



The Influence of Character Education on Students' Learning Achievement at SMP Negeri 1 Seyegan

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ABSTRACT

This research aims to examine the influence of character education on student learning achievement at SMP Negeri 1 Seyegan. Character education is an important aspect in the educational process which not only focuses on intellectual development, but also on forming students' morals and ethics. In this research, a character education program was implemented that integrated values such as discipline, responsibility, hard work and honesty into the curriculum and daily activities at school. The research method used is a qualitative method with a case study approach. Data was collected through observation, interviews and documentation. Participants in this research were students, teachers and administrative staff at SMP Negeri 1 Seyegan. Data analysis was carried out descriptively to evaluate the impact of character education on student academic achievement. The results of the research show that the implementation of character education at SMP Negeri 1 Seyegan contributes significantly to increasing student learning achievement. Students involved in character education programs show higher learning motivation, better discipline, and more developed critical thinking skills. Apart from that, the positive and supportive learning environment created through character education also plays a role in increasing student involvement and participation in the learning process.

INTRODUCTION

Education plays a very important role in the development of individuals and society. As a learning process that aims to develop a person's potential, abilities and character, education does not only focus on the transfer of knowledge but also on the formation of morals and ethics. Education is the basic right of every individual and is one of the main indicators in determining the quality of life and development of a nation (Setya Wismoko Putri & Saliman, 2022). In Law Number 20 of 2003 concerning the National Education System, through education, individuals acquire the knowledge, skills and values needed to contribute positively in personal, social and professional life (Setya et al., 2014). The education system has experienced various transformations from time to time. In the era of globalization and the rapid development of information technology, education must continue to adapt to meet the demands of the times. Relevant curriculum, innovative learning methods, and the use of technology in education are the main keys in preparing the young generation to face future challenges. Apart from that, there is a need to implement character education.

Character education has become one of the main focuses in the education system in Indonesia. The government, through the Ministry of Education and Culture, continues to encourage the development of character education in the school curriculum with the aim of forming a young generation who is not only academically intelligent but also has morals and integrity. Character education aims to instill positive values such as honesty, discipline, responsibility and social awareness which are important foundations in social life. According to Thomas Lickona, an educational psychologist and author of the book "Educating for Character," in (Basri, 2023) states that character education is a deliberate effort to help someone understand, care about, and act based on fundamental ethical values. Lickona emphasizes three important aspects in character education: moral knowledge, moral feeling, and moral action. Meanwhile, according to Lawrence Kohlberg, who is known for his stage theory of moral development, he believes that character education must focus on the development of individual moral thinking. According to him, character education should encourage students to think critically about moral dilemmas and develop the ability to make ethical decisions based on the principles of justice and human rights (Maunah, 2016). So character education is an important component in the formation of ethical and moral individuals. They emphasize that character education must involve a holistic approach that includes teaching moral values, developing character strengths, and forming good moral habits. in accordance with the Minister of Education and Culture Regulation (Permendikbud) Number 20 of 2018 concerning Strengthening Character Education in Formal Education Units in (Sianturi & Dewi, 2021) It is explained that Strengthening Character Education (PPK) is an educational movement in schools to strengthen the character of students through harmonization of heart (ethics), feeling (aesthetics), thought (literacy), and sports (kinesthetics) with the support of public involvement and cooperation between schools, families and communities.

in (Judiani, 2010) It is explained that the objectives of implementing Character Education (PPK) in education units can be 1) Growing and developing the character of students in a comprehensive, integrated and balanced manner in accordance with core competencies. 2) Forming individuals who have good character and are able to face life's challenges in the future. 3) Creating a learning environment that is harmonious, collaborative and conducive to character formation. The application of character education provides benefits in helping the formation of good personalities in students. Students who have strong character tend to be more honest, disciplined, responsible and have integrity (Puspitasari, 2014). This forms a solid foundation for their future personal development. Students who have good characteristics such as discipline and responsibility tend to be more focused and motivated in learning. Good study habits and positive attitudes towards education contribute to improving their academic performance. Character

education helps students develop important social and emotional skills, such as empathy, cooperation, effective communication, and the ability to resolve conflict (Sholekah, 2020). This skill is essential for building healthy and harmonious relationships with others.

