



THE INFLUENCE OF ADOLESCENTS' TEMPERAMENTAL CHARACTERISTICS ON THE LEVEL OF RELIGIOSITY: A CASE STUDY OF STUDENTS AT DARUSSALAM UNIVERSITY GONTOR PONOROGO

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ABSTRACT

Kampus Pesantren memiliki peraturan yang tidak hanya bertujuan untuk meningkatkan sisi akademis namun juga meningkatkan sisi religiusitas santrinya. Beberapa peraturan membuat mahasiswa pesantren merasa terbebani dan akhirnya menyebabkan karakter temperamental mahasiswa pesantren dan menghambat mahasiswa dalam mengembangkan sisi religiusitasnya. Hal ini menjadi dilema dimana tujuan pesantren adalah meningkatkan sisi religiusitas peserta didiknya. Tujuan dari penelitian ini adalah untuk mengetahui pengaruh karakter temperamental terhadap tingkat religiusitas mahasiswa pesantren. Metode dalam penelitian ini adalah kuantitatif dengan rancangan korelasional. Pengumpulan data dilakukan secara random sampling dengan cara penyebaran kuesioner kepada mahasiswa strata satu di Universitas Darussalam Gontor dengan jumlah 100 responden. Data yang diperoleh dianalisis dengan menggunakan regresi linear sederhana. Hasil penelitian menunjukkan bahwa pengaruh karakter temperamental hanya 6% terhadap sisi religiusitas dan 94% religiusitas dipengaruhi hal yang lain diluar penelitian. Hal ini membuktikan bahwa karakter temperamental tidak mempengaruhi tingkat religiusitas mahasiswa pesantren.

Keywords: Kampus Pesantren, Religiusitas, Temperamental

1. INTRODUCTION

The adolescent stage is a highly dynamic phase of development, marked by an individual's search for identity and the transition from childhood to adulthood¹. Therefore, supportive activities like education are essential². One such educational method is the pesantren, which has evolved to provide education up to the higher education level, often referred to as a pesantren campus. A pesantren campus is a higher education institution established by a pesantren. The establishment of pesantren campuses aims not only to improve the quality of education but also to enhance the religiosity of students enrolled there³.

Religiosity is defined by Suparlan as an attitude of obedience in practicing one's religious teachings, tolerance, and the ability to live harmoniously with followers of other religions⁴. Within the context of pesantren campuses, the focus is on Islam, making the observable indicators of religiosity include adherence to daily prayers (such as the five daily prayers), acts of charity, and maintaining noble character.

Darussalam Gontor University applies a Pesantren-based campus system. Pesantren-based campuses adopt an educational model that integrates the pesantren system and traditions with the higher education system⁵. This collaboration between the two traditions results in the establishment of regulations governing both academic activities and pesantren-related activities. Pesantren activities emphasize discipline and religiosity. Discipline, in turn, requires the enforcement of rules to guide students' behavior. These regulations are designed for the benefit of the students. However, many students feel constrained by these campus rules, leading to emotional reactions.

¹ Wahyu Nugroho, "Peran Pondok Pesantren Dalam Pembinaan Keberagamaan Remaja," *MUDARRISA: Jurnal Kajian Pendidikan Islam* 8, no. 1 (2016): 89–116, <https://doi.org/10.18326/mdr.v8i1.89-116>.

² Unang Wahidin, "Pendidikan Karakter Bagi Remaja," *Edukasi Islami : Jurnal Pendidikan Islam* 2, no. 03 (2017), <https://doi.org/10.30868/ei.v2i03.29>.

³ Nursiyam Nursiyam, "Pengaruh Sistem Pembelajaran Pesantren Kampus Terhadap Penguatan Akidah Dan Akhlak Mahasiswa IAIN Samarinda," *SYAMIL: Jurnal Pendidikan Agama Islam (Journal of Islamic Education)* 3, no. 2 (2015), <https://doi.org/10.21093/sy.v3i2.248>.

⁴ M.Pd Dwi Utami, "KEUTAMAAN KARAKTER RELIGI," bss.ub.ac.id, 2017.

⁵ Dwi Utami.

These emotions can manifest as a temperamental character trait, arising from the sense of restriction. Such emotions can negatively affect students' temperament⁶. A temperamental character can influence daily life, including one's level of religiosity.

