



## From Knowledge to Character: Implementing the Axiological Values of Science in Student Character Formation

Dismawati\*, Muhammad Futaki Izhar, Nursalimah, Aprizon Dika Putra, Riska Meisyi Putri, Anggia Pratiwi, Efa Eriyani

Universitas Merangin, Indonesia

Email : [nursalimah@gmail.com](mailto:nursalimah@gmail.com)

DOI: <https://doi.org/10.61987/jemr.v5i4.2399>

### ABSTRACT

#### Keywords:

Axiology of Science,  
Character Formation,  
Values-Based  
Learning, Science  
Education

\*Corresponding Author

Education plays a vital role in developing students' academic competencies and character in response to contemporary social and technological challenges. This study aimed to examine the implementation of the axiological values of science in learning and explore their contribution to student character formation. A qualitative approach with a case study design was employed. Data were collected through observations and in-depth interviews involving school leaders, teachers, students, and parents, and were analyzed using the Miles and Huberman interactive model, including data reduction, data display, and conclusion drawing. The findings reveal that axiological values are integrated into the educational process through classroom learning, habitual practices, teacher role modeling, and a values-oriented school culture. These practices contribute significantly to the development of students' honesty, responsibility, discipline, cooperation, social awareness, and religiosity. The study also identifies several supporting factors, including teacher commitment, leadership support, a positive school culture, and parental involvement, while differences in family backgrounds and the influence of digital technology emerge as key challenges. The findings imply that integrating the axiological values of science into learning can serve as an effective strategy for fostering sustainable character development and promoting the ethical application of knowledge in students' daily lives.

#### Article History:

Received: January 2026; Revised: February 2026; Accepted: March 2026

#### Please cite this article in APA style as:

Dismawati, , Izhar, M. F., Nursalimah, Putra, A. D., Putri, R. M., Pratiwi, A., & Eriyani, E. (2026). From Knowledge to Character: Implementing the Axiological Values of Science in Student Character Formation. *Journal of Educational Management Research*, 5(4), 3576-3589.

## INTRODUCTION

Education plays a strategic role in developing human resources who are not only academically competent but also possess strong moral character. In contemporary society, educational success is no longer measured solely by students' mastery of knowledge and skills, but also by their ability to apply knowledge ethically and responsibly in daily life. The rapid advancement of

science and technology has transformed social interactions, access to information, and decision-making processes, creating new opportunities as well as ethical challenges. As a result, educational institutions are increasingly expected to prepare students who can critically evaluate information and use knowledge for the common good. Previous studies emphasize that the integration of knowledge and values is essential for developing socially responsible citizens capable of addressing complex societal problems (Dzukroni, 2022; Sejati et al., 2022). Therefore, education must move beyond the transmission of knowledge and become a transformative process that cultivates moral awareness, responsibility, and positive character. This issue is significant because the future quality of society depends on individuals who are capable of balancing intellectual achievement with ethical conduct.

Despite the recognized importance of character education, many societies continue to face challenges related to the ethical use of knowledge and technology. The expansion of digital media, artificial intelligence, and online communication has increased access to information, but it has also contributed to misinformation, cyberbullying, declining social sensitivity, and irresponsible technology use. Scientific and technological developments have undoubtedly improved human welfare in various sectors, including education, health, communication, and economics (Pratiwi et al., 2024). However, knowledge that is detached from ethical values can generate negative consequences for individuals and communities (Ula & Muniron, 2024). This situation highlights the need to understand science not only from the perspective of truth and objectivity but also from the perspective of usefulness, responsibility, and moral consequences (Rahman et al., 2024). The axiological dimension of science becomes particularly relevant because it addresses the value, purpose, and ethical implications of knowledge. Consequently, educational systems need effective approaches that integrate scientific understanding with character development to ensure that students become responsible users of knowledge.

