



The Implementation of Moral Character Education in SD Tunas Metropolitan

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ABSTRACT

This research aims to determine the implementation of character education in elementary schools in SD Tunas Metropolitan. Character education has recently become the subject of public debate regarding its implementation and the loss of character values such as honesty, courtesy, friendliness and religiosity which is gradually becoming an erosion of foreign culture. Hopefully this research can be a reference in building and implementing character education in elementary schools and the community. The type of research used was qualitative research conducted at SD Tunas Metropolitan. Primary data was collected from the results of in-depth interviews with key informants, namely: the principal, deputy principal, principal and students. After the data is collected, it is then analyzed using inductive techniques with the following steps: data reduction, data presentation, and data verification. The results of this research are that student character formation can be done through internal strategies and external strategies. Internal strategies can be implemented through four activities, namely activities in the teaching and learning process, daily activities in the form of school culture, habit formation activities, and internal and external activities. Meanwhile, external strategies can be implemented through the family environment and community environment. If all these strategies can be implemented well, the student's personality will be formed firmly.

Keywords: Implementation, Elementary School, Moral Character

ABSTRAK

Pendidikan karakter akhir-akhir ini menjadi bahan perdebatan masyarakat mengenai implementasinya dan hilangnya nilai-nilai karakter seperti kejujuran, sopan santun,

keramahan dan religiusitas yang lambat laun menjadi erosi budaya asing. Penelitian ini bertujuan untuk mengetahui implementasi pendidikan karakter di sekolah dasar di Tangerang. Penelitian ini dapat menjadi referensi dalam membangun dan menerapkan pendidikan karakter di sekolah dasar dan masyarakat. Jenis penelitian yang digunakan adalah penelitian deskriptif kualitatif yang dilakukan di SD Tunas Metropolitan. Data primer dikumpulkan dari hasil wawancara mendalam dengan informan kunci, yaitu: kepala sekolah, wakil kepala sekolah, kepala sekolah dan siswa. Setelah data terkumpul, selanjutnya dianalisis menggunakan teknik induktif dengan langkah-langkah sebagai berikut: reduksi data, penyajian data, dan verifikasi data. Hasil penelitian ini adalah pembentukan karakter siswa dapat dilakukan melalui strategi internal dan strategi eksternal. Strategi internal dapat dilaksanakan melalui empat kegiatan, yaitu kegiatan dalam proses belajar mengajar, kegiatan sehari-hari berupa budaya sekolah, kegiatan pembentukan kebiasaan, dan kegiatan internal dan eksternal. Sementara itu, strategi eksternal dapat dilaksanakan melalui lingkungan keluarga dan lingkungan masyarakat. Jika semua strategi tersebut dapat diterapkan dengan baik maka kepribadian siswa akan terbentuk dengan kokoh.

Kata Kunci: Implementasi, Sekolah Dasar, Karakter Moral

INTRODUCTION

Education and learning are fun activities when students and learning participants have an interest in the activities taking place (Kulkarni & Karim, 2022; Saefulloh et al., 2020). Currently, character education is increasingly being discussed by Indonesian society, especially in academic circles. The current attitudes and behavior of the Indonesian people tend to ignore the noble cultural values that are held in high esteem and are rooted in everyday attitudes and behavior. Character values such as honesty, politeness, togetherness, and religion are slowly starting to be eroded by foreign culture which tends to be hedonistic, materialistic and individualistic, so that these character values are no longer considered important if they conflict with the goals to be achieved (Aisyah, 2023; Nucc & Darcia, 2008).

Indeed, building the character of a nation takes a long time and must be done continuously and sustainably. Character inherent in the Indonesia recently did not happen suddenly, but has gone through a fairly long process (Nurwataniah et al., 2023). The depiction of violence, brutality and dishonesty of the nation's children displayed by both print and electronic media in circulation has gone through a long process. This kind of culture has not only affected the uneducated general public, but has also reached the educated public such as pupils and students and has even reached the elite of this nation.

The direction and aim of national education as mandated by the 1945 Constitution is to increase faith and piety as well as fostering noble morals in students, in this case the entire community who take part in the education process in Indonesia (Kemendikbudristek, 2022). The message in this constitution firmly and clearly gives great attention to the importance of character education in every educational process in helping to instill religious and national values through science and technology which is taught to all students.

As (Khaidir & Suud, 2020) explains, Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System has formulated the functions and objectives of national education in article 3 of the Law which states, "National education functions to develop abilities and shape character and civilization. a dignified nation in order to make the nation's life more intelligent, aiming to develop the potential of students to become human beings who have faith and devotion to God Almighty, have noble character, are healthy, knowledgeable, capable, independent, and become democratic and responsible citizens." This article is the basis for developing character education. Character development can be achieved through several efforts, including through programmed, gradual and continuous education.

