors that needs to be developed through education is learning discipline. Discipline enables students to follow established rules, manage their learning activities, complete academic responsibilities, and develop consistent learning habits (Nasaruddin et al., 2023). Nevertheless, educational practice continues to face challenges in translating these ideals into students' everyday behavior. Violations of school regulations, failure to complete assignments, lateness, lack of attention during lessons, and academic dishonesty remain among the behavioral problems that can interfere with effective learning.

Learning discipline is particularly important because the effectiveness of educational activities depends not only on instructional strategies but also on students' willingness to comply with learning procedures and responsibilities. Discipline in learning reflects students' obedience to rules established by teachers and educational institutions, accompanied by an internal awareness of the importance of orderly and responsible behavior (Lamri & Lubart, 2023; Naz et al., 2023). Without such awareness, learning activities may become less effective and fail to achieve their intended outcomes (Sartania et al., 2022; X. Wang et al., 2023). Therefore, disciplinary behavior should not merely be understood as compliance resulting from external control but as a habit that is gradually internalized through continuous practice. Developing this form of discipline requires systematic educational strategies that can transform desirable behaviors into routines embedded in students' daily learning experiences.

One approach that can be used to develop students' learning discipline is the habituation method. Habituation refers to the systematic and continuous practice of desirable behaviors until they become familiar and eventually develop into relatively stable patterns of behavior. Repeated activities can help students develop readiness to perform certain behaviors without relying entirely on external instructions (Gummer & Kunz, 2022; Osorio et al., 2022). In the context of learning discipline, habituation may include consistently arriving on time, following classroom regulations, completing assignments, preparing learning materials, participating actively in lessons, and demonstrating academic honesty. The effectiveness of habituation, however, depends on how consistently educational institutions implement rules, reinforce appropriate behavior, and provide examples that students can observe and imitate.

The relationship between habituation and behavioral development can also be explained through Skinner's behaviorist learning theory. Skinner conceptualizes learning as a process of behavioral change resulting from interactions between responses and their consequences. Learning involves the occurrence of a stimulus or situation, the learner's response, and consequences that follow the response, including reinforcement and punishment (Isbilen & Christiansen, 2022; Kozubal et al., 2023). From this perspective, repeated reinforcement of desirable behavior can strengthen the likelihood that such behavior will be

performed again, whereas appropriate corrective consequences can reduce undesirable behavior. Consequently, habituation becomes more meaningful when it is supported by consistent reinforcement, clear expectations, and appropriate consequences. Such mechanisms can gradually encourage students to internalize disciplined learning behaviors.

The concept of learning discipline is further supported by Hurlock's perspective, which identifies several important elements in disciplinary development, including regulation, punishment, rewards, and consistency (Hochreiter et al., 2022). Regulations provide clear behavioral boundaries and expectations, punishment functions as a corrective consequence for violations, rewards reinforce desirable behavior, and consistency ensures that disciplinary practices are implemented continuously and fairly (Näätänen & Merisalo, 2022). These elements indicate that student discipline cannot be developed through rules alone. Rather, it requires an integrated process in which students repeatedly encounter clear expectations, receive appropriate responses to their behavior, and observe consistent examples from the adults within the educational environment.

Previous studies have demonstrated the potential of habituation in developing students' positive behaviors. Pittig et al., (2023), for example, found that habituation could support students in developing greater independence in learning, particularly when learning activities required students to manage their responsibilities both at school and at home. Y.-X. Wang & Yin, (2023), reported that habituation implemented by Islamic Education teachers contributed to the development of students' religious character through repeated practices such as smiling, greeting, and showing respect. Similarly, Mathias & von Kriegstein, (2023) found that habituation supported the development of religious character by encouraging students to become accustomed to punctual attendance, congregational worship, and disciplined participation in religious activities. These studies collectively demonstrate that habituation can contribute to behavioral and character formation across different educational contexts.

