

Strengthening Religious, Personal, Human, Natural and State Character Based on Integrative Morals in Elementary Schools in Makassar City

by Suardi Nursalam, Israpil

Submission date: 23-Aug-2023 10:16AM (UTC+0700)

Submission ID: 2149757207

File name: Strengthening_Religious,_Personal,_Human,_Natural_and_State.pdf (525.86K)

Word count: 8115

Character count: 47969

Strengthening Religious, Personal, Human, Natural and State Character Based on Integrative Morals in Elementary Schools in Makassar City

Suardi ¹, Nursalam ², Israpil ³

¹⁰

¹ Universitas Muhammadiyah Makassar, Indonesia ; suardi@unismuh.ac.id

² Universitas Muhammadiyah Makassar, Indonesia ; nursalam.h@unismuh.ac.id

³ Badan Riset dan Inovasi Nasional (BRIN) 3; israpilpenda@gmail.com

ARTICLE INFO

Keywords:

Character;
MBKM;
Moral;
Student

Article history:

Received 2022-06-29

Revised 2022-12-06

Accepted 2023-05-06

ABSTRACT

The main problem in this study is the poor behaviour of students still experiencing decadence. The study aimed to produce a model for strengthening character education based on moral integration for elementary school students in the Teaching Campus Classes 1 and 2 in 2021 during the COVID-19 pandemic in Makassar City. This study uses mixed research methods, data collection techniques using questionnaires, observations, interviews and documentation, then analyzed qualitatively and quantitatively. The results show that strengthening good character in religion, personally, among fellow human beings, towards nature and in the state is in an outstanding category at all stages of moral knowing, feeling, sinverbal, action, habitus and culture from various campus teaching activities such as teaching assistants, activities for *dhuha* and *dhuhur* prayers, counselling guidance activities, flag ceremony activities, activities to clean the room and school environment, activities to recycle waste or used goods, and the use of Indonesian in the school environment. These activities are integrated into intra-curricular, co-curricular, and non-curricular and extra-curricular activities involving school principals, teachers (classes, subjects, counselling guidance), students, lecturers and parents. Strengthening the character profile of Pancasila students in Campus Teaching activities is carried out based on moral integrative and social collaboration.

¹¹

This is an open-access article under the [CC BY-NC-SA](https://creativecommons.org/licenses/by-nc-sa/4.0/) license.



Corresponding Author:

Suardi

Pendidikan Sosiologi Universitas Muhammadiyah Makassar 1; suardi@unismuh.ac.id

1. INTRODUCTION

Character education in the context of character-based education units is the major topic of the researcher's study (Eva, 2015). According to the Ministry of Education and Culture's Strategic Plan for 2010–2014, character education has begun at all levels of education in Indonesia, from Early Childhood Education (PAUD) to higher education (PT). This is in line with Law Number 20 of 2003 on the National Education System, which says that students should have religious education as part of their character education. (Zuchdi, Kun Prasetya, and Siasah, 2010) say that the shape of a person's character is based on four psychosocial processes: thought, heart, exercise, and taste or purpose. Also, the national policy for building the nation's character is to instill the Pancasila values, stop the values of the nation from changing (Alawiyah, 2012), and start a national character revolution as one of the strategic educational programmes that fit with the culture of the nation (Ta'dib, 2016).

However, in reality, students today are still experiencing moral decadence, which is very concerning in Makassar City, such as beatings to death and rape (David, Resky, R, Iffa, & Ramadhani, 2017), cheating, cheating, violence (Sultan, 2020), bully by mocking reproach (Ahmad, 2022) by elementary school students. Other conditions outside the city of Makassar such as behaviour that violates ethics, morals and law (Ahya, 2013), cheating on the test (Muzhoffar, 2014), student delinquency (Unayah & Informa, 2015), brawls between students (Kadek Dedy Herawan, 2017), violence among students (Pulungan, 2012), the blurring of good and bad morals (Kosim, 2012), decreased work ethic (Sri Wahyuni Tanszil, 2012), low respect for parents and teachers (Nata Abuddin, 2013), Cultivate dishonesty (Kosim, 2012), sworn enemies among students (Azmi Nailul, 2017), drinking liquor and promiscuity (Kadek Dedy Herawan, 2017), suck glue (Simatupang, 2018), Hedonism lifestyle (E Herlyana, 2014), illicit drug abuse (Olim, 2010), The rise of student gangs and motorcycle gangs (Palinoan, 2015), *bullying* (Semai, 2008). Even criminal acts such as blasphemy, molestation, and even murder (Julaiha, 2014).

The problem to be researched is that character education in schools still requires strengthening character education and needs to be improved at the elementary school level as the foundation for planting character education. The model for inculcating character values is not only limited to students having moral knowing, moral feeling and moral action (Lickona, 1991), but it must touch the moral sinverbal, moral habitus and moral culture at the individual or student level and the group or school level (Kanji, Nursalam, Nawir, & Suardi, 2019a) so that the model of strengthening character education that can be developed in the learning process in elementary schools is a model that can unite moral knowing, moral feeling, moral sinverbal, moral action, moral habitus and moral culture as an integrative unit, not only done by teachers but also individually. Collectively by all educators and education personnel in a school (A. H. Nur, Sopandi, & Mustapha, 2019), involve parents and the community (Jamrah, 2016), even all stakeholders (Munjin & Priyanto, 2021). Because of various cases, students experience obstacles in understanding character education because of the environment outside of school (Mustakim & Salman, 2019).

In addition, character education for students in elementary schools can be carried out not only involving internal schools and parents but also involving universities in shaping student character through MBKM policies (Saleh, 2020). This program is the idea of the Minister of Education, Culture, Research and Technology (Kemendikburistek) of the Republic of Indonesia, not only increasing access to higher education and increasing the link and match between graduates and higher education with the world of work in the industrial revolution era, but also gives students the freedom to develop according to the talents and character of the students themselves so that every student has strong character roots and does not easily collapse which becomes a strong capital for students in the future (Saleh, 2020). Collaboration between universities and schools in educating students involves students from various campuses and majors or fields of science to be involved in building a generation of Indonesian characters. For 2021 the campus teaching program will enter the second batch after the first batch is completed by involving elementary schools in Makassar City.

Based on the results of the researchers' initial observations, among the schools where students carry out the Teaching Campus program, namely at Kartika Elementary School (SD) and SD Jaya Negara Makassar City, students have integrated Campus teaching activities to form character. This is also in accordance with the research results (Suardi & Nur, 2022); character strengthening in Campus Teaching activities. However, the Pancasila student profile is part of the student briefing material (Bella, Nurdiansyah, & Marda, 2022). However, this research has not specifically explained the profile character of Pancasila students from various moral levels. This is in accordance with the data on the Campus Teaching Activity Reports Batch 1 and 1, almost no specific explanation is found related to strengthening the character of the Pancasila student profile. Even though the initial interview data with campus students teaching Classes 1 and 2, students have strengthened the profile of Pancasila students in activities carried out by schools, they are not included in the activity report. Through this research, strengthening the profile of Pancasila student can be classified in various moral levels and can be used as a reference in making improvements and strengthening the character of the Pancasila student profile in the future.

In this regard, the Campus Teaching class 2 in 2021 in Makassar City ideally provides strengthening character education for students that combines moral knowing, feeling, sinverbal, action, habitus, and culture, so that students have a collective character through synergy between lecturers, students, elementary school teachers and parents in the Teaching Campus to instill strengthen students' character in elementary schools. Based on these problems, the formulation of the research problem is how to strengthen the character education of Pancasila student profiles based on moral integration to elementary school students in Campus Teaching activities. Batch 1 and 2 in Makassar City.