The challenges associated with value formation are increasingly visible in educational settings. Students are exposed to diverse sources of information through digital platforms, social media, and online learning environments from an early age. While these developments provide opportunities for learning, they also expose students to content that may conflict with educational and moral values (Sunarti & Rahman, 2025). Teachers frequently encounter issues related to discipline, responsibility, social interaction, and ethical decision-making among students. Furthermore, the ability to access information rapidly is not always accompanied by the capacity to evaluate its credibility, benefits, and consequences (Samuni et al., 2025). Educational institutions therefore face the dual responsibility of enhancing academic achievement while simultaneously fostering character development. Values such as honesty, responsibility, cooperation, discipline, social awareness, and respect for truth must be

systematically integrated into learning experiences (Maharani et al., 2026). These field realities indicate that value-oriented learning is increasingly necessary to help students navigate the complexities of contemporary life and develop responsible attitudes toward knowledge and society.

Previous studies have highlighted the importance of character education in fostering students' moral and social development. Research has examined various approaches, including the implementation of the Merdeka Curriculum, the strengthening of the Pancasila Student Profile, and the cultivation of positive school cultures that support character development (Pauzi et al., 2022). Other studies have demonstrated that teacher role modeling, school culture, and value-based learning significantly influence students' attitudes and behaviors (Alamsyah et al., 2025). Furthermore, research has emphasized the importance of integrating ethical and philosophical perspectives into educational practices to support holistic student development (Dongoran et al., 2024; Puandina et al., 2023). These studies collectively suggest that character education is most effective when values are embedded within daily learning experiences rather than taught as isolated concepts. However, much of the existing literature primarily focuses on educational outcomes and general value integration, leaving important questions regarding the role of the axiology of science insufficiently explored.

Although the literature provides valuable insights into character education, several limitations remain. Research specifically investigating how axiological values of science are implemented in classroom learning and internalized through educational practices is still limited (Suryati, 2025). Most studies emphasize character education outcomes without adequately explaining how values related to the usefulness of knowledge, ethical responsibility, and the social implications of science are embedded within teaching and learning processes (Sani, 2023). In addition, existing studies tend to focus on curriculum implementation, school culture, or moral education independently, rather than examining the interconnected relationship between scientific knowledge and character formation. Consequently, there is limited empirical evidence explaining how the axiological dimension of science can serve as a framework for integrating academic learning with moral development. Addressing this gap is important because students increasingly interact with scientific and technological knowledge that requires ethical judgment and responsible application in everyday life.

This study offers a novel perspective by examining character formation through the lens of the axiology of science. Unlike previous studies that primarily focus on general character education, this research investigates how values inherent in scientific knowledge such as usefulness, responsibility, ethical awareness, and social benefit are integrated into learning activities and school culture. The study contributes to the growing discussion on the relationship between philosophy of science and educational practice by demonstrating how

axiological principles can be translated into concrete educational experiences. The significance of this research lies in its potential to provide a conceptual and practical framework for educators seeking to balance cognitive development with moral and ethical growth. By exploring the implementation of axiological values in educational settings, this study expands current understanding of how science education can contribute not only to intellectual achievement but also to the development of responsible and value-oriented individuals.

Based on these considerations, this study seeks to answer the following research problem: how are the axiological values of science implemented in learning, and how do they contribute to student character formation? This research argues that the integration of axiological values into learning processes can strengthen students' honesty, responsibility, discipline, cooperation, social awareness, and religiosity by connecting knowledge with meaningful life values. Furthermore, the study assumes that effective character formation is influenced not only by instructional practices but also by teacher role models, school culture, and stakeholder support. By addressing this issue, the research contributes theoretically to the development of axiology-based educational studies and empirically to understanding how values-oriented learning can support sustainable character development. The findings are expected to provide practical recommendations for educators and educational leaders seeking to design learning environments that foster both academic excellence and ethical responsibility.

## RESEARCH METHODS

This study employed a qualitative approach with a case study design to explore the implementation of the axiological values of science in learning and their contribution to student character formation. A qualitative case study was selected because it enables an in-depth understanding of a social and educational phenomenon within its natural context, allowing researchers to capture participants' experiences, perceptions, and interactions comprehensively. This design is particularly appropriate for investigating value-based educational practices because the integration of axiological values occurs through complex processes involving learning activities, social interactions, and institutional culture. Furthermore, the case study approach facilitates a holistic examination of how scientific values are interpreted and implemented by educational stakeholders and how these values influence students' character development in everyday educational settings.

