



Changes in Student Behavior Post Online Learning (Study in Elementary Schools In Yogyakarta And Kalimantan Indonesia)

Ahmad Salim^{1*}, Fiska Ilyasir¹, Aida Hayani¹, Khanifudin Khanifudin¹, Sukino Sukino¹

¹ Universitas Alma Ata, Yogyakarta, Indonesia
ahmadsalim0305@almaata.ac.id

Abstract. The Covid-19 pandemic has affected different aspects around the globe, including education. This condition has initiated a sudden shift in teaching and learning model applied at school, from offline into fully online, then shifted into hybrid and offline learning. This sudden shift on learning models certainly has an impact on student competence, both in cognitive, affective and psychomotor aspects. In the affective aspect, there are many changes in students' attitudes after they have undergone online to offline learning for a long time. This study aims to reveal the polite and respectful behavior of students after online learning at SDN Pengkol, SDIT Ibnu Abbas, SDN 06 Pontianak, SDN 34 Pontianak. Through qualitative methods, namely in-depth interviews with 6 Islamic Religious Education teachers as respondents to find changes in respectful and polite behavior in students, factors that cause shifts in student behavior, as well as the efforts of 4 elementary schools in Yogyakarta and Kalimantan in dealing with changes in student behavior. The findings of this study indicate that there is a change in polite and respectful behavior among elementary school students in Yogyakarta and Kalimantan with indicators of speaking harshly, not shaking hands with the teacher, not using a friend's name when calling, not using Javanese *kromo* when communicating informally to students in Yogyakarta Elementary School. Factors causing a shift in student behavior due to the application of online learning methods that are not sensitive to the formation of student behavior, students feel free because there is no supervision from the teacher, and there is no role model displayed by the teacher, so this habit is carried over when they carry out face-to-face learning advance. The effort carried out by schools is to strengthen regulations by internalizing student behavior in students' daily lives, by building role models played by all teachers, especially PAI teachers.

Keywords: Changes, Behavior, Inpolite, Unrespect.

1 Introduction

The emergence of Covid-19 has an impact on all aspects of life, including the educational aspect, namely implementing distance learning. This policy is implemented

with the basic assumption that the learning process must not stop under any circumstances, so that distance learning becomes an effective solution to take the learning process and to stop the widespread spread of the virus. Santos stated that distance learning is a unique solution to overcome learning during critical times. [1]. It is said to be an alternative solution because distance learning does not require teachers and students to meet face-to-face at a certain place and time, thus fulfilling health protocols to suppress the spread of the virus.[2].

Online learning is carried out in various ways which absolutely involve information technology in its implementation, whether functioning as a tool, media or learning application.[3]. Through the information technology used, forms of learning can be carried out synchronously and asynchronously which involve separation of space and time between students and teachers. [4]. This means that online, which requires the involvement of information technology, the learning process can be carried out without having to bring students and teachers together directly. The implementation of this learning can be seen in students' mastery of the material presented by the teacher. This reality is clear evidence that the Covid-19 pandemic has had an impact on society's adaptive behavior towards the need to master information technology adequately to fulfill their daily needs, including in the educational dimension.[5].

Online learning, which has been implemented for the past 2 years, has raised human awareness to continue developing online learning instruments as something that cannot be abandoned in the current and future era. The research results of Beleousova, et al (2021) explain that online learning provides many benefits to students at universities. The students were satisfied with the online learning that had been implemented, although there were some respondents who stated that this online learning would only be suitable during a pandemic. This means that online learning can run well at the student and upper class level, while elementary school students still have many problems, both related to weak mastery of technology, unavailability of internet networks and lack of support from the students' parents.[6].

Starting to control the spread of Covid-19 is the main reason for the government to resume offline or face-to-face learning. After more than 2 years of students carrying out online learning and starting to carry out face-to-face learning, students must adapt to face-to-face learning habits. Students who are used to dealing with smartphones or laptops every day must meet face to face with teachers during learning. Learning is carried out according to a predetermined schedule and the teacher supervises all aspects of the learning carried out.

