



The Role of Islamic Education Teachers in Developing Students' Self-Control in Malang High Schools

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Abstract

This research aims to describe in more depth the role of Islamic religious education teachers as guides in building students' self-control so that they can regulate, direct, and abandon all forms of negative character and behaviour through teaching and school training, which is increasingly developing towards positive things. This research uses a qualitative approach with a case study involving the school principal, an Islamic religious education teacher, and six students of SMAN 4 Malang as informants. Data collection was carried out through observation, interviews, and documentation techniques. The selection of data analysis techniques uses Miles, Huberman, and Saldana techniques, including data condensation, data display, and concluding. The results of this research show the role of Islamic religious education teachers in building students' self-control by acting as mentors through programmed and non-programmed teaching and training. The final statement from the research results is that the teaching and training provided led to a significant increase in self-control in aspects such as behavioural control, cognitive control, and decision control.

Keywords: Teachers, Islamic Education, Self-control.

Abstrak

Penelitian ini bertujuan untuk mendeskripsikan lebih mendalam peran guru pendidikan agama Islam sebagai pembimbing dalam membangun *self-control* siswa agar mampu mengatur, mengarahkan dan juga meninggalkan segala bentuk karakter dan perilaku negatif melalui pengajaran dan juga pelatihan sekolah yang semakin berkembang menuju hal positif. Penelitian ini menggunakan pendekatan kualitatif dengan jenis studi kasus dengan melibatkan kepala sekolah, guru pendidikan agama Islam dan juga 6 siswa SMAN 4 Malang sebagai informan. Pengumpulan data dilakukan melalui teknik observasi, wawancara dan dokumentasi. Pemilihan teknik analisis data menggunakan teknik dari Miles, Huberman dan Saldana dengan langkah-langkah seperti, kondensasi data, tampilan data dan penarikan kesimpulan. Hasil penelitian ini menunjukkan peran guru pendidikan agama Islam dalam membangun *self-control* siswa berperan menjadi pembimbing melalui pengajaran dan pelatihan terprogram dan tidak terprogram. Statement akhir dari hasil penelitian : pengajaran dan juga pelatihan yang dilakukan memberikan peningkatan *self-control* signifikan seperti pada aspek kontrol perilaku, kontrol kognitif dan kontrol keputusan.

Kata kunci: Guru, PAI, *Self-control*.

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INTRODUCTION

Teachers are the main pillars in shaping the future golden generation of the nation. Their role is crucial in determining the quality of a nation because their duties and responsibilities are not only to teach academic subjects but also to shape students' character into quality individuals. Teachers must educate students intellectually, morally, mentally, emotionally, creatively, and spiritually. Thus, teachers play a very complex role in ensuring that students develop holistically, including physically, mentally, emotionally, and spiritually, so they are ready to face future challenges and contribute positively to society. The presence of dedicated and competent teachers is the key to realizing a progressive and highly competitive nation (Masjkur 2018).

Teachers have a vital role in shaping students' character, behaviour, and personality. Besides providing academic knowledge, teachers also serve as role models for students in various aspects of life. The interactions between teachers and students, both inside and outside the classroom, significantly influence the development of students' character. Teachers help students understand the moral, ethical, and social values important in daily life through guidance, advice, and exemplary behaviour. Teachers also play a role in fostering discipline, responsibility, empathy, and respect for others. Thus, teachers not only function as instructors but also as mentors and character builders for students, positively influencing their long-term development and the overall development of society (Insan, Sumardjoko, and Maksum 2022).

Students are the next generation of the nation who have great potential to bring about change and progress in the future. Parents and the general public expect schools, especially Islamic Education (PAI) teachers, to take part in developing self-control in their children. According to M. Nur Ghufuron and Rini Risnawati, teachers play a crucial role in helping students develop good self-control. Teachers are expected to set an example of positive behaviour and discipline and create a conducive learning environment by implementing habits that support the creation of positive habits in students. Thus, the role of teachers is not limited to delivering academic content; they also include shaping character and developing strong self-control in every student (Ghufuron and Risnawati 2010).

