

Analysis of Philosophy Studies: Integration of the Value of Honesty in the Educational Curriculum

Dita Puspita Dewi ¹, Mad Ali ²

Indonesia University of Education¹, Indonesia University of Education²

*E-mail: ditapd12@upi.edu

Abstract

The study aims to provide a philosophical foundation for character education development in Indonesia, advocating for a value-based curriculum that fosters integrity in students. This study explores the integration of the value of honesty into the educational curriculum through a philosophical framework involving ontology, epistemology, and axiology. Honesty as a central tenet in Islamic teachings and character education, faces significant challenges in its implementation in the modern era, particularly with the pervasive influence of digital culture and the weakening of moral awareness. Employing a qualitative approach, this research utilizes a literature review to examine various sources related to education and philosophy. The findings suggest that the integration of honesty should not be limited to teaching materials but must permeate school culture through role modeling by educators and the habitual practice of honest behavior. A curriculum emphasizing honesty can contribute to producing individuals who are intellectually competent and morally upright.

Keywords: ontology, epistemology, axiology, honesty, caracter education



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Introduction

Integration The value of honesty in the educational curriculum is a strategic effort to shape the character and morality of students. Honesty is one of the main values in Islam, which is the foundation for the formation of the character and morals of a Muslim (Ramadani and Sofa 2025). In the modern era, instilling the value of honesty in students is not an easy task. There are various challenges, such as the impact of the social environment, the dominance of digital culture that is difficult to control, and the lack of understanding of the importance of honesty (Khofifah Indar Lutfiani et al. 2024). The internalization of the value of honesty can strengthen students' attitudes towards acts of plagiarism and increase their awareness of the importance of honesty in an academic context. The integration of honesty values in learning can help teachers be better prepared to face the challenges of the times and create a conducive learning environment (Usmany et al. 2024).

Honesty is a value that is not only essential for the personal integrity of students but also directly impacts their approach toward academic honesty, such as issues related to plagiarism, cheating, and integrity in the learning process. The internalization of this value can foster a strong ethical foundation that guides students in both their academic endeavors and their broader social interactions. Research indicates that when students are taught to value honesty, their ability to apply these principles in their daily lives is significantly enhanced, thus shaping their ethical attitudes and behaviors (Usmany et al., 2024). Therefore, integrating honesty within the educational curriculum is

not only an effort to improve academic performance but is also essential for cultivating morally responsible citizens who can face the complexities of the modern world.

The integration of the value of honesty in the educational curriculum can be analyzed through three main branches of philosophy: ontology, epistemology, and axiology. Ontology, which deals with the nature of existence and reality, helps to answer the question of what honesty is and how it fits into the core structure of a student's character. Understanding honesty from an ontological perspective addresses the question of its intrinsic value and its role in the formation of moral identity. Epistemology, the branch of philosophy concerned with the nature and scope of knowledge, provides insight into how students come to understand and internalize the value of honesty. It focuses on the processes by which students acquire knowledge about honesty, whether through direct teaching, role models, or experiential learning, and how this knowledge is applied within the educational framework. Axiology, the study of values and ethics, helps to assess the importance of instilling honesty in students and examines its broader societal implications. It is concerned with the impact of honesty on both individual moral development and the collective social good, emphasizing its role in fostering trust, responsibility, and accountability among students. The development of a curriculum that integrates the value of honesty is an important step in creating individuals who are not only academically intelligent but also have high moral integrity (Kurnia 2023).

While there is a growing body of literature on the integration of values like honesty into the educational curriculum, few studies have directly examined it through the specific philosophical lenses of ontology, epistemology, and axiology. One notable study by Panggabean, Zahara, and Cahyani (2025) explores the intersection of ethics and values in education, focusing on the integration of epistemology, metaphysics, and axiology. This research underscores the significance of applying a holistic philosophical approach to cultivate ethical behavior and values in students. Another study by (Kurnia et al. 2023), titled "Integration of Character Values in Learning in School Curriculum," uses the ADDIE model and research and development methods to explore how integrating character values, including honesty, enhances educators' preparedness and contributes to student development in terms of both attitudes and behavior. However, the specific integration of honesty as a value in education through the three philosophical approaches has not been fully explored, creating a gap in the existing literature.

