

The Understanding Level of Students toward the Various Values of Character Education in Civics Courses of Elementary School

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ABSTRACT

The objective of this study is to know the understanding level of the various values of character education in Civics courses in Elementary School (PPKN SD) toward the students of Elementary School Teacher Education (ESTE), Education Faculty, Yogyakarta State University (PGSD FIP UNY). This is a descriptive quantitative study with a survey method. The population of this research are 307 ESTE students, Education Faculty, YSU, in the 2019 academic year. The samples were taken using random sampling, including 174 students. The instrument used was a multiple-choice test through a google form link. The instrument was validated by expert judgement. The data analysis technique used was descriptive analysis in a percentage. The result of the study shows that the understanding level of various values in character education in Civics courses of the elementary school toward ESTE students were categorized as "low" 6.90% (12 students), "enough" 39.65% (69 students) and "high" 53.45% (93 students). Based on the average value, 76.99, ESTE students' understanding level was categorized as High.

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1. INTRODUCTION

The challenges of technological development and the necessity of globalizing values that are not always in line with the principles in Indonesia leads to how character education becomes essential in the development of Indonesian human resources. The urgency of character education is evidenced by the special attention given by the Indonesian government. In the Nawacita formulated by the Working Indonesia Cabinet (2014-2019), as stated, there are several characteristics that Indonesian people need to possess. (Musawwamah & Taufiqurrahman, 2019). These characters were then reaffirmed in Presidential Decree No. 87 of 2017 concerning Strengthening Character Education which mandates the national education system to instil several character values such as religious, honest, tolerant,

disciplined, hard-working, creative, independent, democratic, curiosity, national spirit, love for the homeland, respect for achievement, communicative, peace-loving, likes to read, cares about the environment, cares about social, and is responsible (Ruastiti et al., 2021).

In order to actualize educational expectations, it is necessary to cultivate character education for prospective educators. (Julaeha, 2019) argues that character or moral education should be cultivated or formed from an early age so that character is firmly embedded in a person. Similar to (Prasanti & Fitrianti, 2018) 's argument about the development of a child's character and how one child is not born with character, but there is a process he/she goes through and thus becomes inherent in a child. In character education, the teacher's role is vital as an idolized figure and a source of inspiration and motivation. The attitude and behaviour of the teacher will affect a student because the teacher is a reflection of their student. According to Nur Arifah, teachers and educators have a big responsibility in producing a generation with character, culture, and morals. (Zulkarnain, 2019). (Dalyono & Lestariningsih, 2017) also stated that teachers have a great responsibility in cultivating a generation of character, culture, and morals. What has been considered a success is when character education in schools is closely related to the teacher's figure because the teacher is an essential factor. It can even determine the success or failure of a character education process in schools. (Dirsa & Kusumawati, 2019). Based on the statement above, it can be concluded that the teacher is an example, an example, an idol, for students, so that the teacher plays a huge role in forming the character of their students.

Based on the above demands, Yogyakarta State University (UNY) organized several programs synergistically, including the program for the formation or cultivation of character education (National Long-Term Development Plan (RPJPN) 2005-2025). (Prawira, 2013). Researchers have conducted preliminary studies through observations and interviews with PGSD students in the fourth semester of FIP UNY class of 2019, especially in grades 4A and 4B, through google forms and encountered problems related to students' understanding of character education. The interview results showed that from the total number of 4B class students, 42 students, 28 students were still having difficulties with character education materials.

Some of the results of previous research conducted by (Dewi et al., 2020) proved that the integration of Civics Education as part of the character education in higher education is carried out by incorporating character values such as religion, national spirit, independence, and friendly/communicative in planning (syllabus and lesson plans), teaching materials and media, implementation in class, assessment, monitoring, and evaluation of activities as a whole. Other research conducted by (Perdana & Adha, 2020) states that character education can be strengthened through the learning process through blended learning civic education. Student independence and discipline in blended learning are closely related to how students get used to being actively involved and being part of character strengthening. The intensity of students participating in blended learning activities is also influenced by honesty, responsibility, concern, and communication that respects each other in the online, face-to-face process.