By implementing character education, schools can create a more positive, safe and conducive environment for learning (Arifin, 2017). Values such as cooperation, respect, and social concern encourage harmonious interactions between students, teachers, and school staff. Character education can help reduce negative behavior such as bullying, violence and other unethical behavior. Students who are educated with strong moral values are more likely to avoid negative behavior and promote a culture of mutual respect (Ani, 2014). Students who have good character tend to have higher emotional well-being and feel more satisfied with their lives. Character education helps students develop self-confidence, self-esteem, and optimism (Mualif, 2022). Character education prepares students to face future challenges better. Values such as perseverance, independence, and the ability to face failure and adversity help them become resilient and adaptive individuals. With character education, students are encouraged to recognize and develop their own potential. This helps them discover their talents and interests, and motivates them to achieve their goals and dreams (Harahap, 2019).

This is in line with the main values contained in character education, namely 1) Religious, developing a religious attitude and respecting other people's beliefs. Character education that emphasizes religious values helps students understand and appreciate religious diversity and apply religious principles in everyday life. 2) Nationalist, fostering a sense of love for the country and national spirit. Through character education with nationalist values, students are taught to respect state symbols, appreciate cultural diversity, and participate actively in maintaining national unity and integrity. 3) Independent, developing independence and personal responsibility. Character education that emphasizes the value of independence helps students become confident individuals, able to make decisions and be responsible for their actions. 4) Gotong Royong, instilling the values of cooperation, solidarity and social care. Through mutual cooperation character education, students are taught to work together in groups, help others, and actively participate in social activities that are beneficial to society. 5) Integrity, encouraging honesty, discipline and responsibility. Character education that emphasizes the value of integrity helps students understand the importance of behaving honestly, being committed to duties and obligations, and acting consistently with the moral values they believe in. (Samong et al., 2016). The values contained in character education are an important foundation in forming individuals who are not only intellectually intelligent but also have good morals and ethics. These values play a role in forming a balanced personality, able to contribute positively to society, and ready to face future challenges. By integrating these values in education, it is hoped that a young generation will be created with strong character and ready to advance the nation.

SMP Negeri 1 Seyegan, as one of the educational institutions in Sleman Regency, Yogyakarta, has a strong commitment to implementing character education for its students. Because this school realizes that character education is not only important for students' personal development but also has a significant impact on their learning achievement. Student learning achievement not only reflects academic ability but also reflects the success of the character education process that has been carried out. Through character education, students are taught to develop social skills such as cooperation, communication and leadership. They are also taught to manage their emotions well and understand other people's feelings. Character education helps instill positive values such as honesty, discipline, hard work and mutual respect. This helps students to become responsible individuals and contribute positively to society. Character education helps students to face various challenges and obstacles in life with a positive and optimistic attitude. They are taught to have perseverance and an unyielding spirit in facing every situation.

Character education helps increase students' motivation at SMP Negeri 1 Seyegan to study. By having values such as perseverance, responsibility, and hard work, students tend to be more motivated to achieve well in their studies. Students at SMP Negeri 1 Seyegan who implement character education tend to have better discipline in carrying out learning activities. They are more obedient to school rules and have an orderly mindset in completing academic assignments. Character education helps students develop the ability to overcome challenges and obstacles in the learning process. By having values such as courage and resilience, students are better prepared to face difficulties in learning. This research aims to examine in more depth the influence of character education on student learning achievement at SMP Negeri 1 Seyegan. By understanding the relationship between character education and learning achievement, it is hoped that more effective strategies can be found in integrating character education into the learning process. It is also hoped that this research can provide recommendations for developing educational policies at SMP Negeri 1 Seyegan and other schools, so that character education can be carried out more optimally and have a real positive impact on student learning achievement.

METHOD

This research is qualitative research that emphasizes an in-depth understanding of the phenomenon being studied, with a focus on the meaning, perceptions and experiences experienced by the research subjects. (Adlini et al., 2022). This research uses a case study approach which aims to find out detailed problem solving regarding the influence of character education on student learning achievement at SMP Negeri 1 Seyegan. The data outlined in this research is primary data sourced from in-depth interviews and observations at SMP Negeri 1 Seyegan which were conducted directly with the research subjects. The subjects in this research were school principals, teachers, students and school staff. Secondary data in this research was taken through previous data related to the main focus of this research, which includes documentation and literature study.