The research was conducted at an Islamic secondary educational institution that integrates general education and religious learning within its instructional practices. The site was purposively selected because it provides a relevant context for examining the implementation of axiological values through

both academic activities and school culture. The institution emphasizes moral, religious, and social values as integral components of its educational mission, creating opportunities for students to experience value-oriented learning in both formal and informal settings. This context was considered suitable for investigating how the values of science are translated into educational practices and how such practices contribute to the development of student character. The selection of the research site was therefore based on its potential to provide rich and meaningful data related to the objectives of the study.

Data were collected through classroom and school observations as well as in-depth interviews with key informants, including the principal, teachers, students, and parents. Informants were selected using purposive sampling to ensure that participants possessed relevant knowledge and experience regarding the implementation of values-based learning. Observations were conducted to capture actual practices, interactions, and habitual activities related to the integration of axiological values in educational processes. Meanwhile, interviews were used to explore participants' perspectives, experiences, and interpretations concerning the implementation of these values and their influence on student character formation. In this study, the researcher served as the primary research instrument, supported by observation protocols, interview guides, audio recording devices, and field notes to ensure systematic and comprehensive data collection.

Data analysis followed the interactive model developed by Miles and Huberman, consisting of data condensation, data display, and conclusion drawing or verification. Data condensation involved selecting, focusing, simplifying, and organizing the information obtained from observations and interviews to identify themes relevant to the research objectives. Subsequently, the organized data were presented through descriptive narratives and thematic categories to facilitate interpretation and pattern identification. The final stage involved drawing conclusions and continuously verifying findings to ensure consistency and accuracy throughout the analytical process. To establish the trustworthiness of the study, several strategies were employed, including credibility, transferability, dependability, and confirmability procedures. Credibility was strengthened through source triangulation, technique triangulation, and member checking with participants. Transferability was ensured through detailed descriptions of the research context, while dependability and confirmability were maintained through systematic documentation and continuous examination of the research process. These procedures were implemented to ensure that the findings were credible, reliable, and scientifically accountable.

## RESULTS AND DISCUSSION

This research was conducted on Thursday, May 7, 2026 at MTs Al-Ishlah located in Pulau Tengah Village, Jangkat District, Merangin Regency, Jambi Province. The research results were obtained through observations and interviews conducted with the madrasah principal, teachers, students, and parents. The research findings indicate that the values of the axiology of science have been implemented in various learning activities and madrasah culture. This implementation is not only seen in the delivery of lesson materials, but also through habits, role models, and various activities that support the formation of student character. Based on the results of data analysis, four main themes were found related to the implementation of the values of the axiology of science at MTs Al-Ishlah, namely the implementation of the values of the axiology of science in learning, teacher strategies in integrating the values of the axiology of science, the contribution of the implementation of the values of the axiology of science to the formation of student character, as well as supporting and inhibiting factors for its implementation.

### **Implementation of Axiological Values of Science in Learning at MTs Al-Ishlah**

Observations indicate that the learning process at MTs Al-Ishlah not only focuses on delivering academic material but also emphasizes the importance of the values inherent in science. Learning activities begin with a group prayer and the recitation of short verses from the Quran, led by the class teacher. This atmosphere reflects the madrasah's efforts to integrate religious values into daily learning activities. Throughout the learning process, teachers actively connect the material taught to real-life situations relevant to students' lives (Karisna, 2022). This approach aims to help students understand that science has benefits that can be applied in everyday life.

Interviews with one teacher indicate that learning is not solely directed at achieving academic goals but also at shaping students' attitudes and behaviors. The teacher explained that each lesson is always linked to values such as honesty, responsibility, cooperation, and environmental stewardship. When discussing environmental topics, for example, the teacher encourages students to understand the importance of maintaining classroom cleanliness as a way of applying the knowledge they have learned. Students are not only asked to understand environmental concepts theoretically but are also encouraged to practice them directly (Marjuki et al., 2024). This situation demonstrates that science is understood as a means to build social awareness and responsibility.

Research findings also indicate that the axiological values of science are

implemented through various habitual activities that are part of the madrasah culture. Activities such as maintaining classroom cleanliness before class begins, getting used to queuing, respecting teachers, and helping friends experiencing difficulties are routine activities. Observations show that students are beginning to demonstrate awareness of carrying out these activities without constant reminders from teachers. Repeated habitual practices provide opportunities for students to internalize the values taught in the lesson (Habibani & Fatimah, 2024). This situation demonstrates that the process of values education occurs not only through the delivery of material but also through the real experiences students have every day.

