



Strengthening Self-Awareness-Based Discipline in Elementary School Students: A Systematic Review of the Integration of Character Education, Social-Emotional Learning, and Religious Education

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Abstract. This study aims to analyze the strengthening of self-awareness-based discipline in elementary school students through the integration of character education, social-emotional learning, and religious education. The method used was a *Systematic Literature Review* (SLR) with a PRISMA approach on 23 articles from various scientific databases. The results indicate that the development of discipline in elementary school students occurs gradually, beginning with external control through rules and regulations, then reinforced through modeling, habit formation, and reflection that foster the internalization of values. Social-emotional learning plays a role in developing self-awareness, emotional regulation, and self-control, while religious education reinforces moral and spiritual values that shape students' sense of responsibility and self-control. The integration of these three aspects demonstrates that discipline is not only formed through compliance with rules but also through a process of value internalization that involves cognitive, emotional, and spiritual aspects in an integrated manner. Thus, the strengthening of self-awareness-based discipline can be achieved more effectively through a holistic, consistent, and sustainable educational approach in elementary schools.

Keywords: self-awareness-based discipline, character education, social-emotional learning, religious education, elementary school students.

1. Introduction

Character development in elementary school is a crucial foundation for shaping students' behavioral qualities, particularly in fostering a disciplined attitude as part of self-control[1]. Discipline is not merely defined as compliance with existing rules but also reflects an individual's ability to regulate their behavior independently based on self-awareness. In this context, self-awareness-based discipline serves as a key indicator of educational success, as it reflects the sustained internalization of values within students[2].

Observations in elementary school settings indicate that efforts to foster a disciplined attitude are still dominated by external approaches, such as enforcing school rules, supervision, and the imposition of sanctions. This approach tends to position

students as parties who must comply with rules, thus failing to fully cultivate self-awareness. Research findings indicate that fostering a disciplined attitude through school culture can shape positive behavior, but does not always ensure consistency in students' behavior across various life situations[3]. This suggests that the disciplined attitude formed remains contextual and has not yet developed optimally as part of students' internal awareness.

Strengthening self-awareness-based discipline in elementary school students requires an approach that is not only oriented toward enforcing rules but also toward the process of internalizing values within the students. The instillation of character values through habit formation and modeling plays a role in shaping sustainable disciplinary attitudes through the consistent and purposeful application of positive habits[4]. However, the formation of disciplinary attitudes is not determined solely by habits but is also influenced by students' ability to manage emotions and make responsible decisions that reflect their social-emotional development.

Social-emotional learning (SEL) is a relevant approach in supporting the strengthening of self-awareness-based disciplinary attitudes among elementary school students, as it plays a role in enhancing students' self-management and self-awareness skills. This approach emphasizes the ability to recognize emotions, manage oneself independently, and build positive social relationships within the learning environment. Various research findings indicate that strengthening social-emotional aspects has a significant impact on improving students' self-control and disciplinary behavior[5]. This underscores that discipline is not merely about compliance with rules but also reflects the students' intrapersonal ability to manage thoughts, emotions, and behaviors that develop internally within them.

In addition, religious values also play a crucial role in strengthening the development of self-discipline by reinforcing students' moral and ethical foundations. The internalization of religious values through habitual activities within the school environment helps guide students' behavior toward greater self-control and consistency over the long term. Religious education contributes to fostering a disciplined attitude through the instillation of moral and spiritual values applied in daily life[6]. Thus, the discipline that is formed is not only based on compliance with rules but also on moral awareness rooted in the religious values held by students.

Although numerous studies have been conducted, research on character education, social-emotional learning, and religious education is generally still carried out separately and has not yet been comprehensively integrated in efforts to strengthen self-awareness-based discipline among elementary school students. Furthermore, most studies focus primarily on the outcomes of program implementation, while the internalization process of values that plays a role in the formation of students' self-awareness is still relatively rarely examined in depth.

Based on this, this study aims to present a literature synthesis on the interrelationship between character education, social-emotional education, and religious education in strengthening self-awareness-based discipline among elementary school students. Through a systematic review approach, this study not only summarizes previous research findings but also analyzes the patterns of interrelationships among variables and their implications, thereby aiming to provide conceptual contributions toward the development of more integrative, comprehensive, and sustainable educational strategies.

