

CHARACTER EDUCATION TACTICS: STRATEGIES OF CIVICS TEACHERS IN STRENGTHENING CHARACTER EDUCATION IN SMA NEGERI 1 ARJASA KEPULAUAN KANGEAN KABUPATEN SUMENEP

Supriadi^{1*}, Lie Epifani Rachmad Gunadi², Ibnu Anshori³, Shellya Tanaya Dhayinta⁴

^{1,2,3,4}Pancasila and Citizenship Education Study Program, Universitas Kristen Cipta Wacana,
Karel Satsui Tubun No. 28 A Kebonsari Street, Malang, 65149, Indonesia

Corresponding author e-mail: ^{1*}supriadi@cwcu.ac.id, ²lieepifani@cwcu.ac.id,
³ibnuanshori@cwcu.ac.id ⁴shellyatanaya@cwcu.ac.id

Abstract. The implementation of character education in SMAN 1 Arjasa Kangean Islands faces quite dominant challenges, including geographical location, low level of parental education, and lack of parental support and understanding, thus also interfering with the effectiveness of character education efforts. This research is a field research, which is a type of research where researchers collect data and information directly in the field to explore the implementation of character education in students at SMAN 1 Arjasa. The findings of this study indicate that the implementation of character education at SMAN 1 Arjasa Kangean Islands is highly dependent on the role of Civic Education (PPKn) teachers. Teachers act as mentors, advisors, role models, and motivators for students by using various learning media to present the material in an interesting and effective manner. Teachers provide individual and group guidance, and provide examples of exemplary daily life, such as congregational prayer, handshakes, and environmental cleanliness, as a direct inspiration for students.

Keywords: Character Education, Teacher Strategies, Civics Teachers

Article info:

Submitted: 05, January, 2024

Accepted: 10, February, 2024

How to cite this article:

Supriadi, Lie Epifani Rachmad Gunadi, Ibnu Anshori, Shellya Tanaya Dhayinta, "Character Education Tactics: Strategies of Civics Teachers in Strengthening Character Education in Sma Negeri 1 Arjasa Kepulauan Kangean Kabupaten Sumenep", *EDUCATUM: Scientific Journal of Education*. Vol. 2, No. 2, pp. 10-17, February, 2024.



This work is licensed under a [Creative Commons Attribution-ShareAlike 4.0 International License](https://creativecommons.org/licenses/by-sa/4.0/).

Copyright © 2024 Supriadi, Lie Epifani Rachmad Gunadi, Ibnu Anshori, Shellya Tanaya Dhayinta

1. INTRODUCTION

Education is considered a deliberate, structured, and planned effort to change or develop desired behavior. The development of a nation's civilization involves the development of superior human character in the intellectual, spiritual, emotional and physical dimensions, which are rooted in human nature. This fitrah is the starting point of human excellence, which can be innate from birth or the result of the educational process [1]. In the context of education, character education is considered as a solution to improve the declining morality of the nation's young generation. The main goal of character education is to instill moral values in students so that they can internalize these values in everyday life.

Character is a combination of ethics, and morality. Morality pays more attention to human behavior, saying that it is right/wrong, good/bad. On the other hand, ethics judges good and evil according to the norms prevailing in a particular society, while the moral order emphasizes that people have an inherent belief in their nature, that is, (good and evil) exist at the same time. Therefore, character education is defined as value education, and moral education, which has the aim of fostering students' ability to make good or bad decisions, maintain good quality and be realized in daily life with sincerity. There are six things that become the learning objectives of moral awareness, namely 1) understanding moral values, 2) moral awareness, 3) opinion dialogue, 4) decision making, 5) moral reasoning and 6) self. To be a person of character, one must be able to feel six emotional aspects, namely: conscience, self-respect, compassion, love, self-control and humility. In order to know what drives an individual to take action (moral behavior), one must see it in character (i.e., ability, will, and habit) [2].

