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The Obstacles experienced by Schools in Shaping Religious and Disciplinary Characters in Senior High School Students

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C O N T E N T

A B S T R A C T

The problems of family life are increasingly complex in line with the spirit of changing times and the paradigm of thinking of certain individuals and communities towards the nature or essence of marriage. the purpose of this study is to determine the strategies of single-parent women in meeting children's educational needs. Researchers used descriptive qualitative research methods. The location of this research was Desa Pasanggrahan, Kab. Tangerang. The process of collecting data through a series of observations and in-depth interviews. The researcher used data triangulation and informant review methods in assessing data validity. The research data were analyzed through (1) data collection, (2) data presentation, (3) data reduction, and (4) conclusion drawing. The results showed that the behavior of single-parent women in Pasanggrahan Village, Tangerang Regency in obtaining the fulfillment of household needs and children's education is based on different backgrounds for certain reasons. The conclusion of the research found that the strategy of single-parent women in Pasanggrahan Village in managing their household funds separates which ones are most needed for primary needs to which ones are only used as secondary and tertiary needs.

1. INTRODUCTION

Character education is an important part that cannot be separated in our world of education. Character education can simply be interpreted as a person's temperament, character, attitude, and personality by instilling good values so that these values are integrated and embedded in thoughts, hearts, and actions and their influence is seen in everyday life (Utomo & Alawiyah, 2022). In the direction and policies and priorities of character education, it is emphasized that character education has become an integral part of efforts to achieve the vision of national development as stated in the 2005-2025 long-term development plan, that character education is in line with national education priorities, can be observed from the Graduate Competency Standards (Muchlas & Haryanto, 2012). The situation and condition of the nation's character that is of concern have encouraged the government to take the initiative to prioritize the development of the nation's character (Alawiyah, 2012). The development of the nation's character is made the mainstream of national development. This implies that every

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development effort must always be directed to have a positive impact on character development (Zubaedi, 2012). It can be described that the crime and destruction of a nation begin with the deterioration of its character, although the weakness or destruction can still be temporarily covered up with external advances, and these external forces essentially have no strength in the soul of the nation.

It is recognized that the issue of character or morals is not completely neglected by educational institutions. However, the facts surrounding the deterioration of character around us, show that there is a failure in our educational institutions in terms of growing Indonesian humans with character or noble character (Wathoni, 2014; Musayyidi & Rudi, 2020). This is because what is taught in schools about religious knowledge and character education has not succeeded in forming people with character. The cultivation of character values is given not only to teach knowledge about how to behave well and correctly but more than that, namely as a process of instilling and developing noble values through culture and dignity (Utomo et al., 2022). Character education, of course, is not only the responsibility of schools. Character education is a shared responsibility of all those who touch the values and lives of young people, beginning with the family and extending to faith communities, youth organizations, businesses, government, and even the media (Budiarto, 2020). The hope for the future is that we can come together with a common cause: elevating the character education of our children, the character of our character as adults, and ultimately the character of our culture (Lickona, 2022).

Countermeasures for the collapse of character are to eliminate or improve the factors that cause it. Five domains of education can foster good character, the first is family, self, government, school, environment, and society (Safitri, 2018). Character building is a developmental process in thinking that is continuous until the end of age. Building a characterful environment in elementary schools is very important and must be done by teachers (Rohmawati & Pahlevi, 2023). Character problems cannot be separated from good and bad behavior. The root of all evil and bad actions, acts of evil, lies in the loss of character (Widiawati et al., 2020). Strong character is the fundamental foundation that gives human populations the ability to live together in peace and shape a world filled with goodness and virtue, free from violence and immoral acts (Zaman, 2019). For example, the rampant violence of children and adolescents, crimes against friends, teenage theft, cheating habits, the abuse of drugs and pornography, rape, robbery, and destruction of other people's property have become social problems that until now have not been resolved completely. The behavior of our youth is also characterized by cheating, bullying, and school brawls. The consequences that arise are quite serious and can no longer be considered a simple problem because these actions have led to criminal acts.

