

Implementation of Character Education Values At SMP Labschool Jakarta

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Abstract: The role of educational institutions has a significant impact on the progress of a country, with a focus on improving the quality of Human Resources being the main priority in national education. Education aims to form Indonesian individuals who have faith, piety, good morals, uphold cleanliness, broad knowledge, good skills, creativity, independence, and a democratic spirit. This research aims to reveal the phenomenon of character values and analyze the extent to which character education has been implemented and what values have been implemented at SMP Labschool Jakarta. The research method used is qualitative with field studies, using interviews, observation and documentation as data collection techniques. The implementation of character education SMP Labschool Jakarta. Shows a serious approach in shaping the character of students through managing school cultural values, habituation, learning, curriculum, as well as daily and weekly routine activities designed to strengthen positive values such as religious, independent, critical, creativity, mutual cooperation and tolerance. In this way, students not only receive quality academic education, but are also formed into individuals who have strong character and are ready to face various challenges in life.

Keywords: Character Education, Value Implementation, Role of Education.

Article History:

Received: 21-03-2024

Online : 08-04-2024



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A. INTRODUCTION

Character education has become a serious program in the world of education, this program is a response to the many cases that have occurred. Such as brawls between students, bullying, harassment, and other immoral acts among Indonesian teenagers. One of the efforts of a character education program is to instill character values into students by integrating them into learning as well as integrating the 2013 curriculum and the free learning curriculum currently implemented (Purna et al., 2023). Character education aims to grow and equip students to have good character, high literacy, and superior competence; able to think analytically, creatively, communicatively, and collaboratively (Fitrianingtyas & Jumi atmoko, 2023).

The character education discourse in Indonesia is given high priority as part of national development in the field of human resources. This is stated in the National Long Term Development Plan (RPJPN-Rencana Pembangunan Jangka Panjang Nasional) for 2005-2025,

where character education is the main vision to create a national character that is tough, competitive, has noble character and morals based on the values of Pancasila. The government hopes that character education will produce a variety of characters and behaviors that reflect strong values, including belief in God Almighty, noble ethics, tolerance for differences, patriotic spirit, ability to develop dynamically, and orientation to knowledge and technology. (Sugiarto & Farid, 2023).

The character education program was then strengthened through an initiative by President Joko Widodo's government which was realized through Presidential Regulation (Perpres) Number 87 of 2017 concerning Strengthening Character Education (PPK-Penguatan Pendidikan Karakter). This Presidential Decree aims to improve the character of students by harmonizing aspects of heart, feeling, thinking and sports. This program is part of the National Mental Revolution Movement (GNRM Gerakan Nasional Revolusi Mental) (Rahmadani & Hamdany, 2023). Presidential Instruction (Inpres) Number 12 of 2016 explains that the National Movement for Mental Revolution is a government program which aims to improve and build the character of the Indonesian nation, while simultaneously advancing a dignified, modern, advanced, prosperous and prosperous national culture based on Pancasila. The National Mental Revolution Movement includes five forms of movement, namely the Serving Indonesia Movement, the Clean Indonesia Movement, the Orderly Indonesia Movement, the Independent Indonesia Movement, and the United Indonesia Movement (Majid et al., 2022).

If the character education program is not simultaneously implemented by all components of the nation, it is certain that the program will not achieve optimal results. Therefore, all components of the nation are required to participate in this noble program, especially institutions that aim to make the nation's life more intelligent, namely educational institutions. Education has the function of forming the character of students so that they are in accordance with the cultural values that apply in social life (Nurgiansah et al., 2020).

The role of educational institutions has a huge impact on the progress of a country, with the main aim of developing quality and superior Human Resources (HR). National education is directed at creating Indonesian individuals who believe and are devoted to God Almighty, show good attitudes, uphold cleanliness, have broad knowledge, good skills, creativity, independence, and a democratic spirit (UU SISDIKNAS, 2003). The role of educators is crucial in exploring the potential of each individual in accordance with the vision of Indonesian education which focuses on character formation. The focus of Indonesian education on character development emphasizes the importance of not only developing cognitive intelligence but also psychomotor aspects, with the hope that students can demonstrate polite, friendly, noble, and virtuous behavior (Farid & Rugaiyah, 2023).

