



The Effect of Daily Activity Habituation on Student Independence

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ABSTRACT

Keywords:

*Daily Habituation Activities;
Student Independence;
Character Education.*

Abstract: Previous studies have examined habituation in relation to religious character, discipline, and learning independence, but studies specifically examining the effect of daily habituation activities on student independence at the Madrasah Tsanawiyah level remain limited. This study aimed to analyze the effect and contribution of daily habituation activities on the independence of eighth-grade students at MTs Al-Ahsan Kota Bogor. This study employed a quantitative approach with a correlational design. The population consisted of 36 students, all of whom were selected as research samples using a saturated sampling technique. Data were collected through a Likert-scale questionnaire and analyzed using validity, reliability, normality, homogeneity, Pearson Product-Moment correlation, and simple linear regression tests with the assistance of IBM SPSS Statistics version 26. The results showed that daily habituation activities had a positive and significant effect on students' independence, with a correlation coefficient of 0.604 and a significance value of 0.000 (<0.05). The R Square value of 0.365 indicated that daily habituation activities contributed 36.5% to the variation in students' independence, while the remaining 63.5% was associated with other factors not analyzed in this study. Therefore, daily habituation activities can serve as one strategy to support the development of students' independent character.

Kata Kunci:

Pembiasaan Kegiatan Harian;
Kemandirian Siswa;
Pendidikan Karakter

Abstrak: Penelitian sebelumnya telah mengkaji pembiasaan dalam kaitannya dengan karakter religius, kedisiplinan, dan kemandirian belajar, namun penelitian yang secara khusus mengkaji pengaruh pembiasaan kegiatan harian terhadap kemandirian siswa pada jenjang Madrasah Tsanawiyah masih terbatas. Penelitian ini bertujuan untuk menganalisis pengaruh dan kontribusi pembiasaan kegiatan harian terhadap kemandirian siswa kelas VIII di MTs Al-Ahsan Kota Bogor. Penelitian ini menggunakan pendekatan kuantitatif dengan desain korelasional. Populasi penelitian berjumlah 36 siswa, seluruhnya dijadikan sampel penelitian menggunakan teknik sampling jenuh. Data dikumpulkan melalui angket skala Likert dan dianalisis menggunakan uji validitas, reliabilitas, normalitas, homogenitas, korelasi Pearson Product-Moment, serta regresi linier sederhana dengan bantuan IBM SPSS Statistics versi 26. Hasil penelitian menunjukkan bahwa pembiasaan kegiatan harian berpengaruh positif dan signifikan terhadap kemandirian siswa, dengan koefisien korelasi sebesar 0,604 dan nilai signifikansi 0,000 ($<0,05$). Nilai R Square sebesar 0,365 menunjukkan bahwa pembiasaan kegiatan harian memberikan kontribusi sebesar 36,5% terhadap variasi kemandirian siswa, sedangkan 63,5% sisanya dipengaruhi oleh faktor lain yang tidak diteliti dalam penelitian ini. Dengan demikian, pembiasaan kegiatan harian dapat menjadi salah satu strategi untuk mendukung pengembangan karakter mandiri siswa.

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A. INTRODUCTION

Education is a process aimed at developing students' potential comprehensively, including cognitive, affective, and psychomotor aspects. In addition to developing intellectual abilities, education also plays an important role in shaping students' character so that they are able to fulfill their responsibilities in everyday life. One of the important character traits that needs to be developed is independence. Independence can be defined as an individual's ability to manage

oneself, make decisions, and carry out various responsibilities without excessive dependence on others (Febria et al., 2024). Independent character needs to be instilled from an early age because it can help students face various challenges and solve problems responsibly (Tanjung et al., 2024).