An observation by Rakhmad found a correlation between religiosity and temperamental characteristics. Negative temperament can act as a barrier to the development of religious character, hindering its growth⁷. This study aims to examine whether adolescents' temperamental characteristics affect the religiosity of pesantren campus students.

Research Hypothesis:

The alternative hypothesis (H_a) is tested when the null hypothesis is proven false or rejected. In this study, the null hypothesis posits no relationship between variables (X) and (Y). The alternative hypothesis (H_a) suggests that temperamental characteristics do have an influence on religiosity.

2. METHODS

This study employs a quantitative research method using a survey approach with correlational analysis. Survey research is conducted to gather facts or data from the field. The aim of this study is to obtain accurate and factual information⁸. Correlational research involves collecting data to determine whether there is a relationship and the extent of the relationship between two or more variables⁹.

The researcher has defined the respondents' characteristics as students of pesantren-based campuses at Darussalam Gontor University without limiting them by major or semester. This selection includes students from various majors and semesters

⁶ Dwi Utami.

⁷ M.Pd Santy Andrianie, M.Pd Laelatul Arofah, and M.Pd Restu Dwi Ariyanto, *KARAKTER RELIGIUS: SEBUAH TANTANGAN DALAM MENCIPTAKAN MEDIA PENDIDIKAN KARAKTER*, ed. : Tim Qiara Media, pertama (CV. Penerbit Qiara Media - Pasuruan, Jawa Timur, 2021).

⁸ Muhammad Ramadhan, *Metode Penelitian*, ed. Amin Aidil Effendy, 1st ed. (Surabaya: Cipta Media Nusantara, 2021).

⁹ Erlando Doni Sirait, "Pengaruh Minat Belajar Terhadap Prestasi Belajar Matematika," *Formatif: Jurnal Ilmiah Pendidikan MIPA* 6, no. 1 (2016): 35–43, <https://doi.org/10.30998/formatif.v6i1.750>.

because each student has different workloads and levels of comfort on campus, which may influence their emotions and religiosity.

A total of 100 respondents completed the questionnaire. Data collection was carried out using an online questionnaire distributed via Google Forms through WhatsApp and directly over five days, from December 20 to December 25, 2023.

The study's operational instrument was based on characteristics of temperament and religiosity, designed according to specific aspects and indicators. The instrument underwent validity testing using SPSS, with all items scoring above 0.444, indicating validity. Validity measures whether the variables being studied are accurately represented by the data collected¹⁰. Additionally, the collected data passed reliability testing, confirming the instrument's trustworthiness. Reliability refers to the consistency of a research instrument in accurately gathering data and revealing actual field conditions¹¹.

This study used a Likert scale, a measurement scale developed by Likert. The Likert scale comprises four or more statements combined to form a score representing individual traits such as knowledge, attitudes, and behaviors¹². The response options ranged from "strongly agree" to "strongly disagree."

Table 2.1. Operational Variables

Variabel	Indikator
Tempramental	The attitude of a person who tends to get angry easily
	Easily emotional without considering the situation
	Tends to be sensitive
Religiosity	Strong faith in Allah
	Knowledge of the practical implementation of worship
	Having good morals in relations with Allah and humans

¹⁰ Putri Lestari and Muchammad Saifuddin, "Implementasi Strategi Promosi Produk Dalam Proses Keputusan Pembelian Melalui Digital Marketing Saat Pandemi Covid'19," *Jurnal Manajemen Dan Inovasi (MANOVA)* 3, no. 2 (2020): 23–31, <https://doi.org/10.15642/manova.v3i2.301>.

¹¹ Andi Arsi, "Langkah-Langkah Uji Validitas Dan Realibilitas Instrumen Dengan Menggunakan SPSS," *Sekolah Tinggi Agama Islam (STAI) Darul Dakwah Wal-Irsyad*, 2021, 1–8.

¹² Weksi Budiaji et al., "SKALA PENGUKURAN DAN JUMLAH RESPON SKALA LIKERT (The Measurement Scale and The Number of Responses in Likert Scale)," *Jurnal Ilmu Pertanian Dan Perikanan Desember 2*, no. 2 (2019): 125–31.