Research on character strengthening through moral integration has been used (Kanji, Nursalam, Nawir, & Suardi, 2019b) in social science learning (R. Nur, Suardi, Nursalam, & Kanji, 2021) overcoming the violation of character values (Suardi, Nursalam, Israpil, Kanji, & Nur, 2022) intelligent character strengthening, (Suardi, Nursalam, & Hasnah, 2021) strengthening religious character, (Kanji, Nursalam, Nawir, & Suardi, 2020) strengthening social care character. However, no one has touched on strengthening the profile of Pancasila students. At the same time, research on the character profile of Pancasila students has been studied by (Zakso, Agung, Sofyatiningrum, & Capnary, 2022) who found that the practice of character education in schools had a positive effect on strengthening the profile of Pancasila students. Various research results on strengthening the profile of Pancasila students can be done in various ways other than strengthening moral integrative in various campus teaching activities such as research through the development of interactive digital teaching materials for students. (Chotijah, Fuadi, Prastiwi, & Rahmawati, 2022), through the driving instructor as an agent of change and a catalyst for the learning teacher community (Nurihayanti, 2021) via the driving school curriculum (Luluk Elyana, 2021) via the student character survey instrument (Suhendi, Mulhayatiah, Nasrudin, & Ardiansyah 2021) via the Civic Education textbook (Abdillah, 2021). However, there is no clear explanation for how to strengthen Pancasila students' profiles on the dimensions of faith and piety to God Almighty and having a noble character through the application of integrative moral, moral knowing, feeling, sinverbal, action, habitus, and culture (KFSAHK) (Suardi & Nur, 2022) (Suardi & Nur, 2018).

The specific purpose of this study was to find a model for strengthening the character profile of Pancasila students based on moral integration for elementary school students in the Teaching Campus Classes 1 and 2 in Makassar City. The character that is the focus is the profile character of the Pancasila student, the character of having faith and piety to God Almighty and having a noble character in aspects of good character in religion, personal character, character towards fellow human beings, good character towards nature and good character in patriotic. The urgency of the study found that strengthening the character education of Pancasila student profiles based on moral integration (knowing, feeling, sinverbal, action, habitus, culture) for students in elementary schools is very

important to study so that students have an integrative character, the basis for taking education at the junior high school level until college. The research framework can be seen in the following figure:

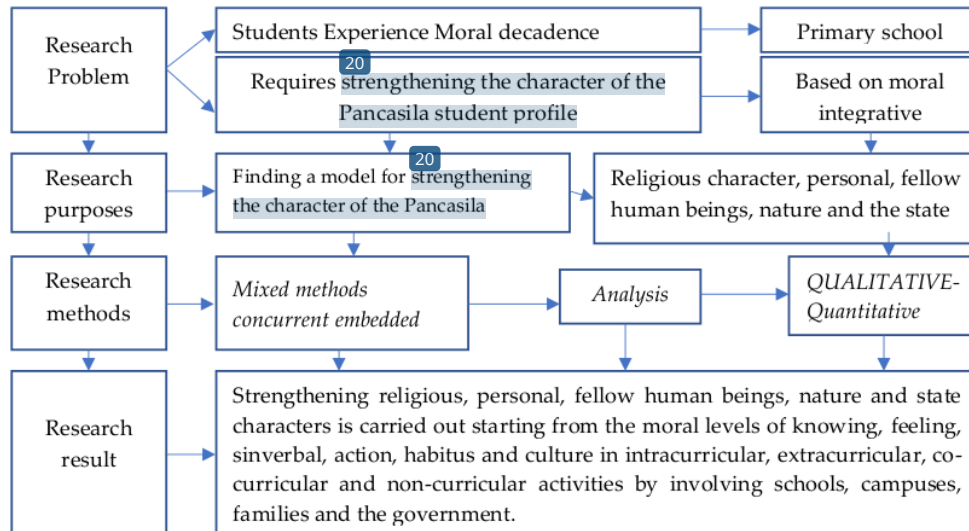


Figure 1. Research framework

2. METHODS

Mixed research methods are used in the planning of the study. In the first stage of the mixed methods concurrent embedded model, qualitative research methods are used. In the second stage, quantitative research methods are used at the same time or at the same time but with different weights. In Makassar City, the place where research is done is an elementary school. This is where the first and second batches of the 2021 independent campus programmes, which involve a total of 29 primary schools, are put into action. The researcher is the major tool of the qualitative method. Observation guidelines, interview guidelines, and documentation are used as tools (Manab, 2015). While the quantitative method uses a questionnaire. Informants for qualitative research methods used a method called "purposive sampling," which included 50 leaders, teachers, and students. On the other hand, respondents for quantitative research methods used a method called "simple random sampling," which included 100 people. Manab (2015) says that data are collected through the use of closed-model surveys, direct observation, guided interviews, and written records. For qualitative data analysis, there were three steps: reducing the amount of data, showing the data, and coming to a conclusion. For quantitative data analysis, there were three steps: verifying the questionnaire, tabulating the questionnaire data, and figuring out the percentage of the questionnaire data. Manab (2015) says that source triangulation and method triangulation used to check the validity of qualitative data, while reliability and validity tests are used to check the validity of numeric data.

The stages of the research were carried out in three stages: the initial stage, the process stage and the output stage. In the initial stage, the researcher conducted a study of the character of students in elementary schools, studied the theory of strengthening character education, studied the model of integrative moral development and observed the cultivation of character values in schools, then at the stage of the research process, the researchers collected qualitative and quantitative data using interviews, observations, documentation and questionnaire.

Analysis of research data using qualitative data analysis and quantitative data. For qualitative data reduction, data display and concluding, while for quantitative data through questionnaire verification, tabulation of questionnaire data and percentage of questionnaire data. The analyzed data is then

interpreted and presented in the form of narratives, tables or diagrams. The output to be achieved in research is strengthening character education for Pancasila student profiles based on moral integration for elementary school students in the Teaching Campus program during the COVID-19 pandemic in Makassar City.

Indicators of research achievement in (a) finding a model of strengthening the character profile of Pancasila students to students in elementary schools in the Teaching Campus program (b) there is a collaboration between lecturers, students, teachers and parents in strengthening character education for students in elementary schools in elementary schools in Makassar City.

3. FINDINGS AND DISCUSSION

Strengthening the character of faith and piety to God Almighty and noble character in aspects of noble character in religion, personal character, morals towards fellow human beings, noble character towards nature and noble character in the state are in the category very often at the stages of moral culture, habitus, action, sinverbal, feeling and knowing. Even though from every moral indicator, namely moral culture, habitus, action, sinverbal, feeling and knowing, starting from good morals in religion, personal morals, morals towards fellow humans, morals towards nature and good morals in the state, there are still indicators that have not been identified optimal compared to other indicators. This is based on the results of respondents from 100 respondents consisting of lecturers, teachers, campus teaching students, and principals, namely:

Table 1. The result of Strengthening the character of faith and piety to God Almighty

	A	B	C	D	E	%	Category	
Knowing	Moral Awareness	100	100	98	98	94	97.03	SS
	Knowing moral values	100	100	97	97	94	97.6	
	Taking a point of view	99	100	96	98	93	97.2	
	Moral Reasoning	98	99	97	98	93	97	
	Decision-making	99	99	97	97	92	96.8	
	Knowledge about yourself	97	98	96	96	91	95.6	
Feeling	Conscience	98	98	97	96	92	96.2	SS
	Pride	98	99	96	96	91	96	
	Empathy	98	99	97	97	92	96.6	
	Loving good things	99	98	97	97	92	96.6	
Sinverbal	Self-control	99	97	98	97	93	96.8	SS
	Modesty	97	98	96	95	90	95.2	
	Selection	98	89	98	89	89	92.6	
	Use	98	97	96	95	90	95.2	
Action	Revision	97	98	96	96	89	95.2	SS
	Competence	100	99	97	96	91	96.6	
	Desire	99	98	96	96	90	95.8	
Habitus	Habit	98	98	96	95	89	95.2	SS
	Habitus Dissemination	98	97	97	95	88	95	
	Acceptance of habitus	99	98	98	97	88	96	
	Collective habit	97	97	95	95	87	94.2	
Culture	Cultural moral system	97	97	95	94	87	94	SS
	Cultural moral norms	98	98	94	94	86	94	
	Civilization	97	97	94	93	85	93.2	
%	98.25	97.83	96.41	95.70	90.25			
Category	SS	SS	SS	SS	SS			