In practice, student independence in the field does not yet fully reflect ideal expectations. Based on a questionnaire administered to Grade VIII students at MTs Al-Ahsan Kota Bogor from 13 to 18 May 2026, descriptive analysis indicated that although most students showed moderate to high overall levels of daily habituation and independence, specific indicators revealed considerable weaknesses. As many as 66.7% of students reported low self-confidence in independent learning, and 61.1% showed low consistency in independent learning habituation. These findings indicate that despite generally adequate overall independence, students' abilities to build self-confidence and maintain consistency in independent learning have not yet developed optimally. This finding aligns with Fitri Febria et al. (2024), who emphasized that independence hinges on a student's capacity to take initiative, as well as Tanjung et al. (2024), who noted that adolescent autonomy requires effective self-regulation. Therefore, consistent efforts through structured school habits are needed to foster student independence (Wardani et al., 2024).

One effort that can be undertaken to develop independent character is through daily habituation activities. Habituation is a process carried out repeatedly and continuously so that the positive behaviors being instilled can develop into part of an individual's character. Through consistent habituation, students can develop discipline, responsibility, and independence. Aisyah dan Anshori (2023) explained that continuously developing positive habits is one effective strategy for strengthening students' character. Therefore, habituation does not merely function as a routine but also serves as a means of character development through direct experiences carried out repeatedly.

The implementation of habituation in the school environment can be realized through various activities, such as reading the Qur'an before the learning process begins, developing time discipline, maintaining environmental cleanliness, and completing assignments independently. Activities carried out continuously can shape students' positive behaviors through the internalization of character values. Adawiyah et. al. (2026) stated that continuous habituation can strengthen the internalization of character values, allowing them to become part of students' behavior in everyday life.

Several previous studies have shown that habituation plays an important role in student character development. Yulistia et al. (2023) found that the habit-forming method influenced the development of students' religious character. A study by Maryana et al. (2023) showed that habituation contributed to the development of students' religious character and discipline. Meanwhile, Kumullah and Mahmud (2024) found that habituation programs implemented within the Merdeka Curriculum contributed to improving students' learning independence. These findings indicate that habituation plays an important role in shaping students' character through the continuous repetition of positive behaviors.

Recent studies have shown that strengthening independent character can be achieved through educational programs that provide students with direct learning experiences. Piesesa and Camellia (2023) explained that project-based activities in the implementation of the Pancasila Student Profile can help students develop independence through active participation and meaningful learning experiences. Similarly, Anjarwati et al. (2023) stated that developing independent character requires a continuous process so that students become accustomed to taking responsibility for the tasks and activities they undertake. In addition, Ulandari and Rapita (2023) argued that activities oriented toward character development can help students build a sense of responsibility and increase their independence in everyday life.

Research on habituation in student character development has been conducted with various focuses. Yulistia et al. (2023) examined the implementation of the *habit-forming* method in

developing students' religious character, while Maryana et al. (2023) discussed habituation in relation to religious character and discipline. Meanwhile, Kumullah & Mahmud (2024) examined a habituation program in relation to students' learning independence. Studies by Anjarwati et al. (2023); Ulandari & Rapita (2023) also showed that educational activities conducted continuously can support the development of independent character. These findings indicate that habituation is related to the development of various positive student character traits. However, previous studies have focused more on religious character, discipline, learning independence, or specific habituation programs.

While extensive literature has examined character education within general academic settings Jeynes (2019), empirical inquiries focusing specifically on the quantitative contribution of structured daily habituation to student independence remain limited, particularly in Islamic junior high schools (Madrasah Tsanawiyah). Differing from prior studies that primarily addressed broad cognitive outcomes or general school environments, this study offers novelty by evaluating a localized habituation framework-encompassing routine discipline, Islamic value integration, and autonomous task management-within MTs Al-Ahsan Kota Bogor. Based on the discussion above, this study aims to analyze the effect of daily habituation activities on the independence of Grade VIII C students at MTs Al-Ahsan Kota Bogor and to determine the extent of the contribution of these habituation activities to student independence.