Chorley and Philip define Character Theory as the mindset and behavior possessed by individuals in their interactions with the environment, including family, society, nation and state. Individuals who have character are people who can make decisions and are responsible for the actions they take (Marzuki & Samsuri, 2022). Character education is the foundation for increasing the human potential of a nation with the aim of shaping the physical and mental development of children's souls. To achieve this goal of character education, effective management and harmonious cooperation are needed between various components in the

education system, including the family, community environment, and formal and non-formal schools (Farhani, 2019).

The Ministry of Education and Culture states that there are eighteen-character values that are emphasized. These values include religiosity, tolerance, honesty, discipline, hard work, creativity, independence, democracy, curiosity, national spirit, love of the country, respect for achievements, friendship or communicativeness, peace, love of reading, environmental care, social care, and environment, as well as responsibility (Trilisiana et al., 2023). The hope is that these character values can be implemented well in the educational environment.

SMP Labschool Jakarta, an educational institution that was founded in 1992–1993, was founded by the Jakarta IKIP Pembina Foundation which is currently part of the Universitas Negeri Jakarta (UNJ). Its establishment was officially recognized through the Decree of the Regional Office of Education & Culture Number Kep.854P/101.A1/1/93 and Kep.853A/101.A1/1/93, both decrees were issued on March 15, 1993. This school, based on interviews with Drs. Asdi Wiharto, is an institution that has made many achievements, both at national and international levels, in various fields over the years.

SMP Labschool Jakarta has also been proven to implement a successful character education program. As a pioneer in implementing this program, this school received an award from President Susilo Bambang Yudhoyono in 2010. As a pioneer, SMP Labschool Jakarta continues to develop various superior programs with the aim of forming student characters with integrity, based on high national values. No wonder, because this school is a pioneer school as well as a laboratory school for researchers, educators and teacher professional development.

The success of SMP Labschool Jakarta, started with a Motto; "Faith, Knowledge, Charity" is a motto that has high value as a basis for the educational process at SMP Labschool Jakarta. Based on the results of in-depth interviews with Drs. Asdi Wiharto explained the philosophy of the motto, according to which Faith is a tool for identifying good or bad in accordance with the religious beliefs held. Then knowledge is a tool to separate right from wrong, so that life decisions have deeper meaning. Meanwhile, charity is a tool that increases human dignity and value. Therefore, researchers are interested in understanding, exploring, and further investigating the values instilled in the school environment and how the character education program is implemented in real terms at SMP Labschool Jakarta.

B. METHOD

This research uses a qualitative approach with field study methods. Field studies involve collecting data directly at the research location, interacting with informants, and observing by recording relevant information (Sidiq et al., 2019). Researchers used 5 months of observation to record activities with direct interaction at SMP Labschool Jakarta. In addition, interviews were conducted conditionally and fluidly, referring to a particular context and giving each informant the freedom to speak according to the research context. Documentation studies were also used, including documents such as school policies and learning materials, to understand the implementation of character education values at SMP Labschool Jakarta.

C. RESULTS AND DISCUSSION

1. Character and Cultural Values of SMP Labschool Jakarta

SMP Labschool Jakarta is located in the UNJ complex, Jalan Pemuda, RT. 7 / RW. 14, Rawamangun, Pulo Gadung District, East Jakarta City, Indonesia, with postal code 13220. As an educational institution with a long history, Labschool has made valuable contributions and achieved various proud achievements. During its long journey, Labschool continues to demonstrate its sustainability as an educational institution that is able to adapt to current developments, meet national educational demands, and support the vision of empowering Indonesian people who are superior and competitive.