A = Good morals in religion

B = Personal morality

C = Morals towards fellow human beings

D = Morals towards nature

E = Good morals in the state

Based on Table 1, strengthening the character of **faith and piety to God Almighty and noble character in the** aspect of noble character in religion with a percentage of 98.25%, personal morals 97.83%, morals towards others 96.41%, morality to nature 95.70 % , and good morals in the state 90.25%, all stages are in the category of very often carried out from all stages of integrative morals starting from the moral knowing stage with a percentage of 97.03%, moral feeling stage 96.23%, moral sinverbal stage with a percentage 94.33%, the moral action stage is 95.86%, the moral habitus stage is 95.06% and the moral culture stage is 93.73%. This shows the strengthening character of **faith and piety to God Almighty and noble character** from all aspects; good morals in religion are the most frequently practised and morality in the state is rarely practised, among other aspects. While the moral integrative stage, most students are at the moral knowing stage and at least often at the moral culture stage, because moral culture is easier to form in students personally, while moral culture requires all school elements to be involved in shaping school culture so that it is still harder than the other stages.

Campus teaching activities in the Teaching Campus programme have helped elementary school students learn about knowing, feeling, synverbal, action, habit, and culture. This was done through Teaching assistance activities that used learning implementation plans that were changed to fit the **vision and mission of** each elementary school. -each. The school's goal and mission (religious character) include having faith, respecting God Almighty, and being a good person. (2) The dhuha prayer activity is a gathering of students, teachers, and college students that the school does on days like Friday (religious nature). (3) Schools with events from class time until noon (with a religious theme) do the dhuhur prayer activity in a group with students, teachers, and students learning on campus. (4) Activities that help teachers teach students how to be good people, like having character, values, morals, and ethics (personal character). (5) Guidance and counselling tasks that help students learn about their strengths and weaknesses by getting their parents involved (personal character). (6) Activities that administrators, classroom teachers, subject teachers, and campus students do to help students learn how to treat other people with respect are done during flag ceremonies, the learning process, and activities that aren't related to learning (human character). (7) Activities that help teachers clean up classrooms or the school surroundings and get students' parents involved in nature conservation (Character to Nature). Parents can help with activities to turn trash into useful items that can be put in the reading corner of the school (Character to Nature). (9) Flag ceremony activities every Monday as a duty of citizenship (State Character) and (10) Teaching assistance activities using Indonesian as the main language for communication in the school environment and encouraging parents to get used to using Indonesian when talking to their children (Character to be patriotic).

All of these activities are a strengthening of the character of **faith and piety to God Almighty and noble character** through integrative morals (**knowing, feeling, sinverbal, action, habitus and culture**). A good **character in** religion, personal character, good character towards fellow human beings, good character towards nature and good character in a noble state are strengthened in intra-curricular activities and co-curricular, extra-curricular and non-curricular activities. Teaching activities using learning implementation plans integrated with **Pancasila student profiles in the elementary school curriculum** reinforce religious character. The learning implementation plan can strengthen the **profile of Pancasila students in the dimensions of faith, fear of God Almighty, noble character, global harmony in diversity, mutual cooperation, independence, critical thinking, and creativity** (Brata, Utomo, & Sukardi, 2022) in the driving school curriculum using digital learning technology (Muji, Gistituati, Bentri, & Falma, 2021).

Teaching assistance using project-based learning reinforces personal character. **Project-based learning** can strengthen the **profile of Pancasila students on the dimensions of cooperation, critical thinking and project creativity** (Shofa & Teacher, 2021) or project-based learning, workshops and socialization of the MBKM curriculum (Firman, Ni'mah, & Asvio, 2022). *Dhuha* and *dhuhur* prayer activities in the congregation. Through the activities of praying *dhuha* and *dhuhur* in the congregation, we can internalize character values into students (Ismatullah, 2019), and teach students to be orderly in worship starting from before, during and after praying, the results are more optimal if the character

habituation process is carried out (Ismatullah, 2019), ³¹ habituation in co-curricular activities or extra-curricular activities at school (Kurniawan, 2021), so that students can pray every day (Nurbaiti, Alwy, & Taulabi, 2020), so that the habitus of praying together at school is formed (Syaroh & Mizani, 2020), the habit of praying *dhuha* and *dhuhur* in congregation is strongly influenced by the competence possessed by a teacher (Salamah, 2020), like a painstaking teacher in guiding and providing an example to students (Mahmudiyah, 2021).

Then, activities in counselling and guiding. Counselling and advice teachers have the responsibility of guiding their students until they develop the desired character traits (Ottu & Triposa, 2021), and they can do this one-on-one, in small groups (Rochmah, Mareza, & Muslim, 2020), or through peer guidance (Ardimen, 2017). Unfortunately, kids can suffer irreparable harm if teachers make mistakes when delivering counselling assistance services (Widyastuti, 2018). The other activity is cleaning the room or school environment, which students must carry out (Norianda, Dewantara, & Sulistyarni, 2017). With a picket system, students in groups maintain the cleanliness of the class or school for one day (Wulandhari, Zulfiati, & Rahayu, 2019), or with a clean Saturday program (Diyan Nurvika Kusuma Wardani, 2020). Cleaning activities include caring for and planting plants in the garden (Naziyah, Akhwani, Nafiah, & Hartatik, 2020) and, more broadly, keeping the house or community environment clean (Fisher, 2004). If it damages the environment, you can be punished by being responsible or replacing what has been damaged (Efendi, 2020). Activities to clean a school room or environment can be carried out spontaneously, conditioning or exemplary (Atmaja, Dewantara, & Utomo, 2020)

The activity of recycling waste/used goods into learning ⁷ media provides reinforcement of character towards nature. Interactive learning media can strengthen ¹⁹ the profile of Pancasila students in the dimensions ⁴¹ independent character, critical and creative reasoning (Hidayah, Suyitno, & Ali, 2021). Learning ⁴¹ media that can be used by teachers, such as the learning ⁸ media for the Android application ⁴ Pancala APP (Pancasila's Character Profile) (A ⁸ Aditia, Ariatama, Mardiana, & Sumargono, 2021), or ⁴ masl ⁴ media which can provide strengthen of the profile of Pancasila students on the dimension ⁴ of faith and piety to God God Almighty and has a noble character, global diversity, cooperation, independence, critical reasoning, and creativity (Srirahmawati & Hunaifi, 2022).

Participation at a Flag Ceremony. Student character can be developed through participation in flag ceremony activities (Novia Ulfa & Citra Dewi, 2016), teachers and students jointly pronouncing Pancasila values (Mardeni, 2019), and strengthening the values of national character (Darma, Susiaty, & Fitriawan, 2018) including the character profile of Pancasila students, flag ceremonies are routinely carried out every Monday (Uliana & Setyowati, 2013).

Actions in which Indonesian is used. Character traits like honesty, politeness, and intelligence can be observed in students with regular, easy-to-understand, and convincing speaking skills in Indonesian (Sulistiyowati, 2013) or Indonesian speaking skills associated with local wisdom values (Nuryanto, Abidin, Setijowati, & Sismulyasih, 2018) respectively. Speaking Indonesian in public is a sign of respect for the country's culture and social mores (Intan Kusumawati, 2019).

