

Literature Study: Moral Education Strategies in Schools in Forming Character and Preventing Social Deviance in Students

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ABSTRACT

This article discusses the strategic role of schools in shaping students' morality and preventing social deviations that can spread throughout society. In the context of increasing cases of juvenile delinquency, drug abuse, violence, and a permissive culture, it is important to review the function of schools not only as centers of academic learning but also as agents of character formation and social control. This study uses a descriptive qualitative approach with a library research method. Data collection techniques were carried out through documentation studies of various scientific sources such as books, journals, research articles, and relevant policy documents. Data analysis used content analysis techniques with the stages of data reduction, data classification, interpretation, and drawing conclusions. The results show that schools play a role as secondary socialization agents that instill moral values through curriculum integration, positive behavioral habits, extracurricular activities, and enforcement of discipline. Teacher role models and a conducive school environment are important factors in the successful formation of student morality. This study also found that strong moral education contributes significantly to controlling social deviations, such as *bullying*, juvenile delinquency, and other antisocial behavior, by strengthening self-control, social empathy, and normative awareness. This study concludes that schools play a central role in shaping morality and preventing social deviance, but their effectiveness requires a collaborative approach between schools, families, and communities. This research contributes to the development of sociological studies of education and character education and provides policy recommendations for strengthening character education programs in schools.

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1. INTRODUCTION

The rapid development of modern society has brought major changes to the social, cultural, and moral patterns of the younger generation. Globalization, advances in information technology, and increasingly open social media have created new spaces for interaction that are not always in line with prevailing moral values and social norms in society. [1]. Phenomena such as increasing juvenile delinquency, bullying, drug abuse, violence in educational settings, and consumerist and individualistic behavior indicate that society is facing a fairly serious moral crisis [2]. In these conditions, schools as formal educational institutions have a strategic position in shaping the character and morality of students so that they are able to face the ever-evolving social challenges.

Schools not only function as a place to transfer knowledge, but also as a social institution responsible for shaping the personality, character, and behavior of students. Moral education is an important part of the educational

process because morality is the main foundation in creating an orderly, harmonious, and civilized society. Through moral education, students are guided to understand values such as honesty, discipline, responsibility, tolerance, and social concern. These values are essential to forming individuals who are not only intellectually intelligent but also have moral integrity in social life.

The importance of research into the role of schools in moral formation is becoming increasingly relevant as various forms of social deviance among adolescents continue to increase. Numerous cases demonstrate that students engage not only in mild deviant behavior but also in actions that lead to violations of laws and social norms. This situation demonstrates that educational success cannot be measured solely by academic achievement, but also by the school's ability to shape the character and social behavior of students. Therefore, this research is crucial to determine the extent to which schools are able to fulfill their role as agents of moral formation and as regulators of social deviance in society.

From the perspective of sociology of education, schools are seen as secondary socialization agents that have an important function in instilling social norms and values in the younger generation. Fadlilah and Khasanah explain that the socialization process enables individuals to internalize social values and rules so that they are able to behave according to societal expectations [5]. In addition, Fathoni et. al. emphasize that education has a moral function in creating social solidarity and order in society [6], [7]. This view shows that schools have a big responsibility in shaping the moral awareness of students so that they are able to live responsibly in their social environment.

Research from Judrah et al. shows that moral education has a significant influence on the formation of students' character [8]. Lickona emphasizes that character education must include aspects of moral knowing, moral feeling, and moral action so that students not only understand moral values theoretically, but are also able to apply them in everyday life [9]. Research from Muhdar also shows that a conducive school environment, teacher role models, and positive behavioral habits can help reduce deviant behavior among students [10]. Thus, moral education in schools makes a major contribution to the formation of positive social behavior.