There are changes in student behavior after the return to face-to-face learning from online learning. Online learning, which has been implemented for more than 2 years, has apparently become a new habit created by students, mainly related to student behavior that does not have direct contact with teachers, so they ignore polite and respectful attitudes towards teachers and friends. Students are more preoccupied with carrying out assignments from teachers via laptops or cellphones which are more cognitive in nature rather than getting used to ethical behavior which is more affective in nature. Online learning requires physical readiness more than students' psychological readiness, because students do not face teachers and other friends directly.

The results of researchers' interviews with teachers at SDN Pengkol, SDIT Ibnu Abbas, SDN 06 Pontianak, SDN 05 Pontianak City showed that many students behaved disrespectfully towards their teachers and friends. This impolite behavior is manifested in several activities, for example saying rude and dirty words, not respecting other people's opinions both in class and outside class. Meanwhile, disrespectful behavior is evident when interactions between teachers and students occur outside the classroom, for example not using honorifics to address upperclassmen, being indifferent when dealing with teachers, and getting emotional more easily when faced with situations that are unpleasant for them.

The reality of this shift in behavior of elementary school students is a serious problem related to the learning outcomes to be achieved at a certain level of education. Learning outcomes do not only pivot on mastery of material and skills after students have participated in a learning process, but learning outcomes must also be able to change student behavior.[7]. Behavior and attitudes are the main learning outcomes in all subjects at school, especially Islamic Religious Education lessons which must be internalized in students' lives, especially for elementary school students, because at this level they will become the foundation at a higher level.[8]. Many of the achievements of capacity and competence at higher levels are determined by the activities and habits carried out in the elementary school phase.

Based on the reality as explained above, this study is very important to carry out, in order to reveal changes in student behavior after face-to-face learning resumed, as well as school efforts to internalize student behavior in Yogyakarta elementary schools. In order to answer this problem, the author formulated a research question;

- 1) What is the polite and respectful behavior of students after online learning at SDN Pengkol, SDIT Ibnu Abbas, SDN 06 Pontianak, SDN 34 Pontianak City?
- 2) Why is there a change in students' polite and respectful behavior after online learning at SDN Pengkol, SDIT Ibnu Abbas, SDN 06 Pontianak, SDN 34 Pontianak Kota?
- 3) What are the school's efforts to familiarize polite and respectful behavior in the school environment at SDN Pengkol, SDIT Ibnu Abbas, SDN 06 Pontianak, SDN 34 Pontianak City?.

2 Methods

This type of research is qualitative in order to reveal changes in students' polite and respectful behavior after the implementation of face-to-face learning in Yogyakarta elementary schools. This approach was administered as the study required comprehensive information on the different aspects of the issue [9]. Likewise, by employing a qualitative method in calculable feedback and responses could be accommodated.[10].

The study was conducted in 4 elementary school at Yogyakarta i.e SDN Pengkol, SD Ibnu Abbas, SDN 06 Pontianak, SDN 34 Pontianak Kota. Participants who responded in this study are 4 Islamic religious education teachers from SDN Pengkol, SD Ibnu Abbas, SDN 06 Pontianak, SDN 34 Pontianak Kota. The selection of places in the

4 elementary schools was based on the empirical fact that these schools were the favorite schools in the area with a sufficient number of students, while the selection of Islamic education teachers as respondents was based on the large number of teachers' involvement in the formation of attitudes and behavior. From the total 4 participants, 2 are female and 2 are male. Researchers conducted in-depth interviews with 4 Islamic religious education teachers as respondents.

The data obtained through an in-depth interview were analyzed using an inductive analysis method. Open-ended questionnaires were used to extract a large amount of information as the respondents could express themselves in their own way more freely displayed guidelines for the questionnaire.

Table 1. Interview Guidelines.

Interview indicator	Description
Polite behavior of student	Not say dirty, rude or arrogant words Greet and shake hands every time you meet a teacher 1. Receive everything using the right hand 2. Respect other people's opinions 3. Don't spit anywhere 4. Be gentle when speaking with your conversation partner
Respectful behavior of student	5. Use honorifics, sir/ma'am, <i>mas</i>, ma'am, sir to address other teachers/students. 6. Use Javanese <i>kromo</i> when talking to the teacher 7. Comply with the advice given by the teacher 8. Provide opportunities for interlocutors to express opinions. 9. Greet conversation partners with warmth, smile, responsiveness.