(Lickona, 2012; Suciati et al., 2023) argue that the great mission of national education as above requires all educational implementers to have high concern and sensitivity regarding moral or character issues. Some of the efforts made to develop student character are by maximizing the function of subjects which are full of character education material such as Religious Education and Citizenship Education. Teachers are expected to be able to design every learning process in the classroom by integrating character education in it (Nur Syamsiah & Hamami, 2022; Nurindarwati et al., 2022). There needs to be daily activities in the form of culture school and habits in building noble character. Character education is the process of creating a school environment which in this case is able to help students and develop ethics, responsibility and teach good character through universal values.

Character development does not escape the implementation of the 2013 curriculum. As Hosnan in (Abdurrahmansyah et al., 2022) explains, learning using a scientific approach is a learning process that is designed in such a way that students actively construct concepts, laws or principles through stages. -hold observing (to identify or find problems), formulate problems, propose or formulate hypotheses, collect data using various techniques, analyze data, draw conclusions and communicate them. This approach provides teachers with the opportunity to maximize the delivery of character education to elementary school students, enabling their character development in a comprehensive and holistic manner. Education has so far become one of the components to implement positive values in the development of students' character education in schools (Diah Pebriyanti & Irwan Badilla, 2023).

According to (Dirgantari et al., 2023) the ability of a nation or self to rise from adversity is because they have good, dynamic, positive and progressive personal character. Therefore, character education is really needed as an effort to develop knowledge, skills, learning abilities, use information appropriately, and be able to learn to be responsible for students (Pennington, 2019; Verma & Azgar Ali Sheikh, 2019). With character education, more emphasis is placed on the process of developing a sense of self-commitment and being able to respect others in the context of today's life. As a nation, we need to promote character education which is positioned as an umbrella for the process and efforts to educate the nation.

Character education is still a demand in the world of education today, because it not only has an impact on developing individual potential, but also organizations and even society in general (Natalya Tirsia Mokorowu et al., 2023). Building and developing character and character education is a necessity because education not only makes students intelligent but also has noble character and moral values so that their existence as members of society becomes meaningful both for

themselves and others. Character building that is relatively easy to do is when children are still in elementary school (Apiyani, 2022; Zulkarnaen, 2022). That is the basis for the government prioritizing character education in elementary schools. This does not mean that other levels of education do not receive attention regarding the development of character education, but the portions are different.

Moral character education is very important for elementary school (SD) children because this period is an important period in the formation of their personality (Dike et al., 2021; Sulastri, 2014). However, currently children's knowledge is not ready to filter western culture as if all western culture is worth emulating. In (Prihatmojo & Badawi, 2020) research entitled *Character Education in Elementary Schools, Preventing Moral Degradation in Era 4.0*, they found the causes of moral degradation in elementary school-aged children. This moral degradation is seen as a decline in values and quality of life as well as a decline in national identity. Moral degradation in elementary schools is increasingly worrying due to the large number of behavioral deviations by elementary school students, such as fights between students, rape, bullying, drugs, sexual harassment, drinking and smoking in the school environment. The moral degradation that is currently occurring is a challenge for elementary schools in implementing a character education-based curriculum. Character education is an effort to overcome moral degradation in the elementary school environment. Character education can prevent elementary school students from moral degradation. Developing character education in the elementary school curriculum requires implementation into intracurricular, extracurricular and classroom learning processes. By forming good morals, it will become a reminder and limitation in taking action. Cultivating good character in the education process will produce a superior and dignified generation.

Meanwhile, research by (Aopmonaim et al., 2023) with the title *Character Education in the Family and School Environment to Overcome the Moral Degradation of Elementary School Students IT Scholars of Baubau City*. This research aims to find out how character education is implemented in the family and school environment to overcome the moral degradation of students, which is carried out at SD IT Insan Baubau City Scholar. This research uses this type of research qualitative with a case study approach. Informants were determined using purposive sampling who were selected based on certain considerations, namely knowing or implementing character education in the family and school environment to overcome moral degradation at SD IT Insan Intellectuals in Baubau City, both parents, teachers, school staff and the students themselves. The data collection techniques used were observation, interviews and documentation. The results of the research show that parents are at the forefront of character education because the basics of life and the cultivation of character values are first learned by children in the family environment.