The implementation of the axiological values of science found in this study indicates that learning at MTs Al-Ishlah has accommodated the function of science as a means of character development. This finding aligns with the axiological perspective that positions science as an instrument that should benefit human life. Knowledge is not only viewed as a collection of information that must be mastered, but also as a guideline for determining attitudes and actions. This understanding is crucial because students live in an era marked by the rapid development of information and technology (Rosmiati et al., 2025). Therefore, the ability to understand the value and benefits of knowledge is no less crucial than mastering the knowledge itself.

### **Teacher Strategies in Integrating the Axiological Values of Knowledge**

The research results indicate that teachers play a central role in integrating the axiological values of science into learning. Based on interviews, teachers stated that instilling values is more effective through behavioral examples than through advice or theoretical explanations alone. This view is evident in various actions teachers take during the learning process (Rusilowati et al., 2024). Teachers strive to demonstrate discipline by arriving on time, preparing lessons well, and carrying out assignments consistently. These behaviors serve as examples that students can directly observe in their daily lives.

Observations indicate that role modeling is the most dominant strategy in the process of internalizing values. Teachers not only ask students to maintain a clean school environment but also participate in these activities. On several occasions, teachers were seen helping students tidy up the classroom before lessons began (Hardiansyah, 2022). This attitude conveys the message that maintaining cleanliness is a shared responsibility. Students appear more likely to follow teachers' directions when they see real-life examples. These findings indicate that role modeling has a strong influence on shaping student behavior.

In addition to role modeling, teachers also implement habituation strategies through various routine activities that are carried out continuously. Students are accustomed to greeting each other upon entering the classroom, praying before and after class, and completing assignments within the allotted time. Teachers consistently reinforce positive behavior displayed by students during the lesson. This reinforcement is achieved through praise, appreciation, and motivation, encouraging students to maintain their positive behavior. Continuous reinforcement helps students understand that values are not simply concepts to be learned but must be realized in concrete actions.

The strategies implemented by teachers demonstrate that the learning process and character education are integrated. This integration enables students to gain more meaningful learning experiences because they not only understand the subject matter but also the values contained within it. These findings reinforce the view that teachers hold a strategic position in bridging the relationship between science and moral values (Susanto et al., 2026). The successful implementation of the axiological values of science depends heavily on teachers' ability to create learning experiences relevant to students' lives. Thus, the role of teachers is not merely as a transmitter of information, but also as a role model and facilitator of character development.

### **The Contribution of Implementing Axiological Values of Science to Student Character Development**

Research results indicate that the implementation of axiological values of science has a positive contribution to the character development of students at MTs Al-Ishlah. The most prominent character traits, based on observations and interviews, include honesty, responsibility, discipline, cooperation, social awareness, and religiosity. Teachers revealed that most students began to show more positive behavioral changes compared to before. These changes were evident in students' increased awareness of carrying out tasks, complying with school rules, and maintaining good relationships with peers and teachers. This indicates that the integration of values into learning has an impact on student character development.

The character of honesty is developed through various learning activities that emphasize the importance of conveying information accurately. Teachers encourage students to work on assignments independently and avoid cheating. Observations indicate that students are becoming accustomed to admitting mistakes without waiting for reprimands from teachers. This behavior demonstrates an understanding of the importance of honesty as part of personal

responsibility (Atmojo et al., 2025). Honesty, developed through habituation, has the potential to become an ingrained character trait in students.

The character of responsibility and discipline is also developed through learning activities and various rules implemented at the madrasah. Students are accustomed to completing assignments on time, maintaining learning equipment, and participating in activities according to the established schedule. Interviews with teachers indicate that students who were initially frequently late in submitting assignments began to show changes after receiving ongoing coaching and mentoring. These changes demonstrate that character can be formed through a consistent educational process. Learning that integrates the axiological values of knowledge provides students with a space to understand the meaning of responsibility in everyday life.

The findings of this study indicate that knowledge and character have a complementary relationship. The knowledge acquired by students will provide greater benefits when used responsibly and based on moral values. This condition aligns with the goal of education, which emphasizes not only academic achievement but also character development. The implementation of the axiological values of knowledge contributes to developing students who are not only intellectually intelligent but also possess ethical awareness in using their knowledge.