The abovementioned issues are closely related to learning problems, particularly at the high school level, where students are typically between fifteen and eighteen years old. This age is often called the storm and stress period or puberty, where teenagers experience significant physical, emotional, and psychological changes. This transitional period is characterized by instability that can lead students to take extreme stances and experience dramatic changes in behaviour. They often exhibit more radical and rebellious behaviour in response to internal and external pressures. Therefore, understanding and appropriate approaches to learning are crucial to helping them navigate this period better (Erviana 2018).

Individuals with low self-control often experience difficulties in directing and regulating themselves, which leads to various negative behaviours. The inability to control oneself can result in various juvenile delinquencies, such as student brawls, theft, vandalism, drug abuse, and truancy (Putri, Rahmadani, and Irdam 2023). A clear example of this phenomenon can be seen at SMAN 4 Malang, where some students still exhibit inappropriate behaviour and attitudes, such as disregarding school rules, violating discipline, and engaging in other deviant behaviours. The lack of awareness among students in practising self-control indicates a weakness in their religious grasp, which is crucial in developing the ability to control themselves (Monika 2023). This phenomenon highlights the importance of strengthening religious and ethical values as the foundation for better self-control development among teenagers.

Some of the problems mentioned above can be addressed by Islamic Education (PAI) teachers who act as guides in developing students' self-control. This role is carried out by adhering to all the rights and obligations appropriate to their educator position (Nurdiana, Fatmawati, and Pahlepi 2023). In this context, a guide is a teacher responsible for directing

students to achieve good self-control (Nurhasanah et al. 2021). Moreover, PAI teachers are also seen as guides who can provide direction in shaping students' character and behaviour towards positive paths (Joni Fatkhurohman 2017). Thus, the role of PAI teachers is not limited to teaching academic content but also includes character-building and developing better self-control in students.

Teachers as guides play a vital role in teaching-learning, involving various rights and responsibilities that must be carried out with complete dedication. As guides, teachers must carry out teaching and training (Mulyasa 2006). The teaching carried out by teachers aims to deliver educational content with a primary focus on character formation and the active learning abilities of students. In the teaching process, teachers must create an environment that supports students' intellectual and emotional development. On the other hand, training, as defined by Sahari (2015), is a planned process to modify students' attitudes, behaviours, and skills through concrete learning experiences. This training emphasizes theoretical and practical aspects that help students develop the necessary skills and attitudes in daily life. Through a combination of teaching and training, teachers are expected to guide students towards optimal development in various aspects of life.

The teaching process of delivering content is conducted in the classroom. Based on initial observations, the teaching process regarding self-control content in the classroom follows the established syllabus, especially for grade X, which has core material about self-control (documentation: SMAN 4 Malang PAI Syllabus 06/02/2024). Islamic Education (PAI) teachers consistently include self-control content at the end of each lesson. This is done by providing motivation and reminders to students (classroom observation 13/02/2024). This strategy aims to reinforce students' understanding and application of self-control in their daily lives, hoping to shape better character.

Training is conducted to enhance students' self-control. Based on initial observations, training is conducted through programmed and non-programmed activities. Programmed activities are carried out during lesson hours by incorporating relevant themes from the syllabus to build students' self-control. Examples of these activities include deep talks and Khatmil Quran (SMAN 4 Malang documentation 16/02/2024). Additionally, non-programmed activities are conducted outside lesson hours and tailored to student's interests and talents to encourage the further improvement of self-control. These activities include *stets tahini Quran* and his studies (student activities observation 12/02/2024). These school programs have proven to positively impact students' self-control.

Building the character and behaviour of students requires good self-control. According to M. Nur Ghufon and Rini Risnawati, self-control is defined as an individual's ability to control behavioural factors according to the situation or condition faced (Ghufon and Risnawati 2010). In other words, self-control is a skill that allows a person to adjust their actions to the demands of the environment so that they can behave wisely and appropriately. Self-control is an essential part of self-character that every student must possess. This ability is essential for students to develop their potential and optimally achieve their goals and aspirations. Through good self-control, students can manage their emotions, impulses, and desires, allowing them to focus on learning, overcome challenges, and achieve their desired accomplishments (Rukmiyati, Fajriyah Fajriyah, and Dannur 2023).