However, research on the relationship between the role of schools in moral formation and the control of social deviance still has several limitations. Most previous studies have focused more on character education in general terms without specifically linking it to the phenomenon of social deviance in society. Furthermore, some studies have focused solely on the curriculum or learning methods without examining the overall influence of the school environment on students' moral formation. This situation indicates that there is still room for further research to examine how schools comprehensively fulfill their moral function.

The lack of research integrating moral formation with the control of social deviance is a significant gap in current educational studies. Many studies only highlight the causes of social deviance from the family or community perspective, while the role of schools as formal educational institutions is often under-analyzed. Yet, schools are the setting for the systematic character formation process, carried out through learning, habituation, role modeling, and social supervision of students.

In addition to the limitations of previous research, there are also various practical issues that need to be addressed immediately. In the current educational reality, many schools still place more emphasis on academic achievement than on developing students' morals. Moral education is often merely a supplement to the curriculum and has not been consistently implemented in daily school life. Furthermore, the influence of social media, a promiscuous environment, and weak social supervision make students more vulnerable to deviant behavior. These issues indicate that schools need to strengthen their moral education strategies to serve as a primary bulwark against the moral crisis facing the younger generation.

This research is also important because the formation of morality impacts not only individuals but also the wider social life of society. Students with good morals tend to have the ability to control themselves, respect social norms, and avoid deviant behavior. Conversely, weak morals can trigger various forms of social deviation that are detrimental to society. Therefore, the success of schools in shaping students' character will indirectly contribute to the creation of social stability, public order, and the development of national character.

Based on the above description, this study aims to analyze the role of schools in shaping students' morality, identify moral education strategies implemented in schools, and examine the influence of moral education on controlling social deviation in society. This research is expected to provide theoretical contributions to the development of sociological studies of education and character education, as well as serve as evaluation material for educational institutions in strengthening the function of schools as agents of moral formation and social control amidst the challenges of modern societal development.

2. METHODS

2.1. Types of research

This study uses a descriptive qualitative research type with a library research approach. This type of qualitative research was chosen because this study aims to understand in depth the social phenomenon regarding the role of schools in the formation of student morality and controlling social deviations in society. Qualitative research does not focus on numbers or statistical measurements, but rather on the meaning of a phenomenon through the study of theories, concepts, and previous research results. In the context of this research, the researcher attempted to review

various literature that discusses moral education, character, social deviation, and the function of schools as agents of socialization. Thus, qualitative research is considered relevant because it is able to produce a more in-depth, comprehensive, and contextual description.

A descriptive approach is used to systematically describe various phenomena related to school strategies in shaping student morality [14]. This study does not aim to test a specific hypothesis, but rather focuses on the process of understanding how schools carry out their moral function amidst modern social challenges. The description is based on the results of interpretations of scientific sources relevant to the research topic. Through a descriptive approach, this study is expected to provide a clear picture of the relationship between moral education in schools and the control of social deviation. Therefore, this approach is considered appropriate to the characteristics of the problem being studied.

The use of literature review in this research was carried out because the main source of data came from various previously published scientific references [15]. Literature review allows researchers to gain a broad understanding of theories of moral education, deviant behavior, and the function of education in society. In addition, this method makes it easier for researchers to identify the results of previous research as comparative material and to strengthen the analysis. Literature review also provides advantages in terms of time efficiency and the ability to access various academic perspectives from various sources. Thus, this research seeks to build a strong synthesis of knowledge based on existing scientific studies.