3. THEORETICAL REVIEW

3.1. Religiosity

Religiosity is a complex system encompassing belief and faith, reflected in attitudes toward performing religious ceremonies aimed at communicating with God. Religiosity manifests through various dimensions and forms, such as accepting religious teachings without the necessity of being part of a community or religious institution representing that faith, while still independently and rationally considering the significance of these teachings. A person's religiosity, whether through the internalization of teachings or involvement in religious groups, may be based on intrinsic benefits or more pragmatic extrinsic benefits. This gives rise to four dimensions of religiosity: intrinsic, extrinsic, intrinsic-social, and extrinsic-social. From the perspective used to examine the studied issues, religiosity can be concluded as an individual's relationship with the Creator, realized through the internalization of religious teachings, which are subsequently reflected in daily attitudes and behaviors.¹³

3.2. Temperamental

Temperamental refers to temperament, which denotes a person's behavioral style and unique way of responding. Temperament is a blend of traits inherited from parents to children. These inborn characteristics, present from birth, influence how an individual acts and interacts. Biologically, temperament forms the foundation for engaging with the world from the moment of birth. Meanwhile, according to the Kamus Besar Bahasa Indonesia (Great Dictionary of the Indonesian Language), "temperamental" describes a person's habitual tendencies or attitudes that lean toward being harsh, quick to anger, emotional, and lacking consideration for the situation, as well as often being sensitive. Temperament is explained as a mechanism that illustrates individual differences in terms of reactivity and self-regulation ability. Self-regulation refers to behavioral processes involved in managing or adjusting levels of reactivity, including the capacity to focus attention and control certain impulses.¹⁴

¹³ Ros Mayasari, "Religiusitas Islam Dan Kebahagiaan (Sebuah Telaah Dengan Perspektif Psikologi)," *Al-Munzir* 7, no. 2 (2014): 81–100.

¹⁴ Ria Rizka Awalliya, "Studi Temperamental Pada Mahasiswa Suku Jawa Dan Madura Di Kota Malang," *Journal of Practice Learning and Educational Development* 1, no. 4 (2021): 163–68, <https://doi.org/10.58737/jpled.v1i4.28>.

3.3. Pesantren based Campus

A pesantren based campus is a higher education institution based on the pesantren (Islamic boarding school) system. A pesantren is an educational institution centered around the figure of a kiyai (Islamic scholar), with the mosque as its spiritual core, and the primary activity being the teaching of Islamic studies by the kiyai, followed by the santri (students). In terms of education, pesantren plays a role in advancing to a higher level, namely the pesantren campus or pesantren-based higher education. A pesantren campus is an educational institution that integrates a formal modern education system with Islamic pesantren traditions. Within this institution, students not only follow an academic curriculum similar to that implemented in general universities but also receive intensive Islamic education through turath (classical Islamic texts) studies, moral development, and religious activities characteristic of the pesantren tradition.¹⁵

4. RESULTS AND DISCUSSION

4.1. Research Validity Test

The validity test is a crucial part in determining the influence of variable X on Y¹⁶. A validity test is used to assess the accuracy of a research instrument. This test is conducted to determine how well the variables function. When something can be measured, the instrument is considered valid. In this validity test, the Product Moment Test is used to determine the validity of each variable. By checking the validity of each item, it is possible to determine whether the instrument is valid or not.

The validity test uses the Product Moment method, which is conducted using SPSS software. The data being tested includes the influence of temperament on religiosity levels, with 100 students (N = 100) and 20 items. The criteria for determining whether an item is valid or not are based on measuring the total score of each item with a significance level (Sig) of 5%, or by comparing the calculated r-value with the r-table value. The calculated r-value (Pearson Correlation per item_total score) is

¹⁵ Gatot Krisdiyanto et al., "Sistem Pendidikan Pesantren Dan Tantangan Modernitas," *Tarbawi : Jurnal Ilmu Pendidikan* 15, no. 1 (2019): 11–21, <https://doi.org/10.32939/tarbawi.v15i1.337>.

¹⁶ Riyanto Slamet and Andhita Hatmawan Aglis, "Metode Riset Penelitian Kuantitatif Penelitian Di Bidang Manajemen, Teknik, Pendidikan, Dan Eksperimen," *Deepublish*, 2020.

used to interpret the output table. The r-table value for 98 respondents is 0.1966, and if the item value is above this, the instrument is considered valid.