B. METHODS

This study employed a quantitative approach with a correlational design to analyze the effect and contribution of daily habituation activities to students' level of independence. The study was conducted during the second semester of the 2025/2026 academic year at MTs Al-Ahsan Kota Bogor. The population in this study consisted of 36 Grade VIII C students at MTs Al-Ahsan Kota Bogor. The sampling technique used was saturated sampling, in which all members of the population were included as the research sample. This technique was selected because the population was relatively small, allowing all population members to participate as respondents (Sugiyono, 2019).

The research data were collected through a questionnaire using a four-point Likert scale with four response options: Always (SL) with a score of 4, Often (SR) with a score of 3, Sometimes (KD) with a score of 2, and Never (TP) with a score of 1. The research instrument was developed based on the indicators of the two research variables, namely daily habituation activities (X) and student independence (Y). The daily habituation activities variable consists of four indicators: religious activity habituation, independent learning habituation, time discipline and responsibility habituation, and the impact of habituation, comprising seven statement items. Meanwhile, the student independence variable consists of four indicators: decision-making ability, learning independence, independence in completing assignments, and self-confidence in learning, comprising eight statement items. The details of the indicators, item numbers, and number of items are presented in Table 1.

Tabel 1. Research Instrument Blueprint

Variabel	Indikator	Nomor Butir	Jumlah
Daily Habituation Activities (X)	Religious Activity Habituation	1	1
	Independent Learning Habituation	2,3	2
	Time Discipline and Responsibility Habituation	4,5	2
	Impact of Habituation	6,7	2
	Total		7
Student Independence (Y)	Decision-Making Ability	1,2	2
	Learning Independence	3,8	2
	Independence in Completing Assignments	4,5,7	3
	Self-Confidence in Learning	6	
	Total		8

The questionnaire instrument was operationalized by synthesizing established theoretical

frameworks to ensure construct validity. The indicators for the daily habituation activities variable (X) were synthesized from character education implementation frameworks in school environments (Jeynes, 2019), covering habituation routines, school discipline enforcement, and religious practice integration. Meanwhile, the indicators for student independence (Y) were adapted from self-regulated learning operational dimensions (Panadero, 2017), encompassing self-management autonomy, decision-making, assignment responsibility, and learning self-confidence. Statement items were contextualized to capture observable student behaviors regarding both variables.

Before being used for data collection, the instrument was first tested to determine its validity and reliability. The validity test was conducted using Corrected Item-Total Correlation by comparing the correlation value of each item with the *r*-table value of 0.329. The test results showed that all seven items of the daily habituation activities variable and all eight items of the student independence variable had correlation values greater than the *r*-table value; therefore, all items were declared valid. Subsequently, the reliability test was conducted using Cronbach's Alpha, which yielded a value of 0.726. These results indicate that the instrument has adequate internal consistency and was therefore considered reliable and suitable for use in the study.

Data collection was formally conducted from May 13 to May 18, 2026, at MTs Al-Ahsan Kota Bogor. Considering that students did not bring personal mobile devices to school, the questionnaire was distributed in printed form directly during active class sessions, with participating students allotted approximately 20 to 30 minutes to complete the paper-based questionnaire. Responses were subsequently compiled and digitized by the researcher for statistical processing. Prior to field administration, administrative clearance and formal authorization were explicitly granted by the Vice Principal of Curriculum. To maintain research ethics and data integrity, verbal informed consent was secured from all participants, who were briefed on the voluntary nature of their participation and assured of absolute data anonymity and confidentiality.

Data analysis was conducted through several stages. The initial stage involved testing the validity and reliability of the instrument to ensure the appropriateness of the statement items used. Subsequently, prerequisite tests were conducted, including the Shapiro-Wilk normality test and the Levene's test for homogeneity. After the analytical assumptions were met, the relationship between daily habituation activities and student independence was analyzed using the Pearson Product-Moment correlation. Subsequently, simple linear regression was used to determine the effect of daily habituation activities on student independence and the extent of the contribution of variable X to variable Y. All data analysis procedures were performed using IBM SPSS Statistics version 26 (Ghozali, 2021).