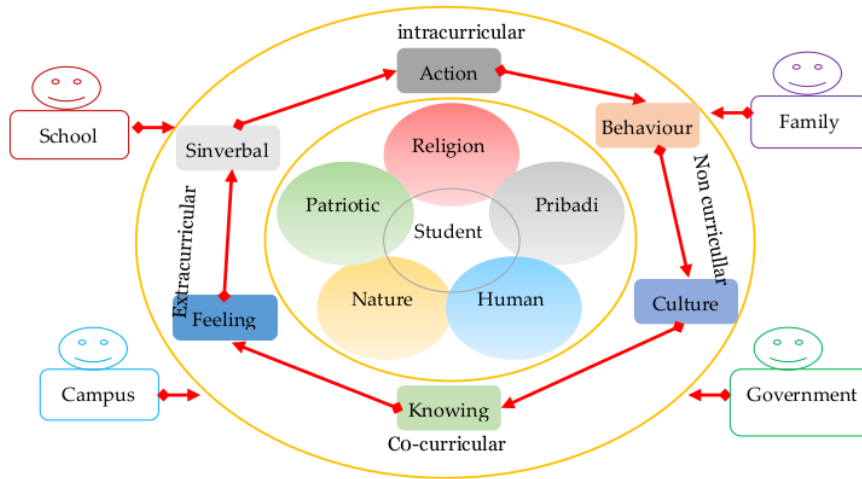


Figure 2. Model for strengthening Pancasila Student Profile Character (religious, personal, fellow human, natural and state characters) in the Teaching Campus program.

Strengthening the Pancasila student profile requires implementing theoretical and practical aspects at school (Zakso et al., 2022). Practically strengthening religious, personal, fellow human, natural and state characters in the Teaching Campus program at Makassar City Elementary School based on integrative morals has been carried out starting from the moral knowing, feeling, sinverbal, action, habitus and culture levels. Although strengthening character through integrative morals has been used (Kanji et al., 2019b) in social science learning, (R. Nur et al., 2021) overcoming violations of character values, (Suardi et al., 2022) strengthening intelligent character, (Suardi et al., 2021) strengthening religious character, (Kanji et al., 2020) strengthening social care characters, but no one has yet touched on strengthening the profile of Pancasila students. Research (Zakso et al., 2022) found that the practice of character education in schools has a positive effect on strengthening the profile of Pancasila students. Strengthening Pancasila student profiles on the dimensions of religious character, personal character, fellow human character, character towards nature and state character based on knowing, feeling, sinverbal, action, habitus and culture can be carried out in various activities such as intra-curricular activities, co-curricular activities and extracurricular (Suardi, Agustang, & Sahabuddin, 2020). Programs of intracurricular and extracurricular activities that are well programmed, integrated, integrated and institutionalized can strengthen character education (Ruyadi, 2010).

Character strengthening can be carried out by school principals (Dike, Parida, & Stevanus, 2021), class teachers, subject teachers, guidance and counselling teachers (Abdul Rosyid, 2020) with a social collaboration system (Suardi et al., 2020) with lecturers, students and parents of students in teaching Campus activities (Suardi & Nur, 2022) as part of the Teaching Campus program. Although in various research results on strengthening the profile of Pancasila students, it can be done in various ways besides strengthening integrative morals various teaching campus activities, such as research (Chotijah et al., 2022) found strengthening the profile of Pancasila students can be done through the development of interactive digital teaching materials for students. Research (Nurihayanti, 2021) strengthens the profile of Pancasila students can be carried out by driving teachers who are agents of change and movers of the learning teacher community to encourage students to develop according to their talents. Research (Yayang & Sudigdo, 2022) strengthens the profile of Pancasila students can be done through tales that hint at plurality and diversity. Research (Luluk Elyana, 2021) strengthening the profile of Pancasila students can be carried out through a driving school program. Research (Suhendi et al., 2021) strengthening the profile of Pancasila students can be seen through the student character

survey instrument and research (Abdillah, 2021) strengthening the profile of Pancasila students can be done in civics education textbooks. There are similarities in research results with various relevant research results related strengthening the profile of Pancasila students, but none has specifically explained strengthening the strengthening of Pancasila student profiles on the character dimension of Faith and piety to God Almighty and having noble character in aspects of good character in religion, personally, good character towards fellow human beings, good character towards nature and good character in the state by using integrative moral knowing, feeling, sinverbal, action, habitus and culture (KFSAHK) (Suardi & Nur, 2022), so that the results This research has a specific contribution to one aspect of the Pancasila student profile dimension.

4. CONCLUSION

In all stages of moral knowledge, beginning with the first stage of moral knowing, feeling, sinverbal, action, habitus, and culture, in various teaching campus activities like teaching assistants, students can strengthen their character of faith and piety to God Almighty and have a noble character in the areas of good character in religion, personal character, character towards fellow humans, good character towards nature, and good character in the state. Principals, teachers (classes, subjects, counselling), students, lecturers, and parents are all involved in these activities, which are woven within the school's intra-, co-, non-, and extra-curricular frameworks.

REFERENCES

- Abdillah, F. (2021). Tracing ' Profil Pelajar Pancasila ' Within The Civic Education Textbook : Mapping Values For Adequacy. *Jurnal Moral Kemasyarakatan*, 6(2), 96–105. <https://doi.org/https://doi.org/10.21067/jmk.v6i2.5906>
- Abdul Rosyid, M. F. (2020). Layanan Bimbingan Dan Konseling Untuk Membentuk Karakter Disiplin Siswa. *Jurnal Fokus Konseling*, 6(2), 86–93. <https://doi.org/10.52657/jfk.v6i2.1224>
- Aditia, D., Ariatama, S., Mardiana, E., & Sumargono. (2021). Pancala APP (Pancasila's Character Profile): Sebagai Inovasi Mendukung Merdeka Belajar Selama Masa Pandemi. *Edukasi: Jurnal Penelitian & Artikel Pendidikan*, 13(02), 91–108.
- Ahmad, N. (2022). Analisis Perilaku Bullying Antar Siswa Terhadap Pembentukan Karakter Siswa Di Sdn Sangir Kecamatan Wajo Kota Makassar. *Prosiding Seminar Nasional Pendidikan ...*, (November), 150–173. Retrieved from <http://ejurnal.pps.ung.ac.id/index.php/PSNPD/article/view/1062%0Ahttp://ejurnal.pps.ung.ac.id/index.php/PSNPD/article/viewFile/1062/759>
- Ahya, H. (2013). *Pendidikan Karakter di SMA Santo Bonaventura Madiun (Doctoral dissertation, University of Muhammadiyah Malang)*.
- Alawiyah, F. (2012). Kebijakan dan Pengembangan Pembangunan Karakter melalui Pendidikan di Indonesia. *Jurnal Inspirasi*, 3(1), 87–101. Retrieved from <http://jurnal.dpr.go.id/index.php/aspirasi/article/view/259>
- Ardimen. (2017). Bimbingan dan Konseling Komprehensif Berbasis Karakter Cerdas Dan Aplikasinya Melalui Bimbingan Teman Sebaya Di Era Globalisasi. *Edukasia: Jurnal Penelitian Pendidikan Islam*, 12(2), 483–508. Retrieved from <http://journal.stainkudus.ac.id/index.php/Edukasia/article/download/1681/pdf>
- Atmaja, T. S., Dewantara, J. A., & Utomo, B. B. (2020). Penguatan Pendidikan Karakter Berbasis Sekolah Menengah Atas Perbatasan Entikong Kalimantan Barat. *Jurnal Basicedu*, 4(4), 1257–1266. <https://doi.org/10.31004/basicedu.v4i4.545>
- Azmi Nailul. (2017). *Manajemen Pendidikan Karakter Siswa Man 1 Brebes dan MAN 2 Brebes* (Institut Agama Islam Negeri Purwokerto). Institut Agama Islam Negeri Purwokerto. Retrieved from <http://repository.iainpurwokerto.ac.id/id/eprint/2993>
- Bella, N. I., Nurdiansyah, E., & Marda, A. B. (2022). *Implementasi Program Kampus Mengajar dalam*