The questionnaire was sent to the participants. Subsequent to the questionnaire, an interview was conducted to provide a comprehensive clarification on the participants' responses. Then, the data obtained from the questionnaire and interview were transcribed. As these data were qualitative, we adopted a thematic analysis approach. The collected data were examined and grouped according to themes that emerged. Qualitative research uses triangulation techniques to obtain data from various sources and run it continuously until the data is saturated or complete. The data analysis technique used in this study consists of three stages, namely data reduction, data presentation, and drawing conclusions.

3 Result and Discussion

3.1 Result

Human behavior is not something that is value-free and stands independently, but is a series of activities that are related and influence each other. Human behavior will always be related to the response he plays in seeing the reality that occurs outside the individual and becomes a habit based on the values he had been believed. [13]. The relationship and dialectic between responses to stimuli that occur around an individual's life and values as a reference for his life is what create to an action known as behavior. So human behavior cannot be separated from the environment that surrounds him and his efforts in carrying out activities from all the stimuli he receives are based on knowledge, values and experience. Indicators of human behavior can be seen from knowledge, motivation and perception which are reflected in their words and actions. Human behavior will be easily recognized when they speak, behave and act when they respond to certain events, for example when they meet other people.[14].

Online learning as a logical consequence of the Covid-19 virus has shaped and developed the behavior of elementary level students in Yogyakarta and Kalimantan. Student behavior is formed from the lack of direct interaction between students and teacher, instead their interaction is more intense through instruments or communication tools, especially cell phones. So they feel free to express their behavior in certain forms of words and actions that are different from their previous behavior. Behavior that had previously been internalized in students shifted when there was no direct control from the teacher and there were minimal role models played by the teacher. There are two behaviors that appear to be dominant among elementary level students in Yogyakarta and Kalimantan, namely polite and respectful behavior. Changes in polite behavior can be seen from several activities carried out by students when interacting with teachers and friends.

Based on interviews with Islamic Religious Education teachers at Pengkol and Ibnu Abbas Elementary Schools, empirical facts were found that there were several shifts in students' behavior in a polite context when they interacted with teachers and other students. Changes in behavior are evident in the dirty words they display when they interact with other students, and this is often practiced by students at high levels, namely grades 5 and 6. They also do not greet and shake hands with teachers when they meet in class or outside. class. This reality occurs precisely for those in the low and middle classes, namely classes 2-4.

A shift in behavior is also seen in the tone of speech when they interact with other students, they speak in a high or harsh tone. This reality is visible when they interact with classmates or friends outside the classroom at the same or different levels. Speaking harshly/in a high tone is often played by students at a higher level towards lower level students, for example class 5 towards class 3 and at the same level. This reality shows a shift in polite behavior among elementary school students in Yogyakarta.

In the context of using the left hand to receive something from other people, it is also found at SDN 1 Pengkol and SDIT Ibbnu Abbas Yogyakarta. This behavior is often carried out by students when they interact outside the classroom, for example in the yard, in the school canteen, library. This behavior is more often displayed by students at lower levels, namely grades 3 and 4. Based on the results of interviews with PAI

teachers, the reality is related to the use of the left hand to carry out an action not only in the activity of receiving goods or objects from other people, but also when they give goods or something to their friends, even when they eat, this activity is also found, especially when they eat in the school canteen.

In the context of elementary schools in Kalimantan, a shift in students' polite behavior is visible when they interact with teachers and other students. Based on the results of interviews with PAI teachers at SDN 05 Pontianak and SDN 06 Pontianak City, changes in polite behavior in state elementary schools appear to be different from usual, teachers seem indifferent and other students do not greet or kiss teachers' hands when in the school environment. This activity is mostly carried out by high class students, namely grades 5 and 6 at the school. In lower class students this behavior is rarely found, most of them will greet their teacher politely and also shake hands when they meet their teacher. This activity shows that in the context of lower class students they appear to have a polite attitude towards older people, namely towards their teachers with indicators of greeting and shaking hands when they meet.

A shift in politeness is also indicated by a high-pitched voice when they talk to other people, even their teachers. There seems to be a perception that the person they are talking to is a peer, so they consider this behavior to be a normal act that has no implications for other people's feelings. This shift in behavior is often found in student interactions at high levels, namely grades 5 and 6, and is carried out outside the classroom. This reality shows that a shift in polite attitudes with indicators of speaking softly and with friendliness occurred in this Kalimantan elementary school environment, namely speaking harshly towards friends.