2. Research Methodology

This study employs a qualitative approach using the *Systematic Literature Review* (SLR) method to examine the strengthening of self-awareness-based discipline among elementary school students through the integration of character education, social-emotional learning, and religious education. This method was chosen because it is capable of identifying, evaluating, and synthesizing the results of previous research in a systematic and transparent manner[7]. This study aims to answer the research questions, namely: (1) the mechanisms and forms of character education implementation in shaping self-awareness-based discipline among elementary school students, (2) the relationship between social-emotional development and the formation of self-awareness-based disciplinary behavior, (3) the role of the internalization of religious education values in strengthening self-awareness-based discipline, and (4) the patterns of integration of character education, social-emotional learning, and religious education in fostering self-awareness-based discipline among elementary school students.

A literature search was conducted using the Google Scholar, Scopus, SINTA, Garuda, and DOAJ databases with the assistance of the Publish or Perish application. The keywords used included *character education, social-emotional learning, religious education, self-awareness, and student discipline in elementary school*. Article selection was based on inclusion and exclusion criteria, namely that the articles were relevant, available *in full text*, and had adequate methodological quality. This research process followed the PRISMA (*Preferred Reporting Items for Systematic Reviews and Meta-Analyses*) guidelines.

The stages of implementing the *Systematic Literature Review* (SLR) method in this study include:

1. Identification is the initial stage, involving the formulation of the research question and the search for articles through various databases using predetermined keywords. All identified articles were collected, and duplicates were removed, resulting in 78 articles ready for selection.
2. Screening is the initial selection stage, involving an examination of titles and abstracts to assess relevance to the study's focus. Irrelevant articles were eliminated, resulting in 45 articles deemed suitable for the next stage.
3. Eligibility is an advanced assessment stage involving a full-text review to ensure the content, methodological quality, and data completeness meet the established criteria, resulting in 31 eligible articles.
4. Inclusion is the final stage, involving the selection of the most relevant and high-quality articles for in-depth analysis. A total of 23 selected articles were used as the primary sources in the thematic synthesis process.

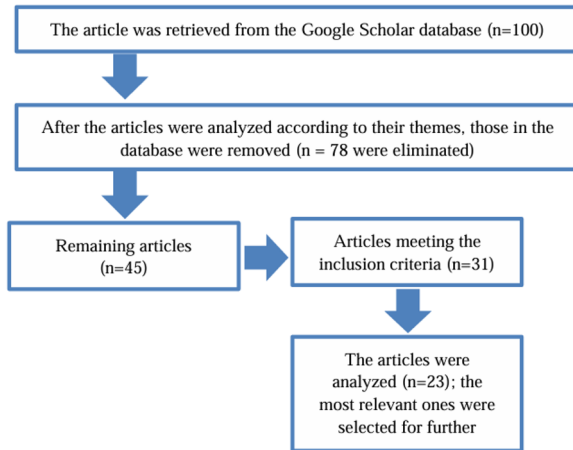


Figure 1. Flowchart of the SLR Steps

The analysis stage was conducted by reviewing, grouping, and synthesizing findings from the selected articles thematically in the form of tables and narrative descriptions. The entire *Systematic Literature Review* process in this study is presented in the form of a PRISMA flowchart illustrating the stages of identification, screening, eligibility assessment, and inclusion of articles ($n = 23$), making the research process more systematic, transparent, and easy to understand.

3. Result And Discussion

Mechanisms and Forms of Character Education Implementation in Fostering Self-Awareness-Based Discipline Among Elementary School Students

Based on the results of the Systematic Literature Review (SLR) of 6 relevant articles, it was found that the implementation mechanisms of character education in fostering self-awareness-based discipline among elementary school students occur in stages. The synthesis of various studies indicates that the development of discipline in elementary school students during the initial stage is generally achieved through the enforcement of school rules and classroom regulations as a form of external control. These rules serve as behavioral guidelines that direct students to understand the boundaries of permissible and impermissible actions within the school environment. The consistent implementation of school rules through teacher supervision and the cultivation of disciplined behavior has proven effective in curbing undisciplined behavior and creating an orderly and conducive learning environment[8]. Additionally, the school's system of norms and regulations plays a role in building a culture of discipline that collectively influences student behavior within the classroom[9]. These findings indicate that rules serve as the foundational starting point for discipline formation, though they remain external and reliant on supervision.

Furthermore, the synthesis results also indicate that the implementation of character education does not stop at the application of rules but evolves toward the internalization of values through modeling and habit formation. Teachers play a crucial role as primary

models in demonstrating observable and imitable disciplined behavior in daily life, ensuring that the value of discipline is not merely understood conceptually but also practiced through direct experience in daily interactions[10]. Furthermore, the consistent practice of positive behaviors has been proven to foster a more stable and ingrained sense of discipline in students[11]. The findings of this study confirm that modeling and habit formation serve as the primary mechanisms for transforming discipline from external compliance into self-awareness.