C. RESULTS AND DISCUSSION

1. Research Results

Before hypothesis testing was conducted, the research instrument was first tested for validity and reliability to determine the appropriateness of the instrument used in the study. Prior to hypothesis testing, a descriptive categorization analysis was conducted to determine the overall level of daily habituation activities (X) and student independence (Y) among the 36 respondents. Categorization into low, medium, and high groups was carried out using the ideal mean and ideal standard deviation of each variable. The results are presented in Table 2.

Tabel 2. Descriptive Category of Daily Habituation Activities (X) and Student Independence (Y)

Var.	Category	Score Range	n	%
X	Low	< 14.00	1	2.8
	Medium	14.00-21.00	16	44.4
	High	> 21.00	19	52.8
Y	Low	< 16.00	0	0.0
	Medium	16.00-24.00	20	55.6
	High	> 24.00	16	44.4

Although the overall categorization indicates that most students exhibited moderate to high levels of daily habituation and independence, item-level analysis revealed that specific indicators showed considerable weaknesses. As presented in Table 3, a substantial proportion of students gave low responses (a rating of 1 or 2 on the four-point Likert scale) on the item representing independent learning habituation and the item representing self-confidence in learning.

Tabel 3. Percentage of Respondents with Low Scores on Key Weak Indicator Items

Item	Indicator	n (Low)	%
X3	Independent Learning Habituation	22/36	61.1
Y6	Self-Confidence in Learning	24/36	66.7

Tabel 4. Validity Test Results for Variable X

No	Item	Corrected Item-Total Correlation	r Tabel	Description
1	X1	0,421	0,329	Valid
2	X2	0,533	0,329	Valid
3	X3	0,487	0,329	Valid
4	X4	0,612	0,329	Valid
5	X5	0,458	0,329	Valid
6	X6	0,391	0,329	Valid
7	X7	0,502	0,329	Valid

Tabel 5. Validity Test Results for Variable Y

No	Item	Corrected Item-Total Correlation	r Tabel	Description
1	Y1	0,432	0,329	Valid
2	Y2	0,518	0,329	Valid
3	Y3	0,467	0,329	Valid
4	Y4	0,589	0,329	Valid
5	Y5	0,621	0,329	Valid
6	Y6	0,485	0,329	Valid
7	Y7	0,534	0,329	Valid
8	Y8	0,412	0,329	Valid

The results of the instrument validity test showed that all statement items for the daily habituation activities variable (X) and student independence variable (Y) had Corrected Item-Total Correlation values greater than the r-table value of 0.329. The daily habituation activities variable consisted of seven statement items, while the student independence variable consisted of eight statement items. Therefore, all statement items for both variables were declared valid and could be used for data collection, as shown in Table 6.

Tabel 6. Reliability Test Results

Variable	Cronbach's Alpha	Description
Variable X and Y	0,726	Reliable

The reliability test results showed a Cronbach's Alpha value of 0.726. This value indicates that the research instrument has adequate internal consistency. Therefore, the instruments for the daily habituation activities variable and student independence variable were declared reliable and could be used for data collection, as shown in Table 7.

Tabel 7. Normality Test Results

Variable	Sig. Shapiro-Wilk	Taraf Signifikansi	Description
Daily Habituation Activities (X)	0,212	> 0,05	Normal
Student Independence (Y)	0,624	> 0,05	Normal

The results of the normality test using the Shapiro-Wilk test showed that the significance value for the daily habituation activities variable (X) was 0.212, while the significance value for the student independence variable (Y) was 0.624. Both values were greater than 0.05, indicating that the data for both variables were normally distributed. Therefore, the research data met one of the requirements for conducting further statistical analysis, as shown in Table 8.

Tabel 8. Homogeneity Test Results

Variable	Sig.	Taraf Signifikansi	Description
Student Independence (Y)	0,085	0,05	Homogeneous

The results of the homogeneity test using Levene's test showed a significance value of 0.085. This value was greater than 0.05, indicating that the research data had homogeneous variances. Therefore, the data met the homogeneity requirement for conducting further statistical analysis, as shown in Table 9.