In the context of using the left hand to receive something from other people, it was also found at SDN 06 Pontianak and SDN 34 Pontianak City. Almost the same as what happened in Yogyakarta, this behavior is often carried out by students when they interact outside the classroom and what is more interesting is that this behavior is more often displayed by students at high levels, namely 5 and 6. More deeply from the results of interviews with PAI teachers, the reality related to the use of the left hand, it is often done when they give goods or something to their friends.

Indifference to other people's opinions is also evident in the interactions of students at SDN 06 Pontianak and SDN 34 Pontianak City. This reality is seen when the teacher explains the lesson material and asks one of the students to answer the questions asked by the teacher. Other students who did not receive questions from the teacher seemed indifferent to the answers given by students to questions from the teacher. PAI teachers repeatedly remind other students to pay attention and listen when other students answer questions from the teacher. The teacher reminds us that respecting other people is a noble behavior that must be carried out by everyone, including students, because this behavior will have implications for themselves and others, namely harmony between human beings.

Human behavior is a dependent entity whose existence is greatly influenced by a person's values, knowledge and beliefs. Shifts in a person's values, knowledge and beliefs will be parallel to human behavior, so a behavior will not be able to stand strong without support from other behavior. A person's noble behavior cannot only be measured by a single behavior, it requires a series of behaviors that are integrated into one whole which is called noble values. This concept also applies to polite behavior

which cannot stand alone as perfect behavior without other interrelated behaviors, one of which is respectful behavior.

When data related to shifts in polite behavior were found strongly, facts related to shifts in respectful behavior were also found in elementary school students in Yogyakarta and Kalimantan. Based on in-depth interviews with PAI teachers as respondents, it was discovered that many students call friends who are in a higher class by their names, without the affix "*mas, mbak, sis*" as a symbol of respect for younger people towards older ones. This reality occurs in almost all classes in Yogyakarta and Kalimantan Elementary Schools. They seem to usually call them in this way without feeling guilty, and this happens in almost all interactions that occur in the school environment.

In the context of the use of the Javanese language, Kromo, especially in Yogyakarta elementary schools, is also experiencing degradation. This fact was clearly visible when they interacted with teachers in the school environment, Agus Purwoko as PAI SDIT Ibnu Abbas teacher stated that most of his students had difficulty speaking Javanese Kromo towards teachers and education staff as people who were older and should be respected. They use Indonesian more fluently than Kromo Javanese. This reality also occurs at SDN 1 Pengkol, the use of the Javanese language Kromo is an activity that is rarely carried out by students, both at low and high levels. They had difficulty using Javanese kromo even though the teacher tried to interact using Javanese, so their answers used Javanese Ngoko.

In the context of SDN 05 Pontianak and SDN 06 Pontianak City it is different because in Pontianak they do not use regional languages when communicating with teachers or with other students. It's just that the rest don't really understand the use of greetings such as calling you/your by name. This is actually true but not polite. This means that the use of different languages in elementary schools in Kalimantan has not found any evidence regarding this activity. Most students use Indonesian and Malay, but in these two languages there are no caste levels as a symbol of respect for elders.

A shift in respectful behavior also occurs in the aspect of being indifferent to suggestions and advice given by teachers to students. Students appear indifferent and do not pay attention to some of the advice given by the teacher during classroom learning, and activities outside the classroom, for example during congregational prayers in the prayer room, as well as extra-curricular activities. Amar Ma'ruf, PAI teacher at SDN 05 Kota Pontianak and Khanifudin, PAI teacher at SDN 1 Pengkol Yogyakarta, expressed the same reality regarding the shift in students paying attention to and obeying the advice given by their teachers, they are more engrossed in their own world and indifferent to advice from teachers.