Good education cannot be separated from an educator or teacher. Therefore professionalism is needed in teaching. In Law Number 14 of 2005 concerning Teachers and Lecturers, it is stated that teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing and evaluating students in early childhood education, formal education, basic education and middle education. According to Bukhori, as quoted by Trianto in his book *Innovative Learning Models with a Constructive Orientation*, good education is education that not only prepares students for a profession or position, but also to solve the problems they face in everyday life. Based on the definition above, it can be concluded that education is any effort that is planned to influence other people, whether individuals, groups or society, so that they do what is expected by educational actors which can be used to change the world. The word "character" has many definitions from the experts. expert. According to Poerwadarminta, the word character means character, mental traits, morals or manners that differentiate a person from other people. 8 Furthermore, an American psychologist named Alport defined character as determining a person as a person (character is personality evaluated) [3]

Character education teaches ways of thinking and behaving that are characteristic of each individual in society and the country. Hamzah, (2011) [4] also explained that raising awareness about the importance of maintaining good environmental sustainability can be done by providing knowledge and instilling character through education.

Citizenship Education (PKn) is an effort to prepare students with a variety of basic knowledge and skills related to the relationship between society and the state and also basic education to defend the country with the hope of becoming useful citizens for their nation and state. Learning Citizenship Education is an important thing that must start with good habits. Because children need knowledge that is the basis for nationhood and statehood, this is very necessary or important and also appropriate to instill basic concepts regarding national insight and democratic behavior in a good and well-directed manner. If the learning or knowledge imparted is wrong, this will impact thought patterns and behavior that influence and will continue to the next level, possibly also in social life. Citizenship education has a goal or is aimed at students who are expected to be able to have the soul of an intellectual who can think critically, rationally, and also creatively in responding to a citizenship issue. Apart from that, students are also expected to take part in active participation and have a strong sense of responsibility. high level, as well as behaving and acting intelligently and appropriately in social, national and state activities. Then, students are also expected to have an anti-corruption spirit from an early age, which can then grow and develop positively and democratically to be able to form a person with character and a leadership spirit so that can develop Indonesia by facing all the challenges in the future era and being able to live side by side with other countries [5].

It is hoped that this approach can improve the nation's morale, which is currently experiencing a decline, especially among students. The implementation of character education in the learning context focuses on the integration of these values in the school curriculum, which must be carried out with a careful

strategy, taking into account the conditions of the students and their learning environment. According to [6] describes character education as an important effort to shape students' abilities in making good and bad decisions, maintaining goodness, and realizing it in everyday life with full dedication. Effective character education does not only consider aspects of good knowledge, but also prioritizes deep emotional experiences or what is called "*loving good*".

The implementation of character education is the main strategy for developing human resources and promoting human dignity. To strengthen character education, all stakeholders must contribute to this effort. Character can be defined as an individual's personality or characteristic that is shaped by his or her external environment. This explanation puts character at the forefront of creating good human resources. Character education can be implemented in various environments, whether in the family, community, or educational environment. The family functions as a channel for the transmission of social values [7].

Implementation of character education can be done through various strategies and approaches, including integrating ethical values in subjects, internalizing positive values by all school components (such as principals, teachers and parents), habituation and training, providing examples and examples, creating a school environment that supports character and the cultivation of these values[8].

To improve the quality of character education, the Ministry of National Education has developed a Grand Design which covers every pathway, level and type of educational unit. Integration of character values in the learning process is carried out through the use of a syllabus, Learning Implementation Plan (RPP), and textbooks that focus on character learning. The character values integrated in Pancasila and Citizenship Education (PPKn) subjects include nationalism, independence, religion, integrity and mutual cooperation, as well as awareness of the rights and obligations of oneself and others [9].