Assumed from previous research, there has been no research that discusses the level of understanding of PGSD students on the value of character education. Therefore, the researcher chose this topic for research. This study looks at the level of understanding of PGSD students on the value of character education. This research is considered necessary because character education is constantly sought to be included in the educational curriculum at various levels and types. It is regulated in Article 3 of the Law on the National Education System. The purpose of national education is to develop capabilities and shape the character and civilization of a dignified nation in order to educate people. The life of the nation aims to develop the potential of students to become human beings who believe and fear God Almighty, have a noble character, are healthy, knowledgeable, capable, creative, independent, and become responsible citizens. (Harun, 2013). In addition, students as prospective teachers are required to instil character education to students later.

Based on the background and literature review above, the problems can be identified as follows: 1) Some students still do not understand the character education material in SD PPKN, 2) Some students

of PGSD FIP UNY class 2019 still have difficulty understanding the character education material for SD PPKN. So that the problem can be formulated, namely, how high is the level of understanding of various character educations in SD PPKN for PGSD FIP UNY students class of 2019? From the formulation of the problem, this paper aims to determine the level of understanding of various character education in SD PPKN for 2019 PGSD FIP UNY students.

2. METHODS

This study uses a survey research model with quantitative descriptive research with research instruments in test questions. Survey research is a research activity that collects data at a particular time with three objectives, namely to describe the natural state of living at that time, to identify the current state measurably to be compared, and to determine the relationship of something living between specific events (Sudaryono, 2019). According to (Sugiyono, 2019b), survey research can be descriptive, comparative, associative, and structural relationships. Thus, descriptive research was conducted to describe the variables studied in this research. This is in line with Best's opinion; descriptive research is a research method that seeks to describe and interpret objects according to what they are (Pertiwi, 2016). (Sugiyono, 2019a) also argues that descriptive research is used to analyze data by describing or describing the data that has been collected as it is without intending to make conclusions that apply to the public or generalizations. It can be concluded from the above opinion that survey research is research conducted to describe various circumstances, compare an event and even determine the relationship between something that happened in the past or currently.

The research was conducted on PGSD FIP UNY class 2019 for three months, from March to May. The research population was PGSD FIP UNY class 2019 students, totalling 307. The number of research samples required 174 respondents.

This study involved the variables: 1) level of understanding, 2) the value of character education, and 3) PGSD students. The dependent variable is the level of understanding of PGSD students, divided into several understanding factors. The independent variable is the value of character education divided into several character education values.

The data collection technique tests PGSD students' understanding of various character education values, consisting of 24 questions. Questions in the form of multiple choice. The questions are based on a predetermined grid based on the theoretical study in the previous discussion.

The instrument validation test was carried out utilizing content validation, with the help of expert judgment, namely an elementary PPKN subject lecturer with a field of character education expertise. Clark & Watson argues that content validity explains a measuring instrument substantively or is also called substantive validity, which focuses on the conceptualization and the extent to which previous concepts are displayed in the literature review. (Ihsan, 2016). From the results of expert validation, 24 items were obtained that were suitable for data collection to assess the level of understanding of PGSD FIP UNY students regarding character education. The data analysis technique to determine the level of understanding of the 2019 PGSD FIP UNY students related to various character education values was used descriptive statistical analysis. According to Creswell, the description of the quantitative data used is the central tendency, among others, the mean, standard deviation, median, and mode (Ali et al., 2016). Similar to (Sugiyono, 2019b) 's research, descriptive statistics is the presentation of data through tables, graphs, pie charts, pictograms, calculation of mode, median, mean (measurement of central tendency), calculation of deciles, percentiles, calculation of the spread of data through calculation of the average and standard deviation, calculation of percentages. The data collected is true or false so that it becomes quantitative data. The data is then calculated and analyzed to produce a percentage that can later be described according to the existing data. The data that has been presented can then be concluded to determine the level of understanding of the 2019 PGSD FIP UNY students regarding various character education values.