3.2 Discussion

In the context of psychology, behavior is the construction of a person's response or reaction to external stimuli, which is manifested in human activities and actions.[15]. Human behavior will always be related to the characteristic functions inherent in the individual consisting of motives, values, personality attitudes, and the environment. So that behavior is not a static product, but a form of action that is at risk of undergoing transformation for the better or vice versa for the worse.[16]. This also happens to polite and respectful behavior which is always dynamically changing, influenced by changes

or intervention from outside a person. Intervention from outside a person will encourage a person's motives and values so that it will influence human actions or behavior. Bad and good behavior carried out by a person is very dependent on the construction of driving and restraining forces either from within or outside as a reaction to stimuli. [17].

Based on the explanation regarding behavior above, changes in student behavior in aspects of politeness and respect are a very rational reality. Online learning, which has been going on for quite a long time as a result of the Covid pandemic has constructed students' perceptions, knowledge and values which then produce different behavior than before. [18]. Online activities that focus students more on cellphones, gadgets, computers and laptops facilitate them to ignore stimuli that are present outside themselves, as a result they pay attention to suggestions and advice from other people, including their teachers. Online electronic devices have presented many interesting features for students so that they ignore and do not respect the existence of other people, including their teachers.[19].

The Google search engine, for example, has been considered a multi-talented teacher whose role is to displace the teacher who has been teaching him. Students will use this search engine when they get work or assignments given by the teacher. Internalization in this way clearly has a big influence on students' respect for teachers, especially if students compare teacher competence with information search machines, then the degradation of students' respectful behavior towards teachers will be produced quickly. [20].

The lack of interaction and dialectic between students and teachers makes students feel free in their actions, because they are not directly supervised by the teacher, only through electronic devices in front of them. [21]. Good and bad behavior carried out by students is not fully monitored as in face-to-face learning, students also feel that there are no real role models who can guide and direct them towards noble behavior. This condition facilitates the presence of negative behavior in students, for example speaking harshly and dirty words, being indifferent to the presence of other people in front of them, not paying attention to other people's advice and opinions, especially in students with minimal attention from their parents. [22].

The lack of direct interaction between students and teachers will also result in the loss of opportunities to fully develop social skills, for example speaking in public in front of teachers and friends, working in groups and interacting directly with friends and teachers.[23]. This lack of development of social skills results in students neglecting polite and respectful behavior towards other people, including teachers and friends. Students' motivation to uphold polite and respectful behavior will be reduced when students' identities towards school and teachers also change.[24]

Internal factors within students also contribute to the presence of negative behavior in elementary school students, because their age is at the stage where children imitate more real actions in front of them. [25]. Their motives, perceptions and knowledge still exist at the concrete and formal operational level, as a result, the response to the stimulus they receive is generated through concrete behavior that can be seen in real terms, so actions that can be seen and heard are carried out without any strong filtering on aspects of knowledge and values like adults. [26].

Realizing that a person's behavior is greatly influenced by the stimuli present in the environment that surrounds them, schools issue policies to provide interventions for the formation of positive behavior, or fortify students to avoid negative behavior. [27]. Teachers play an important role in internalizing noble behavior towards students, so that this behavior can become a habit, because teachers are planners and also implementers of policies issued by the school. The realization of the policy regarding the importance of habituating noble behavior is realized by teachers when carrying out classroom learning, learning outside the classroom such as practicing Duha prayers, sports and extra activities outside the classroom. [28].

The habituation of noble behavior towards students is a form of construction from the integration of cognitive knowledge, affective feelings and psychomotor actions. [29]. These construction stages in Lickona's perspective are called moral knowing, moral feeling and moral acting.[30]. Through the integration of the habituation construction stages, behavior will encourage a person's motives, knowledge and values towards the behavior they have become accustomed [31]. Students have an adequate understanding of noble behavior, can feel the meaning contained in behavior and finally can carry out this noble behavior with full awareness.

4 CONCLUSIONS

Changes in polite and respectful behavior among elementary school students in Yogyakarta and Kalimantan are manifested in the actions of speaking harshly, not shaking hands with teachers, not using prefixes to friends' names when calling, and not using Javanese Kromo when communicating informally with students in Yogyakarta Elementary School. Online learning is not sensitive to the formation of student behavior, students feel free because there is no supervision from the teacher, and the absence of role models presented by the teacher produces the construction of disrespectful and respectful behavior. PAI teachers play an important role in familiarizing students with noble behavior through a series of activities both in class and outside of class. This effort is to confirm knowledge, feelings and actions regarding noble behavior

Acknowledgments. This research article is funded by the Institute for Research and Community Service, Universitas Alma Ata.