Character education is everything that teachers do, which can influence the character of students, teachers help shape the character of students (Annur et al., 2021). Character education instills habits about what is good so that students become aware of what is right and wrong, can feel good values, and are accustomed to doing so (Syamsuddin, 2022). Character education can simply be interpreted as a person's temperament, character, attitude, and personality by instilling good values so that these values are integrated and embedded in thoughts, hearts, and actions and their influence is seen in everyday life. Strengthening character education in the current era is an important thing to do considering the many events that show a moral crisis among children, adolescents, and parents (Wuryandani et al., 2014). Therefore, strengthening character education needs to be implemented as early as possible starting from the family environment, and schools and extending into the community environment.

In character education, some values are used as a reference in building children's character. Character education as an effort to educate children or students so that they can develop cultural values and national character includes the values of (1) religion; (2) honesty; (3) tolerance; (4) discipline; (5) hard work; (6) creative; (7) independent; (8) democratic; (9) curiosity; (10) national spirit; (11) love for the country; (12) respect for achievement; (13) friendly/communicative; (14) love peace; (15) love to read; (16) care for the environment; (17) responsibility; (18) social care into students as their character, and can internalize it in the life of society, nation, and state (Zubaedi & Utomo, 2021).

Based on preliminary observations and interviews that researchers conducted at SMA Merdeka Soreang, Kab. Bandung Barat with the principal and teachers, information was obtained that character education that has been implemented or that has been instilled in this school, namely, religious characters such as reading the Al_Qur'an "every morning before learning, yasinan together and infaq every Friday, dhuha prayers together once a week, disciplined characters such as following the rules of school discipline, nationalism characters such as ceremonies every Monday morning and ceremonies commemorating other national holidays such as teacher's day, national education day, etc. Independent characters, such as class pickets, and mutual cooperation in

cleaning together, as well as other character education such as love for the country, creativity, and social care through habituation, direction, and punishment activities.

Religious values are included in one of the many value points in character education (Rosikum, 2018). Religious values will be shown by a person through his words and actions, this value becomes a basic value in all aspects of life. Therefore, the school environment greatly influences the formation of student character, and what they get at school will determine whether the student's character is good or not (Umar & Umawaitina, 2019). Religion is a character value concerning Allah, Swt, it shows that a person's thoughts, deeds, and actions that are pursued are always based on divine values and religious teachings (Nurgiansah, 2022). This kind of feeling is already a fitrah (human instinct). This is what is called religious instinct. Religion emphasizes attitudes and behaviors that are obedient in carrying out the religion they adhere to, tolerant of the implementation of other religious worship, and living in harmony with adherents of other religions.

Disciplinary character values are also very important for humans to have so that other good character values emerge (Annisa, 2019). The importance of strengthening the character value of discipline is based on the reason that now many deviant behaviors are contrary to disciplinary norms (Sugiana & Sofyan, 2019). Discipline is an action that shows orderly and obedient behavior to the rules (Sari & Syamsi, 2015). Discipline will help children to develop self-control, and help children recognize wrong behavior and correct it (Julia & Ati, 2019). Discipline is not synonymous with violence. Because the correct and proportional discipline is if it is applied with full awareness and compassion (Sobri et al., 2019). It can be described that discipline is an action that shows orderly and obedient behavior to various provisions and regulations.

However, in reality, what is happening now is that in the school there are problems or problems in the formation of religious and disciplinary characters in school. This can be seen from the many behaviors of students who do not reflect religious characteristics such as students who often do not say greetings when entering class, students who chat during prayer are still seen, do not memorize short verses, and lack participation in dhuha prayer activities at school and in the character of discipline, the declining discipline of students can be seen from many students who are often late coming to school, not wearing school uniforms according to their schedule, not wearing socks, and there are still many students who litter and there are also students who fight and mock each other and other behaviors that deviate from the norms of discipline.