- Meningkatkan Literasi dan Numerasi di Masa Pandemi Covid-19 di SD Islam Khairu Ummah Makassar
Implementation of Campus Teaching Programs in Improving Literacy and Numeracy During The Covid-19 Pandemic at Khairu Ummah Elementary School Makassar mengakibatkan penurunan kualitas baik kognitif maupun emosional maupun Menteri Pendidikan memutuskan kebijakan pendidikan dalam Surat Edaran Pandemi Nomor 15 Tahun 2020 mengenai Pedoman Penyelenggaraan Pembelajaran di Direktorat Jendral Pendidikan Tinggi mengembangkan Program Kampus Mengajar Angkatan I. Kampus Mengajar adalah kegiatan yang membagikan peluang kepada Lembaga Pengelola Dana Pendidikan (Setiawan, 2021) melawan peralihan dalam dunia sosial, budaya dan tenaga kerja serta kemajuan pengembangan kualitas sumber daya manusia, mengikuti instruksi Presiden dan. 7(2), 245–257.
- Brata, D. P. N., Utomo, E. S., & Sukardi, S. (2022). The Analysis of Students' Attitudes Construction Based on Pancasila Profile to be Integrated with Teacher's Lesson Plan in Junior High School in Pandemic Era. *Proceedings of the 2nd International Conference on Education and Technology (ICETECH 2021)*, 630(Icetech 2021), 313–320. <https://doi.org/10.2991/assehr.k.220103.045>
- Chotijah, S., Fuadi, D., Prastiwi, Y., & Rahmawati, L. E. (2022). Analysis Of Interactive Digital Teaching Materials Development Needs Based on The Profile of Pancasila Students in Elementary Schools. *Specialusis Ugdymas / Special Education*, 1(43), 2200–2207.
- Damarullah, M., Fahrurrozi, M., & Subhani, A. (2021). Penguatan Pendidikan Karakter Dalam Pembelajaran Ips Di Sekolah Dasar Lombok Timur. *Genta Mulia*, XII(1), 218–229.
- Darma, Y., Susiaty, U. D., & Fitriawan, D. (2018). Pendidikan Karakter dalam Pembelajaran pada Mahasiswa Calon Guru Matematika. *SAP (Susunan Artikel Pendidikan)*, 3(2), 110–115. <https://doi.org/10.30998/sap.v3i2.3029>
- David, M., Resky, A., R. A. S. N. R., Iffa, F., & Ramadhani, N. I. (2017). Peran Full Day School Terhadap Penanaman Karakter Pada Peserta Didik Sekolah Dasar Di Kota Makassar. *Jurnal Penelitian Dan Penalaran*, 4(1), 712–723.
- Dike, D., Parida, L., & Stevanus, I. (2021). Strategi Mikro Kepala Sekolah Membudayakan Budaya Malu sebagai Nilai Karakter Unggul Sekolah Dasar Di Kabupaten Sintang. *Vox Edukasi: Jurnal Ilmiah Ilmu Pendidikan*, 12(1), 14–27. <https://doi.org/10.31932/ve.v12i1.916>
- Diyan Nurvika Kusuma Wardani. (2020). Analisis Implementasi Program Adiwiyata dalam Membangun Karakter Peduli Lingkungan. *Southeast Asian Journal of Islamic Education Management*, 1(1), 60–73. <https://doi.org/10.21154/sajiem.v1i1.6>
- E Herlyana. (2014). Fenomena Coffee Shop Sebagai Gejala Gaya Hidup Baru Kaum Muda. *Jurnal Bahasa, Peradaban Dan Informasi Islam*, 13(1), 187–204. Retrieved from <https://conference.uin-suka.ac.id/adab/thaqafiyat/article/view/43>
- Efendi, N. (2020). Implementasi Karakter Peduli Lingkungan di Sekolah Dasar Lolong Belanti Padang. *Jurnal Komunikasi Pendidikan*, 4(2), 62. <https://doi.org/10.32585/jkp.v4i2.460>
- Eva, M. M. R. (2015). Urgensi Pendidikan Karakter di Perguruan Tinggi. *Jurnal Pendidikan Ilmu-Ilmu Sosial*, 7(1), 49–59. Retrieved from <https://jurnal.unimed.ac.id/2012/index.php/jupiis/article/view/2297>
- Firman, A. J., Ni'mah, U., & Asvio, N. (2022). Prototype Curriculum: Concepts and Its Role in Strengthening Character Education After the Covid-19 Pandemic. *EJIP: Educational Journal of Innovation and Publication*, 1(1), 10–17. Retrieved from <https://ejournal.periexca.org/index.php/ejip/article/view/9>
- Fisher, M. (2004). Green and clean. *Polymers Paint Colour Journal*, 194(4475), 42. <https://doi.org/10.5771/9783828867246>
- Hidayah, Y., Suyitno, S., & Ali, Y. F. (2021). A Study on Interactive-Based Learning Media to Strengthen the Profile of Pancasila Student in Elementary School. *JED (Journal of Etika Demokrasi)*, 6(2), 283–291. Retrieved from <https://jurnal.unismuh.ac.id/index.php/jed/article/view/5591>
- Indonesia, P. I.-R. (2003). *Undang-Undang Republik Indonesia nomor 20 tahun 2003 tentang sistem pendidikan nasional (2003)*. Jakarta: Pemerintah Republik Indonesia. Retrieved from peraturan.bkpm.go.id