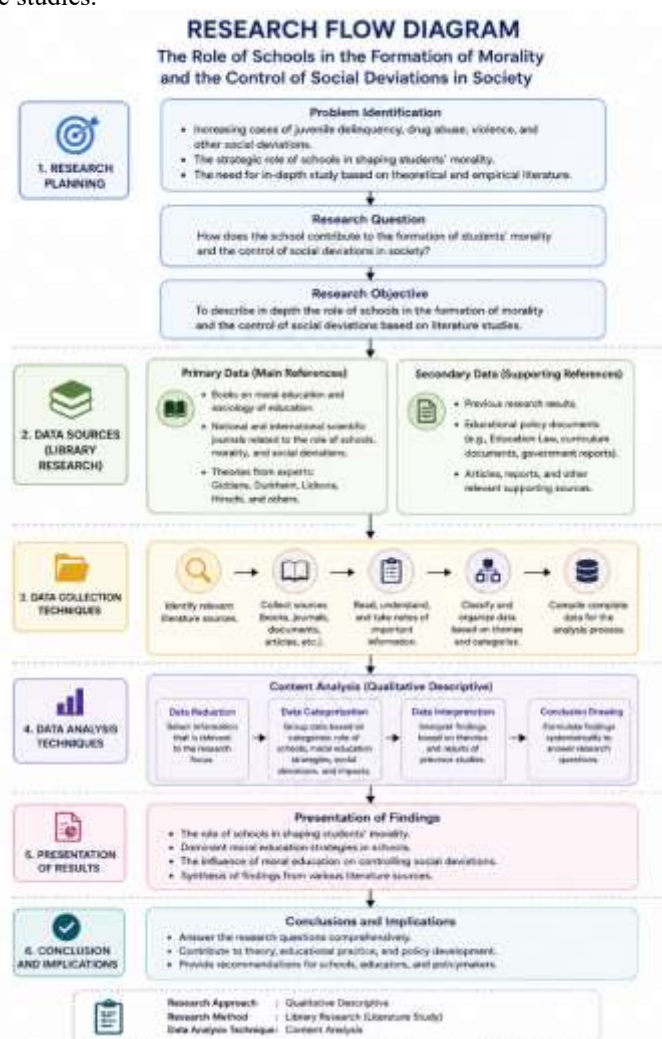


Figure 1. Research Flow Diagram

2.2. Research Approach

The research approach used in this study is a qualitative approach. This approach was chosen because the focus of the research is more directed at understanding the meaning, interpretation, and analysis of social phenomena related to the formation of student morality in the school environment. Qualitative research provides space for researchers to interpret various theories, concepts, and research results related to moral education [13]. This approach also allows for in-depth exploration of the factors that influence student behavior in the educational environment. Therefore, a qualitative approach is considered relevant to understanding the complexity of the issues discussed.



In a qualitative approach, the data studied is more narrative and conceptual than numerical. This is consistent with research that does not involve surveys, experiments, or statistical processing as the primary basis for analysis. The research focuses more on a theoretical understanding of the relationship between moral education and the control of social deviance. Researchers interpret various scientific findings to obtain a comprehensive picture of the role of schools in shaping students' character. Thus, this approach can yield a deeper understanding of the phenomena studied.

A qualitative approach also allows research to view social reality more flexibly and dynamically. Issues of morality and social deviance are phenomena influenced by various social, cultural, and environmental factors. Therefore, a qualitative approach is considered more capable of explaining the relationships between variables contextually. This research views schools not only as formal educational institutions but also as agents of moral socialization and social control. Therefore, the research findings are expected to provide both theoretical and practical contributions to the development of character education.

2.3. Research Focus

This research focuses on the role of schools in shaping students' morality. Schools are viewed as formal educational institutions with a significant responsibility for instilling moral values in students. This research examines how schools carry out their moral function through learning, habituation, teacher role models, and school policies. This focus was chosen because student morality is a crucial indicator of educational success. Therefore, this research seeks to understand schools' contribution to shaping student character.

In addition to moral development, this research also focuses on moral education strategies implemented in schools. These strategies include integrating moral values into the curriculum, extracurricular activities, enforcing rules, and fostering positive behavior. This research aims to understand how these strategies are implemented and their impact on students' moral development. By examining moral education strategies, the research is expected to provide useful recommendations for the world of education. This focus is considered important because moral education cannot be achieved solely through theory.