Citizenship education is a subject rich in Pancasila values, intended to shape personality. The importance of citizenship education does not only lie in memorizing concepts, but in applying Pancasila values in real daily actions for students. This means that the values contained in Pancasila are not just memorized, but are practiced in real life. In this context, citizenship education learning must emphasize behavior. The aim, among other things, is to instill Pancasila values and develop a mindset that is in accordance with these values and the 1945 Constitution. This aims to foster confidence, motivation and the will to always behave in accordance with the norms of Pancasila and the Constitution. 1945 Constitution.

Furthermore, the orientation of this subject is to form citizens who are virtuous and have noble morals. This aspect is reflected in the dimension of *civic* values , which includes an understanding of religious values, high moral norms, and the practice of these values in everyday life. According to [10], Pancasila and Citizenship Education (PPKn) is one of the important milestones in moral and nationalist education, which plays an integral role in developing the character of students. Civics teachers, by applying appropriate teaching methods and supported by all parties in educational institutions, have a key role as drivers of character learning programs. Through effective Civics learning, it is hoped that a generation can be produced that has quality human resources in line with national education goals.

The implementation of character education in schools does not only stand alone, but is thoroughly integrated into all subjects, especially Civics. This subject includes character values such as nationalism, independence, religion, integrity and mutual cooperation, as well as awareness of the rights and obligations of oneself and others. This is reflected in the syllabus, lesson plans, and textbooks that teachers use to teach, all of which must have a strong foundation in character education.

Integrating character values in learning aims to instill these values in students' daily behavior. However, in practice, PPKn teachers often face various obstacles in implementing character education at SMAN 1 Arjasa Kangean Islands. Therefore, the formulation of the problem in this research is the role of PPKn teachers in implementing character education for students, as well as what obstacles teachers face in the process of instilling character education.

2. RESEARCH METHODS

This research is a field study or *field research* in which researchers collect data and information directly in the field to explore the implementation of character education for students at SMAN 1 Arjasa. The approach used in this research is a qualitative approach which aims to describe in depth how character education is implemented in the school.

The research was carried out at SMAN 1 Arjasa in the period January to June 2024. Research subjects included the Principal, Deputy Principal for Curriculum, Civics Teachers, and students of SMAN 1 Arjasa. The selection of research subjects was carried out purposively based on the research objectives.

Data collection techniques used include observation, interviews using interview guides with students, and documentation. Observations were carried out to obtain initial data directly from the research object. Interviews were used to obtain in-depth data from informants regarding the implementation of character education. Documentation is used as evidence and complements research data.

Data analysis was carried out in three main stages, namely data reduction , data display , and conclusion/ *drawing* verification [11]. Data reduction includes selection, summarization, concentration, and transformation of recorded coarse data. Data presentation is carried out with narratives, tables and pictures. The final stage is drawing conclusions which are the final results of data analysis to answer research questions. With the approach and techniques used, this research is expected to contribute to the understanding of the implementation of character education in the school environment, especially at SMAN 1 Arjasa Kangean Islands.

3. RESULTS AND DISCUSSION

A. Implementation of Character Education at SMAN 1 Arjasa Kangean Islands

Based on research at SMAN 1 Arjasa Kangean Islands, the role of PPKn teachers in implementing character education is not only limited to teaching in the classroom. Through observations, interviews and documentation, researchers found that PPKn teachers play a very important role in shaping the character of students. *First*, teachers are considered role models for students. They not only teach character values such as nationalism, independence, religion, integrity and mutual cooperation but also demonstrate these behaviors in everyday life. According to [12] teachers act as figures who are looked up to and imitated by students, becoming good examples in implementing these values. *Second* , the teacher acts as an instructor who not only delivers Civics subject matter, but also integrates character values into learning. They create a learning atmosphere that motivates students to understand and internalize the moral and social values taught.