Despite these findings, previous studies have predominantly examined habituation in relation to religious character, independence, and general character formation. Comparatively less attention has been given to how habituation is systematically implemented specifically to strengthen students' learning discipline, particularly through the integration of regulation, punishment, rewards, consistency, and exemplary behavior. This creates a research gap concerning the practical mechanisms through which habituation can transform disciplinary expectations into students' everyday learning behavior. Addressing this gap is important because learning discipline is directly connected to students' participation, responsibility, punctuality, academic honesty, and ability to follow learning procedures.

The present study therefore focuses on the implementation of the habituation method as an approach to strengthening students' learning discipline within an educational institution. Rather than examining habituation only as a general character-building strategy, this study explores its concrete forms of implementation and the behavioral mechanisms through which disciplinary habits are developed. The study specifically examines the implementation of regulation, punishment, rewards, consistency, and exemplary behavior as components of habituation in students' learning activities. Accordingly, this study aims to describe how the

habituation method is implemented to improve students' learning discipline and to identify the factors that support or inhibit its implementation. By examining these processes, the study is expected to contribute to a more comprehensive understanding of habituation as a practical strategy for cultivating sustainable learning discipline.

METHOD

This study employed a qualitative approach with a descriptive research design to obtain an in-depth understanding of the implementation of the habituation method in strengthening students' learning discipline. The study emphasized the exploration of processes, experiences, interactions, and behavioral practices that occurred naturally within the educational environment. The researcher was directly involved in the research setting to observe and interpret how habituation was implemented in students' daily learning activities. The research was conducted in an Islamic educational institution, with the specific institutional identity and geographical location intentionally anonymized. The primary data sources consisted of teachers and students who were directly involved in learning activities and the implementation of disciplinary practices.

The researcher served as the primary research instrument, supported by interview, observation, and documentation guidelines. Data were collected through participant observation, structured interviews, and documentation. Observation focused on students' punctuality, compliance with learning regulations, completion of assignments, participation in classroom activities, and academic honesty, as well as teachers' practices in implementing discipline. Interviews with teachers and students explored their experiences, perceptions, and responses to the habituation process, including the implementation of regulations, punishment, rewards, consistency, and exemplary behavior. Documentation was used to complement the primary data through relevant institutional regulations, learning activity records, student discipline records when available, photographs, and other documents related to habituation activities.

The collected data were analyzed using an interactive qualitative analysis process consisting of data reduction, data display, and conclusion drawing and verification. During data reduction, the researcher selected, organized, coded, and categorized information relevant to the research focus. The data were subsequently displayed in descriptive narratives and thematic categories to identify recurring patterns and relationships concerning the implementation of habituation. The final stage involved drawing conclusions based on the identified patterns while continuously verifying them against the available evidence. This analytical process enabled the researcher to develop a comprehensive interpretation of how habituation was implemented to strengthen students' learning discipline.

The credibility of the findings was established through persistent observation and data triangulation. Persistent observation involved repeated examination of relevant activities and interactions to identify consistent behavioral patterns and obtain a deeper understanding of disciplinary practices. Data triangulation was conducted by comparing information obtained from different sources and data collection techniques, particularly observations, interviews, and documentation. Information provided by teachers and students was compared with

observed practices and documentary evidence. This process strengthened the consistency, credibility, and trustworthiness of the findings regarding the implementation of the habituation method in developing students' learning discipline.

RESULT AND DISCUSSION

The form of efforts that can be made in instilling student learning discipline consists of four elements, namely: regulations, punishments, rewards and consistency. As for the implementation of the application of the habituation method in increasing student learning discipline at MTSN 1 Probolinggo and MTS Azzainiyah II Karanganyar Paiton Kab. Probolinggo. It is carried out with five efforts, namely:

1. Rules

In order to instill discipline in student learning, one of which is by making strict regulations, in accordance with school rules, so that students follow the learning process properly and get used to being present during class hours which are applied no later than 15 minutes before the start of learning time. and turn in assignments on time. Coming to school is not late, and when studying in class, the teacher must pay attention to following the lesson well, as said by Ms. Nurul Nur Khasanah, WKM Curriculum MTSN 1 Probolinggo.