The vision of SMP Labschool Jakarta is "To become a superior school imbued with positive character and high intellectual ability in creating a multicultural society with a national and global outlook based on piety and noble national values." This vision is then translated into the following missions; 1) Becoming a child-friendly school, developing students' potential to the maximum; 2) Creating a conducive school climate through healthy communication between school members; 3) Encourage and support the development of students into individuals who are curious, reflective and critical in thinking as Indonesian and global citizens; 4) Making faith and piety the basis for carrying out educational activities; 5) Creating schools that are able to serve needs in accordance with the demands of developments in the world of education; 6) Make the school ready to compete at national and international levels; 7) Creating safe schools in all forms of intracurricular, co-curricular and extra-curricular activity programs; 8) Prioritize digital transformation in every aspect in facing current developments.

The vision and mission of SMP Labschool Jakarta are the values and culture that exist at SMP Labschool Jakarta. Vision has a major urgency in an institution, and its formulation must be carried out carefully. Vision is not just a general direction but is also a determining and unifying factor in every decision-making process within the institution. As an educational institution that is responsible for achieving educational goals, it is important for schools to carry out their role optimally (Patmawati et al., 2023). One of the goals of character education is to form students who not only have good morals, but also encourage them to work hard to achieve achievements (Yansyah et al., 2023). In an effort to realize the vision, mission and goals of SMP Labschool Jakarta, efforts are made to create a school culture that has meaning. Through the motto "Creative, Character and Achievement", this school provides high values as motivation for its students. The results of observations and interviews by researchers reveal various achievements that have been achieved by students, which are described in the following table:

Table 1. SMP Labschool Achievements

No	Match Name	Ranking	Year	Level
1	Thailand International Mathematical Olympiad Head Round	Third Place (III)	2023	International
2	4th International Cougar Children Championship Kelompok Umur 15 tahun	Third Place (III)	2023	International
3	Pekan Olimpiade Siswa Seluruh Indonesia (POSSI)	First Place (I)	2023	Nasional
4	American Mathematics Olympiade	Second Place (II)	2023	International
5	IMOCSEA (International Mathematics Olympiad of Southeast Asia)	First Place (I)	2023	International
6	Singapore Math Challenge	Third Place (III)	2023	International
7	Festival Olimpiade Sains Nasional	First Place (I)	2024	Nasional
8	LSI Science Competition	Third Place (III)	2024	Nasional
9	Kompetisi Cerdas Pelajar Nasional Bahasa Inggris	First Place (I)	2024	Nasional
10	Story Telling ACEX	First Place (I)	2024	Nasional

The achievement data obtained above reflects some of the various championships that have been won by SMP Labschool Jakarta. This success is a source of pride for the entire school community, parents, and society at large. One of the main goals in developing the Indonesian nation is to create a society that has the dignity of a great nation. The importance of the quality of the population is one of the main factors that influences the dignity of a nation. Therefore, education plays an important role as a tool to achieve these goals. In this era, the superiority of a nation is no longer only determined by its abundant natural resources, but also by the quality of its Human Resources (HR). The existence of superior quality human resources is positively correlated with the level of education quality (Aeti et al., 2024).

Based on the analysis of official documents from SMP Labschool Jakarta as well as the results of interviews with Drs. Asdi Wiharto, this school is known as an educational institution that has a deep meaning in cultural life and achieves various achievements. In addition, this school applies a series of values known as the Labschool community values. These values include an exemplary personality, not taking things lightly, being honest, actively listening, and being trustworthy. All these values are in line with character education which emphasizes the importance of forming students' ethics and morals in the school environment. In this perspective, schools are considered as institutions that have a major role in shaping students' personalities and characters and must introduce exemplary figures who can be examples in developing the desired character (Khoiriah et al., 2023).

School culture has the potential to support the implementation of character education in the school environment. School culture can play a role in creating a school's unique identity, which is reflected in the examples of attitudes, behavior and methods applied therein. School culture, therefore, has a significant role in determining the success of character development

programs (Dwintari & Murdiono, 2023). Therefore, SMP Labschool Jakarta has created a culture that is in accordance with the behavior of the character education program as a characteristic of SMP Labschool Jakarta

SMP Labschool Jakarta has ten character values that must be internalized and practiced by all school members. These values, known as the "Ten Labschool Characters," are the hallmark of this school. These ten values include the character values of piety, responsibility, discipline, honesty, politeness, caring, hard work, good attitudes, respect and creativity. Based on the results of research observations, these values are not only discussed, but also realized in daily behavior in the school environment. The school's commitment to implementing this culture is reflected in the placement of character positions which illustrates the school's commitment to improving the quality of character education for students.