Third , teachers also function as mentors who provide direction and advice to students in dealing with various life situations. They help students understand the importance of personal responsibility, both in academics and everyday behavior. Furthermore, teachers become inspirations and motivators for students. Teachers inspire students to reach their best potential and provide encouragement so that students remain enthusiastic in facing the challenges of learning and life. In addition, as dynamists, PPKn teachers take the initiative in creating an interactive and encouraging learning environment. They adopt interesting and relevant teaching methods, thereby facilitating more effective learning of character values. *Fourth* , the teacher also acts as an evaluator who measures students' understanding and application of the character values taught. Through this assessment, teachers can provide constructive feedback to help students improve and strengthen their character. Thus, the role of Civics teachers is not only limited to the teaching process, but also forms a strong moral and social foundation for the younger generation, preparing them to become responsible and moral individuals in society [7]

Based on Presidential Decree no. 87 of 2017 in article 1, PPK is a program given to schools to strengthen the character of students through an approach of heart, sense, thought and sports by involving the school, family and community [13]. 5 character values which are an important basis for education in Indonesia. Each of these character values reflects aspects that are important to build within each individual, especially in the context of formal education. The following is a brief explanation of some of these character values:

1. Nationalism: includes a feeling of love and pride for the country and nation. Students are expected to appreciate the history, culture and values that exist in their society, and contribute positively to the progress of the country.
2. Independence: Independence involves the ability to take responsibility for oneself, make good decisions, and strive to achieve personal goals with great effort. Students are invited to learn independently, develop their own abilities, and not depend excessively on other people.
3. Religious: Religiosity includes adherence to and respect for religious or spiritual values. Students are expected to practice the moral values taught by their religion, such as tolerance, honesty, and compassion.
4. Integrity: Integrity refers to honesty, morality, and consistency in actions. Students are taught to act in a correct manner even when unsupervised, respect ethical values, and maintain uncompromising principles.

5. Gotong royong: Gotong royong describes the spirit of cooperation and mutual assistance in a community. Students are expected to actively participate in activities that build social solidarity, such as cleaning the environment, helping others, or contributing to other social activities [14].

Through developing these character values, students are expected to grow into individuals who are responsible, care about society, and are able to adapt to complex social life. These character values are not only important in forming a good personality, but also in fostering a cultured, civilized and responsible society. The implementation of these values in education is expected to produce a young generation that is qualified and ready to face future challenges with full integrity and a sense of responsibility [15].

Globalization brings changes in the international world order which directly affects changes in various countries. The ability to face very basic challenges and will hit national, social, and political life, even mentally and nationally, the last stronghold is national confidence on the basis of Pancasila as a stronghold in facing challenges in the era of globalization that is increasingly developing at this time. Applying the values of Pancasila for students, in the era of globalization can be carried out in the right momentum. Learners try to make brilliant achievements, learn seriously with all their abilities for the good name of the nation and the State, love and are proud to shamelessly use domestic products for the advancement of the State's economy. In fact, today many students and the younger generation are morally damaged because of various things that affect them [16]

Based on the results of the 18th observation, it was found that these characters could be implemented effectively at SMAN 1 Arjasa Kangean Islands. To form learning discipline in students, the teacher's role as an educator has a significant impact on the development of human resources. The personality of a teacher not only provides a positive example for students and society, but also inspires obedience to advice and orders and sets an example in attitudes and behavior. Meanwhile, the school principal supervises the implementation of character education through integrating formats into the learning competencies of teachers and carrying out various extracurricular activities such as scouting, PMR, OSIS, and others to develop student potential. However, in practice, there are obstacles such as the geographical distance between the school and where students live which causes students to be late in attending every day.

Based on the results of the researcher's interviews, it was revealed that the implementation of character education at SMAN 1 Arjasa Kangean Islands had started in 2019, involving all teachers in efforts to build disciplined character in students. This approach does not only occur during the learning process, but also outside academic activities, especially in subjects such as Citizenship Education (PPKn) and religion.