Table 9. Pearson Correlation Test Results

Variable	Pearson Correlation (r)	Sig. (2-tailed)	Description
Daily Habituation Activities (X) and Student Independence (Y)	0,604	0,000	Positive and Significant Correlation

The results of the Pearson Product-Moment correlation test showed a correlation coefficient of 0.604 with a significance value of 0.000. Since the significance value was less than 0.05, there was a significant relationship between daily habituation activities and student independence. The correlation coefficient of 0.604 indicates that the relationship between the two variables was positive and relatively strong. Therefore, the better the daily habituation activities implemented, the higher the tendency for student independence, as shown in Table 10.

Tabel 10. Simple Linear Regression Analysis Results

Regression Equation	R Square	t hitung	Sig.
$Y = 9,539 + 0,675X$	0,365	4,422	0,000

Based on the results of the simple linear regression analysis, the regression equation was $Y = 9.539 + 0.675X$. The regression coefficient of 0.675 indicates that an increase in daily habituation activities was followed by an increase in student independence. The analysis also showed a t-count

of 4.422 with a significance value of $0.000 < 0.05$, indicating that daily habituation activities had a positive and significant effect on student independence. The coefficient of determination (R Square) of 0.365 indicates that daily habituation activities contributed 36.5% to student independence, while the remaining 63.5% was associated with other factors outside the scope of this study. Therefore, the alternative hypothesis (H_a) was accepted and the null hypothesis (H_0) was rejected.

2. Discussion

The results of the study showed that daily habituation activities had a positive and significant effect on the independence of Grade VIII C students at MTs Al-Ahsan Kota Bogor. This finding indicates a relationship between activities carried out repeatedly and continuously and the development of students' behavioral patterns. Through habituation, students have opportunities to consistently practice positive values, so that independence is not only understood theoretically but also applied in everyday actions. Thus, habituation can serve as one of the character education strategies that supports the development of responsibility, discipline, and students' ability to complete tasks independently (Jeynes, 2019). This process indicates that independent character develops through experiences and the continuous repetition of positive behaviors in everyday life (Aisyah & Anshori, 2023).

The findings of this study are consistent with Agustina et al. (2025), who explained that independent character is reflected in students' ability to manage tasks, make decisions, and take responsibility for their learning process. The results of this study are also supported by Manalu et al. (2023), who stated that strengthening independent character can be achieved through habituation and various educational activities that provide students with opportunities to develop responsibility and the ability to act independently. These findings reinforce the view that habituation in educational activities can be part of the process of developing students' independent character.

The findings of this study are consistent with Yulistia et al. (2023), who showed that the habit-forming method is associated with student character development through the continuous repetition of positive behaviors. In line with this finding, Aisyah and Anshori (2023), explained that continuous habituation can serve as an approach to strengthening students character. In addition, Panadero (2017), explained that the habituation method contributes to the development of students' independent character through the consistent practice of positive behaviors. Similar findings were also reported by Khamidah et al. (2026), who stated that daily habituation plays a role in supporting the development of students' independent character from an early age. These findings reinforce the view that consistent habituation can be part of the process of developing students' independent character through the practice of positive behaviors in everyday life.

The habituation program implemented at MTs Al-Ahsan Kota Bogor, such as reading the Qur'an before lessons, developing time discipline, maintaining environmental cleanliness, and completing assignments independently, is part of the ongoing implementation of character education. These activities are not merely routines within the school environment but also provide students with opportunities to apply positive values in their everyday lives. Students' involvement in activities carried out repeatedly is related to their experiences in fulfilling responsibilities, making decisions, and completing tasks independently. Therefore, consistent habituation can be part of the process of developing students' independent character through experiences gained in the school environment (Wiyatun, 2023).

The findings of this study are also related to the research conducted by Mustari et al. (2023), which showed that the implementation of the Pancasila Student Profile can support the strengthening of students' character, including independent character, through various learning activities and habituation programs at school. In line with this, Patiung dkk. (2023), explained that the continuous internalization of character education can support the development of students' independence

values as part of positive character development. These two studies reinforce the importance of continuous learning activities and habituation in supporting the development of students' independent character.