This research uses a purposive sampling technique for selecting informants. According to Miles, Huberman and Saldana (2014) in (Kholifah, 2020), Purposive sampling is a sample selection process that is carried out deliberately to select participants or cases that can provide the richest and most useful information in answering research questions. The reason for using the Purposive Sampling technique is because not all samples have criteria that match the phenomenon being studied. Therefore, the author chose the Purposive Sampling technique which determines certain considerations or criteria that must be met by the samples used in this research. In this study, the samples were the Principal of SMP Negeri 1 Seyegan, Teachers of SMP Negeri 1 Seyegan, Students of SMP Negeri 1 Seyegan, Staff of SMP Negeri 1 Seyegan.

Data taken in this research was through a process of interviews, observation, documentation and literature study. Interviews were carried out by taking several informants who had been determined by asking several questions that had been provided. Observations were carried out by looking directly at the conditions and situations in the research area. Documentation is carried out through photographs for physical evidence, voice recordings to record information from interviews, and literature studies used by taking data sources related to the research theme carried out by the researcher.

The data analysis technique used in this research is the data analysis model of Miles, Huberman and Saldana (2014) which includes data reduction, data presentation, and conclusions or verification. Qualitative research does not have an absolute formula for processing and interpreting data, but rather takes the form of guidelines for organizing data, coding and analyzing data, enriching theory and interpreting data. The activity of analyzing qualitative data must be carried out continuously until you feel you have sufficient data (Dwiyanto, 2021). This research uses an interpretive paradigm which makes direct observations of the effect of

implementing character education on the learning achievement of students at SMP Negeri 1 Seyegan. The location for this research was chosen based on the characteristics of students at SMP Negeri 1 Seyegan who experienced an increase in learning achievement after implementing character education at the school.

RESULTS AND DISCUSSION

The Role of Character Education on Students' Learning Achievement at SMP Negeri 1 Seyegan

In the era of globalization which is marked by the rapid development of technology and information, the challenges faced by the younger generation are increasingly complex and diverse. Apart from academic abilities, they are also required to have strong character and high integrity to face the increasingly complex dynamics of life. Character education is an important aspect that must be integrated into the education system to answer this challenge. Character education does not only focus on intellectual development, but also on forming students' morals and ethics (Sukatin, Siti Munawaroh, Emialia, 2023). Strong characters such as honesty, discipline, responsibility, hard work and empathy are needed to form a generation that is not only academically intelligent, but also has integrity and a good personality (Anggraini & Zilfiati, 2017). With good character, students are expected to be able to behave positively in various situations, both in the school, family and community environment. At SMP Negeri 1 Seyegan, implementing character education is becoming increasingly important to ensure that students not only pursue academic achievements, but also have a strong moral foundation. Character education helps students to develop attitudes of responsibility, discipline, and a high work ethic, all of which contribute to increased learning achievement. Through character education, students are expected to be able to overcome various academic and non-academic challenges with a positive and constructive attitude and improve their learning achievements (Ngatiman & Ibrahim, 2018).

Character education has a very important role in improving student learning achievement at SMP Negeri 1 Seyegan. Character education that emphasizes discipline helps students to be more organized in studying, doing assignments, and following school rules, which contributes to increasing academic achievement. Character education encourages students to have intrinsic motivation, namely an internal drive to learn and achieve, not just to get grades or external awards. Through character education, students learn to be responsible for their tasks and appreciate the learning process, which helps them achieve better results. Character education that includes developing critical thinking and problem-solving skills can help students better understand and overcome academic challenges. By instilling values such as hard work, perseverance, and consistency, character education helps students develop good study habits, which leads to increased learning achievement. Character education that emphasizes values such as cooperation, empathy, and communication helps students to work better in groups and learn from each other, improving their understanding and achievement. Character education helps students develop better emotional well-being, including self-confidence and resilience. Students who feel good about themselves tend to be more focused and productive in learning. Character education contributes to creating a positive and supportive learning environment, where students feel valued and supported, which encourages them to achieve better.

Supporting Factors for Implementing Character Education to Improve Student Achievement at SMP Negeri 1 Seyegan

Character education has a very important role in improving student learning achievement. Good learning achievements can open the door to opportunities to get better jobs and higher incomes in the future, thereby improving students' quality of life. Good learning achievement can

also help students to become more independent in learning and overcome various challenges in life. The intense learning process and achievements achieved can help shape positive characters in students, such as discipline, perseverance, responsibility and self-confidence. Students can also develop their potential to the maximum and become more developed individuals. In the context of globalization, good learning achievement will increase students' competitiveness at national and international levels. Students who have good learning achievements have the potential to make positive contributions to society and the country, both through their careers and social activities. Good learning achievement can also help build a positive image for the school and increase public trust in the educational institution.