Building adequate self-control as a guide involves attention to several vital aspects that students must possess: (1) behavioural control, which refers to the ability to regulate and adjust behaviour according to the situation. This includes the ability to manage task execution and modify responses to emerging stimuli. (2) Cognitive control relates to the ability to organize and process received information, including obtaining relevant information and making appropriate judgments about the situation. (3) Decision control emphasizes the ability to make decisions directed towards previously set goals. By paying attention to these aspects, teachers can help students develop robust and relevant self-control skills in their learning and daily life contexts (Ghufon and Risnawati 2010)

Self-control plays a vital role in directing positive changes in students' behaviour, helping them to control themselves in various life situations, thereby reducing undesirable behaviours (Erdina Indrawati 2019). The ability to self-control enables students to maturely consider the consequences of each action they take, whether it has a positive or negative impact (Gufron 2014). However, since students are still learning, they need strong guidance from parents, teachers, and others to develop these skills (Anwar 2018). Therefore, Islamic Education (PAI) teachers are crucial in providing in-depth teaching and training to help students achieve optimal self-control.

Based on initial observations, it is clear that each student at SMAN 4 Malang has different backgrounds and characteristics. These differences include the level of attention their families give, which can be influenced by parents' busyness with activities outside the home and their varied social backgrounds. These diverse environmental conditions affect how students develop themselves. From these observations, the author is interested in investigating the role of Islamic education teachers in helping to build students' self-control.

In line with empirical studies that also examine issues of self-control, this research delves into the results of Masjkur's 2018 study from Universitas IAI Sunan Giri Bojonegoro, which shows that Islamic education teachers have a vital and strategic role in building adolescents' self-control at school. PAI teachers must act as guides, advisors, role models, and evaluators in building students' self-control at school. The efforts of PAI teachers to build students' self-control at school include educational practices, policy implementation, supervision, habituation and discipline coaching (Masjkur 2018).

Moreover, previous research conducted by Mohd. Najmi Adlani Siregar and Mesias Salamuddin in 2020 from Universitas Islam Negeri Sumatera Utara presented several results achieved by PAI teachers in enhancing students' self-control using various learning strategies such as expository learning, inquiry-based learning, problem-based learning, cooperative learning, and individual approaches towards students, good lesson plans, shared responsibilities, and positive attitudes (Mohd. Najmi Adlani Siregar, Mesiono, and Salamuddin 2020).

On the other hand, research conducted by Z. Mawardi Effendi, Azwar Ananda, and Damansyah from Universitas Negeri Padang, Indonesia, discusses the integration of PAI learning with various active integrated learning models. This model shows increased learning enthusiasm and continuously developing intelligence, skills, and spirituality, resulting in more self-controlled personalities (Demina et al. 2019).

This research explores the role of Islamic Education (PAI) teachers in developing students' self-control, focusing on aspects that have yet to be thoroughly detailed previously. This study, titled "The Role of PAI Teachers in Building Students' Self-Control at SMAN 4 Malang," distinguishes itself from previous research by emphasizing the active and consistent role of PAI teachers as guides in the development of self-control, especially in students' character and behaviour, through continuous teaching and training methods. This research aims to enhance the understanding of how PAI teachers' efforts can be effective in helping students overcome obstacles and improve their overall self-control.

This research contributes to developing more effective curricula and teaching methods that enhance students' behavioural, cognitive, and decision-making skills through the integrated teaching of self-control material with the syllabus and applicable training in daily life. The findings of this research can also assist Islamic education teachers in improving the quality of their teaching and enhancing activities that will positively impact students' self-control. Based on the above description, the problem to be discussed is the role of Islamic education teachers in building students' self-control at SMAN 4 Malang.

RESEARCH METHODS

The approach used in this research is qualitative, aimed at understanding phenomena experienced by research subjects, such as behaviour, perception, and actions comprehensively

from the perspective of language and in a natural context (Sugiyono, 2020). Regarding this research, the above definition aims to understand better PAI teachers' role in naturally building students' self-control at SMAN 4 Malang. This type of research uses an empirical case study that investigates contemporary phenomena or cases related to real-life situations (Yin, R. K. 2009). With a case study approach, the researcher explores how PAI teachers' role in building students' self-control acts as guides through existing programs and habituation at school.