4.2. Reliability Test for Both Variables

The reliability test is useful to show the consistency of the measuring instrument when used at different times. This study will be considered more consistent if the Cronbach's Alpha value approaches 1. The minimum threshold for this research to be considered reliable is if the reliability value is above 0.6; otherwise, it is considered unreliable if it is below 0.6.

Table 4.1. Reliability Test Results Table

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.840	.827	20

The reliability test is marked by a Cronbach's Alpha value of 0.60. Based on the output data above, which shows two combined variables, the Cronbach's Alpha value in the table is 0.840. The result for the variable of the influence of temperament on the religiosity level of Darussalam Gontor University students is $0.840 > 0.60$, indicating that the coefficient is reliable. To find this, N (the number of questionnaire items) is known to be 20 items, with a total value of 0.840 for both variables. The benchmark for reliability is a minimum Cronbach's Alpha of 0.60.

Table 4.2. Reliability Table for Variable X

Item-Total Statistics					
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
x1	21.32	34.886	.387	.298	.794
x2	21.31	35.347	.392	.233	.793
x3	22.21	35.137	.462	.458	.784
x4	22.08	35.024	.484	.417	.782
x5	22.20	33.778	.629	.494	.767
x6	22.19	34.196	.522	.450	.777
x7	22.26	33.568	.612	.454	.768
x8	21.76	36.528	.269	.175	.808
x9	21.64	34.011	.488	.299	.781
x10	22.00	33.778	.572	.445	.772

The following is the total Cronbach’s Alpha value for the variable (X) Temperament. From the data above, it can be seen that the Cronbach’s Alpha value is above 0.60, indicating that variable X is reliable.

Table 4.3. Reliability Table for Variable Y

Item-Total Statistics					
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach’s Alpha if Item Deleted
y1	31.74	96.881	.238	.254	.907
y2	31.69	99.085	.136	.267	.913
y3	32.33	91.698	.443	.276	.896
y4	31.91	81.194	.793	.666	.873
y5	31.82	80.533	.765	.709	.875
y6	31.87	81.468	.742	.710	.877
y7	31.65	79.462	.838	.796	.870
y8	31.74	81.891	.783	.751	.874
y9	31.71	79.238	.789	.813	.873
y10	31.60	81.172	.802	.818	.873

The following is the total Cronbach’s Alpha value for the variable (Y) Religiosity. From the data above, it can be seen that the Cronbach’s Alpha value is above 0.60, indicating that variable Y is reliable.

4.3. Simple Linear Regression Test by Comparing the Sig value and the 0.05 probability

Table 4.4. Results of Simple Linear Regression Test by Comparing the Sig Value and Probability of 0.05

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	32.238	4.101		7.861	.000
	xTotal	.117	.163	.074	.714	.477

To determine the formulation of the significance result, the decision-making process in linear regression analysis is based on the significance (Sig) value from the SPSS output:

- If the significance (Sig) value is less than the probability of 0.05, it means that there is an effect of variable X on variable Y.

- Conversely, if the significance (Sig) value is greater than the probability of 0.05, it means there is no effect of temperamental variable X on religiosity.

Based on the hypothesis test results and comparing the Sig value with 0.05, the significance (Sig) value in the table above is 0.477, which is greater than the probability of 0.05. Therefore, it can be concluded that H_a is accepted and H_0 is rejected, meaning “There is no effect of temperament on the religiosity level of Darussalam Gontor University students, or X does not affect Y.”

4.4. Hypothesis Test by Comparing the Calculated T Value with the T Table Value

Table 4.5. Results of Hypothesis Test by Comparing the Calculated T Value with the T Table Value

Model		Coefficients ^a				
		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	32.238	4.101		7.861	.000
	xTotal	.117	.163	.074	.714	.477

a. Dependent Variable: yTotal

Based on the output above, the calculated t value (t hitung) is 0.714. Since the t value has been determined, the formula to calculate t hitung is as follows: $\alpha / 2 = 0.05$, with degrees of freedom (df) = $100 - 2 = 98$. The t-table value for 0.05 and 98 degrees of freedom is 1.664. It can be concluded that “There is no effect of temperament on religiosity” because the calculated t value is smaller than the t-table value.