Based on the results of the simple linear regression analysis, the coefficient of determination (R Square) was 0.365. This value indicates that daily habituation activities accounted for 36.5% of the variance in student independence, while the remaining 63.5% represented variance not explained by the research model. This unexplained variance may be associated with other factors that were not analyzed in this study, such as family environment, parenting style, learning motivation, and students' social environment. Thus, daily habituation activities are one aspect associated with student independence, while other factors may also play a role in the development of student independence.

The 36.5% contribution indicates that daily habituation activities are associated with the development of student independence but are not the only aspect related to independence. Therefore, the development of independent character needs to be supported by an educational environment involving the school, family, and social environment in an integrated manner. The development of independence is a gradual process that may be related to various experiences and conditions encountered by students in their everyday lives. In the educational context, schools play an important role in providing an environment that supports the habituation of positive behaviors while also providing students with opportunities to develop responsibility and the ability to act independently.

This finding is consistent with Al-Azhari et al. (2026), who showed that the school environment is associated with the development of students' independent character. This condition indicates that the implementation of habituation programs needs to be supported by a conducive school climate and family involvement in the character education process. In line with this, Kumullah and Mahmud (2024) showed that habituation programs contribute to the development of students' learning independence, although they are not the only aspect associated with independence. These two studies reinforce the view that habituation should be positioned as part of an educational environment that collectively supports the development of students' independent character.

In addition to habituation programs, the role of teachers is also an important part of supporting the development of students' independent character. Teachers can provide role models, reinforcement, and opportunities for students to take responsibility for the tasks assigned to them. In the learning process, teachers not only deliver instructional materials but can also provide students with opportunities to make decisions, complete tasks, and address problems independently. Sasabilla (2026) explained that appropriate teacher strategies can support the development of students' independent character in the school environment. In line with this, Mardhiyyah et al. (2023) explained that student character development requires a continuous process through various educational programs that instill values of responsibility and independence in everyday life. These findings indicate that habituation and the role of teachers can complement each other in the process of developing students' independent character.

The findings of this study can also be related to Al-Ghazali (1995) perspective in *Ihya' Ulum al-Din*, which emphasizes the importance of practice and repeated habituation in the process of character formation. Consistent habituation provides students with opportunities to repeatedly practice positive behaviors until they become part of their everyday habits. This perspective is consistent with the findings of this study, which show a positive relationship between daily habituation activities and student independence. Therefore, habituation can be considered one approach in character education that supports the development of students' independence, discipline, and responsibility.

D. CONCLUSION AND SUGGESTIONS

Based on the results of the study, it can be concluded that daily habituation activities have a positive and significant relationship with the independence of Grade VIII C students at MTs Al-Ahsan Kota Bogor. The Pearson Product-Moment correlation test showed a correlation coefficient of 0.604 with a significance value of 0.000 (<0.05), indicating a positive and significant relationship between the two variables. The results of the simple linear regression analysis showed a coefficient of determination (R Square) of 0.365, meaning that daily habituation activities accounted for 36.5% of the variance in student independence in the research model, while the remaining 63.5% represented variance not explained by the model. The hypothesis testing results showed that the alternative hypothesis (H_a) was accepted and the null hypothesis (H_0) was rejected. Thus, daily habituation activities have a positive and significant effect on the independence of Grade VIII C students at MTs Al-Ahsan Kota Bogor and account for 36.5% of the variance in student independence in the research model.

Based on the results of the study, schools are expected to maintain and improve daily habituation programs consistently as part of efforts to support the development of students' independent character. Teachers are expected to serve as role models and provide students with opportunities to take responsibility for learning activities and everyday tasks. For future researchers, it is recommended to examine other variables or factors associated with student independence, such as parenting style, family environment, learning motivation, and students' social environment, in order to obtain a more comprehensive understanding of the various factors associated with student independence.

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