### **Supporting and Inhibiting Factors in the Implementation of the Axiology of Science Values**

The research results indicate that the successful implementation of the axiology of science values at MTs Al-Ishlah is supported by teacher commitment, support from the principal, the school's religious culture, and parental involvement. Teachers have a strong understanding of the importance of character education and therefore strive to integrate values into every learning process. The principal also provides support through various habituation programs oriented towards strengthening student character. The religious environment of the madrasah creates a conducive atmosphere for the internalization of values. This support is crucial for realizing learning that is not solely focused on academic aspects.

On the other hand, this study also identified several inhibiting factors in the implementation of the axiology of science values. Interviews with teachers indicate that differences in family background influence the success of instilling values in students. Some students receive good reinforcement of values in their family environment, making it easier to apply the values taught at school.

Conversely, some students still require more intensive support because the habituation developed at school is not fully supported by the home environment (Rizal et al., 2023). Teachers revealed that this situation is evident in the differences in students' discipline and responsibility in participating in learning activities.

The influence of technological developments and digital media also poses a challenge in the process of character formation in students. Interviews indicate that some students already have access to smartphones and social media, even though they are still in elementary school. Teachers observed that some students are sometimes more interested in discussing content they see on social media than in the learning material being studied. This situation indicates that technological developments present both opportunities and challenges for education (Rosita et al., 2025). Therefore, collaboration between schools and families is necessary to guide students in using technology wisely and responsibly.

Findings regarding supporting and inhibiting factors indicate that implementing the axiological values of science is a complex process involving many parties. The success of instilling values depends not only on the teacher's ability to manage learning but is also influenced by the family environment and the students' social development. Synergy between schools, families, and the community is crucial in maintaining consistent character formation. With effective collaboration, the values taught in schools can be continuously reinforced in students' daily lives, thus optimally achieving the goals of character education.

## CONCLUSION

The findings of this study demonstrate that the implementation of the axiological values of science can be effectively integrated into learning processes and educational culture through classroom instruction, habituation practices, teacher role modeling, and values-oriented activities. The most important lesson derived from this research is that knowledge becomes more meaningful when it is accompanied by ethical awareness and social responsibility. The integration of axiological values not only supports students' academic development but also strengthens essential character traits, including honesty, responsibility, discipline, cooperation, social awareness, and religiosity. These findings highlight that character formation is most effective when values are consistently embedded in both learning experiences and everyday school life. Furthermore, the study contributes to the field of educational philosophy by providing empirical evidence that the axiology of science can serve as a practical framework

for connecting scientific knowledge with character education and moral development.

This study enriches the literature on the axiology of science by demonstrating how philosophical values can be translated into concrete educational practices that support sustainable character formation. However, the study is limited by its focus on a single educational setting and its reliance on qualitative data obtained from a relatively limited number of participants. Therefore, the findings may not fully represent the implementation of axiological values in different educational contexts. Future research is recommended to involve multiple schools with diverse cultural and institutional backgrounds and to employ mixed-methods or quantitative approaches to examine the effectiveness of axiology-based learning on students' character development more comprehensively. Further studies may also explore the influence of digital technology, family engagement, and educational leadership in strengthening the integration of scientific values and character education.

## REFERENCES

- Alamsyah, F., Fathurahman, M., & Subekti, I. (2025). Hubungan ilmu dengan nilai-nilai hidup manusia sebagai basis pengembangan teori dan konsep dalam kajian manajemen pendidikan Islam. *Journal of Educational Review and Cultural Studies*. <https://doi.org/10.61540/jeracs.v2i2.86>
- Atmojo, S. E., Lukitoaji, B. D., Rahmawati, R. D., Anggriani, M. D., & Anindya, A. P. (2025). Effects of hybrid STEM learning on 21st-century skills and character development in prospective elementary teachers: A mixed-methods study from Indonesia. *Qubahan Academic Journal*. <https://doi.org/10.48161/qaj.v5n2a1716>
- Dongoran, R., Hasibuan, Z. H. A., Nabilla, D. H., Abdillah, A., & Amrina, S. (2024). Filsafat ilmu dan etika keilmuan dalam pengembangan ilmu pengetahuan modern dan upaya dalam menangani problematika etika filsafat ilmu. *El-Mujtama: Jurnal Pengabdian Masyarakat*. <https://doi.org/10.47467/elmujtama.v4i5.2995>
- Dzukroni, A. A. (2022). Integrasi ilmu keislaman dan sosial humaniora dalam studi Islam: Kritik epistemologi Muhammad Arkoun terhadap metodologi studi Islam. *AT-TURAS: Jurnal Studi Keislaman*. <https://doi.org/10.33650/at-turas.v9i1.3712>