- Intan Kusumawati. (2019). Penanaman Karakter Nasionalisme Cinta Bahasa Indonesia pada Bulan Bahasa dan Sastra. *Academy of Education Journal*, 10(2), 131–141.
- Ismatullah, N. H. (2019). Internalisasi Nilai-Nilai Keislaman dalam Membangun Karakter Akhlakul Karimah Peserta Didik. *Tarbiyatu Wa Ta'lim: Jurnal Pendidikan Agama Islam*, 1(01), 59–73.
- Jamrah, A. (2016). Character Education Development Model Based Values “Tau Jo Nan Ampek” At High School Level in The City Batusangkar. *Proceeding IAIN Batusangkar*, 1(1), 15–16. Retrieved from <http://ecampus.iainbatusangkar.ac.id/ojs/index.php/proceedings/article/view/540>
- Joyo, A. (2018). GERAKAN LITERASI DALAM PEMBELAJARAN BAHASA INDONESIA BERBASIS KEARIFAN LOKAL MENUJU SISWA BERKARAKTER. *Jurnal KIBASP (Kajian Bahasa, Sastra Dan Pengajaran)*, 1(2), 107–115.
- Julaiha, S. (2014). Implementasi Pendidikan Karakter dalam Pembelajaran. *Dinamika Ilmu*, 14(2), 226–239. Retrieved from https://journal.iain-samarinda.ac.id/index.php/dinamika_ilmu/article/view/15
- Kadek Dedy Herawan, I. K. S. (2017). Relevansi Nilai Pendidikan Karakter dalam Geguritan Suddhamala untuk Meningkatkan Mutu Pendidikan Di Indonesia. *Ejournal.Ihdn.Ac.Id*, 3(2), 223–236. Retrieved from <http://ejournal.ihdn.ac.id/index.php/JPM>
- Kanji, H., Nursalam, N., Nawir, M., & Suardi. (2020). Integration Of Social Care Characters and Moral Integratif on Social Science Lessons In Elementary School. *AL-ISHLAH: Jurnal Pendidikan*, 12(2), 413–427. <https://doi.org/10.35445/alishlah.v12i2.260>
- Kanji, H., Nursalam, N., Nawir, M., & Suardi, S. (2019a). Evaluasi Integrasi Pendidikan Karakter dalam Pembelajaran Ilmu Pengetahuan Sosial di Sekolah Dasar. *JED (Jurnal Etika Demokrasi)*, 4(2), 56–63. <https://doi.org/10.26618/jed.v4i2.2386>
- Kanji, H., Nursalam, Nawir, M., & Suardi. (2019b). Model Integrasi Pendidikan Karakter dalam Pembelajaran Ilmu Pengetahun Sosial di Sekolah Dasar. *Jurnal Pendidikan Dasar Perkhasa*, 5(2), 104–115. <https://doi.org/10.31932/jpdp.v5i2.458>
- Kosim, M. (2012). Urgensi Pendidikan Karakter. *KARSA: Journal of Social and Islamic Culture*, 19(1), 84–92. Retrieved from <http://oxforddictionaries.com/?attempted=true/8-5->
- Kurniawan, M. W. (2021). PENGUATAN KARAKTER RELIGIUS BERBASIS BUDAYA SEKOLAH DI SD MUHAMMADIYAH 4 BATU. *Elementary School* 8, 8(2), 295–3026.
- Lickona, T. (1991). *Educating for Character: How Our Schools Can Teach Respect and Responsibility* - Thomas Lickona - Google Buku. Retrieved from [https://books.google.co.id/books?hl=id&lr=&id=QBIRPLf2siQC&oi=fnd&pg=PA2&dq=lickona+Character+can+refer+to:+\(1\)+Personality+traits+or+virtues+such+as+responsibility+and+respect+for+others.+\(2\)+Emotions+such+as+guilt+or+sympathy+\(3\)+Social+skills+such+as+conflict+management+or+effective+communication+\(4\)+Behaviours+such+as+sharing+o&ots=xdqpW8tBPX&sig=KikJ51qzZVNYFBhMqpH-OBxnZus&redir_esc=y#v=onepage&q&f=false](https://books.google.co.id/books?hl=id&lr=&id=QBIRPLf2siQC&oi=fnd&pg=PA2&dq=lickona+Character+can+refer+to:+(1)+Personality+traits+or+virtues+such+as+responsibility+and+respect+for+others.+(2)+Emotions+such+as+guilt+or+sympathy+(3)+Social+skills+such+as+conflict+management+or+effective+communication+(4)+Behaviours+such+as+sharing+o&ots=xdqpW8tBPX&sig=KikJ51qzZVNYFBhMqpH-OBxnZus&redir_esc=y#v=onepage&q&f=false)
- Luluk Elyana. (2021). New Paradigm Curriculum of Early Childhood Education. *Hipkinjateng.Org*, 4(2), 81–86. Retrieved from <http://hipkinjateng.org/jurnal/index.php/jci/article/view/48>
- Mahmudiyah, A. (2021). PEMBENTUKAN KARAKTER RELIGIUS DI MADRASAH IBTIDAIYAH BERBASIS PESANTREN. *ZAHRA: Research And Tought Elementary School Of Islam Journal*, 2(1), 55–72.
- Manab, A. (2015). *Penelitian Pendidikan Pendekatan Kualitatif* (A. Kutbuddin, Ed.). Yogya: Kalimedia. Retrieved from [http://repo.iain-tulungagung.ac.id/10156/1/Penelitian Pendidikan Pendekatan Kualitatif.pdf](http://repo.iain-tulungagung.ac.id/10156/1/Penelitian%20Pendidikan%20Pendekatan%20Kualitatif.pdf)
- Mardeni, Y. (2019). Pembentukan Karakter Mandiri Melalui Mata Pelajaran Seni Budaya. *TRIADIK*, 18(2), 33–46.
- Muji, A. P., Gistituati, N., Bentri, A., & Falma, F. O. (2021). Evaluation of the implementation of the sekolah penggerak curriculum using the context, input, process and product evaluation model in high schools. *JPPI (Jurnal Penelitian Pendidikan Indonesia)*, 7(3), 377. <https://doi.org/10.29210/020211231>

- Munjin, & Priyanto, D. (2021). Character Education Strategies Based On Religious Educative Communication In Islamic Elementary Schools. *Psychology and Education*, 58(2), 1539–1545.
- Mustakim, M., & Salman, S. (2019). Character Building Based on Local Culture. *Edumaspul: Jurnal Pendidikan*, 3(2), 22–30. <https://doi.org/10.33487/edumaspul.v3i2.133>
- Muzhoffar, A. (2014). Pendidikan karakter: konsep dan implementasinya dalam pembelajaran di Sekolah/Madrasah. *Journal.Uii.Ac.Id*, 8(1), 61–67. Retrieved from <https://journal.uui.ac.id/Tarbawi/article/view/3984>
- Nata Abuddin. (2013). Revitalisasi pendidikan karakter untuk mencetak generasi unggul. *Didaktika Religia*, 1(1). Retrieved from <https://jurnal.iainkediri.ac.id/index.php/didaktika/article/view/114>
- Naziyah, S., Akhwani, Nafiah, & Hartatik, S. (2020). Implementasi Pendidikan Karakter Peduli Lingkungan di Sekolah Dasar. *Jurnal Basicedu*, 3(2), 524–532.
- Norianda, N., Dewantara, J. A., & Sulistyarini, S. (2017). INTERNALISASI NILAI DAN KARAKTER MELALUI BUDAYA SEKOLAH (Studi Budaya Sekolah Jumat Berkah). *WASKITA: Jurnal Pendidikan Nilai Dan Pembangunan Karakter*, 5(1), 45–57. <https://doi.org/10.21776/ub.waskita.2021.005.01.4>
- Novia Ulfa, R., & Citra Dewi, H. (2016). INTEGRASI PENDIDIKAN KARAKTER DALAM PEMBELAJARAN BAHASA INGGRIS PADA ANAK USIA DINI. *Jurnal Faktor UNINDRA*, 3(1), 65–72. Retrieved from <https://journal.lppmunindra.ac.id/index.php/Faktor/article/view/685>
- Nur, A. H., Sopandi, W., & Mustapha, I. (2019). Analisis Pengembangan Karakter, Keterampilan Proses Sains, dan Penguasaan Konsep Siswa pada Topik Koloid Melalui Pembelajaran Inkuiri Terbimbing. *Edusains*, 8(2), 157–165. <https://doi.org/10.15408/es.v8i2.1849>
- Nur, R., Suardi, Nursalam, & Kanji, H. (2021). Integrated Model of Character Education Development Based on Moral Integrative to Prevent Character Value Breaches. *AL-ISHLAH: Jurnal Pendidikan*, 13(1), 107–116. <https://doi.org/10.35445/alishlah.v13i1.272>
- Nurbaiti, R., Alwy, S., & Taulabi, I. (2020). Pembentukan Karakter Religius Siswa Melalui Pembiasaan Aktivitas Keagamaan. *EL Bidayah: Journal of Islamic Elementary Education*, 2(1), 55–66. <https://doi.org/10.33367/jiee.v2i1.995>
- Nurihayanti, O. (2021). Pancasila Student Profile as Achievement Merdeka Belajar on Program Guru Penggerak. *2021 International Conference of Interdisciplinary Sciences ICIS*, (2019), 200–209.
- Nuryanto, S., Abidin, A. Z., Setijowati, U., & Sismulyasih, N. (2018). Berbicara Mahasiswa Pgsd Dalam Perkuliahan Bahasa Indonesia Berbasis Konservasi Nilai-Nilai Karakter Melalui Penerapan Metode Task Based Activity Dengan *Journal.Unnes.Ac.Id*, 35, 83–94. Retrieved from <https://journal.unnes.ac.id/nju/index.php/JPP/article/view/15095>
- Olim, A. (2010). Mencari Metode Pendidikan Karakter untuk Paud: Belajar Berbasis Layanan (Service Learning). *Proceedings of The 4th International Conference on Teacher Education*, 146–161. Retrieved from <http://file.upi.edu/Direktori>
- Ottu, E. A. H., & Triposa, R. (2021). Peran Guru Bimbingan Konseling (BK) dalam Membentuk Karakter Siswa Kristen. *Sabda: Jurnal Teologi Kristen*, 2(1), 219–241. <https://doi.org/10.55097/sabda.v2i1.21>
- Palinoan, E. L. (2015). Pengaruh Konformitas dengan Agresivitas pada Kelompok Geng Motor di Samarinda. *Ejournal Psikologi*, 3(2), 173–185. Retrieved from <http://e-journals.unmul.ac.id/index.php/psikoneo/article/view/3770>
- Pulungan, F. R. (2012). Pengaruh Model Pembelajaran Problem Based Learning Berbasis Pendidikan Karakter terhadap Perubahan Karakter dan Kemampuan Menyelesaikan. *Jurnal Penelitian Inovasi Pembelajaran Fisika*, 4(2), 38–43. Retrieved from <https://www.academia.edu/download/31307214/Artikel-Fatmaren-38-43.pdf>
- Rezkita, S., & Wardani, K. (2018). Pengintegrasian Pendidikan Lingkungan Hidup Membentuk Karakter Peduli Lingkungan Di Sekolah Dasar. *Trihayu: Jurnal Pendidikan Ke-SD-An*, 4(2), 327–331.
- Rochmah, O. L., Mareza, L., & Muslim, A. H. (2020). Peran Guru Kelas pada Pelaksanaan Bimbingan dan Konseling dalam Pembentukan Karakter dan Motivasi Berprestasi Siswa di SD Negeri 8 Kranji. *Jurnal Ilmiah Wahana Pendidikan*, 6(3), 395–406. <https://doi.org/10.5281/zenodo.3969957>