"*The rules that apply are such as students not being noisy in class, following the learning process well and submitting assignments on time. Coming to school should not be late, and when studying in class, the teacher must pay attention to following the lesson well. (Khasanah, 2023)*

School regulations or rules are signs for students incarry out life aspublic school. School rules will help students adjust to the school environment, have a solid personality and behave according to school rules. The same thing was said by Mr. Arofik SH, the head of the MTS Azzainiyah II school, Karanganyar, Paiton Regency. probolinggo.

"In order to instill discipline in student learning, one way is by making strict regulations in accordance with school rules, so that students follow the learning process well and submit assignments on time. Coming to school is not late, and when studying in class, the teacher must pay attention to following the lesson well." (arofik, 2023)

Thus it can be understood that the rules are the basis that must be obeyed by students. It serves as a benchmark or standard. Discipline, on the other hand, is a set of guidelines that must be followed in a certain circumstance or way of life. As a result, to maintain order in the classroom, rules and regulations are something students are expected to obey.

The findings obtained regarding the application of the habituation method in improving student learning discipline in accordance with Tulus who said that the application of the habituation method in increasing student learning discipline was carried out as follows: According to Tulus Tu'u the indicators of student learning discipline are, managing

time at home, diligent and regular study, good attention while studying in class, self-discipline while studying in class. (Tulus Tu'u O.C.,)

2. Punishment

Punishment is an educational effort to improve and direct students in the right direction, not the practice of punishment and torture that eliminates students' creativity in learning Punishment in education is carried out after first giving directions and explanations for something that should not be violated . This means that students have previously received warnings and information related to certain prohibitions that have sanctions. Giving punishment is able to make learning discipline for students thus punishment is an action that is able to have a deterrent effect on students who violate it, as expressed by the MTSN 1 Probolinggo teacher.

"Punishments that are applied in the classroom are important only to encourage students to be able to study with more discipline. Usually the teacher gives punishments such as taking out the trash, cleaning the gutters. If students are not disciplined in learning, the teacher will provide encouragement and motivation to learn so that students are enthusiastic in carrying out their duties as students. (halif, 2023)

This punishment is intended to prevent violations from occurring so that they are carried out before the violation is committed. The definition of punishment is suffering given or caused intentionally by someone (teacher, parent, and so on) after a crime or mistake has occurred. Punishment is the ultimate action against violations that students have repeatedly committed after being notified, reprimanded and warned. Because basically punishment is given according to two principles, namely:

1. Punishment is carried out, because there is a violation, there is a mistake made. And this punishment is made to create a deterrent effect on the student concerned.
2. With the aim that no violations occur, sanctions are applied. As a result, discipline lessons are incorporated into the punishments given to students at school rather than just punishing them.

3. Giving Gifts/Awards

His work deserves praise. According to Suharsimi Arikunto said that reward is a gift or something that is given by someone to another person who behaves according to what is desired. For example, following school rules and regulations that have been determined, giving rewards is something that can arouse and motivate students so that their learning discipline increases, as said by the MTSN 1 Probolinggo teacher.

"Giving awards / appreciation as motivation for students in increasing their enthusiasm for learning. Usually teachers give A plus to students when answering questions or are given prizes for doing assignments correctly. He gives. Usually given a pencil book prize if you get a big score. (halif, S.Pd 2023)

It can be understood that Reward is an educational tool in the form of an award that is used by the teacher to provide motivationto students and of course their struggles and efforts feel appreciated. So that students are more motivated to learn and try to maintain or improve their performance in class.