Based on the background of the problems that the researchers have described above, the purpose of this study is to find out the obstacles and problems faced by schools and teachers in shaping the religious and disciplinary character of students SMA Merdeka Soreang, Kab. Bandung Barat. The focus of the discussion of this research examines (1) the problematics of forming religious character and student discipline; (2) inhibiting factors in the formation of religious character and student discipline. The results of this study contribute as novelty and knowledge information for teachers, parents, and further researchers regarding the problematics of religious character formation and student discipline at the elementary school level.

2. METHOD

2.1 Type of Research

Based on the type, researchers use descriptive-qualitative research methods. The type of descriptive qualitative research is to describe existing phenomena or reality, both natural and human-made. This research pays more attention to the quality, characteristics, and interrelationships between activities. Qualitative research methods are research methods used to examine the conditions of natural objects, where researchers are key instruments, data collection techniques are triangulated (combined), data analysis is inductive, and qualitative research results emphasize meaning rather than generalization. Descriptive qualitative research is used to conduct research that aims to describe fully and in depth about social reality and various phenomena that occur in society with the aim that the object of research can be presented in detail and its characteristics, character, nature, and model can be known comprehendsively.

This research method is used by researchers to obtain in-depth data, data that contains meaning. Meaning is the actual data, definite data, and a value behind the apparent data. Therefore, qualitative research does not emphasize generalization, but emphasizes meaning, researchers want to examine, namely the problematics of forming religious and disciplinary characters of students at SMA Merdeka Soreang. The reason researchers

choose a qualitative descriptive research design is because researchers want to describe the conditions that will be observed in the field more specifically, transparently, and in depth

2.2 Participant

This research was conducted at SMA Merdeka Soreang, Kab. Bandung Barat. Informants are people who are used to providing information or facts about the situation and conditions in the research. The informants in this study were teachers, students, principals, and school operators at SMA Merdeka Soreang, Kab. Bandung Barat. The determination of the research location in the school was based on the consideration that the school is currently aggressively instilling character education programs, this was conveyed by the guidance and counseling teacher at the school.

2.3 Data Sources

2.3.1 Primary Data Source

Primary data is a data source that directly provides data to data collectors. This primary data is usually said to be data sourced from class teachers, subject teachers, guidance and counseling teachers, student affairs teachers, and school principals. In collecting primary data, researchers can use a voice recorder or write the answers of informants in interviews. Where the results of interviews are collected from various parties which are then concluded by the researcher.

2.3.2 Secondary Data Sources

Secondary data is a data source that does not directly provide data to data collectors, for example through other people or documents. Data that comes from a second source or an agency. This secondary data can be obtained by researchers by collecting data from archives at the research location such as school data documents.

This secondary data can be obtained by researchers by collecting data from archives in the research location, both archives about student data, teacher and employee data, school profile data, and thesis data if the school under study has already been studied. With this data, it is hoped that researchers can get the maximum supporting results from primary data even though the data has been obtained by researchers.

2.5 Data Collection

In the data collection process, the steps used by researchers in the research implementation process use interviews, observation, and documentation methods.

2.4.1 Interview

The interview method is used by researchers to obtain information and information about the problems of religious character formation in schools, the interview process is carried out employing questions and answers while meeting face to face between the interviewer and the informant or interviewee, as for the interviewed informants, namely (1) subject teacher; (2) homeroom teacher; (3) school counselor; (4) education personnel; (5) school principal. As for the type of interview, researchers use structured and unstructured interviews.

2.4.3 Observation

The observation method is used by researchers to obtain data through a systematic observation and recording process, this observation activity regarding the events or phenomena to be studied, either directly or indirectly. Observations made by researchers are (1) direct observation to the school; (2) direct observation with the class teacher; (3) direct observation with students in learning activities; (4) direct observation with students outside the classroom or outside activities. The researcher acts as a non-participant observation, because the researcher only acts to observe what happens at the research location, and the researcher is not included in the object of research.