In the context of PPKn, students are taught about values such as love of the country, tolerance, ethics, morality, good behavior, and mutual respect and respect. Religious activities such as praying together before entering class on Monday to Thursday, and performing midday prayers together before going home, are part of efforts to integrate religious values into students' daily lives. On Friday, they receive a kulum or lecture from a religious teacher, who also plays an important role in character development. Teacher discipline is also a focus, with an emphasis on punctuality in activities such as ceremonies and teaching hours. In addition, students' skills are developed through activities during sports hours and marching band practice.

Teachers at SMAN 1 Arjasa Kangean Islands play an important role in guiding and forming the students' mentality, both in terms of customs, maintaining school cleanliness, and compliance with school regulations. They create a learning climate that motivates students to learn with enthusiasm. This understanding emphasizes that a teacher's duties are not only limited to the classroom and learning time, but also include continuous service outside of that.

Overall, character education at SMAN 1 Arjasa Kangean Islands not only aims to improve academic achievement, but also to equip students with values and skills that are relevant for their lives in the future. This approach reflects the school's commitment to supporting the formation of a young generation who is responsible and has integrity, in accordance with the values of Pancasila and the 1945 Constitution.

B. Obstacles in the Implementation of Character Education at SMAN 1 Arjasa Kangean Islands

However, the results of observations show that the implementation of character education at SMAN 1 Arjasa Kangean Islands still faces several obstacles. Teachers face challenges such as geographic location which affects student and family access to character education. Apart from that, the low level of parental education is also an inhibiting factor, because a lack of support and understanding from parents can reduce the effectiveness of character education efforts in schools. In addition, students' lack of understanding of the

essence of character education also shows the need for more efforts to provide in-depth and relevant understanding to students. Obstacles also come from students' lack of readiness and understanding of the character education messages conveyed. To overcome this, the solution that can be implemented is to prepare students well before starting learning, including clearly conveying competency standards and basic competencies for each sub-material, as well as conveying the character values contained in the material to be taught .

According to [17], the main responsibilities of a teacher include being a teacher, guide and administrator. As a teacher, the teacher is responsible for planning and implementing teaching. As a mentor, teachers provide guidance and support to students in overcoming the problems they face. Meanwhile, the role of administrator links aspects of teaching and classroom administration in general. Increasing teacher professionalism is very important in carrying out these tasks well.

Teachers in the teaching and learning process have three roles, namely as teachers, mentors and class administrators. Teachers as teachers play a role in planning and implementing learning. Therefore, teachers are required to master a set of teaching knowledge and skills. Teachers as mentors are expected to provide assistance to students in solving the problems they face. This role is included in the educator aspect because it not only conveys knowledge, but also educates to transfer life values. This explains that the purpose of education is an attitude that changes the behavior of participants for the better. Teachers as classroom administrators play a role in managing the teaching and learning process in the classroom [18].

The results of interviews with PPKn teachers revealed several important things. First, the role of teachers in implementing character education is very crucial, because teachers are not only teachers, but also role models, advisors and motivators for students. Second, although there has been an increase in the implementation of character education at SMAN 1 Arjasa Kangean Islands since 2019, the challenge that continues to be faced is getting full support from the students' parents. Third, the education unit has developed character values through its operational programs, which are now strengthened by the 5 characters that have been determined.

However, obstacles such as students' lack of readiness and their lack of understanding about character education remain a focus for improvement. According to [19] a learning process that utilizes varied methods and the teacher's role as a facilitator and good role model can increase students' motivation in following the lesson to completion. This is important because the educational process is not only limited to class hours at school, but is also an important foundation for students' future preparation.

Overall, teachers' responsibilities as educators include educating, teaching, and training. Educating includes the transmission and development of life values, teaching involves knowledge and technology, while training develops students' skills. By taking this approach, teachers are expected to be able to carry out their responsibilities optimally in supporting character education at SMAN 1 Arjasa Kangean Islands, in accordance with the demands of the times that continue to develop.