In line with what the MTS Azzainiyah II teacher said *"In order to improve student learning discipline, namely with rewards and punishments. of course by giving awards / appreciation as a motivation for students to increase their enthusiasm for learning. Usually teachers give special things, added value, to students when answering questions or are given prizes for doing assignments correctly. He gives. Usually given a pencil book prize if you get a big score. (Awat , 2023)* But in outline it consists of:

1. Praise is intended to show value and appreciate the actions and efforts of students, so as to create a sense of pride, ability or confidence. Compliments can be in the form of words such as: good, good, very good and so on.

2. The gifts referred to as gifts here are rewards in the form of goods, or also known as material rewards.

3. Award tokens are not valued in terms of their value and use, as is the case with gifts. Instead, tokens of appreciation are assessed in terms of their 'impression' or 'memory' value.

4. Consistency

Consistencyis something that is done continuously and does not change. Something that will continue to run according to the boundaries and paths that have beenset and cannot go out of bounds. Within oneself, the word consistent is defined as the attitude of someone who adheres to the right stance. Examples of consistency such as being consistent in words, in deeds, in decisions and so on.

The researcher conducted an interview with the MTSN 1 Probolinggo teacher, he said that: *"Teachers here teach discipline every day. Yes, because it takes a lot of patience and consistency to make children more disciplined." (halif, S.Pd , 2023)*

The same thing was said by the teacher at Mts Azzainiyah II, Karanganyar, Paiton Regency. Probolinggo, regarding whether the teacher always applies learning discipline to students?

Related to the problem of instilling discipline in student learning at MTs Azzainiyah, if you look at it, the teachers here teach discipline every day. Yes, because to make children more disciplined. So that the student's learning discipline continues, until it becomes a good habit. (Awat, 2023)

From the explanation above we can conclude that consistency is really needed in order to educate and instill discipline in student learning, because consistency is the stability

or determination of someone in doing something continuously, thus consistency reveals or handles problems in the same way every time they arise.

5. exemplary

The exemplary method is a method that shows exemplary, either through intimate association between school personnel, the behavior of educators with other educational staff that reflects commendable morals directly or indirectly. , behavior, clothes worn, daily habits, and so on without realizing it. The desire to imitate is clearly seen in children and adolescents, they imitate more than carrying out verbal advice or instructions.

As said by the MTsN 1 Probolinggo teacher*"In establishing disciplineStudy students, of course, by setting a good example, because in essence the teacher is looked after and imitated." (Khasanah, 2023)*

The implementation of the teacher's example to improve the discipline of students' worship is very good. Because educators always provide guidanceto students by getting in the habit of always guiding their students. In line with what was said by Mr. Arotek Sh, the principal of the MTS Azzainiyah II Karanganyar Paiton school, he stated

"In forming student learning discipline, of course we or all teachers must be good role models, such as the teacher being present on time when teaching, so that students' discipline reflexes will be embedded, so that it becomes a good and ingrained habit"

From the results of the interviews above, it can be concluded that the teacher's example is very influential on the personal growth and development of students because humans are creatures who like to imitate, including students who imitate the attitudes of educators in the process of forming their personalities.

Based on the above research findings regarding formthe application of the habituation method in increasing student learning discipline, there are several forms of effort, which are carried out by the twoinstitution Namely, rules, punishments, giving gifts, consistency and exemplary. Matterthis adds to Hurlock's theory, Elizabeth B. 1990. which states that there are four forms of applying the habituation method in improving student learning discipline, namely regulation, punishment, giving gifts, consistency, and changes in behavior. The achievement results are that students are getting used to being disciplined in learning, this is marked by the lack of violations committed by students.

Discussion

The findings demonstrate that the habituation method functions as a structured process for cultivating students' learning discipline through five interconnected practices: regulation, punishment, rewards, consistency, and exemplary behavior. Rather than treating discipline merely as students' compliance with institutional rules, the findings indicate that discipline is gradually developed through repeated exposure to expectations, behavioral consequences,

positive reinforcement, and observable models. This finding confirms the relevance of framework, which identifies regulation, punishment, rewards, and consistency as important elements in disciplinary development. However, the present study extends this framework by highlighting exemplary behavior as an additional mechanism that strengthens the habituation process. The integration of these five elements suggests that sustainable discipline is more likely to emerge when students repeatedly encounter a coherent educational environment in which desired behaviors are clearly defined, reinforced, corrected, and modeled.