The benefit of observation is that it can be used to confirm previous findings or research. The description of the observed object can depict what is happening in the real world or life. It gives the reader an overview and allows the reader to interpret the results and interpretations.

2.4.3 Documentation

The documentation method is used by researchers to add and complete research data, this documentation is to support other data needed by researchers. The documentation used by researchers in data collection includes (1) data about school programs such as learning curriculum; (2) lesson plans; (3) data about students (anecdotal records); (4) teacher teaching and learning activities; (5) student activities at school.

2.5 Data validity check

Data validity checks are carried out by researchers to ensure whether the data that has been collected is appropriate or relevant to what exists in reality. This is done by the author to maintain and ensure that the data and information that has been collected and collected is correct, both for the reader and the object under study.

To obtain data validity, the author uses triangulation techniques, triangulation is a data collection technique that combines various data collection techniques and data sources that already exist. The method used is to compare and match all data obtained through observation, interviews, and documentation to assess the level of truth of the data for the analysis process.

2.6 Data Analysis

2.6.1 Data Reduction

In the data reduction process, researchers summarize and select key things, focus on important things, and look for themes and patterns. Thus the data that has been reduced will provide a clear picture, and make it easier for researchers to carry out further data collection, and search for it when needed. Data reduction is assisted by mini equipment, by providing codes on certain aspects.

2.6.2 Data Presentation

After the data is reduced, the next step is data display. In the process of presenting data, researchers use it in the form of brief descriptions, charts, relationships between categories, flowcharts, and the like. By describing the data, it will make it easier to understand what is happening and plan further work, based on what has been understood.

2.6.3 Conclusion Drawing

Concluding begins with preliminary conclusions that are still temporary, then changes if no strong evidence is found that supports the next data collection stage. But if the conclusions put forward at an early stage are supported by valid and consistent evidence when researchers return to the field to collect data, then the conclusions put forward are credible. Thus conclusions in qualitative research may be able to answer the formulation of the problem formulated from the start, but maybe not.

3. RESULT AND DISCUSSION

3.1 Research Findings

After the researcher collects data from interviews, observations, and documentation, the next step is to analyze the data to further explain the research results. The data obtained and explained by researchers will be analyzed using qualitative data analysis by reducing data, presenting data, and drawing conclusions. This discussion, is carried out to answer the formulation of research problems, namely: What are the Problematics of character building of students at SMA Merdeka Soreang, Kab. Bandung Barat?, and what are the factors that influence the character building of students at SMA Merdeka Soreang, Kab. Bandung Barat?. The description of the data analysis that will be explainned as a result of the research is as follows:

3.2 Problematics of Religious Character Building and Student Discipline

Based on the research results from interviews, observations, and documentation, the problems of forming religious and disciplinary characters of students at SDN Terusan, North Musi Rawas Regency are as follows:

a) Students are Less Obedient to Rules.

The results showed that students were lacking in obeying the rules, in the sense that their internal factors could not influence their behavior. this can be seen from the results of direct observations of researchers that there are still many students who violate the rules religious norms and disciplinary norms. An example of religious character is that there are still students who chat during prayer, students often do not attend dhuha prayers without bringing the Qur'an, and the low infaq results every Friday. And in the character of discipline, many students often come late, litter, and do not wear uniforms according to their schedule. This happens because the internal factors that come from themselves, namely their awareness, have not been able to influence their character.

This problem contradicts the theory of Socrates who argues that the underlying goal of character education is to make a person a noble and smart human being. This is also contrary to Lickona's (2016) which says that the basic value that is the foundation in building character is obedience and respect. Obedience and respect include oneself, others, all forms of life, and the environment, by having a sense of obedience and respect, individuals see themselves and others as something valuable and have equal rights.