References

1. R. A. Santos, "Distance Learning in Modern Times: Challenges for Contemporary Solutions," *Am. Assoc. Adult Contin. Educ.*, 2021.
2. K. L. Heider, "solation, Burnout, and a Lost Sense of Belonging: Combating the Challenges of Distance Education during a Pandemic," *Distance Learn.*, vol. 18, no. 1, pp. 25–35, 2021.
3. Aswan, "Memanfaatkan Whatsapp Sebagai Media dalam Kegiatan Literasi di Masa Pandemi Covid19," *J. Pendidik. Bhs. Dan Sastra Indones.*, 2020.

4. A. Rizvi, Y. S., & Nabi, "Transformation of learning from real to virtual: an exploratory-descriptive analysis of issues and challenges," *J. Res. Innov. Teach. Learn.*, vol. 14, no. 1, pp. 5–17, 2021, doi: doi.org/10.1108/JRIT-10-2020-0052.
5. N. Peimani and H. Kamalipour, "Online education and the covid-19 outbreak: A case study of online teaching during lockdown," *Educ. Sci.*, vol. 11, no. 2, pp. 1–16, 2021, doi: [10.3390/educsci11020072](https://doi.org/10.3390/educsci11020072).
6. Subiyantoro, "School Strategies In Rebuilding The Character Of Sd/Mi Students Post Online Learning During The Covid-19 Pandemic," vol. 14, no. 2, p. 6, 2022, doi: <https://doi.org/10.14421/al-bidayah.v14i2.801>.
7. A. A. Shobron, Sudarno, "Method for Developing Soft Skills Education for Students.," *Univers. J. Educ. Res.*, vol. 8, no. 7, pp. 3155–59, 2020, doi: <https://doi.org/10.13189/ujer.2020.080744>.
8. Y. D. Ariyani, I. Wilujeng, M. N. Wangid, and D. P. Wijaya, "Primary teachers' readiness to use project : i nvestigate teachers' efficacy and attitude toward project-based learning," vol. 13, no. 6, pp. 3848–3858, 2024, doi: [10.11591/ijere.v13i6.28198](https://doi.org/10.11591/ijere.v13i6.28198).
9. J. Almeida, F. & Monteiro, "Approaches and principles for UX web experiences," *Int. J. Inf. Technol. Web Eng.*, vol. 12, no. 2, pp. 49–65, 2017.
10. D. . Morgan, "Paradigms lost and pragmatism regained.," *J. Mix. Methods Res.*, vol. 1, no. 1, pp. 48–76, 2007.
11. S. Farrell, "Open-ended vs. closed-ended questions in user research," Retrieved May, vol. 25, 2020.
12. J. H. Fontana, A., & Frey, *Te Handbook of Qualitative Research*. Tousand Oaks, CA: Sage Publications Inc, 2020.
13. M. A. Hogg, D. Abrams, and M. B. Brewer, "Social identity: The role of self in group processes and intergroup relations," *Gr. Process. Intergr. Relations*, vol. 20, no. 5, pp. 570–581, 2017, doi: [10.1177/1368430217690909](https://doi.org/10.1177/1368430217690909).
14. L. Izzah and M. Hanip, "Implementasi Pendidikan Akhlak dalam Pembentukan Akhlak Keseharian Santri," *LITERASI (Jurnal Ilmu Pendidikan)*, vol. 9, no. 1, p. 63, 2018, doi: [10.21927/literasi.2018.9\(1\).63-76](https://doi.org/10.21927/literasi.2018.9(1).63-76).
15. K. Lewin, *Social Sciences-Mehodology*. England: Tavistock Publication LTD, 1952.
16. M. Mustakim, K. S. Rouzi, and T. Tumin, "Spiritualization of Child Education in the Qur'anic Sufism Perspective in the Covid-19 Era," *Int. J. Islam. Educ. Psychol.*, vol. 2, no. 1, pp. 53–66, 2021, doi: [10.18196/ijiep.v2i1.11132](https://doi.org/10.18196/ijiep.v2i1.11132).
17. W. . Garungan, *Psikologi Sosial*. Bandung: Eresco, 2008.
18. R. Mulya, A. Ilmiawan, F. Diva, and U. Nurmawati, "Dampak pembelajaran daring terhadap kualitas SDM siswa," *J. Educ. Res.*, vol. 4, no. 1, 2023.
19. A. R. Mahar Rhani, N. Nada, and Turbofeature, "Dampak Negatif Penggunaan Teknologi Informasi dan Komunikasi (TIK)," *Kompas.Com*, 2020.
20. N. I. M. Agustina, E. A. Ismaya, and I. A. Pratiwi, "Dampak Penggunaan Gadget Terhadap Karakter Peduli Sosial Anak," *J. Basicedu*, vol. 6, no. 2, 2022, doi: [10.31004/basicedu.v6i2.2465](https://doi.org/10.31004/basicedu.v6i2.2465).