The idea of "Ten Labschool Characters" as a characteristic of SMP Labschool Jakarta School is in line with Presidential Regulation Number 87 of 2017 underlining five core values that must be promoted, namely: Religious, nationalist, independent, cooperation, and honest. The instillation of these values is adjusted to the context and needs of each school. In facing the negative influence of globalization on the younger generation, especially students, character education must be integrated thoroughly in the school environment (Khoiriah et al., 2023). The character and cultural values practiced at SMP Labschool Jakarta are in line with the objectives of national education as regulated in article 3 of Law Number 20 of 2003. This article emphasizes that the aim of national education is to develop abilities and shape the character and civilization of a civilized nation, by making life intelligent. nation. Education aims to ensure that students' potential can develop into individuals who believe and are devoted to God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens (Rahim et al., 2024).

2. Implementation of Character Values at SMP Labschool Jakarta

Character education is basically the process of forming moral habits in students, with the aim of making them understand how to apply these values in everyday life. Character education is very important to prepare the nation's generation to face the era of globalization, because the progress of a nation is massively influenced by the progress of human resources who have a peaceful, honest, and orderly character, so that they can create constructive and constructive patterns of behaviour (Tomia et al., 2024).

Character education can be implemented into classroom learning, habits in daily life at school, integrated into extracurriculars and habits at home and in the community (Farid & Rugaiyah, 2023). SMP Labschool Jakarta has implemented the character values that have been initiated as explained in the subtitle above. The following are the results of observations and interviews with Mr. Asdi Wiharto, head of SMP Labschool Jakarta, regarding how character education values are integrated with the curriculum, learning and cultural habituation at SMP Labschool Jakarta. Here are the details of the results:

a. Implementation of Character Values Through the Curriculum

Curriculum has a crucial role in the world of education because there is a close connection between these two concepts. An effective curriculum, supported by various adequate components, will help the learning process run smoothly and produce quality students (Indriani et al., 2023). SMP Labschool Jakarta, as an independent private educational institution, strives to provide the best educational services to the community. One of the school's commitments in providing these services is by designing a curriculum that is oriented to the needs of students, which is called "SMP Labschool Jakarta Operational Curriculum 2023/2024". In an effort to achieve this goal, the development of student competencies is adjusted to the potential, development, needs and interests of the students, as well as taking into account environmental demands. The SMP Labschool Jakarta curriculum is the operational curriculum of the Sekolah Penggerak, which refers to the National Education Standards to ensure the achievement of national education goals.

In developing the curriculum, SMP Labschool Jakarta follows the guidelines of Graduate Competency Standards, Content Standards, Assessment Standards, and Process Standards, and refers to the curriculum preparation guidelines prepared by BSNP, considering input from the Parents and Teachers Association (POMG Persatuan Orangtua Murid dan Guru). The principles that are the basis for developing the Sekolah Penggerak Curriculum are focus on students, contextual, essential, accountable, involving stakeholders and the Pancasila student profile.

The Pancasila Student Profile emphasizes the concept of Indonesian students as individuals who have lifelong global competence and behave in accordance with Pancasila values. This profile covers two main aspects, namely the competency to become a democratic Indonesian citizen and to become a superior and productive individual in the 21st Century era. Students are expected to be able to actively participate in sustainable global development and have resilience in facing various challenges (Murtiningsih, 2023).