In the process of development, every child needs a variety of economic support, both for daily needs such as food and drink at home and to buy school supplies. This economic factor is one of the main considerations in forming conditions that support children's growth and development. Then also environmental factors, or often referred to as external factors, also play an important role in shaping individual character. The environment in which children live influences the local cultural values they learn, which in turn shape thought patterns and behavior. The complex interaction between heredity (genetic inheritance) and environmental factors makes a significant contribution to the process of physical development and a person's behavior. The physical environment, such as weather, air conditions, lighting, and environmental health, also plays a crucial role in determining student learning success. The chosen study time also influences the effectiveness of the learning process; although there is an opinion that studying in the morning is more effective, research into learning styles shows that successful learning depends on matching the time to individual needs. Religious factors are also an integral part of a person's character development. Religion plays an important role in shaping children's values and behavior, which can differ significantly between individuals who are religious and those who are not or who have different beliefs.

However, there are several obstacles faced in developing character, such as free association outside the school environment and the negative influence of technology such as using cellphones for inappropriate things. This emphasizes the importance of the role of Pancasila and Citizenship Education teachers at SMAN 1 Arjasa Kangean Islands to find alternative solutions in implementing character education, by involving parents as the main agents in educating and guiding children towards a strong generation. Thus, the explanation from [20] is very relevant that "efforts to form strong character in students are not only

limited to the school environment, but also involve holistic interactions between external and internal factors that influence individual development."

An increasingly advanced civilization can also be one of the factors in the collapse of morals and morals. Looking at the current reality, there are still many generations of people who do not have a good personality, there have been many cases in the field of education, this reflects that the quality of the personality of students is still not good. The concept of Iqbal in shaping the personality of a true muslim is to increase the closeness of man to his God by incarnating the attributes of God into him or in his personality so that in this way will draw closer to God like the hadith that Iqbal always quoted in his discussion of the concept of khudi/personal, namely "Takhallaqu bi Akhlaqillah" (grow in yourself the nature of the nature of God). So, in seeking God, not by humbling yourself and asking for it, but by himmah in manifesting the nature of uluhiyah in oneself and society [21].

4. CONCLUSIONS

From the explanation above, it can be concluded that the implementation of character education at SMAN 1 Arjasa Kangean Islands is very dependent on the role of the Citizenship Education (PPKn) teacher. Teachers not only act as teachers who deliver material, but also as guides, advisors, role models and motivators for students. This role is crucial in shaping students' morals, attitudes and behavior so that they have strong character for the progress of the nation. The effective implementation of character education can be seen in the teacher's efforts in preparing learning plans (RPP) and syllabus for the next year.

Apart from that, teachers use various learning media to convey material more interestingly and effectively. Teachers also provide individual and group guidance, which aims to direct students towards positive behavior. They also provide examples of good daily actions such as congregational prayers, shaking hands, and environmental cleanliness, as direct inspiration for students. However, there are a number of obstacles faced by PPKn teachers at SMAN 1 Arjasa Kangean Islands. Busy teaching hours often mean that material is not delivered according to the available time allocation. The large number of students also becomes a challenge in monitoring individual character development in depth. Apart from that, the lack of attention from families towards their children and the students' lack of understanding about character education also complicates the learning process.

In facing this challenge, PPKn teachers need to look for alternatives to implement character education that are more effective, involving the role of parents and the community more actively. Close collaboration between schools, teachers, parents and the community is the key to forming students' character holistically. Thus, the role of PPKn teachers is not only limited to providing material, but also becomes a leader in guiding students towards moral and character success.