In this research, eight informants play an essential role in data collection: (1) a school principal identified with the initials K.S., chosen for their in-depth knowledge of self-control development strategies at the school; (2) an Islamic Education (PAI) teacher identified with the initials G.R., chosen for their active role in implementing self-control development strategies; (3) six students identified with the initials S.W., chosen because they can provide direct insights into how PAI teachers influence their self-control development. Through their contributions, this research can comprehensively describe the implementation of self-control development strategies in the school environment.

Data collection techniques used (1) structured observations, where the researcher directly observes when the teacher guides students in developing self-control. The data obtained include the research object conditions and the role of PAI teachers in building students' self-control; (2) structured interviews, where the researcher interviews the school principal, PAI teacher, and students by providing questions designed according to the context to be explored. The data found include the role of PAI teachers in building students' self-control, how PAI teachers guide students' self-control, and the obstacles PAI teachers face in building students' self-control; (3) documentation, where the researcher observes several documents such as school profiles, school documentation, teacher biographies, school vision and mission, rules and regulations, and students' achievements at the school. Once the necessary data is collected, it is managed using editing techniques, including editing data obtained from observations, interviews, and documentation and classifying the data, after which the data is examined and concluded.

The research analysis technique used in this study is inductive because it starts from existing data rather than a theory by directly providing an in-depth depiction of the situation of PAI teachers in developing students' self-control at SMAN 4 Malang as it is. Data analysis uses the model of B.Miles, Huberman, and Saldana (2014), which applies three steps: (1) data condensation, referring to the process of selecting and simplifying data from field notes of observations, interviews, and documentation; (2) data display, by organizing the data into a form that is easier to understand; (3) conclusion drawing, which involves answering the previously stated problem formulation or new findings discovered by the researcher.

RESULTS AND DISCUSSION

The Role of PAI Teachers as Guides in Building Students' Self-Control

SMAN 4 Malang has eight missions, among which the researcher selected several indicators related to the research focus, namely number one, which reads "increasing appreciation and practice of religious teachings as a foundation of wisdom in action," and number six, "implementing habituation to reduce pollution in schools." Forming students with an appreciation of religious teachings and the ability to practice habituation will produce graduates who excel, especially in IMTAQ, in line with one of the goals of SMAN 4 Malang (SMAN 4 Malang documentation 06/02/2024).

The missions and goals outlined above align with the role of Islamic education teachers as guides in building self-control. The results of this research explore two main areas.

The teaching process is carried out by providing material that focuses more on shaping students' character and behaviour. Based on observations, the researcher found that the character of students at SMAN 4 Malang varies, with some students in each class frequently breaking school rules, such as playing with mobile phones during lessons (SMAN 4 Malang observation 13/02/2024). This situation makes PAI teachers more aware of the need to teach students optimistically.

Based on interviews with informant G.R., the role of an Islamic education teacher is not just about imparting knowledge to students but also guiding them through teaching and training to enhance their character and behaviour to be more *karakul Karima* (virtuous behaviour) (interview with informant G.R. 07/05/2024). This aligns with the researcher's findings during observation, where PAI teachers, as ceremony advisors, motivate and evaluate students' behaviour at school as a teaching effort to help students introspect (SMAN 4 Malang observation 12/02/2024).

When the researcher interviewed informant S.W., informant SW1 shared the role of PAI teachers during the learning process, where the discussion method is often used. This leads to debates that sometimes cause emotional outbursts, making the class chaotic. In such cases, PAI teachers always give warnings to students who cannot control their emotions and provide advice on appropriate behaviour (interview with informant SW1 07/05/2024). Interview results with informant SW2 also revealed that the teachings of PAI teachers significantly influence their speech. When students use inappropriate words, the teacher immediately reprimands them by asking them to recite *istighfar* (seeking forgiveness) 100 times (interview with informant SW2 07/05/2024). From the above interviews, it is clear that the role of Islamic education teachers in behavioural control begins with providing teaching through motivation inside or outside the classroom, giving advice when students face problems, and correcting even the most minor mistakes they make.