21. A. Salim, "Islamic Religious Education (PAI) Learning Based on The Independent Curriculum of Elementary School at Yogyakarta," *Ta'dib*, vol. 26, no. 1, p. 199, 2023, doi: 10.31958/jt.v26i1.9026.
22. G. Santoso, P. Rahmawati, M. Murod, and D. Setiyaningsih, "Hubungan Lingkungan Sekolah dengan Karakter Sopan Santun Siswa," *J. Pendidik. Transform.*, vol. 02, no. 01, 2023.
23. S. M. Way, "chool Discipline and Disruptive Classroom Behavior: The Moderating Effects of Student Perceptions," *Sociol. Q.*, vol. 52, no. 3, pp. 46–75, 2011, doi: <https://doi.org/10.1111/j.1533-8525.2011.01210.x>.
24. C. Hirschkind, "The Ethical SoundScape: Cassette Sermons and Islamic Counterpublics," *Arab Stud. J.*, 2007.
25. D. L. Trenggonowati and Kulsum, "Analisis Faktor Optimalisasi Golden Age Anak Usia," *J. Ind. Serv.*, vol. 4, no. 1, 2018.
26. Mukhamad, Yasir, and Sukino, "Dramaturgi Citra Guru Profesional dalam Ruang Kelas dan Masyarakat," *J. Pendidik. Dasar dan Sos. Hum.*, vol. 2, no. 1, 2022.
27. K. Khairunnisyah, S. Sukino, and I. Muttaqien, "Pendekatan Rekonstruksi Sosial dalam Pembelajaran Pendidikan Agama Islam di Sekolah Menengah Kejuruan (SMK) Negeri 6 Pontianak," *Arfannur*, vol. 1, no. 1, 2020, doi: 10.24260/arfannur.v1i1.138.
28. S. Sukino, "Pengembangan Kurikulum Dan Pendekatan Pembelajaran Pendidikan Agama Islam Kontekstual," 2023, *STAIN Curup*. doi: 10.29240/belajea.v8i1.6597.
29. I. Ismail, "Peran Guru Pendidikan Agama Islam Dalam Mengantisipasi Dampak Penggunaan Media Sosial Bagi Siswa Sekolah Menengah Pertama," *IQRO J. Islam. Educ.*, vol. 1, no. 2, pp. 105–120, 2018, doi: 10.24256/IQRO.V1I2.493.
30. E. S. dan L. Lickona, Thomas, *CEP's Eleven Principles of Effective Character Education*. Washinton DC: Character Education Patnership, 2003.
31. Reri Berlianti dkk., "Implementasi Metode Pembiasaan Pada Pembelajaran Pendidikan Agama Islam," *Al-Qalam J. Kaji. Islam dan Pendidik.*, vol. 12, no. 2, 2020.

Open Access This chapter is licensed under the terms of the Creative Commons Attribution-NonCommercial 4.0 International License (<http://creativecommons.org/licenses/by-nc/4.0/>), which permits any noncommercial use, sharing, adaptation, distribution and reproduction in any medium or format, as long as you give appropriate credit to the original author(s) and the source, provide a link to the Creative Commons license and indicate if changes were made.

The images or other third party material in this chapter are included in the chapter's Creative Commons license, unless indicated otherwise in a credit line to the material. If material is not included in the chapter's Creative Commons license and your intended use is not permitted by statutory regulation or exceeds the permitted use, you will need to obtain permission directly from the copyright holder.