Another focus is the influence of moral education on controlling social deviance in society. This research examines the relationship between strong moral education and a lower tendency for deviant behavior among students. Forms of social deviance such as bullying, juvenile delinquency, violence, and antisocial behavior are part of the research discussion. This study also attempts to examine how schools can function as a tool of social control. Thus, the research focuses on the relationship between morality and social order.

2.4. Research Object

The research object in this study is a literature review regarding the role of schools in shaping morality and controlling social deviance in society. The research does not focus directly on specific individuals or educational institutions. Instead, it emphasizes the analysis of various scientific sources that discuss this phenomenon. The research object was selected based on its relevance to the research objective, which is to understand the relationship between schools, morality, and social behavior. Therefore, this research is conceptual and theoretical in nature.

The research object was selected based on the increasing phenomenon of social deviance among adolescents. Schools are seen as playing a strategic role in shaping students' behavior to conform to social norms. Therefore, various theories and research findings related to moral education served as the primary focus of the study. This research also examines how educational strategies in schools influence student character formation. Therefore, the research object has a broad and multidimensional scope.

Because it is based on literature, the research object is not limited to one particular region or institution. This allows researchers to gain a broader perspective on moral education practices across various educational contexts. Reviewing various sources also helps researchers understand the differences in approaches used in character education. Thus, the research results are expected to provide a more comprehensive picture of the topic under study. Therefore, the research object in this study is universal and flexible.

2.5. Data source

The data sources in this study consist of primary data and secondary data obtained through literature studies. The primary data in this study consist of various main theories related to moral education, character formation, social deviation, and the function of schools as agents of socialization [16]. Some of the main theories used as references come from the thoughts of figures such as Emile Durkheim and Thomas Lickona. These theories are used to strengthen the conceptual foundation in analyzing the phenomena studied. By using these theories, the research is expected to have a strong academic footing.

Meanwhile, secondary data was obtained from various scientific journals, academic books, research articles, educational reports, and policy documents relevant to the research topic. Secondary data serves as supporting analysis and comparative material for the theories used. Previous research on character education and social deviance also served as important references in this study. Furthermore, secondary data sources were selected based on the credibility, relevance, and currency of the available information. This was done to ensure that the data used truly supports the research objectives.

In selecting data sources, researchers applied the principle of selectivity, considering the academic validity of each reference. The literature used came from reliable sources, such as reputable journals, scientific books, and official government documents. Researchers also classified the data based on specific themes to facilitate the analysis

process. This data sorting process made the interpretation process more systematic and focused. Therefore, the quality of the data sources is a crucial aspect of this research.

2.6. Data collection technique

The data collection technique in this research was carried out through documentation studies or literature studies. This technique was carried out by collecting various scientific references related to the research topic, both in the form of books, journals, scientific articles, and educational policy documents [12], [17]. Documentation studies were chosen because the research did not involve field observations or direct interviews. The data collected were in the form of conceptual information, theories, previous research results, and facts relevant to the research theme. Thus, data collection was carried out systematically through a review of various written sources.

The initial stage of data collection involved identifying sources related to moral formation and social deviance. Researchers then selected the literature based on the sources' relevance and academic quality. The collected data were then recorded, grouped, and organized into specific themes to facilitate analysis. This grouping allowed researchers to understand the interrelationships between sources. This process is crucial for developing a more systematic scientific argument.

Next, the researcher recorded data using note-taking techniques for important sections of each reference. Information deemed relevant was recorded in detail and tailored to the research focus. The researcher also compared the results of previous studies to identify similarities and differences between existing findings. This technique allowed the collected data to be organized more effectively and made it easier to analyze. Therefore, the documentation study technique is an appropriate method for library research.

2.7. Data Analysis Techniques

The data analysis technique used in this study was content analysis [18]. Content analysis was conducted by reviewing various collected literature to gain an understanding of the concepts, patterns, and relationships between moral education and the control of social deviation. This technique allows researchers to interpret the contents of documents objectively and systematically. Through content analysis, researchers can identify the main themes that appear in various scientific sources. Thus, research results can be compiled in a more in-depth and structured manner.