In addition, the process of strengthening self-awareness-based discipline is also supported by the implementation of positive discipline and reflective activities. A positive discipline approach that emphasizes logical consequences helps students understand the impact of their actions, thereby fostering intrinsic motivation for disciplined behavior[12]. Meanwhile, reflection activities and dialogue between teachers and students provide space for students to understand values more deeply and relate them to real-life experiences[13]. Thus, the synthesis results indicate that the implementation mechanism of character education occurs gradually, starting from rules, modeling, habit formation, to reflection, which leads to the development of self-awareness-based discipline.

The Relationship Between Social-Emotional Development and the Formation of Self-Awareness-Based Discipline

Based on the results of a Systematic Literature Review (SLR) of 4 relevant articles, social-emotional development has a strong correlation with the formation of self-awareness-based disciplinary behavior in elementary school students. The synthesis results indicate that social-emotional skills such as emotion regulation, empathy, and self-awareness serve as a crucial foundation for shaping students' disciplinary behavior. Students with good emotion regulation skills tend to be better able to follow rules, exercise self-control, and consistently demonstrate disciplined behavior in the school environment, as supported by research findings showing that emotion regulation influences students' social behavior and discipline through experience-based learning processes[14]. Additionally, social-emotional competencies play a crucial role in building positive relationships between students and teachers as well as peers, which ultimately supports the creation of a conducive learning environment[15].

Furthermore, the implementation of *Social Emotional Learning* (SEL) has been proven to contribute to strengthening discipline through enhanced *self-awareness* and *self-management* skills. The integration of SEL into the learning process helps students recognize their emotions, manage stress, and make responsible decisions in their daily lives. The results of this study indicate that integrating SEL into learning activities can improve students' self-control, which directly impacts the improvement of their disciplinary behavior[16]. Additionally, learning based on collaborative and reflective activities within SEL also strengthens students' ability to understand the consequences of every action they take[17].

On a broader level, social-emotional development not only influences disciplinary behavior but also plays a role in fostering a more mature sense of self-awareness in students. Students with well-developed social-emotional skills have the ability to reflect on their behavior, understand social values, and internalize rules as part of personal responsibility; thus, discipline is no longer merely understood as compliance with external rules but has evolved into a more stable and sustainable form of self-control.

Research findings indicate that *social-emotional learning* plays a crucial role in enhancing students' self-awareness, emotional regulation, and reflective abilities—which form the foundation for the development of self-control and the internalization of values[18]. Thus, the synthesis of the 7 articles confirms that social-emotional development is closely linked to the formation of self-awareness-based disciplinary behavior in elementary school students through the process of improving emotional regulation, strengthening *self-awareness*, and the internalization of social values, which gradually form strong and consistent self-control

The Role of the Internalization of Religious Education Values in Strengthening Self-Awareness-Based Discipline

Based on the results of a *Systematic Literature Review* (SLR) of several relevant articles, the internalization of religious education values plays a crucial role in strengthening self-awareness-based discipline among elementary school students. In the early stages, the internalization of values within the school environment is implemented through the consistent practice of religious activities, such as prayers before and after lessons and the regular performance of religious rituals at school. These practices help foster students' spiritual awareness while instilling a sense of moral responsibility in adhering to school rules. Beyond promoting behavioral consistency, these activities also reinforce students' understanding that a disciplined attitude is an integral part of religious values reflecting obedience to God. Thus, the consistent practice of religious activities serves as an effective strategy for gradually and consistently shaping students' religious character[19].

Furthermore, the reinforcement of the internalization of religious education values in the formation of student discipline is greatly influenced by the exemplary conduct of teachers and a school environment with a religious atmosphere, where teachers do not merely act as instructors but also as role models who consistently demonstrate disciplined behavior rooted in religious values in daily school activities. This allows students to observe, internalize, and emulate such behavior in various life situations, as teachers' exemplary conduct has been proven to be a key factor in the process of internalizing religious character values among students[20]. These findings align with research indicating that character education through habit formation in schools plays a crucial role in enhancing students' disciplinary attitudes[21].

At a deeper level, the internalization of Islamic educational values plays a role in shaping students' *self-awareness* and *self-regulation*. Values that have been internalized transform discipline from mere compliance with external rules into an internal awareness within the student. This enables students to manage their study time, complete assignments on time, and maintain proper conduct independently without strict supervision. This aligns with findings that the internalization of values in Islamic religious education can enhance intrinsic motivation, thereby making disciplined behavior more self-directed and sustainable[22]. This is reinforced by findings that *self-regulation* in Islamic education is the student's ability to control their self, thoughts, and behavior, which is formed through the process of internalizing moral values. The continuous cultivation of moral character within the educational environment plays a crucial role in developing students' self-control, enabling them to behave in a disciplined, responsible, and independent manner during the learning process[23].