- Habibani, R. A., & Fatimah, S. (2024). Positivisme: Konsep, perkembangan, dan implementasi dalam kajian ilmu pengetahuan dan hukum. *CENDEKIA: Jurnal Ilmu Pengetahuan*. <https://doi.org/10.51878/cendekia.v4i4.3831>
- Hapidin, A., Natsir, N. F., & Haryanti, E. (2022). Epistemologi pendidikan Islam di Indonesia sebagai solusi menjawab tantangan ilmu pengetahuan dan metode ilmiah di era 4.0. *Tarbawiyah: Jurnal Ilmiah Pendidikan*. <https://doi.org/10.32332/tarbawiyah.v6i1.4387>
- Hardiansyah, F. (2022). The implementation of tolerance character education through social science learning in elementary school. *AULADUNA: Jurnal Pendidikan Dasar Islam*. <https://doi.org/10.24252/auladuna.v9i2a5.2022>
- Karisna, N. N. (2022). Ontologi, epistemologi, dan aksiologi dalam perspektif filsafat ilmu dakwah di era komunikasi digital. *JISAB: The Journal of Islamic Communication and Broadcasting*. <https://doi.org/10.53515/jisab.v2i1.17>
- Maharani, D., Handrianto, B., & Indra, H. (2026). Epistemologi Islam integratif: Analisis komprehensif empat sumber ilmu (panca indra, akal, wahyu, dan ilham). *EDUCATIONAL: Jurnal Inovasi Pendidikan & Pengajaran*. <https://doi.org/10.51878/educational.v6i1.9319>
- Marjuki, S. N. F., Nada, Z. Q., Haq, M. I., & El-Yunusi, M. (2024). Konsep epistemologi bayani, irfani, dan burhani dalam filsafat pendidikan Islam. *DINAMIKA: Jurnal Kajian Pendidikan dan Keislaman*. <https://doi.org/10.32764/dinamika.v9i1.4190>
- Norazali, N. I. H., Izhar, M. I., & Zulkifli, F. (2023). Sejarah dan implikasi pandemik: Kajian kes pandemik selepas Sepanyol, selepas Asia dan selepas Hong Kong. *International Journal of Interdisciplinary and Strategic Studies*. <https://doi.org/10.47548/ijistra.2023.74>
- Pauzi, I., Sarjan, M., Muliadi, A., Azizi, A., Hamidi, H., Yamin, M., Muttaqin, M. Z. H., Ardiansyah, B., Rahmatiah, R., Sudirman, S., Rasyidi, M., & Khery, Y. (2022). Peranan filsafat dalam pendidikan ilmu kesehatan (kajian ontologi, epistemologi, dan aksiologi). *Educatoria: Jurnal Ilmiah Ilmu Pendidikan*. <https://doi.org/10.36312/ejiip.v2i4.134>
- Pratiwi, U., Karneli, Y., & Marsidin, S. (2024). Pemahaman mendasar tentang hakekat ilmu dalam tinjauan filsafat: Ontologi, epistemologi, dan aksiologi. *Jurnal Pendidikan Siber Nusantara*. <https://doi.org/10.38035/jpsn.v2i2.170>
- Puandina, A. B., Assagaf, J., Adisucipto, P. C. J. L., Depok, K., Sleman, K., Istimewa, D., & Yogyakarta. (2023). Filsafat ilmu: Landasan ontologi, epistemologi, aksiologi dalam konseling Islam. *Jurnal Riset Rumpun Agama dan Filsafat*. <https://doi.org/10.55606/jurrafi.v2i1.990>