This research aims to fill this gap by analyzing the integration of the value of honesty in the educational curriculum from the perspectives of ontology, epistemology, and axiology. The study will delve into the essence of honesty, exploring its role in character formation (ontology), investigate how students come to understand and practice honesty in their learning process (epistemology), and evaluate the impact and significance of this value on students' ethical and moral development (axiology). By adopting this multifaceted approach, this research seeks to provide a robust philosophical foundation for integrating honesty into the educational curriculum, thereby contributing to the development of morally upright individuals within society. The integration of honesty into the educational curriculum is a significant strategic effort that requires a comprehensive philosophical understanding. This research contributes to the broader discourse on character education by exploring honesty through the critical lenses of ontology, epistemology, and axiology. The findings of this study will offer valuable insights into how educational systems can more effectively incorporate ethical values like honesty to produce not only academically successful but also morally responsible individuals.

Methods

This research employs a qualitative method with a literature study approach. Data will be obtained from educational philosophy literature, scholarly journals, relevant textbooks, and digital media. The study will follow systematic stages to ensure the validity of the results, as outlined by Yunus (2024). These stages include data collection and analysis using a descriptive analytical method to achieve valid findings. The researcher gathers various theoretical references that support the analysis and

understanding of the integration of honesty values into the educational curriculum through ontological, epistemological, and axiological approaches. In qualitative research with a literature-based approach, data collection and analysis are conducted through a series of systematic stages to ensure the validity and reliability of the findings. This process begins with identifying relevant literature sources, such as books, journals, articles, reports, and digital media related to the research topic. Once the sources are identified, the researcher conducts literature searches using appropriate keywords and then selects relevant literature to be compiled.

This study adopts the Miles and Huberman model, which consists of three interrelated main stages: data reduction, data display, and conclusion drawing or verification. Data reduction is the process of simplifying, sorting, and categorizing the collected raw data with the aim of eliminating irrelevant information and highlighting significant information, thereby facilitating the process of drawing conclusions. After data reduction, the next stage is data display, where the filtered data is systematically organized in an easily understandable format, such as narratives, tables, or charts. The final stage is conclusion drawing or verification, in which the researcher analyzes the presented data to identify patterns, themes, or relationships, and subsequently draws conclusions that address the research questions (Sari and Asmendri 2020). From an ontological perspective, honesty is viewed as a core moral value embedded in an individual's character, which is crucial in forming a student's identity. In terms of epistemology, the study explores how knowledge of honesty is acquired, focusing on teaching methods such as dialogue and transparent evaluation. Axiologically, honesty is identified as an intrinsic value that influences the broader social responsibilities of students within society.

Result and Discussions

The implementation of the integration of honesty in the educational curriculum requires the development of a value-based curriculum. Curriculum development must consider the values that are to be instilled, including honesty. Axiology plays a role in ensuring that the objectives, processes, selection of teaching materials, and educational evaluation are adjusted to the values of honesty. Therefore, the development of a value-based curriculum is a strategic step in integrating honesty in education. Educators and parents play a role in supporting and forming honest attitudes in students through habituation and strengthening of moral values (Hasanah 2023). The integration of the value of honesty in all subjects can improve students' understanding of social and ethical responsibilities in the life of the nation and state (Usmany et al. 2024).

The integration of the value of honesty in the educational curriculum can be analyzed through three main branches of philosophy: ontology, epistemology, and axiology. This approach provides an in-depth understanding of the role of honesty in the formation of students' character and morality.

1. Ontological Analysis: The Essence of Honesty in Character Formation

From an ontological perspective, honesty is understood as an essence inherent in the individual self and becomes the foundation in the formation of students' character. Honesty is not only seen as an act of telling the truth, but also as an integral part of a student's moral identity. Honesty can be defined as the alignment between thoughts, words, and deeds that is based on the value of truth. According to K.H. Hasan Abdullah Sahal, honesty is the obligation to follow and fight for the truth in all aspects of life, both in will, words, and deeds. There are 18 verses in the Qur'an that relate to the subject of honesty (Habibullah 2024). The 18 verses are divided into 14 letters. The verses contained in it are the words Al-Sidq, among others as follows: Al-Baqarah verse 177, Al-Maidah verse 119, Al-A'raf verse 105, At-Taubah verse 119, Yusuf verse 51, Al-Kahfi verse 29, Maryam verse 50 and 56, As-Shu'ara verse 84, Al-Ankabut verse 3, Al-Ahzab verse 8 and 23-24, Az-Zumar verse 33, Al-Hujurat verse 15 and 17, Al-Hadid verse 19, and Al-Hasyr verse 8 (Nugroh, et al., 2024). The essence of honesty is not only seen as a moral value, but also as an integral part of one's faith and piety. This is affirmed in the words of Allah in Surah At-Taubah verse 119:

يَا أَيُّهَا الَّذِينَ آمَنُوا اتَّقُوا اللَّهَ وَكُونُوا مَعَ الصَّادِقِينَ

"O you who believe! Fear Allah, and be with the righteous." (QS. At-Taubah: 119)

The verse calls on believers to fear Allah and always be with honest people. Honesty in speech, deeds, and intentions is a reflection of true piety. By being honest, one shows integrity and commitment to Islamic values, which are an important foundation in the formation of a Muslim's character. In his commentary, Buya Hamka emphasized that honesty must be maintained in all conditions, as exemplified by Ka'ab bin Malik and his two companions who remained honest despite facing severe social tests. Their attitude shows that honesty is the main pillar in forming true character. This value should be the basis in the educational curriculum, not only as a learning material, but as a school culture that is instilled through the example of teachers, habituation of honest behavior, and the integration of honesty values in each subject. Education that instills honesty will give birth to a generation that is not only intellectually intelligent, but also morally and spiritually resilient, who are able to become human beings with character in the midst of the challenges of the times (Hamka, 1982).

The integration of honesty into the educational curriculum is essential for the moral and spiritual development of students. This study suggests that education should not only focus on cognitive skills but also nurture the moral integrity of students through value-based curricula. Policy recommendations include enhanced teacher training, collaboration with parents, and a systemic integration of honesty in educational practices to foster a culture of integrity.

وَلَا تَلْبِسُوا الْحَقَّ بِالْبَاطِلِ وَتَكْتُمُوا الْحَقَّ وَأَنْتُمْ تَعْلَمُونَ

"And do not mix the true with the false, and do not hide the truth, while you know it." (QS. Al-Baqarah: 42)

This verse emphasizes the importance of honesty in conveying knowledge. Teachers and students must maintain their scientific mandate by not hiding the truth or mixing it with falsehood.

The following is a description of the form of honesty based on the Qur'an:

a. Honesty in Conveying Information

Allah forbids mixing truth with falsehood and concealing the truth. This verse is the basis for the importance of honesty in conveying knowledge. In the context of education, both teachers and students are obliged to convey information honestly and not manipulate facts. As He said in QS. Al-Baqarah: 42.

وَلَا تَلْبِسُوا الْحَقَّ بِالْبَاطِلِ وَتَكْتُمُوا الْحَقَّ وَأَنْتُمْ تَعْلَمُونَ

"And do not mix the true with the false, and (do not) hide the truth, while you know." (QS. Al-Isra': 36).

b. Honesty in Seeking Knowledge

Allah says in Surah Al-Isra':

وَلَا تَقْفُ مَا لَيْسَ لَكَ بِهِ عِلْمٌ

"And do not follow what you have no knowledge of." (QS. Al-Isra': 36).

There is an emphasis on the urgency of seeking knowledge correctly and responsibly. Seeking knowledge must be based on a righteous intention and an honest process, not taqlid without a basis of knowledge or spreading information that has not been proven to be true.

c. Honesty in Testing

Avoid cheating, plagiarism, or other cheating and try to do exams or assignments with one's own ability, as a form of piety and integrity as commanded in QS. At-Taubah: 119.