BIBLIOGRAPHY/REFERENCES

- [1] G. N. Nurkhaliza, E. Purwati N, A. F. Noor, and O. Wulandari Y.G, "Analisis Pendidikan Karakter Peserta Didik Pada Pembelajaran Pendidikan Kewarganegaraan (PKn) di SDN Bumi Agung Lamandau: Analysis of Student Character Education in Citizenship Education (PKn) Learning at SDN Bumi Agung Lamandau," *Pedagog. J. Pendidik.*, vol. 18, no. 2, pp. 217–223, Sep. 2023, doi: 10.33084/pedagogik.v18i2.5884.
- [2] H. Risdiany and D. A. Dewi, "Penguatan Karakter Bangsa Sebagai Implementasi Nilai-Nilai Pancasila," *J. Pendidik. Indones.*, vol. 2, no. 04, pp. 696–711, Apr. 2021, doi: 10.59141/japendi.v2i04.140.
- [3] S. T. Rahmat, "PERAN KELUARGA SEBAGAI BASIS PEMBENTUKAN KARAKTER ANAK DALAM MENYONGSONG ERA BONUS DEMOGRAFI," *J. Lonto Leok Pendidik. Anak Usia Dini*, vol. 2, no. 1, pp. 1–20, Jan. 2019.
- [4] M. Amelia and Z. H. Ramadan, "Implementasi Pendidikan Karakter Melalui Budaya Sekolah di Sekolah Dasar," *J. Basicedu*, vol. 5, no. 6, pp. 5548–5555, Nov. 2021, doi: 10.31004/basicedu.v5i6.1701.
- [5] A. D. Pertiwi, S. A. Nurfatimah, D. A. Dewi, and Y. F. Furnamasari, "Implementasi Nilai Pendidikan Karakter Dalam Mata Pelajaran PKn di Sekolah Dasar," *J. Basicedu*, vol. 5, no. 5, pp. 4331–4340, Oct. 2021, doi: 10.31004/basicedu.v5i5.1565.
- [6] T. H. Purna, C. V. Prakoso, and R. S. Dewi, "Pentingnya Karakter Untuk Pembelajaran Dalam Meningkatkan Kualitas Pendidikan Di Era Digital," *Pop. J. Penelit. Mhs.*, vol. 2, no. 1, Art. no. 1, Mar. 2023, doi: 10.58192/populer.v2i1.614.
- [7] Supriadi, A. Taufiq Hidayat, and M. Arifin, "Peran orang tua dan guru sejarah dalam pendidikan karakter," *Oetoesan-Hindia Telaah Pemikir. Kebangs.*, vol. 6, no. 1, pp. 11–18, Jun. 2024, doi: 10.34199/oh.v6i1.178.
- [8] M. S. Siregar, N. Usman, and N. Niswanto, "Implementasi Pendidikan Karakter melalui Model Pembelajaran Berbasis Masalah (Literature Review Manajemen Pendidikan)," *J. Pendidik. West Sci.*, vol. 1, no. 11, pp. 701–712, Nov. 2023, doi: 10.58812/jpdws.v1i11.762.
- [9] E. Rahmadani and M. Z. Al Hamdany, "Implementasi Nilai-Nilai Penguatan Pendidikan Karakter (PPK) di Sekolah Dasar," *Attadrib J. Pendidik. Guru Madrasah Ibtidaiyah*, vol. 6, no. 1, pp. 10–20, Mar. 2023, doi: 10.54069/attadrib.v6i1.368.