Previous research has made a significant contribution to understanding learning methods and their influence on student learning outcomes. As a basis for this research, several comparisons with previous research can be identified to gain a more comprehensive understanding regarding the implementation of moral character education in Tunas Metropolitan Elementary School students. By integrating previous research findings and focusing on specific aspects that have not been fully explored, this research is expected to

provide a valuable contribution in enriching practical and theoretical insights regarding the implementation of moral character education.

Based on the background described above as well as the results of observations conducted by researchers at Tunas Metropolitan Elementary School, Tangerang, it shows that moral character is very important in forming children's personalities so researchers are interested in implementing moral character education in elementary school students.

METHODS

Type and Design

This research was conducted using descriptive and qualitative methods. Descriptive qualitative research, also known as basic qualitative research, is a qualitative approach that seeks to explore and understand a phenomenon, process, perspective, and worldview of participants (Flick, 2023). In line with the aim of descriptive research, this research aims to explore the implementation of moral character education at SD Tunas Metropolitan Tangerang through interviews. Qualitative research is most useful when used to understand how participants explain things in their lives and how this influences their attitudes (Creswell, W. John & Creswell, 2018).

Data and Data Sources

Participants in this research were 5 Tunas Metropolitan Elementary School teachers. They come from various schools in Bekasi City and the government with different educational experiences. The participant selection technique used purposive maximum variation sampling (Leavy, 2020). This technique maximizes group differences in the form of variations in teaching experience with the aim of providing a variety of perspectives for participants. Apart from that, other factors that determine participants are also based on the closeness and relationship between researchers regarding each participant's background as a teacher, so that it will help researchers understand the participants and the research context as a research tool.

Data Analysis

Primary data is in the form of interview results. Data collection techniques were carried out using semi-structured interviews and unstructured observation. Interviews were conducted after participants completed their teaching assignments. Meanwhile, unstructured observations were carried out from the time the participants completed their internship and graduated to become professional teachers until now.

The data analysis technique used (Miles & Huberman, 2009) technique, namely 1) with data reduction where at this stage the researcher summarizes the data, codes and explores themes until finally summarizing the results into concepts, categories and themes. Data reduction is defined as the process of selecting, focusing on simplifying, abstracting and transforming rough data that emerges from written notes in the field. Data reduction occurs continuously throughout a qualitative research-oriented project. Anticipation of data reduction is already apparent when the researcher decides (often without fully realizing it) the conceptual framework of the research area, the research problem, and which data collection approach to choose. During data collection, the next stages of reduction took place (summarizing, coding, exploring themes, creating clusters, creating partitions, making

memos). This data reduction/transformation continues after the field research, until a complete final report is prepared. 2) Presents the data through narrative text and graphic diagrams. Data collection activities in the field will produce figures called rough data. The term rough data indicates that the data has not been processed using certain statistical techniques. So, the data still exists as it is or as the data was obtained. Which data presentation should be chosen depends on the type of data, the researcher's tastes, and the purpose of displaying the data itself. 3) Draw conclusions. Conclusion drawing verification is an effort to find meaning, the meaning of explanations carried out on data that has been analyzed by looking for important things. This conclusion is prepared in the form of a short and easy statement with reference to the research objectives. The conclusion or verification in this research is the result of research that has been carried out in the form of a short and easy to understand statement so that it can conclude how character education is implemented at SD Tunas Metropolitan.

RESULTS AND DISCUSSION

The cultivation of character education in SD Tunas Metropolitan is carried out integrated into the school's vision and mission which is implemented through learning in all subject areas and of course through collaboration with students' families and the surrounding community. Character education in schools is interpreted as a system of instilling character values in all school members which includes the components of knowledge, awareness, will and action to implement these values towards Allah SWT, oneself, others, the environment, and nationality so as to be able to *Insan Kamil*.

The implementation of character education in schools is by instilling and incorporating eighteen character values into all learning materials, namely: religious character values, honest character values, tolerance character values, discipline character values, hard work character values, creative character values, independent character, democratic character value, curiosity character value, national spirit character value, love of the country character value, respect for achievement character value, communicative character value, peace loving character value, love of reading character value, environmental care character value, character value social care, and the character value of responsibility. The implementation of character education in SD Tunas Metropolitan is carried out well through intracurricular and extracurricular activities at the school.

In the intracurricular scope, character education is implemented through learning tools that are integrated with all subject areas. Management is carried out intensively using planning, implementation, and evaluation of the implemented character education. First, planning for character education in SD Tunas Metropolitan is carried out when preparing the syllabus and Learning Implementation Plan (RPP). The entire syllabus and lesson plans include character education content.