Based on the results of the research, the findings show that the formation of religious and disciplinary characters is a top priority carried out at school, this can be seen from the activity programs run by schools to shape student character. As for these programs such as rules at school, obedient and obedient attitudes should be instilled and accustomed in students, teachers, and parents in various aspects both in the school environment and outside the school to create noble students.

b) Lack of Cooperation between Teachers and Parents

Based on the results of the study as explained by informant Erlina, the lack of cooperation between parents and teachers, parents delegate their responsibilities at school. This can be seen It will certainly be complicated if this problem becomes complicated if cooperation between teachers and parents is not established. Other findings also show that parents do not communicate with teachers about their children's development. Parents do not familiarize and motivate their children at home. Both principal teachers and parents will find it very difficult to make changes without a joint commitment. So this is very instrumental in the progress of children's character building. Good cooperation between teachers and parents will certainly help in shaping students' character well. In principle, every parent and teacher wants to foster their students to be good people, and have strong personalities and commendable morals, all of this can be attempted through cooperation between parents and teachers through the educational process both through education at school and outside school.

Based on the results of the research and the theory above, character building is a common task for us, especially the cooperation between school teachers and parents is very influential on student character. Education starts at home, so education is not only the duty of a teacher but also of parents. A change requires cooperation.

c) The method used by the teacher is not optimal

Based on the results of the research, the problem that arises is that the method used by the teacher is not optimal, which is chosen to be carried out, namely the habituation method implemented through existing regulations, and has not emphasized the exemplary method. This habituation method is considered by the teacher to be not optimal in shaping the religious and disciplinary character of students because it has not been able to affect changes in their character, this is a problem for teachers in shaping religious and disciplinary character.

Character building not only maximizes the habituation method but also maximizes the exemplary method. Exemplary is the most effective and efficient method of shaping student character. Because students tend to imitate (imitate) teachers will imitate what they see. Line with Majid & Andayani (2012) said that the cultivation of character education in schools can be done by teachers, such as integrating character values into learning content, exemplary teachers as models or examples for students, habituation of character environments that have good character, habituation of all school residents to behave according to the character values developed as role models for students, and most importantly the development of school culture to support the success of character education. The process of character education requires educational methods that can instill good character values in students so that students not only know about morals (moral knowing) but it is also expected that they can carry out morals or (moral action) which is the main goal of character education. Problems in shaping student character are diverse student behavior, lack of maximum methods used, lack of communication

and cooperation between the school and parents, the influence of the internet, promiscuity, and lack of support from parents.

3.3 Inhibiting Factors in the Formation of Religious Character and Student Discipline

The nature or character possessed by a person must be influenced by several factors. Likewise, regarding the religiousness and discipline of students at SMA Merdeka Soreang, Kab. Bandung Barat. Researchers will present the results of interviews and observations conducted regarding the factors that become obstacles in the character building of students at SMA Merdeka Soreang, Kab. Bandung Barat:

a) Lack of Willpower from Within Students

One of the forces behind human behavior is willpower and will. This will is a power from within. that is what moves humans to act seriously. The nature or personality of students must be different, this is one of the factors that affect student character. Based on the results of the study, shows a lack of willpower from within students, this can be seen from the existence of students who do not participate in dhuha prayer activities and reading the Qur'an, because many students are often late so they cannot participate in duhua prayer activities and reading the Qur'an, and the lack of willingness of students to participate in extracurricular activities such as scouts. this can be concluded from the author that the formation of the religious and disciplinary character of students is still low due to a lack of student willingness. According to Asnami (2013), several factors influence character building, namely factors that come from within or internal to the child himself, namely desire or will. This will is a function of the soul to be able to achieve something, this will is the power from within that moves humans to act seriously.

b) Students who are difficulty to organize

Based on the results of the researcher's research that the existence of unruly students is an inhibiting factor in the formation of the religious and disciplinary character of students. For students who are difficult to manage and advised, every advice given by the teacher is always answered yes, but in fact, it is not done and the next day they still repeat it. For students who are difficult to arrange for dhuha prayers, there is still chatting while reading prayers, and often students do not wear uniforms according to their schedule, and what the teacher says is not necessarily what they hear.