يَا أَيُّهَا الَّذِينَ آمَنُوا اتَّقُوا اللَّهَ وَكُونُوا مَعَ الصَّادِقِينَ

"O you who believe! Fear Allah, and be with the righteous." (QS. At-Taubah: 119).

d. Honesty in Conveying Opinions

Dare to express your views or answers honestly, even though they may differ from the majority, in line with QS. Al-Ahzab: 70 who commands to speak the truth. Allah SWT said:

يَا أَيُّهَا الَّذِينَ آمَنُوا اتَّقُوا اللَّهَ وَقُولُوا قَوْلًا سَدِيدًا

"O you who believe! Fear Allah and speak the truth." (QS. Al-Ahzab: 70).

e. Honesty in Grading and Evaluation

Teachers should provide assessments according to the achievements and efforts of students, without discrimination or manipulation, maintaining objectivity and fairness. As Allah SWT says in the Qur'an:

وَيْلٌ لِّلْمُطَفِّفِينَ . الَّذِينَ إِذَا أَكْتَالُوا عَلَى النَّاسِ يَسْتَوْفُونَ . وَإِذَا كَالُوهُمْ أَوْ وَزَنُوهُمْ يُخْسِرُونَ

"Woe to those who cheat, (i.e.) those who, when they receive a measure from someone else, they ask to be fulfilled, and when they measure or weigh for someone else, they deduct." (QS. Al-Mutaffifin: 1-3).

f. Honesty in Admitting Mistakes

In the educational process, it is important for students or teachers to be honest in admitting mistakes, not covering up or blaming each other. In the Qur'an it is stated that humans can make mistakes, and Allah SWT opens the space to ask for forgiveness. This is explained in Surah Al-Baqarah: 286.

رَبَّنَا لَا تُؤَاخِذْنَا إِن نَّسِينَا أَوْ أَخْطَأْنَا

"O our Lord, do not punish us if we forget or we are guilty." (QS. Al-Baqarah: 286).

2. Epistemological Analysis: How to Implement Knowledge of Honesty

In the realm of Islamic epistemology, honesty (As-Sidq) is not only seen as a moral value, but also as the main foundation in the process of acquiring and imparting knowledge. Honesty is an absolute requirement in the search for truth, because without honesty, the scientific and educational process will lose its integrity. Islamic epistemology emphasizes that true knowledge must be based on sincere intentions and honesty in seeking, storing, and disseminating information. This is reflected in Islamic educational ethics that emphasize moral values and honesty in the educational process (Adawiah et al. 2024). In the context of character education, honesty is one of the main values that must be instilled from an early age. Character education aims to develop students' ability to make good decisions and realize goodness in daily life. Honesty needs to be instilled by parents and educators in children as early as possible, because honesty is the main indicator of good character (Hariandi et al. 2020).

The implementation of the value of honesty in education can be carried out through various strategies. Here are some strategies for integrating honesty values into the learning process:

a. Dialogue and Discussion

The role of dialogue and discussion about the importance of honesty in daily life is the most important aspect of learning. It has been explained in the Qur'an Surah An-Nahl: 125.

أَدْعُ إِلَى سَبِيلِ رَبِّكَ بِالْحُكْمِ وَالْمَوْعِظَةِ الْحَسَنَةِ وَجَادِلْهُمْ بِالَّتِي هِيَ أَحْسَنُ

"Call (people) to the way of your Lord with wisdom and good instruction, and refute them in a good way." (QS. An-Nahl: 125).

According to research conducted by Muhammad Fajrin in his thesis at UIN Alauddin Makassar, QS. An-Nahl: 125 provides a methodological foundation for Islamic education, especially in terms of delivering teaching materials that prioritize wisdom, good advice, and polite discussion. This approach is effective in shaping the character of students, including in instilling the value of honesty (Ainun 2021). The discussion method in learning aims to realize and test the value system, opinions, and responses to an idea, both from oneself and others. Students learn to express and respond to relevant information, as well as relate data and circumstances from a variety of different views through discussion (Tambak 2015). This method can be applied through ethical discussions regarding moral dilemmas, such as the question "What to do if you see a friend cheating?" This kind of discussion encourages students to think critically and consider the consequences of dishonest actions. In addition, structured debates with an assessment of honesty in arguing can also be used to train

students to express opinions honestly and responsibly. This encourages students to be honest in expressing opinions and respecting the honesty of others.

b. Role Models

In the school environment, teachers are used as role models by students, especially in behaving honestly. As Allah says in Surah Al-Baqarah: 44.

أَتَأْمُرُونَ النَّاسَ بِالْبِرِّ وَتَنْسَوْنَ أَنْفُسَكُمْ وَأَنْتُمْ تَتْلُونَ الْكِتَابَ ۗ أَفَلَا تَعْقِلُونَ

"Why do you tell others to do good deeds, while you forget your own duty, when you read the Book? Then don't you think?" (QS. Al-Baqarah: 44).