Second, the implementation of character education is carried out through the learning process in class and independent activities outside the classroom. This activity is carried out using eighteen character values, namely:

- a. Implementation of religious values by praying when entering class, praying before and after learning, Dhuha prayer, Dhuhur prayer, Asr prayer in congregation, reciting the Koran using the UMMI method.

- b. Students are trained to be honest while sitting in groups while carrying out honest grades.
- c. Implementing the value of tolerance by respecting and respecting friends when they have different opinions with each other.
- d. Implementing discipline values by entering school on time, praying on time, entering after break on time, changing teachers to teach on time, and leaving school on time.
- e. Implementing the value of hard work by studying and doing assignments until completion without complaining and thorough preparation when available *assembly* in every class
- f. Implementation of creative values by means of teachers giving creative freedom to students and vice versa students are allowed to hone their own creativity.
- g. Implementing independent values by searching for learning resources independently, either in the form of the internet, interviewing sources, or through the library
- h. Implementation of democratic values by training students to deliberate to reach consensus and involving students in the decision-making process relating to students.
- i. Implementation of the value of curiosity by giving students opportunities to ask questions, providing remedial and enriching learning materials, carrying out activities *outdoors* and *outbound* every year to increase curiosity about the natural environment.
- j. Implementing the values of the national spirit by introducing various national cultures through the learning process and *assembly* shown, forming groups, and working together with classmates of different socio-economic status
- k. Implementing the value of love for the homeland by displaying the Indonesian flag, the Garuda symbol, photos of the president and vice president, and encouraging students to love domestic.
- l. The implementation of the value of respecting achievement by giving high appreciation to students who achieve achievements in the academic field (*rewards*) or non-academic.
- m. Implementation of communicative values by having good interactions between students, students and teachers, students and school principals, students and school employees, and students and the wider community
- n. Implementation of the value of love of peace by shaking hands with the teacher when meeting and when entering the class, smiling at each other, greeting each other, and saying hello when meeting the teacher or other students.
- o. Implementation of the love of reading value by encouraging students' interest in reading either before or after learning, encouraging students to like going to the library, encouraging a literacy movement 15 minutes before the learning process begins, giving assignments to students to make clippings or wall magazines.
- p. Implementing the value of caring for the environment by disposing of waste in the place provided and sorting it according to the type of waste.

- q. Implementing the value of social care by praying, visiting, and giving donations to friends who have experienced disasters, helping friends when someone has difficulty doing their assignments, donating when there is a fundraiser for communities or areas affected by natural disasters.
- r. Implementing the value of responsibility by having the courage to take responsibility when you make a mistake, leading your friends during group activities, doing assignments according to the set time.

Third, evaluation of the implementation of character education is carried out by assessing directly through observation. This is done by including elements of character education in quiz questions, daily tests, mid-semester tests and end-of-semester tests. Character education assessment is also carried out through observations of students' attitudes in their daily lives, including: a) students' attitudes towards teachers, school principals, school employees and fellow students; b) student obedience in complying with school rules; c) discipline in praying on time and not being late when entering class; d) discipline in participating in extracurricular activities.

All these scores are reduced by the number of violations that have been committed by students, such as the number of times they were late for school, the number of violations of school rules, and others.

Based on the results of this assessment, it can be said that the process of implementing character education in SD Tunas Metropolitan, which is the focus of the research, is going well. This can be seen in terms of the value of several subjects, both in terms of knowledge and understanding of the material and attitudes. The results of investigations through interviews with several homeroom teachers and Ismuba in SD Tunas Metropolitan showed that the average score always exceeded the KKM limit and his attitude received an A predicate.

The impact of implementing character education in SD Tunas Metropolitan is very positive for students. Some of the positive impacts felt by students are a) students have high enough motivation to always act honestly wherever and whenever; b) get used to not lying to anyone; c) have a sense of respect and love one another; d) have a high level of gratitude for what they have; e) get used to praying together in the mosque; f) able to appreciate other people's work; g) trained to become leaders in the future; h) trained to do things creatively and innovatively; i) accustomed to being independent in thinking and attitudes; j) get used to caring about the environment around them; k) used to helping friends or other people who need help, and so on.

Several extracurricular activities in SD Tunas Metropolitan really support the implementation of character education, such as extracurricular dance, extracurricular pianika, extracurricular tapak Suci, extracurricular tahfidz, extracurricular *qiroah*, extracurricular *painting*, badminton extracurriculars, and soccer extracurriculars. The forms of character values instilled in extracurricular activities include eighteen character values that are applied internally at school.