- [10] Y. Hidayah and R. P. Hamonangan, "Rekognisi dan Tantangan Pendidikan Kewarganegaraan Pada Konteks Pendidikan Bela Negara Di Indonesia," *J. Pendidik. Tambusai*, vol. 7, no. 3, pp. 25635–25643, Nov. 2023, doi: 10.31004/jptam.v7i3.10694.
- [11] H. Syahrizal and M. S. Jailani, "Jenis-Jenis Penelitian Dalam Penelitian Kuantitatif dan Kualitatif," *J. QOSIM J. Pendidik. Sos. Hum.*, vol. 1, no. 1, pp. 13–23, May 2023, doi: 10.61104/jq.v1i1.49.
- [12] A. Laia, "PERAN GURU PPKn SEBAGAI EVALUATOR DALAM MENINGKATKAN HASIL BELAJAR SISWA," *Civ. Soc. Res. Educ. J. Pendidik. Pancasila Dan Kewarganegaraan*, vol. 4, no. 2, Art. no. 2, Nov. 2023.
- [13] T. Haryati and A. G. Hidayat, "ANALISIS PROGRAM PENGUATAN PENDIDIKAN KARAKTER (PPK) BERBASIS NILAI KEARIFAN LOCAL MAJA LABO DAHU DALAM MEWUJUDKAN PROFIL PELAJAR PANCASILA PADA SMA DI KABUPATEN BIMA," *J. Ter. Ilmu - Ilmu Sos.*, vol. 5, no. 2, p. 40, Sep. 2023, doi: 10.31602/jt.v5i2.12160.
- [14] S. Salmawati, H. Hasibuddin, and N. Pilo, "Kemampuan Guru Menerapkan Penguatan Pendidikan Karakter (PPK) Berbasis Kelas di UPT SPF SDN Melayu Muhammadiyah Kota Makassar," *J. Gurutta Educ.*, vol. 2, no. 2, Art. no. 2, Jan. 2023, doi: 10.33096/jge.v2i2.1282.
- [15] S. Fatmala, F. Reffiane, Mudzanatun, and Suratmi, "ANALISIS PENGUATAN PENDIDIKAN KARAKTER PESERTA DIDIK KELAS V SD NEGERI BARUSARI 02 SEMARANG," *Didakt. J. Ilm. PGSD STKIP Subang*, vol. 9, no. 2, pp. 4321–4332, Jul. 2023, doi: 10.36989/didaktik.v9i2.1080.
- [16] D. Sundawa and L. B. Wadu, "Implementasi Nilai Karakter Religius dalam Tradisi Bersih Desa," *J. Moral Kemasyarakatan*, vol. 6, no. 2, pp. 77–82, Dec. 2021, doi: 10.21067/jmk.v6i2.6488.
- [17] R. Tanjung, H. Hanafiah, O. Arifudin, and D. Mulyadi, "Kompetensi Manajerial Kepala Sekolah Dalam Meningkatkan Kinerja Guru Sekolah Dasar," *JiIP - J. Ilm. Ilmu Pendidik.*, vol. 4, no. 4, pp. 291–296, Aug. 2021, doi: 10.54371/jiip.v4i4.272.
- [18] M. Ali, "Optimalisasi Kompetensi Kepribadian Dan Profesionalisme Guru Pendidikan Agama Islam (Pai) dalam Mengajar," *Ar-Rusyd J. Pendidik. Agama Islam*, vol. 1, no. 2, Art. no. 2, Dec. 2022, doi: 10.61094/arrusyd.2830-2281.27.
- [19] I. Aprilia, N. Nelson, S. Rahmaningsih, and I. Warsah, "Implementasi Metode Pembelajaran Bervariasi pada Materi SKI di Madrasah Ibtidaiyyah," *JIP J. Ilm. PGMI*, vol. 6, no. 1, pp. 52–72, Jul. 2020, doi: 10.19109/jip.v6i1.6026.
- [20] R. Noventue, S. Ginanjar, and A. Astutik, "HAKIKAT PENDIDIKAN: MENGINTERNALISASIKAN BUDAYA MELALUI FILSAFAT KI HAJAR DEWANTARA DAN NILAI-NILAI PANCASILA PADA SISWA," *J. Rev. Pendidik. Dan Pengajaran JRPP*, vol. 7, no. 1, pp. 2809–2818, Feb. 2024, doi: 10.31004/jrpp.v7i1.25898.
- [21] Rafid, R. (2018). Konsep Kepribadian Muslim Muhammad Iqbal Perspektif Pendidikan Islam Sebagai Upaya Pengembangan Dan Penguatan Karakter Generasi Milenial. *E-Jurnal Mitra Pendidikan*, 2(7), 711-718.