Thus, the synthesis of various studies indicates that the internalization of religious educational values plays a very important role in strengthening self-awareness-based discipline among elementary school students. This process occurs gradually, beginning with the habit formation of religious activities, modeling by role models, and support from the school environment, and culminating in a deeper internalization of values in the form of self-awareness and self-regulation. The results of this study confirm that discipline is not only formed through compliance with rules but also through the process of internalizing religious values that continuously shape students' character and moral awareness.

Integration Patterns of Character Education, Social-Emotional Learning, and Religious Education in Shaping Self-Awareness-Based Discipline in Elementary School Students

Based on the results of the *Systematic Literature Review* (SLR), it was found that the integration of character education, social-emotional learning, and religious education forms an interconnected unity in building self-awareness-based discipline in students. These three aspects do not operate in isolation but reinforce one another in the process of shaping students' disciplined behavior. Character education serves as the primary foundation in shaping positive values and habits through consistent practice and modeling within the school environment. This aligns with findings that the integration of religious education, character education, and the reinforcement of social-emotional aspects can foster discipline that is not merely external but has been internalized into students' self-awareness[24].

Meanwhile, social-emotional learning plays a role in developing self-awareness, emotion management, and self-regulation as the foundation for disciplined behavior, as *self-regulated learning* helps students manage the learning process independently, maintain focus, and remain consistent, thereby enhancing academic discipline[25]. On the other hand, religious education plays a role in strengthening the moral and spiritual dimensions that shape students' discipline based on ethical values and religious awareness through the internalization of values that encourage independent behavior[26]. Thus, these three aspects form an integrated value system that supports the development of self-awareness-based discipline in students.

Furthermore, this integration proves more effective when implemented through a holistic and contextual learning approach. Social-emotional education helps students recognize and manage their emotions, making their responses to rules more conscious and controlled[27]. Character education supports behavioral consistency through a continuous process of habit formation, while religious education provides an internal and transcendental foundation of values in the decision-making process. Character education in elementary school supports consistency in student behavior through continuous habit formation, while religious education provides an internal and spiritual foundation of values in the decision-making process, which is reflected in daily disciplinary behavior[28]. The success of this integration is also supported by a positive and consistent school culture in fostering an environment of habit formation and exemplary behavior, so that students not only comply with rules but also understand the meaning behind disciplined behavior as self-awareness[29]. The success of this integration is also supported by a positive and consistent school culture in fostering an environment of habit formation and exemplary behavior, so that students not only

comply with rules but also understand the meaning behind disciplined behavior as self-awareness.

Furthermore, various studies indicate that the effectiveness of integrating values into learning is significantly influenced by the teacher's role as a facilitator. Teachers do not merely function as content deliverers but also as guides who assist students in developing self-awareness through value-based reflection in daily learning processes. This role encompasses the reinforcement of moral values, emotional regulation, and the integrated incorporation of spiritual aspects into students' learning activities. This aligns with research findings indicating that teachers serve as primary facilitators in integrating character values to cultivate students of integrity and reflection[30]. Therefore, the teacher's role is a key factor in creating an educational ecosystem that supports the sustainable development of self-awareness-based discipline. Thus, overall, the results of this SLR indicate that the integration of character education, social-emotional learning, and religious education yields a more holistic and comprehensive model for fostering discipline. Discipline is no longer understood as mere compliance with external rules but rather as the outcome of a process involving the internalization of values, emotional regulation, and mutually reinforcing moral and spiritual awareness.

4. Conclusion

Based on the results of the Systematic Literature Review (SLR), it can be concluded that the strengthening of self-awareness-based discipline in elementary school students is the result of the integration of character education, social-emotional learning, and religious education. Character education serves as the foundation

for the formation of disciplinary habits and values through habit formation and modeling within the school environment. Social-emotional learning contributes to the development of self-awareness, emotional regulation, and self-control, which form the basis for the development of internal discipline. Meanwhile, religious education reinforces the moral and spiritual dimensions that foster the internalization of values, ensuring that discipline is not merely external but becomes an inner awareness of the students.

Research findings also indicate that these three aspects are more effective when implemented in an integrated manner through a holistic learning approach, a positive school culture, and the teacher's role as a facilitator. Teachers play a crucial role in connecting moral, emotional, and spiritual values within the learning process so that students can reflect on their behavior and continuously internalize these values. Thus, the integration of these three aspects yields a discipline-building model that is not merely based on compliance but also on stable, independent, and sustainable self-awareness.

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