c) Lack of attention from parents

Based on the results of the research, the issue of character building becomes more complicated when parents as the main teachers of children are unable to play their functions properly and appropriately. Parents are more concerned with work and busyness and leave their main responsibility to educate and guide them to become good and noble people. The results showed that parents pay less attention to their children in character building. In line with the opinion of Megawangi (2010) who said that character is formed due to two factors, namely natural factors and environmental factors, the environment here is the parents' function, namely to educate, build, and develop the ability to all family members to live well in society.

Based on the results of the research and the theory above, the author can understand that parental attention in character building is very necessary considering that education starts at home. Parents should provide guidance, direction motivation, and habituation to their children when at home. We meet many parents who fail to educate their children. So that the emotional maturity of these children becomes bad and they cannot live in society properly.

d) Less supportive environment and student associations

Based on the results of the research, there is a less supportive environment around students, such as the absence of habituation activities that can motivate students, the lack of understanding of the surrounding community about the importance of forming religious and disciplinary characters, and the influence of peers such as gaming habits. A less supportive surrounding environment will hurt stu-dents, especially now that promiscuity and the use of social media are rampant. The results of the study are also supported by the theory of Yunus (2015) which says that one of the factors that contribute to determining the behavior of a person or a society is the environment, for example, an environment that likes to brawl will certainly have a bad influence on the surrounding people.

Based on the results of the research and the theory above, the author can understand that the environment as a place to socialize children with the community also has an impact on children both directly and indirectly. The existing environment around where students live takes an important role in the formation of student character, if the environment is good in morals, then the morals of the students will be good, but on the contrary, if the environment is bad in morals, then the morals may also be bad.

e) The Negative Impact of the Internet and Online Games

Based on the results of research showing that there is a negative impact of the internet and online games, this is following the statement of the teacher and the existence of the Internet and online games is currently a necessity, especially since students do not want to be left behind, but it is necessary to know that the internet in addition to having a positive impact can also have a negative impact.

The habits of students in this digital era are the use of the internet or cell phones. They play online games more often when at home, so this has a negative influence on them because sometimes they forget to study, or come to school late because they wake up late. Forgetting to pray because they are engrossed in playing games and the internet. According to Hendayani (2019), education in the current digital era can not only be enjoyed by adults but also children. Schools can also enjoy the results of these technological developments, even children as young as five years old are now good at playing gadgets. The rise of the above cases mostly afflicts children at school age. Many problems affect the formation of student character education, both internal and external. In its development, the internet has now become a necessity, especially since students do not want to miss utilizing this super-sophisticated technology, but it must be known that the internet in addition to having a positive impact also has a negative impact. From this negative impact, problems arise in the character-building process.

Based on the results of the research and the theory above, the author can understand that children today spend more time playing online games, and videos, and interactting with media gadgets, such as cell phones, laptops, and video games. Activities that are in contact with technology color children's lives more, rather than interacting with their peers in the home environment, playing soccer, cycling, and other play activities. The activities of elementary school-age children must be supervised by families, teachers, and the surrounding community so that children are not exposed to the negative effects of digital technology. The results of research by Lailiyah & Badi'ah (2019) reveal that there are two inhibiting factors in character building, namely internal factors such as desire and willingness, diverse student behavior, external factors such as parental attention, the influence of the internet and television in the community environment.

Based on the results of the above research, it can be understood that at SMA Merdeka Soreang, Kab. Bandung Barat there are still many problems or problematics that cannot be resolved in the formation of religious and disciplinary characters in students. From the results of research both interviews and observations, the authors can find that the problems of problematic formation of religious and disciplinary characters of students at SMA Merdeka Soreang, Kab. Bandung Barat are: students do not obey the rules, lack of cooperation between teachers and parents, the methods used by teachers are not optimal, and the factors that become obstacles in the formation of religious and disciplinary characters of students are: internal factors that come from within the students themselves, namely: Willingness from within students, unruly students and external factors, namely: Lack of attention from parents, environment and student associations that are less supportive and the negative impact of the internet and online games.