3. FINDINGS AND DISCUSSION

The study results were used to present the data, to be specific, the level of understanding of the various values of character education in PPKN SD in PGSD FIP UNY students. The result was taken from the multiple-choice test totalling 24 items and divided into three factors: the understanding of character education, various types of character education, and the application of character education. The results of the analysis are presented as follows.

Descriptive statistical data resulted with the lowest score (minimum) being 20.83, the highest score (maximum) being 100.00, the mean (mean) being 76.99, the median value being 76.99.) 79.17, the value that occurs frequently (mode) 83.33, standard deviation (SD) 13.20. The complete results are in table 1 as follows.

Table 1. Statistics of Understanding Levels of Various Character Education Values

	N	174
	Mean	76,99
Level of Understanding of Various Character Education Values	Median	79,17
	Mode	83,33
	Std, Deviation	13,20
	Minimum	20,83
	Maximum	100,00

As displayed in the form of assessment norms, the level of understanding of various character education values in SD PPKN for PGSD FIP UNY students is presented in table 2.

Table 2. Norms of Assessment of the Level of Understanding of Various Character Education Values in PPKN SD

Norms of Assessment of the Level of Understanding of Various Character Education Values in PPKN SD	Interval	Category	F	%
	76 –100	High	93	53,45%
	56 – 75	Enough	69	39,65%
	< 56	Low	12	6,90%
	Jumlah		174	100%

Based on the Assessment Norms in table 2 above, the level of understanding of the various values of character education in SD PPKN for PGSD FIP UNY students is presented in Figure 1.

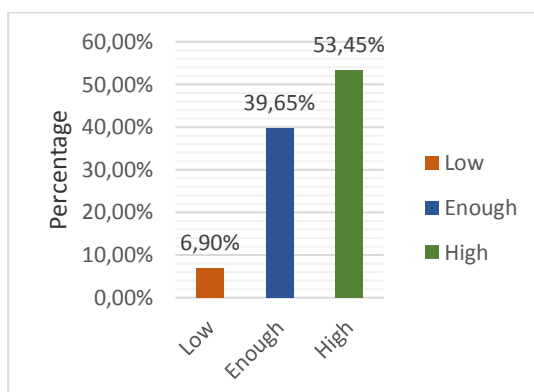


Figure 1. Understanding Levels of Various Character Education Values in SD PPKN for PGSD FIP UNY students

Based on the graph above shows that the level of understanding of various character education values in PPKN SD for PGSD FIP UNY students is in the "low" category of 6.90% (12 students), "enough" of 39.65% (69 students), and "high" by 53.45% (93 students). Based on the average value, 76.99, the level of understanding of various character education values in SD PPKN for PGSD FIP UNY students is in the high category.

3.1. Factors of Understanding of Character Education

Statistical descriptive of the research data obtained the lowest score (minimum) 20.00, highest score (maximum) 100.00, mean (mean) 77.93, median (median) 80.00, the value that occurs frequently (mode) 100.00, standard deviation (SD) 20.52. The complete results are in table 3 as follows.

Table 3. Statistics of Understanding the Understanding of Character Education

		N	174
Level of Understanding of Character Education	Mean	77,93	
	Median	80,00	
	Mode	100,00	
	Std, Deviation	20,52	
	Minimum	20,00	
	Maximum	100,00	

When displayed in the form of assessment norms, the level of understanding of character education in SD PPKN for PGSD FIP UNY students is presented in table 4.