Regarding the Pancasila Student Profile, the Ministry of Education and Culture (Kemendikbud) through the Center for Strengthening Character (Puspeka-Pusat Penguatan Karakter) continues to be committed to forming the next generation in accordance with this concept. The Minister of Education and Culture, Nadiem Anwar Makarim, has established six indicators for the Pancasila Student Profile. These six indicators include noble character, independence, critical thinking skills, creativity, a spirit of cooperation, and tolerance for global diversity. These indicators are in accordance with the direction set out in the 2020-2035 Indonesian Education Roadmap, which responds to the dynamics of technological, social, and environmental changes currently occurring globally (Yono & Mulyana, 2019).

Curriculum development is the main key in achieving a successful learning process (Mua'lim, 2022) SMP Labschool Jakarta consistently strives to align the National Education Standards curriculum with global developments as well as the characteristics and potential of students. Based on analysis of research field data, the implementation of character values in the curriculum at SMP Labschool Jakarta has

taken into account various aspects. This is done with the aim of ensuring that the education system in schools is in accordance with national education directions and developments, so that the achievements achieved by SMP Labschool Jakarta are in line with these developments.

b. Implementation of Character Values Through Learning

Lickona said that in implementing character education, it is important for schools not to only focus on one aspect of character. On the other hand, schools should teach all character values that are relevant to the social life of society so that students are ready to face the realities of society (Risqi et al., 2023). At SMP Labschool Jakarta, efforts to implement character education through learning are carried out by integrating the operational curriculum into daily learning by teachers.

Based on the results of observations and field research, the application of character values through learning at SMP Labschool Jakarta is focused on a literacy and numeracy approach based on the Pancasila Profile Strengthening Project (PPP), which combines noble cultural values and follows the themes set out in curriculum. In the context of literacy and numeracy learning, students are expected to be able to produce creative ideas to create works or products. However, in implementing literacy and numeracy learning, it is still necessary to apply existing learning models, such as Problem Based Learning, Project Based Learning, Discovery Learning, Research Learning, and other learning models that are appropriate to the situation and conditions. In this case, SMP Labschool Jakarta School has implemented a contextual and scientific learning process.

Related to contextual learning is a teaching and learning approach that helps teachers connect material taught in class with real world situations. This approach encourages students to make connections between the knowledge they have and its application in everyday life, both as individuals, family members and members of society (Muhartini et al., 2023). In implementing character in learning, SMP Labschool Jakarta aims to involve developing attitudes, knowledge and skills in each subject taught in class. The process of acquiring these three competencies involves different activities. Attitudes are obtained through the activities of "accepting, carrying out, appreciating, appreciating and practicing". Knowledge is obtained through the activities of "remembering, understanding, applying, analyzing, evaluating, creating" (Saputra & Sapriya, 2024).

In teaching, SMP Labschool Jakarta emphasizes strengthening the Pancasila profile project. This project includes the values of noble character, independence, critical thinking skills, creativity, a spirit of cooperation, and tolerance for global diversity. This is carried out by each teacher at SMP Labschool Jakarta. Teachers in their learning process encourage each student to be able to implement these values in every learning process and in real life.

The implementation of character values for learning at SMP Labschool Jakarta is in accordance with Battistic's opinion, which states that the purpose of character education is to develop individual attitudes that have moral values and are productive in life and are willing to do what is best and right. Character formation is one of the

goals of national education, as explained in Article I of the 2003 National Education System Law which states that the goal of national education is to develop the potential of students to have intelligence, personality, and noble morals (Trilisiana et al., 2023).

c. **Implementation of Character Values Through Habits**

In character education in schools, all elements must be involved, including integral parts of education itself, such as curriculum, learning process, assessment, quality of relationships, subject management, school leadership, extracurricular activities, management of infrastructure, financing, and culture. work together. Character education is not just about telling children what is right and what is wrong, but rather about internalizing good habits in students so that they understand, feel, and are able to do good things (Sari Angraini et al., 2023).

In accordance with practice at SMP Labschool Jakarta, character values have been integrated into the curriculum, learning methods and school culture, including through habituation efforts. The aim is for students to understand, reflect on and apply these values in everyday life. Based on the results of interviews and observations, all school members, including students, actively implement cultures such as a culture of order, a culture of behavior, Greetings, greetings, smiles, politeness, and politeness. This is a must for every individual at SMP Labschool Jakarta. Through this practice, it is hoped that students will develop caring, responsive, creative attitudes and good morals.