In addition, as mentors, Islamic education teachers also play a role in developing students' cognitive control. Based on observations, the teaching process includes self-control material in the PAI syllabus for grade X, allowing PAI teachers to focus on discussing self-control topics (SMAN 4 Malang PAI Syllabus documentation 06/02/2023). Interview results with informant G.R. revealed that beyond the syllabus, PAI teachers also incorporate self-control material at the end of each lesson by connecting it to daily life, making it easier for students to apply (interview with informant G.R. 07/05/2024). Observations during PAI lessons on free association topics showed that PAI teachers concluded the lesson with motivation and solutions related to self-control to prevent students from engaging in free association (classroom observation 13/02/2024).

The role of PAI teachers in decision control begins by creating a comfortable and enjoyable environment, allowing students to form positive emotions and consider their actions before taking them. According to informant G.R., in decision control, PAI teachers create a comfortable atmosphere where students feel confident and encouraged to share their thoughts, which helps them better consider their actions (interview with informant G.R. 07/05/2024). This aligns with interview results from informant SW3, who stated that PAI teachers are approachable and available for communication on any topic, often interacting with students after communal prayers, creating a conducive environment for students to seek advice and share their experiences (interview with informant SW3 07/05/2024).

The training process is conducted in a planned manner to modify students' attitudes, behaviours, and skills through learning experiences. According to interview results with informant K.S., each student has different interests and talents, requiring varied approaches to learning and development. Thus, the school must facilitate students through programs (interview with informant K.S. 07/05/2024). Training at SMAN 4 Malang includes programmed activities such as deep talks and *Khatmil Quran*, and non-programmed activities like *steps tahini Quran* and his studies (SMAN 4 Malang program documentation 06/02/2024).

Based on school documentation, external speakers hold deep talk activities twice a month (deep talk activity documentation 06/02/2024). This is supported by observations, where deep talk sessions are conducted during class hours in the hall, attended by all students (profound talk observation 16/02/2024). Interview results with informant G.R. indicated that deep talk topics often focus on students' psychological boundaries in male-female interactions, used as a training method to enhance students' communication on more profound and more personal topics (interview with informant G.R. 07/05/2024). Interview results from informant SW4

suggested that deep talk sessions positively influence cognitive control by providing accurate information related to their studies. Informant SW6 added that these sessions also positively impact decision control by making students more comfortable seeking expert advice, leading to better-considered decisions (interviews with informants SW4 & SW6 07/05/2024).

Khatmil Quran activities are programmed twice a month under the guidance of PAI teachers (documentation 06/02/2024). Informant KS stated that religious programs are entirely entrusted to PAI teachers to nurture students' spiritual lives (interview with informant K.S. 07/05/2024). Consistent with interview results with informant GR, Khatmil's Quran activities aim to instil the habit of Quran recitation, positively influencing students' behaviour (interview with informant G.R. 07/05/2024).

Stetsa tahini Quran is an activity not mandatory for all students, but it motivates them to develop a love for the Quran (interview with informant G.R. 07/02/2024). According to one interviewed S.W., the hafiz Quran program serves as a reminder to avoid behaviours that could affect their Quran memorization (interview with informant SW3 07/02/2024).

Rohis studies, designed similarly to deep talk but managed by the Louis committee under PAI teacher supervision, are held outside class hours and feature speakers who provide Islamic teachings, fostering positive behaviour and decision control among students (interview with informant SW5 07/05/2024).

The successful implementation of self-control at SMAN 4 Malang is reflected in the declining trend of student violations over the years. Informant K.S. provided this information and mentioned that success is evident from the maintained school discipline and the significant decrease in student expulsions due to violations. Additionally, teachers directly monitor and control students' behaviour within the learning environment, reflecting the effectiveness of the supervision and mentoring system at SMAN 4 Malang (interview with informant K.S. 07/05/2024)

Analysis of the Role of PAI Teachers as Guides in Building Students' Self-Control

Referring to the above data presentation, the researcher analyzes the role of PAI teachers as guides in building self-control at SMAN 4 Malang through teaching and training, detailed as follows:

TeachingBased on the research findings, the role of Islamic education teachers at SMAN 4 Malang as guides includes providing teaching with motivation inside or outside the classroom, giving advice when students face problems, and correcting even the most minor mistakes made by students, leading to positive changes in behavioural control. These findings align with a study conducted by Maylisa (2020) at SMK Muhammadiyah 1 Seputih. Islamic education teachers play a role in developing students' character through effective teaching, motivation, advice, and correction. The results help raise students' awareness of the importance of religious values in daily life. According to Bunyamin (2021), providing motivation, advice, and correction drives individuals to take action, as no one learns without motivation. They must be integrated into daily activities to optimize motivation, advice, and correction.