Table 4. Assessment Norms of Understanding Character Education in PPKN SD

Norms of Understanding Level of Character Education	Interval	Category	F	%
	76 –100	High	93	53,45%
	56 – 75	Enough	69	39,65%
	< 56	Low	12	6,90%
	Amount		174	100%

Based on the Assessment Norms in table 4 above, the understanding of character education in SD PPKN for PGSD FIP UNY students is presented in Figure 2.

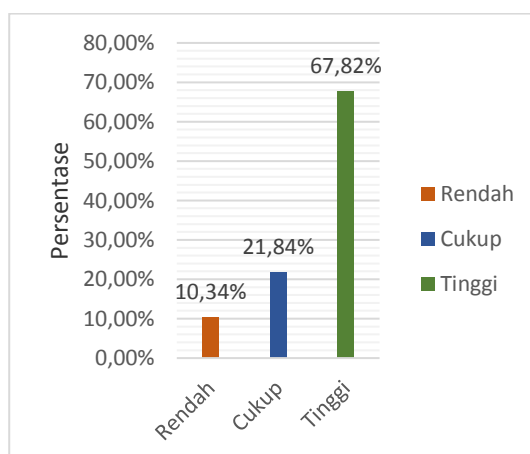


Figure 2. Level of Understanding Character Education in PKN SD

Based on Figure 2 above shows that the level of understanding of the character education in SD PPKN for PGSD FIP UNY students is in the "low" category of 6.90% (12 students), "enough" of 39.65% (69 students), and "high" by 53.45% (93 students). Based on the average value, 76.99, the level of understanding of character education in SD PPKN for PGSD FIP UNY students is in the high category.

Analysis of the understanding of character education in PPKN SD for PGSD FIP UNY students based on the understanding of character education for each item is presented in table 5 as follows.

Table 5. Percentage of Factors in Understanding Character Education

Percentage of Item Factors	Questions	Answers in Percentage	
	(Number of Items)	Correct	Incorrect
Understanding Character Education	1	85,63%	14,37%
	2	48,23%	51,72%
	3	78,16%	21,84%
	4	79,88%	20,11%
	5	97,70%	2,30%

Based on table 5 above, it can be explained that the highest percentage of correct answers is in item number 5, with a percentage of 97.70%. In comparison, the lowest percentage of correct answers in item number 2 is only 48.28%.

3.2. Understanding Factors of Various Character Education Values

Descriptive statistical data had the lowest score of (minimum) 18.18, the highest score of (maximum) 100.00, the mean (mean) 75 .55, median (median) 72.73, frequently occurring value (mode) 81.82, standard deviation (SD) 16.20. The complete results are in table 6 as follows.

Table 6. Statistics of Understanding Levels of Various Character Education Values

Level of Understanding of Character Education	N	174
	Mean	75,55
	Median	72,73
	Mode	81,82
	Std, Deviation	16,20
	Minimum	18,18
	Maximum	100,00

As displayed in the form of an Assessment Norm, the level of understanding of the various values of character education in SD PPKN for PGSD FIP UNY students based on the various factors of character education is presented in table 7 as follows:

Table 7. Assessment Norms of Various Character Education in PKN SD

Norms of Assessment of Various Character Education	Interval	Category	F	%
Norms of Assessment of Various Character Education	76 –100	High	88	50,57%
	56 – 75	Enough	63	36,21%
	< 56	Low	23	13,22%
	Amount		174	100%

As shown above, the level of understanding of the various values of character education in SD PPKN for PGSD FIP UNY students based on the various character education factors can be presented in Figure 3.