Implementation of character values through habituation is also carried out through daily routine activities such as Greetings. Students' arrivals are greeted by leaders and teacher representatives at the school entrance. Teachers on duty are based on a predetermined picket schedule, Tadarrus activities, reading books and/or cults which are held every morning before class starts at 06.30 at the school mosque. In this activity, Muslim students read the Koran according to the prescribed surah/verse, while Hindu, Christian and Catholic students carry out worship in their respective rooms. The habituation of religious character is also emphasized through the congregational activities of midday and Asr prayers at SMP Labschool Jakarta Implementation of character through religious habituation, efforts are made to form religious character values. It is hoped that this will produce students who are obedient in carrying out the teachings of their religion, tolerant of the practice of worship of other religions, and able to live in harmony with followers of other religions. Based on Presidential Regulation, religious character indicators are broken down into three main indicators. *First*, there are attitudes and behavior that show obedience in carrying out worship in accordance with the teachings of the religion adhered to, as well as showing tolerance towards religious diversity. *Second*, is the ability to connect religious character with values such as piety, sincerity, honesty, and cleanliness (Saputro et al., 2021).

The habituation approach is applied by educators with the aim of teaching students to take positive actions and internalize commendable qualities. This aims to ensure that the activities carried out by students can be characterized by positive aspects. Habits play an important role because a person's behavior tends to be formed based on his

habits. Without habituation, a person may experience difficulty in making decisions or acting because they have to consider more deeply what they should do (Basri et al., 2023). The habituation implementation of character values at SMP Labschool Jakarta. Apart from these daily activities, SMP Labschool Jakarta also implements a weekly agenda which includes the following activities: (1) Sport and Art Activity: This activity is held every week on the Friday morning before the start of lessons. This agenda includes performances by class representatives in the form of dancing, playing music, singing both solo and in groups, as well as sports such as gymnastics, futsal/soccer, and basketball; (2) Collection of Infaq: Carried out on Fridays, this activity aims to be a means of forming students' caring character towards others who need help; (3) Keputrian dan Keputraan: This agenda aims for character education and providing material as well as providing sharing sessions for students who may need further guidance; (4) Clean culture with the BRASA (Clean Radius One Meter) Program. This activity is intended to familiarize students with throwing away rubbish in its place and maintaining awareness of the importance of maintaining cleanliness; and (5) Active Listening "Ten Labschool Characters". This activity is carried out at the beginning of every class hour. This activity aims to build the character of respecting other people who are speaking, speaking when given the opportunity, not interrupting other people's conversations.

In the context of educational psychology, the habituation method is often known as operant conditioning. Through this method, habituation can accelerate the internalization of values in individuals. Internalization refers to efforts to appreciate and deepen them so that these values are firmly embedded in humans. Because character education focuses on forming values, the internalization process becomes very important to ensure these values penetrate and become an integral part of the individual's personality (Basri et al., 2023).

D. CONCLUSIONS AND SUGGESTIONS

The implementation of character education values at SMP Labschool Jakarta can be concluded that the school takes a serious approach in shaping the character of students through managing school cultural values, habits, learning, curriculum, as well as through routine activities and weekly agendas designed to strengthen values. positive values such as religious, independent, critical, creative, mutual cooperation and tolerance. In this way, students not only receive quality academic education, but are also formed into individuals who have strong character and are ready to face various challenges in life.

ACKNOWLEDGMENTS

Thanks to Prof. Dr. Supadi and Dr. Heru Santosa for the guidance, motivation and reinforcement that has been continuously provided to researchers during the research process. Don't forget to also thank the academic community of SMP Labschool Jakarta, especially Drs. Asdi Wiharto as the Head of the SMP Labschool Jakarta who always participates as a research instrument who also always provides motivation and information related to the educational dynamics that take place at the SMP Labschool Jakarta.

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