- Ruyadi, Y. (2010). Kearifan Budaya Lokal: Penelitian terhadap Masyarakat Adat Kampung Benda Kerep, Cirebon, Provinsi Jawa Barat untuk Pengembangan Pendidikan Karakter. *File.Upi.Edu*, 576–594. Bandung: Proceedings of The 4th International Conference on Teacher Education; Join Conference UPI & UPSI. Retrieved from <http://file.upi.edu/Direktori>
- Salamah, S. (2020). Peran Guru Pai Dalam Pembentukan Karakter Siswa Di Era Revolusi Industri 4.0. *SCAFFOLDING: Jurnal Pendidikan Islam Dan Multikulturalisme*, 2(1), 26–36. <https://doi.org/10.37680/scaffolding.v2i1.281>
- Saleh, M. (2020). Merdeka Belajar di Tengah Pandemi Covid-19. *Prosiding Seminar Nasional Hardiknas*, 1, 51–56. Retrieved from <http://proceedings.ideaspublishing.co.id/index.php/hardiknas/article/view/8>
- Semai, Y. J. A. (2008). *Bullying: mengatasi kekerasan di sekolah dan lingkungan sekitar anak* (O. Nusantara, Ed.). Retrieved from <https://www.google.com/books?hl=id&lr=&id=fiF3Zi86DVoC&oi=fnd&pg=PA23&dq=Amini,+Y.+S.+J.+2008.+Bullying:+mengatasi+kekerasan+di+sekolah+dan+lingkungan+sekitar+anak.+Grasin+do.&ots=Oi1NpCkoUl&sig=-a3MoSjbcWjp3EjzDjY98wfwom>
- Shofa, N. A., & Teacher, H. (2021). STRENGTHENING THE PROFILE OF PANCASILA STUDENTS THROUGH PROJECT-BASED LEARNING IN LEARNING HISTORY. *THE 12th INTERNATIONAL CONFERENCE ON LESSON STUDY (ICLS-XII)*, 187–197. Retrieved from <https://jurnal.unimus.ac.id/index.php/psn12012010/article/view/9011>
- Silitonga, A. S., Sarjono, Y., Anif, S., Program, M., Magister, S., Pendidikan, M., ... Muhammadiyah, U. (2014). Pengelolaan kegiatan bimbingan dan konseling untuk pembentukan karakter siswa sekolah dasar. *Jurnal Manajemen Pendidikan*, 9(1), 28–39. Retrieved from <https://publikasiilmiah.ums.ac.id/handle/11617/4412>
- Simatupang, L. Y. (2018). *Perilaku Menyimpang Para Remaja Penghisap Lem di Kelurahan Pasar Merah Barat Kecamatan Medan Kota Sumatera Utara* (Universitas Sumatera Utara). Universitas Sumatera Utara, Sumatera Utara. Retrieved from <http://repositori.usu.ac.id/handle/123456789/5646>
- Sri Wahyuni Tanszil. (2012). Model pembinaan pendidikan karakter pada lingkungan pondok pesantren dalam membangun kemandirian dan disiplin santri (Sebuah kajian pengembangan. *Penelitian Pendidikan*, 12(2). Retrieved from <http://jurnal.upi.edu/penelitian-pendidikan/view/1848/>
- Srirahmawati, A., & Hunaifi, A. A. (2022). Realizing Pancasila Student Profiles in the Elementary School with Learning Media Based on Local Wisdom “Barongan Masks.” *Jurnal Kependidikan: Jurnal Hasil Penelitian Dan Kajian Kepustakaan*, 8(2), 375–385.
- Suardi, Agustang, A., & Sahabuddin, J. (2020). Model Kolaborasi Sosial Pendidikan Karakter di Sekolah Swasta Kecamatan Bissappu Kabupaten Bantaeng. *Prosiding Seminar Dan Diskusi Pendidikan Dasar*, 1–11. Jakarta: Prosiding Seminar dan Diskusi Pendidikan Dasar. Retrieved from <http://journal.unj.ac.id/unj/index.php/psdpd/article/view/17769>
- Suardi, Nursalam, & Hasnah, K. (2021). The Integration Model of the Development of Student Religious Character Education Based on Integrative Morals in Higher Education. ... (*Journal of Etika Demokrasi*), 6(1), 149–162. Retrieved from <https://jurnal.unismuh.ac.id/index.php/jed/article/view/4692>
- Suardi, S., & Nur, S. (2022). Strengthening Character In The Teaching Campus Program At The Jaya Negara Elementary School, City Of Makassar. *JED (Jurnal Etika Demokrasi)*, 7(1), 28–37. <https://doi.org/10.26618/jed.v7i1.6554>
- Suardi, S., Nursalam, N., Israpil, I., Kanji, H., & Nur, R. (2022). Model of Strengthening Students ‘ Intelligent Character in Facing Changes in Society in the Industrial Revolution Era. *AL-ISHLAH: Jurnal Pendidikan*, 14(2), 1419–1430. <https://doi.org/10.35445/alishlah.v14i1.1061>
- Suhendi, H. Y., Mulhayatiah, D., Nasrudin, D., & Ardiansyah, R. (2021). Development of character survey instruments in national assessment of Indonesia for physics teachers. *Journal of Physics: Conference Series*, 2098(1). <https://doi.org/10.1088/1742-6596/2098/1/012010>