According to Hawkins, character education is a planned and systematic learning process to help students develop good characters, such as honesty, respect, responsibility and justice. (Aminah et al., 2022). Character education is an effort to teach moral and ethical values to individuals, so that they are able to make good and responsible decisions in everyday life. In implementing character education to achieve appropriate results, supporting factors are needed. SMP Negeri 1 Seyegan implements a school commitment that must be implemented by the principal, teachers and all staff towards implementing character education which is very important. They must prioritize character values in every learning activity. The curriculum of SMP Negeri 1 Seyegan has been integrated. It is important to include character education in the curriculum in an integrated manner with all subjects at school, not as an additional subject. The aim is for students to always learn character values in a broader learning context in each subject and over time it becomes a habit for students at SMP Negeri 1 Seyegan. Subject teachers at SMP Negeri 1 Seyegan routinely receive guidance and training related to character education through seminars and workshops so that they can implement it well in students' daily learning. SMP Negeri 1 Seyegan, consistency in enforcing the rules and character values as well as discipline in carrying out the character education program are very important for its successful implementation.

Teachers must teach a positive attitude towards students during learning in the classroom and outside the classroom by providing good examples that students can emulate. And when learning in the classroom, it links learning to character values and gives assignments to students related to character education. So that students get used to instilling character values throughout the day. Teachers at SMP Negeri 1 Seyegan must use learning methods that are relevant to character education, such as active, collaborative and reflective learning, which can help students understand character values better. Apart from that, the involvement of parents in supporting the implementation of character education at home also has a big influence on the success of implementing character education so that it has an effect on increasing the learning achievement of students at SMP Negeri 1 Seyegan. SMP Negeri 1 Seyegan involves parents in school activities and provides an understanding of the importance of good character in children's education. So that there is no imbalance between habits at school and at home.

Factors Inhibiting the Implementation of Character Education to Improve Student Achievement at SMP Negeri 1 Seyegan

Learning achievement is a learning result that can be measured and assessed based on the achievement of competencies that have been determined in the learning process. Learning achievement according to Kaelan in (Safitri et al., 2023) is the result of the teaching and learning process achieved by students in the form of mastery of knowledge, skills, attitudes and certain expected values. Low learning achievement can have a negative impact on students. Low learning achievement can limit students' opportunities to continue their education to a higher level or obtain a better job in the future (Eliyanti et al., 2023). Students with low learning achievement have limited skills and knowledge, which can impact their productivity at work or

in everyday life (Dakhi, 2022). Apart from that, low learning achievement can also have an impact on students' social welfare, because they experience difficulty in interacting socially or building good relationships with other people. Students with low academic achievement have a higher risk of being involved in negative behavior, including potential crime and other deviant behavior. Apart from that, the impact on the country is a limited contribution to the development of society and the country, due to the limited knowledge and skills they have.

The implementation of character education to improve the learning achievement of students at SMP Negeri 1 Seyegan has several obstacles or obstacles such as the existence of several teachers, parents and school staff who have low awareness and lack of commitment to the implementation of character education. This makes the application of character education to students to improve learning achievement become obstructed. Because without awareness and strong commitment, it is difficult to implement character education effectively. There are teachers who focus too much on academic achievement and a lot of teacher administration and activities that are too busy, this reduces the teacher's time and attention to developing student character. High teacher workload, both in terms of teaching and administration, can make teachers lack the time and energy to implement character education programs optimally. The existence of negative social and environmental conditions around the SMP Negeri 1 Seyegan school, such as alumni gangs, such as the influence of an unsupportive environment or the rise of negative behavior in society, can influence the effectiveness of implementing character education.

There are students at SMP Negeri 1 Seyegan who are implementing character values that are not in accordance with local culture or the school's social environment. Because parents are given too much freedom, this sometimes becomes an obstacle to the acceptance and implementation of character education programs carried out by schools. Some parents of students who are less supportive in supporting character education at home can also be an obstacle, because character education should be carried out in an integrated manner between school and home. Factors include parents who are busy working, students living with siblings and not with their parents directly, and there are students who are victims of divorce, resulting in a lack of concern from their parents. Therefore, to overcome these inhibiting factors, there needs to be a collaborative effort between schools, teachers, parents and the community to support the implementation of character education. There is also a need for awareness of the importance of character education in forming a quality generation.