The first finding concerns regulation as the foundation of learning discipline. The implementation of clear rules concerning punctuality, classroom behavior, assignment completion, and participation in learning activities provides students with explicit behavioral boundaries. This finding indicates that habituation cannot develop effectively when students are not provided with clear expectations regarding what constitutes disciplined learning behavior. Regulations function as a behavioral framework that transforms the abstract concept of discipline into concrete daily practices. This is consistent with Rozikin et al., (2023), who emphasizes that school regulations assist students in adapting to the educational environment and developing behavior that corresponds with institutional expectations. The finding also corresponds with Tulus Tu'u's perspective that learning discipline includes students' ability to manage time, study regularly, pay attention during lessons, and exercise self-control. Thus, regulations represent the initial stage of habituation because repeated behavior requires clear standards and expectations.

The second finding relates to punishment as a corrective mechanism. The study shows that punishment was not primarily oriented toward physical or psychological pressure but was implemented as an educational response to repeated violations. Teachers generally provided explanations and warnings before applying corrective consequences, indicating that students were given opportunities to recognize and correct inappropriate behavior. This practice is consistent with Falah & Wibowo, (2023), who argue that educational punishment should direct students toward improvement rather than suppress their creativity. From the perspective of Skinner's behaviorist theory, consequences following behavior can influence the probability of that behavior being repeated. However, the findings suggest that punishment becomes more educationally meaningful when accompanied by guidance and motivation. Therefore, punishment should be positioned as part of a broader behavioral intervention rather than as an independent strategy for controlling students.

The third finding concerns rewards as positive reinforcement in the formation of learning discipline. Teachers used praise, additional recognition, positive feedback, and simple material rewards to acknowledge students who demonstrated desirable learning behavior. These practices communicate that discipline and effort are valued within the educational environment. The finding supports Duffy et al., (2021), who describe rewards as responses given to students who demonstrate behavior consistent with desired expectations. It also

reinforces Fischer et al., (2021), who explain that appreciation can increase students' motivation and encourage them to maintain or improve their performance. Importantly, the findings suggest that the effectiveness of rewards does not depend exclusively on their material value. Verbal recognition and teacher appreciation can also provide meaningful reinforcement because they strengthen students' sense of achievement and encourage repetition of positive behavior. Thus, rewards complement corrective strategies by creating a more balanced disciplinary environment.

The fourth finding highlights consistency as the mechanism that sustains habituation. Teachers' repeated efforts to teach and monitor discipline demonstrate that behavioral formation requires continuity rather than occasional intervention. Consistency enables students to encounter similar expectations across different learning situations and gradually recognize discipline as a stable part of their educational routines (Faiz et al., 2023; Mundir & Nawiro, 2019). This finding is particularly important because rules, punishments, and rewards may have limited long-term effects when they are implemented inconsistently. Consistent application provides predictability and reinforces the connection between students' behavior and the responses provided by teachers. From the perspective of habituation, repetition accompanied by stable expectations allows externally regulated behavior to gradually become an internalized routine. Therefore, consistency is not simply one component of discipline but a condition that maintains the effectiveness of the other disciplinary practices.

The fifth finding reveals the importance of exemplary behavior as a mechanism of behavioral modeling. Teachers' punctuality, responsibility, compliance with institutional rules, and appropriate conduct provide students with concrete examples of the behaviors expected from them. This finding supports Jaciw et al., (2021), who argue that students, particularly children and adolescents, tend to imitate observable behavior and may respond more strongly to examples than to verbal instructions alone. The teacher therefore functions not only as an instructor but also as a behavioral model. When teachers consistently demonstrate disciplined conduct, students receive continuous implicit instruction about how discipline should be practiced. This finding is also consistent with Frazer et al., (2022), who emphasize the influence of educators' behavior on students' personal development. Accordingly, exemplary behavior strengthens habituation by transforming disciplinary values from verbal principles into observable daily practices.