Its relevance to education is to support the importance of role models, especially teachers, in shaping students' character through honesty. Teachers not only teach values, but also have to be a real example. Teachers play an important role in this, by being an example in being honest and fair, and creating a learning environment that encourages students to be honest (Khofifah Indar Lutfiani et al. 2024). For example, teachers can get students used to returning borrowed items and say thank you, as well as prohibiting cheating in learning activities (Wiseza 2017). Teachers who are transparent in assessment and consistent in honest behavior can be a real example for students. The "Honest Teacher" program which rewards educators who consistently practice honesty has been implemented in several schools and has shown positive results in improving the culture of honesty in the educational environment.

c. Prophetic Education

The prophetic education approach also emphasizes the importance of honesty in the interaction between educators and learners. Prophetic education not only teaches knowledge, but also hone the ability to think critically and ethically, as well as cultivate noble morals, including honesty. Prophetic education aims to form a perfect human being a perfect human being who is not only intellectually intelligent, but also has spiritual and moral depth. This is in line with Ibn Sina's view that education must develop intellect and spirituality in a balanced manner, leading students to the knowledge of Allah as the supreme truth (Aisy and Setiawan 2024). Thus, honesty in prophetic education is not merely a moral value, but a manifestation of deep spiritual awareness.

d. Transparent Evaluation

Evaluation in education assesses not only the cognitive aspects of students but also attitudes and behaviors. Assessment of the application of honesty values can be done through observation, self-assessment, and feedback from peers. In addition, strengthening the value of honesty can be done by rewarding students who show an honest attitude, thus creating an environment that supports the internalization of these values (Farida 2018). The application of attitude assessment rubrics that include honesty indicators, such as not cheating and admitting mistakes, is effective in monitoring and developing students' character. The teacher can observe the behavior of the students during the learning process and record them in the rubric, which then becomes part of the final assessment (Ayu 2020).

The importance of transparency in education management, including in the evaluation process. This transparency includes the disclosure of information regarding assessment criteria, evaluation procedures, and assessment results to all relevant parties, including students and parents (Sholeh 2023). Students can understand the expected standards and feel motivated to be honest and responsible in the learning process. The implementation of transparent and fair evaluations, which assess the cognitive and affective aspects of students, can create an educational environment that supports the development of honesty character. This is in line with the principle of holistic character education, which not only focuses on knowledge, but also on the formation of students' attitudes and moral values.

Authentic assessment is an evaluation approach that assesses students' competencies as a whole, including cognitive, affective, and psychomotor aspects. This assessment emphasizes real-life task-based assessments that are relevant to daily life so as to encourage students to demonstrate understanding and skills in a practical way. One form of authentic assessment is the use of portfolios,

where students collect their work as evidence of learning progress. This portfolio allows teachers to assess student learning processes and outcomes more comprehensively (Najmudin and Qurrotul 2024). In addition, the application of self-assessment and self-reflection encourages students to evaluate their own behavior and integrity. Through this process, students learn to recognize their strengths and weaknesses, as well as develop personal responsibility for learning and honesty (Nirwana 2016).

Collaboration with parents and the community is also very important in forming a culture of honesty in schools. Parents as the first educators have a crucial role in instilling the values of honesty from an early age. Parents can be given an understanding of the importance of honesty and how to instill it in their daily lives at home through parenting workshops. It is also necessary to hold partnership collaborations with communities, such as anti-corruption volunteers. Joint activities with the community, such as seminars or anti-corruption campaigns can provide students with additional insight into the importance of integrity and honesty in community life. By integrating school policies that support honesty and forging close collaboration with parents and the community, schools can create an environment conducive to fostering a culture of honesty. This kind of environment not only supports the academic development of students, but also shapes their character into individuals of high integrity.

3. Axiological Analysis: The Function and Purpose of Integrating Honesty in the Curriculum

The integration of honesty values in the educational curriculum plays a crucial role in shaping the character of students. The axiological approach, which studies values, provides a philosophical foundation for understanding the function and purpose of integrating honesty in the curriculum. In the context of education, honesty is not only considered as an individual's moral attitude, but also as a value that must be systematically instilled through the educational process. One of the main functions of integrating honesty in the curriculum is as the basis for the formation of students' character. Honesty is considered a fundamental value that shapes ethical attitudes and behaviors.