- Sulistiyowati, E. (2013). PENDIDIKAN KARAKTER DALAM PEMBELAJARAN A . Pendahuluan Pendidikan adalah hal yang penting sepanjang hidup manusia karena pendidikan dapat menghasilkan manusia yang handal dan bermartabat . Pendidikan juga menentukan nasib dan masa depan suatu bangsa . Ole. *Jurnal Penelitian Pendidikan Islam*, 8(2), 311–330.
- Sultan, T. (2020). PENGARUH KOMPETENSI GURU, PERAN ORANGTUA DAN BUDAYA SEKOLAH TERHADAP PEMBENTUKAN KARAKTER SISWA PADA SEKOLAH MENENGAH ATAS (NEGERI) DI KOTA MAKASSAR. *Nusantara: Jurnal Ilmu Pengetahuan Sosial*, 7(2), 408–420. Retrieved from <http://jurnal.um-tapsel.ac.id/index.php/nusantara/index>
- Syaroh, L. D. M., & Mizani, Z. M. (2020). Membentuk Karakter Religius dengan Pembiasaan Perilaku Religi di Sekolah: Studi di SMA Negeri 3 Ponorogo. *Indonesian Journal of Islamic Education Studies (IJIES)*, 3(1), 63–82. <https://doi.org/10.33367/ijies.v3i1.1224>
- Ta'dib, M. K. (2016). Telaah revolusi mental dan pendidikan karakter dalam pembentukan sumber daya manusia indonesia yang pandai dan berakhlak mulia. *Ta'dib*, 18(1), 13–25. Retrieved from <http://ecampus.iainbatusangkar.ac.id/ojs/index.php/takdib/article/view/274/0>
- Uliana, P., & Setyowati, N. (2013). Implementasi pendidikan karakter melalui kultur sekolah pada siswa kelas XI di SMA Negeri 1 Gedangan Sidoarjo. *Kajian Moral Dan Kewarganegaraan*, 1(1), 165–179. Retrieved from <https://jurnalmahasiswa.unesa.ac.id/index.php/jurnal-pendidikan-kewarganegaraan/article/view/1473>
- Unayah, N., & informa, M. S. (2015). Fenomena kenakalan remaja dan kriminalitas. *Ejournal.Kemsos.Go.Id.* Retrieved from <https://ejournal.kemsos.go.id/index.php/Sosioinforma/article/download/142/89>
- Widyastuti, A. (2018). Bahasa Positif Guru Dalam Bimbingan dan Konseling Membentuk Karakter Positif Anak Usia Dini. *Jurnal Fokus Konseling*, 4(1), 107. <https://doi.org/10.26638/jfk.525.2099>
- Wulandhari, C. A., Zulfiati, H. M., & Rahayu, A. (2019). Peran guru dalam pembentukan karakter peduli lingkungan melalui pembelajaran tematik di kelas IV SD 1 Sewon. *Prosiding Seminar Nasional PGSD 2019*, 1(April), 85–96.
- Yayang, O., & Sudigdo, A. (2022). Profile of Pancasila Students : Implementation of Diversity in MBKM Student ' s Stories in UST Yogyakarta. *Daengku: Journal of Humanities and Social Sciences Innovation*, 2(2).
- Zakso, A., Agung, I., Sofyatiningrum, E., & Capnary, M. C. (2022). Factors Affecting Character Education in the Development of the Profile of Pancasila Students: The Case of Indonesia. *Journal of Positive School Psychology*, 6(2), 2254–2273.
- Zuchdi, D., Kun Prasetya, Z., & Siasah, D. M. (2010). Pengembangan Model Pendidikan Karakter Terintegrasi dalam Pembelajaran Bidang Studi di Sekolah Dasar. In *journal.uny.ac.id*. Yogyakarta. Retrieved from <https://journal.uny.ac.id/index.php/cp/article/download/224/143>

Strengthening Religious, Personal, Human, Natural and State Character Based on Integrative Morals in Elementary Schools in Makassar City

ORIGINALITY REPORT

25%
SIMILARITY INDEX

23%
INTERNET SOURCES

13%
PUBLICATIONS

6%
STUDENT PAPERS

PRIMARY SOURCES

1 [researchid.co](https://www.researchid.co) Internet Source **5%**

2 journal.um.ac.id Internet Source **3%**

3 Submitted to Universitas Negeri Semarang Student Paper **2%**

4 repository.unpkediri.ac.id Internet Source **2%**

5 garuda.kemdikbud.go.id Internet Source **2%**

6 repository.uinsu.ac.id Internet Source **1%**

7 eprints.uad.ac.id Internet Source **1%**

8 jurnal.unipasby.ac.id Internet Source **1%**

journal.iainnumetrolampung.ac.id

9	Internet Source	1 %
10	repo-dosen.ulm.ac.id Internet Source	1 %
11	Saiful Saiful, Firman Firman, Maharida Maharida, Rina Asrini Bakri. "Need Analysis in Designing Tourism Instructional Materials Based on Local Objects in South Sulawesi", AL-ISHLAH: Jurnal Pendidikan, 2022 Publication	<1 %
12	ummaspul.e-journal.id Internet Source	<1 %
13	Submitted to Sriwijaya University Student Paper	<1 %
14	eprints.unmas.ac.id Internet Source	<1 %
15	repository.uki.ac.id Internet Source	<1 %
16	ejournal.unikama.ac.id Internet Source	<1 %
17	Sisilia Maryati, Gunarti Dwi Lestari, Yatim Riyanto. "The Effectiveness of Mentoring in the Implementation of the Project-based Learning (PjBL) Model in the Independent Curriculum for PAUD Educators", European Journal of Education and Pedagogy, 2022	<1 %

18

jurnal.univpgri-palembang.ac.id

Internet Source

<1 %

19

moam.info

Internet Source

<1 %

20

Andreas Yoga Aditama, Hendarman ..
"Collaborative Governance to Promote
Habituation of ` `Pelajar Pancasila" Character
at the Basic Education Level", KnE Social
Sciences, 2023

Publication

<1 %

21

repository.ar-raniry.ac.id

Internet Source

<1 %

22

Submitted to Universitas Tanjungpura

Student Paper

<1 %

23

edunesia.org

Internet Source

<1 %

24

Samsul Susilawati, A Fatah Yasin, Aniek
Rahmaniah, Abdulloh Chakim, Triyo
Supriyanto. "Strategy to Internalizing
Religious Moral Values in the Learning
Process in Higher Education", AL-ISHLAH:
Jurnal Pendidikan, 2022

Publication

<1 %

25

ppjp.ulm.ac.id

Internet Source

<1 %

26

Anik Lestaringrum, Efi Rofiqoh, Stella Natanie. "The Implementation of Independent Curriculum Through Project Based Learning at TK ABA VII Kediri", Proceedings of the International Seminar on Business, Education and Science, 2022

Publication

<1 %

27

Muhammad Agus Tri Wibowo, Slamet Subiyantoro, Kartika Chrysti Suryandari. "Defining the Study of Humanistic Personality Psychology of the Main Character of the Novel Si Anak Pelangi by Tere Liye: The Value of Character Education and Its Relevance to Learning", AL-ISHLAH: Jurnal Pendidikan, 2022

Publication

<1 %

28

Tri Syamsijulianto, Rahman Rahman, Mia Zultrianti Sari, Stelie D Ratumanan, Solehun Solehun. "Pendidikan Karakter Berbasis Kearifan Lokal Tradisi Masyarakat Melayu Perbatasan Pada Siswa Sekolah Dasar", DIDAKTIKA TAUHIDI: Jurnal Pendidikan Guru Sekolah Dasar, 2022

Publication

<1 %

29

journal.iain-manado.ac.id

Internet Source

<1 %

30

Isnaya Arina Hidayati, Taufik Taufik. "Adversity quotient of outstanding students

<1 %

with limited conditions", Indigenous: Jurnal Ilmiah Psikologi, 2020

Publication

31

ejournal.staindirundeng.ac.id

Internet Source

<1 %

32

staffnew.uny.ac.id

Internet Source

<1 %

33

Aan Widiyono. "Internalizing Aswaja-based Character Education through School Environment Design and Collaborative Strategy", Indonesian Journal of Islamic Education Studies (IJIES), 2022

Publication

<1 %

34

Anggarda Paramita Muji, Nurhizrah Gistituati, Alwen Bentri, Fris Okta Falma. "Evaluation of the implementation of the sekolah penggerak curriculum using the context, input, process and product evaluation model in high schools", JPPI (Jurnal Penelitian Pendidikan Indonesia), 2021

Publication

<1 %

35

Imas Kurniawaty, Aiman Faiz, Purwati Purwati. "Strategi Penguatan Profil Pelajar Pancasila di Sekolah Dasar", EDUKATIF : JURNAL ILMU PENDIDIKAN, 2022

Publication

<1 %

36 Masduki Ahmad. "The Challenges of State Junior High School Teachers in Distance Learning During The Covid-19 Pandemic", AL-ISHLAH: Jurnal Pendidikan, 2022
Publication <1 %

37 doaj.org
Internet Source <1 %

38 www.scilit.net
Internet Source <1 %

39 Siti Bahiroh, Fitriah M. Suud. "PREVENTIVE COUNSELING: A RELIGIOUS DEVELOPMENT PROGRAM AT BOARDING SCHOOL IN YOGYAKARTA", Humanities & Social Sciences Reviews, 2020
Publication <1 %

40 Septinaningrum, Kama Abdul Hakam, Wawan Setiawan, Mubiar Agustin. "Developing of Augmented Reality Media Containing Grebeg Pancasila for Character Learning in Elementary School", Ingénierie des systèmes d'information, 2022
Publication <1 %

41 repository.upi.edu
Internet Source <1 %

Exclude quotes On

Exclude matches Off

Exclude bibliography On