The five findings collectively suggest that the effectiveness of the habituation method lies in the interaction among its components rather than in the isolated application of individual strategies. Regulation establishes expectations, punishment corrects violations, rewards reinforce desirable behavior, consistency sustains the process, and exemplary behavior provides observable models. This integrated mechanism creates a learning environment in which discipline is continuously communicated, practiced, reinforced, and demonstrated. Such a process corresponds with the basic assumptions of behavioral learning theory, particularly

the idea that behavior can be strengthened through repetition and appropriate consequences. At the same time, the findings indicate that habituation extends beyond external behavioral control because repeated practices can gradually develop students' familiarity and awareness of disciplined learning behavior.

The findings also indicate that the implementation of habituation was associated with students becoming increasingly accustomed to punctual attendance, compliance with classroom regulations, timely completion of assignments, attentiveness during lessons, and responsible participation in learning activities. The reported reduction in disciplinary violations suggests that repeated and consistent practices can contribute to the development of more stable learning behaviors. This finding strengthens previous research showing that habituation can support the development of students' independence and positive character (Baharun, 2022; Gopal, 2022; Zamroni et al., 2020). However, whereas previous studies have frequently emphasized religious character and general behavioral formation, the present study specifically demonstrates how habituation can be structured around students' everyday learning discipline.

The most important contribution of this study is therefore the identification of exemplary behavior as an additional dimension that complements Hurlock's four disciplinary elements. Hurlock's framework provides a strong foundation through regulation, punishment, rewards, and consistency, but the findings demonstrate that the presence of teachers as behavioral models strengthens the process of internalizing discipline. The study consequently proposes that habituation in learning discipline should be understood as a comprehensive process involving clear expectations, corrective consequences, positive reinforcement, continuous implementation, and behavioral modeling. When these elements operate simultaneously, discipline is not merely imposed externally but gradually cultivated as part of students' everyday learning behavior. This provides a practical basis for educational institutions seeking to develop sustainable learning discipline through routine and contextually grounded practices.

CONCLUSION

Based on the findings, this study concludes that the implementation of the habituation method plays an important role in strengthening students' learning discipline. The habituation process was implemented through five interconnected practices: regulation, punishment, rewards, consistency, and exemplary behavior. Regulations established clear expectations regarding punctuality, classroom conduct, assignment completion, and participation in learning activities. Punishment functioned as a corrective measure for violations, while rewards provided positive reinforcement for students who demonstrated disciplined behavior. Consistency ensured that disciplinary practices were implemented continuously, allowing students to become familiar with expected behaviors, while exemplary behavior demonstrated

by teachers provided students with concrete models to imitate. The integration of these five practices contributed to the development of more consistent and responsible learning behaviors and was reflected in the reduction of students' disciplinary violations.

The findings also indicate that learning discipline cannot be developed effectively through rules or sanctions alone. It requires a continuous educational process that combines clear expectations, constructive consequences, positive reinforcement, consistent implementation, and teacher role modeling. Therefore, educational institutions are encouraged to strengthen habituation programs by ensuring that disciplinary practices are implemented consistently and supported by active teacher involvement. Teachers should provide balanced reinforcement, avoid excessive punitive approaches, and consistently demonstrate the behaviors expected from students. Future researchers are encouraged to examine the habituation method in different educational contexts and explore its long-term influence on students' learning behavior, including through comparative or mixed-method studies. Such research may further contribute to the development of more innovative, contextual, and sustainable strategies for cultivating students' learning discipline.

ACKNOWLEDGMENT

The authors would like to express their sincere gratitude to the school leaders, teachers, and students who contributed their time, experiences, and valuable information to this study. Appreciation is also extended to all parties who supported the research process, particularly during data collection, observation, interviews, and documentation. Their cooperation and support were essential to the successful completion of this research.

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