Character education external to the school, namely through parents and the community. The school also collaborates with parents and the community by socializing character education by providing counseling to parents to always monitor their children's character outside of school, holding seminars *parenting*, be diligent in worship, guide children in practicing good manners

in the family environment, respect for parents, and other characters. This is done by schools with the hope that there will be continuity between character education at school and character education in the family and community. If there is no continuity between the two parties then character education will not run well.

Several things that have been implemented show success in implementing character education in SD Tunas Metropolitan. Of course, this success cannot be separated from supporting factors in the form of infrastructure in SD Tunas Metropolitan which is fairly complete, the leadership factor of the head of one of SD Tunas Metropolitan has more attention to the implementation of character education with the guideline that any activity that is able to support the school's vision and mission will be approved, exemplary factors shown by teachers and employees, support from students' parents in the form of implementing character in the family environment, and also support from alumni so that the next generation is able to follow in good, disciplined and successful footsteps.

The implementation of character education in SD Tunas Metropolitan has been carried out well through intracurricular and extracurricular activities. In the intracurricular scope, the implementation of character education is embedded through learning tools which is integrated with all subjects. This is carried out intensively using character education planning, implementation of character education, and evaluation of character education.

First, planning for character education in SD Tunas Metropolitan is carried out when preparing the syllabus and Learning Implementation Plan (RPP). The entire syllabus and lesson plans include character education content. Second, the implementation of character education is carried out through the learning process in class and independent activities outside the classroom. Third, evaluation of the implementation of character education is carried out by assessing directly through observation. This is done by including elements of character education in quiz questions, daily tests, mid-semester tests and end-of-semester tests. Character education assessment is also carried out through observations of students' attitudes in their daily lives, including: a) students' attitudes towards teachers, school principals, school employees and fellow students; b) student obedience in complying with school rules; c) discipline in praying on time and not being late when entering class; d) discipline in participating in extracurricular activities. All these scores are reduced by the number of violations committed by students, such as the number of times they were late for school, the number of violations of school rules, etc.

As has been explained, the management of character education can be carried out internally and externally. Internally, schools can carry out four activities, namely teaching and learning activities in class, daily activities in the form of school culture, habituation activities, and extracurricular activities.

(Dirgantari & Cahyani, 2023) say that a comprehensive approach is an effective character education model to use. Character education is not only instilled through teaching and learning activities in the classroom but can be carried out through daily activities in the form of school culture, familiarization activities such as smiling and greeting teachers, and of course extracurricular activities carried out by the school.

(Suciati et al., 2023) also emphasize that character learning can be done by integrating various fields of study or subjects and not through certain subjects. The methods and strategies

used are as varied as possible and include inclusion, example, value facilities and development softskills.

In research by (Rangkuti & Arjuna, 2019) concluded that the implementation of disciplined character education can be carried out through nine policies, namely: a) creating a character education program; b) establish school rules as well as class rules; c) perform Dhuha and Dhuhur prayers in congregation; d) create affective posts in each class; e) monitor students' disciplinary behavior at home using daily activity notebooks; f) providing affective messages in various corners of the school; g) involving parents; h) involving the school committee; and i) creating a conducive classroom climate. This research also found that teachers have a very big role in the process of instilling character in students while at school. This is in accordance with what Wangid (2010:4) stated that teachers individually and in groups can provide character education to students both individually and classically. Apart from that, teachers can also coordinate with all school components to work together to instill character education.

(Surawan et al., 2022) suggests that literally the mental and intellectual enlightenment carried out by a teacher towards students is the most important part of character education, for example strengthening feelings of love for one's country and love for one's own national culture. Character development can be done through the learning process because with this, students can grow with an understanding of humans and humanity, understand values, generate new ideas, increase natural, social and cultural knowledge, develop feelings and intentions, as well as develop character and personality. Thus, through the learning process in the classroom it can be used to build the character and personality of students who have noble character, strong character, creative, competitive, disciplined, uphold the national spirit, and ready to become strong human beings and able to improve various students' personality and moral problems.

In connection with the implementation of character education in the external environment which involves the family and community environment, this is in line with what was stated by (Tohri et al., 2022) that character education implemented in schools will not work well if the environment is supported in the form of family life, society, and the technology doesn't help. Family and society have a very large role in shaping student character. Not only that, television broadcasts and other information media which are part of students' daily world need to be managed in time and quality to be able to be friendly with character education.

CONCLUSION

Based on the description above, it can be concluded that student character formation can be done through internal strategies and external strategies. Internal strategies can be carried out through four activities, namely teaching and learning process activities, daily activities in the form of school culture, habituation activities, and intracurricular and extracurricular activities. Meanwhile, external strategies can be carried out through the family environment and community environment. If all these strategies can be implemented well then the student's character will be formed firmly.

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