Programs such as ethics and morals lessons, anti-bullying programs, rewards for positive behavior, and extracurricular activities that support moral values can help students understand and apply honesty in their social contexts (Kamaruddin et al. 2023). It is necessary to give awards for honesty to increase student motivation and foster a culture of honesty in the school environment. Meanwhile, educational sanctions for cheating perpetrators, such as additional educational assignments or counseling sessions, are more effective than punishment alone. This approach helps students understand their mistakes and encourages positive behavior changes, so they can learn from the experience and improve themselves in the future. Honesty is an important value that supports professionalism and effective working relationships. By assessing and instilling the value of honesty in the curriculum, it is hoped that it can improve the quality of education and create individuals who are not only academically smart but also have high moral integrity (Siswanto 2023).

The main goal of integrating honesty in the curriculum is to form individuals who have noble character. Education that instills the value of honesty aims to create a generation that is not only intellectually intelligent but also has moral integrity. This is in line with the goal of national education which wants to create Indonesian people who believe and fear God and have noble character. Thus, the integration of honesty in the curriculum is a strategic step to achieve the goals of national education. The integration of honesty in the curriculum also aims to foster a sense of social responsibility among students. Character education plays an important role in the development of students' social and moral ethics. Through the application of moral and ethical values, such as honesty, responsibility, cooperation, justice, and empathy, students can internalize these values in their daily lives (Juliani et al., 2022).

The integration of the value of honesty in the educational curriculum faces several challenges, such as teachers' lack of understanding of the epistemology of values, limited resources, and the negative influence of the social environment. Training for teachers, provision of relevant materials, and collaboration between schools, families, and communities are needed to create an educational

ecosystem that supports student character development (Ishak 2024). The integration of honesty in the educational curriculum has a significant function and purpose in the formation of students' character. Through an axiological approach, it can be understood that the value of honesty is not only important for the individual but also for society as a whole. Effective implementation requires collaboration between all relevant parties to create an educational environment that supports the development of noble character.

In axiological analysis, honesty is considered a fundamental value that plays a crucial role in shaping the character of students. The integration of honesty values in the educational curriculum aims not only to enhance academic skills but also to build strong moral character in students. Honesty, as an essential moral value, plays a significant role in shaping students' ethics and social behaviors. In the context of education, honesty goes beyond merely telling the truth; it also encompasses the alignment between a student's thoughts, words, and actions. By integrating the value of honesty into the curriculum, schools can help students become individuals who are not only intellectually capable but also possess high moral integrity. This aligns with the national education goal of producing a generation that is not only academically competent but also morally upright. Strengthening the value of honesty in education can be achieved through various strategies, such as discussion methods, role modeling by teachers, and habituating honest behavior in everyday life. Therefore, education that prioritizes the value of honesty will shape a generation that excels not only in knowledge but also possesses strong integrity and morality to face life's challenges.

Conclusion

The integration of the value of honesty in the educational curriculum plays a crucial role in shaping students' character. Through ontological, epistemological, and axiological approaches, it can be understood that honesty is not only a moral behavior but also a part of an individual's moral and spiritual identity. Honesty forms the foundation in character development, including honesty in conveying information, seeking knowledge, exams, expressing opinions, assessments, and admitting mistakes. Education that instills the value of honesty focuses not only on the development of cognitive skills but also on shaping students' moral integrity.

Honesty in education is important not only for students' personal development but also serves as a social foundation that shapes honest and professional relationships in society. In the context of Islamic education, honesty is a core value in the search for and dissemination of knowledge, where all aspects of education must be grounded in sincere and honest intentions. The implementation of the value of honesty in the educational curriculum can be carried out through various strategies, such as discussions, learning through role models, rewarding honest behavior, and transparent evaluations. To achieve better educational goals, collaboration between schools, parents, and the community is essential to support students' character development. By forming a consistent culture of honesty, students can become a generation that is not only intellectually smart but also strong in morality and integrity, ready to face the challenges of the times with a sense of social responsibility.

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