The first stage of data analysis is carried out through data reduction, namely, selecting and focusing on information relevant to the research objectives [19]. Information that is not directly related to the research focus is set aside to make the analysis more effective. After the reduction process, the data is then classified according to certain categories such as the role of schools, moral education, character building strategies, and social deviations. This data grouping aims to facilitate the interpretation process. This stage is carried out so that the research results have a systematic discussion flow.

The next stage is data interpretation and drawing conclusions [20]. Researchers connect findings from various sources with the theories that have served as the basis for the research. Interpretation is carried out to understand the relationship between moral education in schools and efforts to control social deviation in society. After all the data has been analyzed, researchers draw conclusions based on the patterns found during the research process. Thus, the research results are expected to provide a comprehensive understanding of the topic being studied.

2.8. Validity or Validity of Data

The validity of the data in this study was established using source triangulation techniques. Source triangulation is the process of comparing various data from different sources to ensure the consistency of the information obtained. Researchers compared theories, previous research results, and educational policy documents to obtain more valid data [21]. This technique was chosen to minimize the possibility of bias in the data interpretation process. Thus, the research results have a higher level of credibility.

In addition to source triangulation, data validity is also achieved through a selection process to assess the quality of the references used. Researchers only use sources with academic credibility, such as reputable journals, scientific books, and official government documents. The references used are also selected based on their relevance to the research focus and the phenomenon being studied. This method ensures that the data obtained is more scientifically reliable. This is crucial for maintaining the quality of research results.

Researchers also conducted a literature review process to ensure that the data used truly supported the research objectives. All information obtained was critically analyzed before being used as the basis for arguments. Researchers avoided using references with unclear sources or lacking academic validity. This step aimed to ensure that the research results were not only descriptive but also had a strong scientific basis. Thus, the research was expected to produce objective and reliable conclusions.

3. RESULTS AND DISCUSSION

3.1. Result

3.1.1. Schools are Positioned as the Primary Space for the Formation of Students' Morality

The literature analysis shows that schools are positioned as the primary institution in the process of shaping students' morality. The various literature sources analyzed demonstrate a tendency that schools serve not only academic functions but also social and moral ones. Students' morality is shaped through ongoing interactions between students, teachers, school rules, and the educational culture implemented. The literature demonstrates that schools



play a crucial role in instilling the values of honesty, responsibility, discipline, tolerance, and social awareness. These findings demonstrate that moral formation in schools occurs through both formal and non-formal learning processes.

The study also shows that the development of students' morality is influenced by a conducive school environment. School environments with a culture of discipline, good interpersonal relationships, and teacher support tend to be more effective in building student character. Previous studies have found that students in schools with a strong moral culture exhibit a tendency toward more positive social behavior than students in less supportive environments. Schools that consistently implement moral values in daily activities also demonstrate a strengthening of students' prosocial behavior. Therefore, the condition of the school environment is an important factor in the formation of morality.

Furthermore, the study findings demonstrate that teachers play a central role in the moral development of students. The literature analyzed indicates that teachers' exemplary behavior, communication, and decision-making are the most frequently cited aspects of student moral development. Teachers are positioned not only as transmitters of learning materials but also as moral figures observed and emulated by students. The findings suggest that teachers' consistent attitudes toward rules, honesty, and responsibility can strengthen students' internalization of morality. Thus, schools, through the role of teachers, serve as the primary medium for moral character formation.

3.1.2. Dominant Moral Education Strategies in the School Environment

The analysis shows that moral education strategies in schools are implemented through several integrated approaches. Literature findings indicate that integrating moral values into the curriculum is the most dominant strategy implemented in formal education environments. Values such as discipline, responsibility, cooperation, tolerance, and honesty are integrated into various subjects. This approach ensures that moral education does not stand as a separate subject but is part of the overall educational process. Thus, moral values can be learned contextually within students' learning lives.