The research also found that the role of Islamic education teachers in developing students' cognitive control involves presenting self-control material in the syllabus and connecting self-control topics at the end of each lesson to daily life, making it easier for students to apply. These findings align with a study by (ABM 2020) at MA Mathla'ul Anwar Way Kanan, where Islamic education teachers enhance students' cognitive control by explaining relevant material to daily life and encouraging students to read, helping them develop better cognitive control. According to Mulyasa (2006) kegiatan belajar peserta didik dipengaruhi salah satunya faktor keterampilan guru dalam menyajikan materi, guru bertugas menjelaskan sesuatu dengan berusaha membuat sesuatu menjadi lebih jelas untuk peserta didik dan berusaha lebih terampil dalam mengupayakan keberhasilan dalam belajar.

Berdasarkan hasil penelitian peran guru pendidikan agama Islam dalam membangun kontrol keputusan peserta didik dengan menciptakan lingkungan yang nyaman dan menyenangkan sehingga siswa dapat membentuk emosi positif pada dirinya dalam

mempertimbangkan hal sebelum mereka melakukannya. Hasil penelitian di atas sejalan dengan studi yang dilakukan (Erviana 2018) at SMPN 8 Jember, where students' decision control can be formed by providing empathy, love, and conscience, creating a comfortable environment that encourages students to see teachers as friends to share their problems. According to Hodner Kuanine and Yohanis (2023) managing the learning process is the teacher's responsibility, who can organize a positive environment through school culture management and establish mutual agreements with students to increase their motivation.

The role of Islamic education teachers includes teaching and providing training as an essential effort to develop students' self-control. The research findings indicate that training at SMAN 4 Malang is divided into programmed activities such as deep talk and Khatmil Quran, and non-programmed activities like steps tahini Quran and his studies. Deep talk activities positively influence students' cognitive control by providing more accurate knowledge, often related to their studies. Rohis studies, managed by his committee, serve as religious discussion sessions for students. These findings align with a study by Maghfirah (2023) at SD Islam Impian Makassar, where Islamic education teachers instil character values through discussion and demonstration to enhance cognitive control. According to Dhuha, dkk. (2021) Islamic education teachers can increase students' learning motivation by providing learning activities through discussion and demonstration, thus improving students' cognitive control by training them to think critically.

The research also found that the role of Islamic education teachers in developing students' behavioural control involves providing training that leads students to positive habits. Khatmil Quran and stets tahini Quran activities at SMAN 4 Malang aim to instil religious habits, thereby improving students' behaviour. These findings align with a study by (Tul and Bondowoso 2022) where teachers' active and consistent role in conducting Khatmil Quran and Tahfidz Quran activities enhances students' behavioural control by instilling religious and ethical values. According to Anggraeni (Anggraeni 2021), positive habituation leads to persistent habits, which must be applied in daily student life to achieve optimal competenc.

From the above discussion, the research findings show that the role of Islamic Education (PAI) teachers as guides in developing students' self-control at SMAN 4 Malang has been well implemented. The guidance provided by PAI teachers is evident in their teaching and training efforts to build three leading indicators: behavioural control, cognitive control, and decision control. PAI teachers at the school successfully guide students in managing their behaviour, controlling their thoughts, and making better decisions in various situations, consistently promoting positive self-control development among students.

KESIMPULAN DAN SARAN

The teaching provided by PAI teachers as guides at SMAN 4 Malang significantly improves three aspects of students' self-control: motivation, advice, and consistent correction. Teachers integrate self-control material into the curriculum, link it to practical applications, and create a supportive learning environment to develop positive emotions. Training activities such as Khatmil Quran, Tahfidz Quran, deep talk sessions, and religious discussions not only deepen students' religious understanding but also enhance their behavioural and cognitive control and assist them in making wise decisions.

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