- Purwanto, P., & Harsono, M. (2022). Political connection dalam kajian filsafat ilmu. *Nominal: Barometer Riset Akuntansi dan Manajemen*. <https://doi.org/10.21831/nominal.v11i2.51700>
- Rahman, Z. D., Sarmain, S., Faqih, S. Al, Fauzi, A., & Hidayat, W. (2024). Menggali arti, makna, dan hakikat filsafat ilmu: Relevansi epistemologi dalam dinamika pengetahuan modern. *Jurnal Manajemen Pendidikan*. <https://doi.org/10.34125/jmp.v9i3.695>
- Rizal, A., Burhan, B., Irwandi, I., & Nurwidayanti, N. (2023). Implementasi pembelajaran PPKn dalam menanamkan nilai karakter peserta didik. *Journal of Education and Instruction (JOEAI)*. <https://doi.org/10.31539/joeai.v6i1.4743>
- Rosita, D., Sutisnawati, A., & Uswatun, D. A. (2025). Pendidikan karakter nilai disiplin dan tanggung jawab dalam pembelajaran tematik di sekolah dasar. *Journal Innovation in Education*. <https://doi.org/10.59841/inoved.v3i1.2320>
- Rosmiati, R., Hamsiah, A., & Rahmaniah, R. (2025). Implementasi proyek penguatan profil pelajar Pancasila terhadap pembelajaran karakter pada siswa inklusi di SD Negeri Unggulan Mongisidi I Makassar. *Bosowa Journal of Education*. <https://doi.org/10.35965/bje.v5i2.5309>
- Rusilowati, A., Hidayah, I., Nugrahani, R., Abidin, Z., Hutagalung, F., Sofchah, T., & Ariyanti, S. (2024). Child-friendly school and its relationship with the Merdeka curriculum in forming the students' character through science learning. *Jurnal Pendidikan IPA Indonesia*. <https://doi.org/10.15294/jpii.v13i1.44482>
- Samuni, N., Muin, S. A., & Kanyo, N.-I. (2025). Evaluasi tahap pengetahuan dan kefahaman pelajar UMSKAL berkaitan kursus integriti dan antirasuah: Implikasi terhadap kurikulum pendidikan tinggi. *ATTARBAWIY: Malaysian Online Journal of Education*. <https://doi.org/10.53840/attarbawiy.v9i1.288>
- Sani, A. (2023). Jalan baru kebenaran dalam epistemologi integrasi dan interkoneksi Muhammad Amin Abdullah. *ISME: Journal of Islamic Studies and Multidisciplinary Research*. <https://doi.org/10.61683/isme.vol11.2023.41-50>
- Sejati, A. E., Sugiarto, A., Anasi, P. T., Utaya, S., & Bachri, S. (2022). Tantangan filsafat geografi dalam perkembangan geografi terkini: Kajian ontologi, epistemologi, aksiologi, dan etika. *Majalah Geografi Indonesia*. <https://doi.org/10.22146/mgi.74942>
- Sunarti, S., & Rahman, B. (2025). Islamic education management in axiological studies: The integration of scientific and moral values in learning.

- Wawasan: Jurnal Kediklatan Balai Diklat Keagamaan Jakarta.*  
<https://doi.org/10.53800/a0bvsw05>
- Suryati, H. (2025). Epistemologi ilmu: Landasan filsafat dalam pengembangan pengetahuan. *Journal of Innovation in Teaching and Instructional Media.*  
<https://doi.org/10.52690/jitim.v5i2.987>
- Susanto, R., Ghufron, S., & Aquariza, N. R. (2026). Nilai karakter sastra anak: Korelasi antara novel anak dan pembelajaran di sekolah dasar. *ELEMENTARY: Jurnal Inovasi Pendidikan Dasar.*  
<https://doi.org/10.51878/elementary.v6i2.9428>
- Triyatno, G., & Mustofa, M. (2024). Epistemologi wakaf keluarga: Pemahaman, tanggung jawab dan pengelolaan harta dalam perspektif ilmu pengetahuan. *Iqtisad: Reconstruction of Justice and Welfare for Indonesia.*  
<https://doi.org/10.31942/iq.v11i1.10980>
- Ula, A. F., & Muniron. (2024). Tela'ah kajian aksiologi dalam perspektif Islam dan sains modern. *Ta'wiluna: Jurnal Ilmu Al-Qur'an, Tafsir dan Pemikiran Islam.*  
<https://doi.org/10.58401/takwiluna.v5i1.1270>