In addition to curriculum integration, the study found that fostering positive behavior is a crucial strategy in moral education. Various schools implement fostering through routine activities such as greetings, morning literacy programs, environmental cleanliness, group prayer, and the development of a culture of discipline. The findings indicate that consistent repetition of positive behaviors influences the formation of students' moral habits. Fostering programs are considered effective in helping students understand moral values not only conceptually but also in their daily lives. Therefore, fostering becomes a dominant strategy in strengthening students' character.

Other findings indicate that extracurricular activities and the enforcement of school rules play a crucial role in moral education. Activities such as scouting, student organizations, religious activities, and social activities have been found to contribute to building students' social responsibility and leadership. Furthermore, school rules serve as a learning tool for discipline and behavioral control. Schools that consistently implement rules tend to be more effective in building students' moral awareness. Thus, moral education in schools occurs through a combination of academic strategies, habituation, and strengthening school culture.

3.1.3. Moral Education Contributes to Controlling Social Deviance

The results of the literature synthesis indicate that moral education has a significant relationship with controlling social deviance among students. Various previous studies have shown that students with a better understanding of morality tend to have stronger self-control against deviant behavior. The forms of social deviance most frequently discussed in the literature include bullying, juvenile delinquency, aggressive acts, vandalism, drug abuse, and other antisocial behavior. The findings indicate that moral education serves as an internal barrier in helping students distinguish between right and wrong behavior. Therefore, moral education is seen as an important part of preventing social deviance.

The study also showed that schools with consistent character education programs tended to exhibit lower levels of deviant behavior. Moral education through the instilling of discipline, strengthening empathy, and internalizing social norms was found to help students develop social awareness. Students with high moral awareness were less likely to engage in deviant behavior due to peer pressure. Furthermore, strengthening social relationships between teachers and students was also found to reduce the likelihood of social conflict in the school environment. These findings demonstrate a link between moral education and strengthening social control.

Other findings indicate that the effectiveness of moral education in controlling social deviance is influenced by the involvement of various parties. The literature shows that a school's success in shaping students' morality is influenced not only by the curriculum but also by the involvement of families and the social environment. Schools that are able to build collaboration with parents tend to be more effective in strengthening students' moral values. Conversely, weak social support is often found to be a factor inhibiting the internalization of moral values. Therefore, controlling social deviance requires a collaborative approach between schools, families, and the community.

3.2. Discussion

The research findings indicate that schools play a central role in shaping students' morality through their educational, socializing, and social control functions. These findings support Anthony Giddens' theory of socialization, which posits that schools are secondary socializing agents that instill social norms and values in individuals. In the context of this research, schools were found to function as spaces for internalizing the values of honesty, responsibility, discipline, and tolerance through ongoing social interactions. These findings reinforce the



argument that formal education serves not only as a transfer of knowledge but also as a mechanism for shaping social character. Thus, the research findings explicitly answer the research question regarding the role of schools in shaping students' morality.

The findings regarding the importance of the school environment and teacher role models also support Emile Durkheim's moral theory, which views education as an instrument for building social solidarity and societal order. Schools with a positive culture, consistent rules, and exemplary teacher figures have been found to be more effective in shaping students' moral behavior. This broadens the understanding that morality is formed not only through conceptual learning but also through repeated social experiences within the educational environment. In other words, students' moral formation occurs through a process of social habituation integrated into the school culture. This finding also aligns with previous research showing that school culture has a significant influence on student character development.