Strategies for Implementing Character Education to Improve Student Learning Achievement at SMP Negeri 1 Seyegan

Strategy is a plan or steps planned systematically to achieve certain goals (Dongoran et al., 2023). In the educational context, strategy refers to the means or methods used to achieve learning goals. Learning strategies can include various approaches, techniques and methods used by teachers to help students understand and master lesson material (Kurniawaty et al., 2022). Strategy in education is very important because it helps achieve learning goals effectively. Strategies can help overcome various learning challenges, such as differences in student learning styles and varying levels of understanding. Strategies can help achieve school goals in implementing character education. In order to improve student learning achievement.

Several strategies used by SMP Negeri 1 Seyegan to implement character education to improve student learning achievement are 1) Integrating character values into the curriculum by integrating character values into every subject and school activity so that students continue to be exposed to and practice the values. this in everyday life. 2) There is a model of positive behavior from teachers and staff: Teachers and school staff are good examples in implementing character values, such as honesty, discipline and hard work, so that students are inspired to follow in their

footsteps. 3) Character Building through Active Learning, using active and collaborative learning methods to build student character, such as group discussions, collaborative projects, and role simulations. 4) developing character-based extracurricular programs, developing extracurricular programs that focus on character development, such as kindness clubs, volunteer programs, or arts and cultural activities, scout activities. 5) Parental involvement in character development, by involving parents in supporting and strengthening character development at home, so that the values taught at school are also applied in the family environment. 6) Appropriate use of rewards and punishment, by providing rewards for behavior that reflects positive character values and providing appropriate consequences for negative behavior. 7) Developing character strengthening programs, by developing special programs to strengthen the character of students who require special attention, such as mentoring or counseling programs. 8) Strengthening positive relationships between teachers and students by building positive relationships between teachers and students can help shape students' character, so that they are more motivated to learn and develop.

By applying these strategies consistently and in an integrated manner, student behavior can be changed to be much better and more disciplined, this will result in an increase in student learning achievement at SMP Negeri 1 Seyegan. Increased student learning achievement is demonstrated by success from academic and non-academic aspects. Such as increasing scores on exams, daily tests and school assignments for students at SMP Negeri 1 Seyegan. There is an increase in the average score on student report cards from one semester to the next. Many students at SMP Negeri 1 Seyegan have experienced an increase in their class rankings. The number of students at SMP Negeri 1 Seyegan who are absent from school without any information is decreasing. It is rare for students to skip school or behave in deviant ways. Apart from that, students at SMP Negeri 1 Seyegan in learning activities became more active in asking questions, discussing and participating in learning activities. There is an increase in special skills that are relevant to certain subjects, such as critical thinking, analysis and problem solving abilities. The quality of project activities and practical assignments has increased as shown by better results in projects, practical assignments and presentations. Many Seyegan 1 Public Middle School students received non-academic achievement certificates and academic competition award certificates. Seyegan 1 Middle School students also experienced positive changes in student attitudes and behavior, such as increased discipline, responsibility and motivation to learn.

CONCLUSION

Character education has a very significant role in improving student learning achievement at SMP Negeri 1 Seyegan. Through the integration of character values such as discipline, responsibility, hard work, and honesty in the curriculum and daily activities, students not only gain academic knowledge, but also develop strong personalities and good morals. The implementation of character education at SMP Negeri 1 Seyegan has shown that students who have good character tend to have higher intrinsic motivation, discipline in learning, and better critical thinking and problem solving skills. This contributes directly to improving their academic performance. In addition, the positive and supportive learning environment created through character education also increases student involvement in the learning process.

The results achieved show that character education is not only important for individual student development, but also for creating a conducive and productive learning community. Therefore, continuous and ongoing efforts in integrating character education at SMP Negeri 1 Seyegan are very necessary to ensure that every student can reach their full potential, both in terms of academics and morals. Thus, it can be concluded that character education has a positive and significant influence on student learning achievement at SMP Negeri 1 Seyegan. The

development of a holistic and integrated character education program must be a top priority to create a generation of excellence, achievement and character.

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