Character education is very important in the scope of the school because character education will bring out the traits that direct students to good things. Character is an important aspect of the self-image of each individual. Character is a combination of all human characteristics that are permanent and become a special mark to distinguish one person from another (Utomo & Pahlevi, 2022). When instilled in students towards personalities, they are taught not only to know something is good, it is prohibited by religion not only the knowledge given but students are taught really how to behave according to the knowledge they have. The goal is for students to form a positive character in themselves and have a routine of Islamic values.

Overcoming the collapse of character is to eliminate the problem and improve the factors that cause it so that the goals in the character-building process are achieved. Five domains of education can foster good character, the first is family, self, government, school, environment, and society, and all of these are our shared responsibility in the process of formation. Character building is a developmenttal process in thinking that is continuous until the end of age. Character development is integrated with subjects as well as intra and extracurricular activities. Thus the Problematics of religious character formation and discipline of students at

SMA Merdeka Soreang, Kab. Bandung Barat, both from the results of interviews, observations, and documentation that the author conducted during this research process.

4. IMPLICATIONS AND RECOMMENDATIONS

The results of this study have contributed and provided novelty both directly and indirectly to the world of education, as for the implications and contributions of this study are explained below:

1). Research Implications

Theoretically, the results of this study are expected to add to the development of knowledge and broaden insights into cha-racter education that has been implemented at SMA Merdeka Soreang, Kab. Bandung Barat.

Practically, the results of this study can be used as a reference for schools, teachers, and students regarding (1) providing an overview of the extent of the implementation of character education in schools; (2) increasing awareness for schools to integrate student character values; (3) providing an overview of the extent of the implementation of character education in schools; (4) increasing motivation for teachers to improve student character values.

2) Research Contribution

The results of this study can be used as novelty and enrichment material both theoretically and practically regarding strategies for shaping students' religious and disciplinary characters. For researchers, the results of this study can be used as a reference and novelty.

5. RESEARCH LIMITATIONS

1) Data collection in this study is based on interviews only, so it tends to be subjective, and observation and documentation are the only a supporting sources for interviews;
2) The research subjects are limited because parents or guardians of students are not included as data sources in this study.
3) Interviews cannot be comprehensive with other class teachers because researchers only focus on teachers.
4) For future researchers, it is hoped that they can further expand the study and more in-depth analysis because researchers realize that in this research there are still many shortcomings caused by the limited time, methods, and reference sources used by researchers.

6. CONCLUSION

Character education in schools should be integrated with all subjects and school activities. All teachers are obliged to pay attention and educate students to have better morals. The main requirements that a teacher must have in developing student character are having good character, showing good behavior, and paying attention to students.

The results of the study concluded that the problems of religious character building and discipline of students at SMA Merdeka Soreang, Kab. Bandung Barat are: Students do not obey the rules, lack of cooperation between teachers and parents, and the methods used by teachers are not optimal. The inhibiting factors in the formation of religious character and discipline of students at SMA Merdeka Soreang, Kab. Bandung Barat are internal factors Lack of willingness from within students and unruly students, and external factors: Lack of parental attention, unfavorable environment and student associations, and the negative impact of the internet and online games.

Research suggestions. From the results of this study, the suggestions offered by researchers are that schools, teachers, and parents should help work together to support all school activities to participate in creating good students in terms of cognitive and affective, as well as matters relating to their character.

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AUTHOR CONTRIBUTION STATEMENT

All data presented in this article are real and follow the findings in the field. The researcher guarantees and takes full responsibility for the report that the researcher has reported through this article.

DECLARATION OF COMPETING INTERESTS

The authors declared no potential conflicts of interest with respect to the research, authorship, and/or publication of this article.

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