Research on moral education strategies shows that the integration of moral values into the curriculum, fostering positive behavior, extracurricular activities, and enforcing discipline are the dominant strategies implemented in schools. These findings support Thomas Lickona's theory of three dimensions of moral education: moral knowing, moral feeling, and moral action. This study found that schools emphasize not only moral knowledge but also habituation and real-life practice in everyday life. Thus, the research findings extend Lickona's theory by emphasizing the importance of integration across school activities as a medium for moral education. This means that the success of moral education is more effective when implemented holistically rather than partially.

The findings regarding the relationship between moral education and the control of social deviance also support Travis Hirschi's social control theory. This theory states that individuals who have strong social ties to institutions such as schools are less likely to engage in deviant behavior. This study found that moral education strengthens self-control, social empathy, and normative awareness, thereby reducing deviant behavior such as bullying, juvenile delinquency, and aggressive behavior. These findings indicate that moral education has a preventive function in reducing the potential for social deviance. Therefore, the results of this study explicitly answer the research question regarding the influence of moral education on the control of social deviance.

Scientifically, this research contributes to the development of sociological studies of education and character education by demonstrating the relationship between school functions, moral education, and social control. This research expands on previous studies that tended to discuss character education in general terms without directly linking it to the phenomenon of social deviance. Using a literature review approach, this study successfully developed a conceptual synthesis of how schools play a role in strengthening morality and preventing deviant behavior. However, the claims in this study are based on literature synthesis and not empirical field measurements. Therefore, generalizations of the results should be made with caution.

The practical implications of this research suggest that schools need to strengthen moral education more systematically through curriculum integration, strengthening school culture, and enhancing teachers' capacity as moral role models. At the policy level, educational institutions and the government need to strengthen character education programs, not only administratively but also in their application to everyday school life. Schools are also advised to build more intensive collaboration with families and communities to create a social environment that supports students' internalization of morality. From a theoretical perspective, this research demonstrates that the concepts of moral socialization and social control remain relevant in explaining the moral challenges facing the younger generation in the modern era. Thus, this research has theoretical, practical, and policy implications that are applicable.

However, this study has several limitations. It employed a library research approach, thus not involving direct empirical data through observations or interviews within the school environment. Consequently, the results are unable to describe variations in moral education practices within specific school contexts. Furthermore, most of the sources used were derived from previous research and are therefore heavily influenced by the perspective and context of each study. Therefore, further research is recommended to employ a mixed methods approach or field research to strengthen the empirical validity of the relationship between moral education and the control of social deviance.

CONCLUSION

Based on the analysis and discussion, it can be concluded that schools play a very strategic role in shaping students' morality and acting as institutions to control social deviation in society. Schools serve not only as a place for the transfer of knowledge but also as agents of secondary socialization, instilling moral values such as honesty, discipline, responsibility, tolerance, and social awareness through ongoing interactions between students, teachers, school rules, and the educational culture implemented.

The dominant moral education strategies implemented in the school environment include the integration of moral values into the curriculum, the instilling of positive behaviors (greetings, group prayers, morning literacy, environmental cleanliness), extracurricular activities (scouts, student organizations, religious activities), and the consistent enforcement of school regulations. The success of moral education is greatly influenced by a conducive school environment and the exemplary behavior of teachers as moral figures who are observed and imitated by students.

This study also found that moral education has a significant relationship with controlling social deviance among students. Students with a good understanding of morality tend to have stronger self-control, greater social empathy, and a better awareness of norms, thereby reducing the potential for deviant behavior such as *bullying*, juvenile delinquency, aggressive acts, vandalism, and drug abuse. Thus, moral education serves as both an internal barrier and a preventive instrument in preventing the spread of social deviance in society.

However, the effectiveness of moral education in controlling social deviation requires a collaborative approach between schools, families, and the community. Schools that are able to build strong partnerships with parents and the social environment tend to be more effective in strengthening the internalization of moral values in students. This study recommends the need to systematically strengthen moral education through curriculum integration, strengthening school culture, increasing the capacity of teachers as moral role models, and building more intensive collaboration with families and the community to create a social environment that supports the character development of the younger generation.

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