From the description in the table above, it can be stated that the calculated t value is less than the t-table value, i.e., $0.714 < 1.664$.

The method for determining the calculated r value (r hitung) versus the r table value is as follows:

- If the calculated t value is greater than the t-table value, there is an effect of temperament (X) on religiosity (Y).
- Conversely, if the calculated t value is smaller than the t-table value, there is no effect of temperament on religiosity.

Table 4.6. Results of Hypothesis Test by Comparing the Calculated T Value with the T Table Value

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.074 ^a	.006	-.005	6.591
a. Predictors: (Constant), yTotal				

Based on the output above, the R Square value is 0.006. This means that there is no effect of temperament on the religiosity level of Darussalam Gontor University students.

Based on the data above, using SPSS software, the data from each table has been obtained. With the use of linear regression testing, the final result of these two variables is: Ha is rejected, and H0 is accepted (there is no effect of temperament on religiosity). The final percentage result is 0.006 or equivalent to 6%, indicating that there is no negative effect, and 94% of religiosity is influenced by factors outside the scope of this study.

After observing and determining the impact of temperament on the religiosity level of Darussalam Gontor University students, this becomes the answer to the hypothesis regarding the effect of temperament on the religiosity of Pesantren students. This is in line with the goal of pesantren, which is to enhance the religiosity of its community without being influenced by internal or external factors. It also confirms the successful role of Pesantren campuses as facilitators in increasing religiosity, as discussed in the journal written by Wahyu Nugroho titled “The Role of Pesantren in Building the Religious Character of Teenagers”¹⁷. This journal discusses the role of pesantren in shaping the santri, who are predominantly teenagers. Adolescence is a period of self-discovery and self-improvement.

This study is also in line with research conducted by Muksin, titled “Creating Muslim Graduates through Pesantren Campus Education.” It discusses the implementation of the pesantren campus system as a solution to minimize the negative aspects often associated with higher education¹⁸. The implementation of this system is expected to produce Muslim graduates who are kaffah. From this research and Muksin’s study, there is a continuity in the ability of Pesantren-based campus students to control their temperamental character in religious practices,

¹⁷ Nugroho, “Peran Pondok Pesantren Dalam Pembinaan Keberagaman Remaja.”

¹⁸ M Muksin, “Mencetak Sarjana Muslim Kaffah Lewat Pendidikan Pesantren Kampus,” *Al-Ibrah* 1, no. 2 (2016): 105–26.

contributing to the realization of a kaffah Muslim through the pesantren-based higher education system. A kaffah Muslim, of course, will not be influenced by emotions that affect their temperamental character in religious activities, or in other words, in worship.

The research conducted by Lisda Rahmasari, titled “The Influence of Intellectual Intelligence, Emotional Intelligence, and Spiritual Intelligence on Employee Performance,” also aligns with this study¹⁹. This is evident from Lisda’s findings, which show that emotional intelligence has a positive and dominant effect on employee performance. Emotional intelligence refers to the ability of employees to manage their emotions. The continuity between Lisda’s research and this study is that employees who can manage their emotions well tend to perform better. Similar to the findings of this research, where the students of Darussalam Gontor University are able to control their temperamental character so that it does not affect their religiosity.

5. Conclusion

This study explores the influence of adolescents' temperamental characteristics on their religiosity within the context of a pesantren-based campus, namely the students of Darussalam Gontor University. It concludes that temperamental traits only account for 6% of the variation in religiosity levels, with 94% attributed to other factors not examined in this research. This finding highlights that a temperamental nature does not significantly affect the religiosity of pesantren students. The pesantren campus system, integrating academic rigor with intensive Islamic education and moral development, effectively upholds its goal of fostering religiosity among students despite emotional or temperamental tendencies. This supports the view that pesantren-based education nurtures the development of well-rounded Muslim graduates, capable of maintaining their religious commitments.

It is hoped that future researchers will consider various aspects that may influence the religiosity of students at pesantren-based campuses. These aspects include education, knowledge, age, and others. This aims to gain a deeper understanding of religiosity. []

¹⁹ Muksin.

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