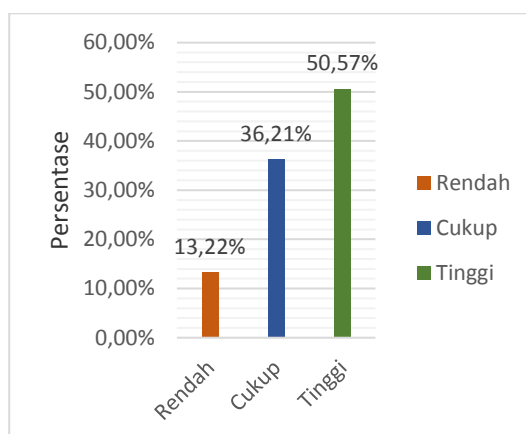


Figure 3. Levels of Understanding Types of Character Education in PKN SD

Based on table 7 and figure 3 above show that the level of understanding of the various values of character education in PPKN SD in PGSD FIP UNY students based on the various factors of character education is in the "low" category of 13.22% (23 students), "enough" by 36.21% (63 students), and "high" by 50.57% (88 students). Based on the average of 75.55, the level of understanding of various character education values in SD PPKN for PGSD FIP UNY students is in the high category based on various character education factors.

The analysis of the level of understanding of the various values of character education in PPKN SD in PGSD FIP UNY students based on the various factors of character education for each item is presented in table 8 as follows.

Table 8. Percentage of Items of Various Character Education Factors

	Questions (Number of Items)	Answers in Percentage	
		Correct	Incorrect
Percentage of Item Factors Understanding Character Education	6	71,84%	28,16%
	7	23,56%	76,44%
	8	94,25%	5,75%
	9	95,98%	4,02%
	10	97,13%	2,87%
	11	89,08%	10,92%
	12	91,95%	8,04%
	13	94,25%	5,75%
	14	63,80%	36,2%
	15	70,69%	29,31%
	16	38,50%	61,49%

Based on table 8 above, it can be explained that the highest percentage of correct answers is in item number 10 with a percentage of 97.13%, while the lowest percentage of correct answers is in item number 7, only 23.56%.

3.3. Factors of Understanding the Employment of Character Education

Descriptive statistical data on the application of character education factors obtained the lowest score (minimum) of 0.00, the highest score (maximum) of 100.00, the mean (mean) was 78.52, mean (median) 75.00, frequently occurring value (mode) 87.50, standard deviation (SD) 16.71. The complete results are in table 9 as follows.

Table 9. Statistics on the Employment of Character Education

Level of Understanding Character Education	N	174
	Mean	78,52
	Median	75,00
	Mode	87,50
	Std, Deviation	16,71
	Minimum	00,00
	Maximum	100,00

When displayed in the form of an Assessment Norm, the level of understanding of the application of character education in SD PPKN for PGSD FIP UNY students based on the application of character education is presented in table 10 as follows:

Table 10. Assessment Norms of Understanding Factors in the Implementation of Character Education in PPKN SD

Norms of Assessment of Understanding Factors in the Implementation of Character Education	Interval	Category	F	%
	76 –100	High	86	49,43%
	56 – 75	Enough	77	44,25%
	< 56	Low	11	6,32%
	Amount		174	100%

Based on the Assessment Norms in table 10 above, the level of understanding of the application of character education in SD PPKN for PGSD FIP UNY students based on the application of character education can be presented in Figure 4 as follows.

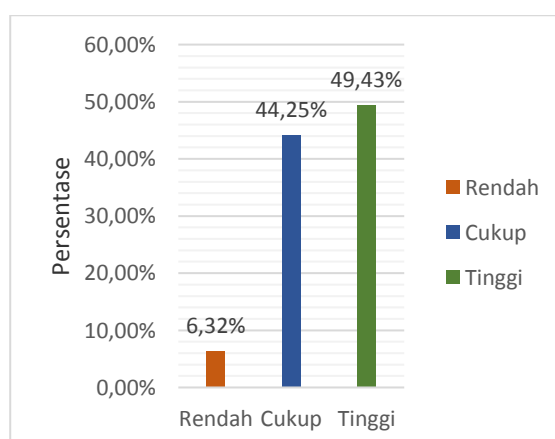


Figure 4. The Level of Understanding of the Implementation of Character Education in PKN SD

Based on table 10 and figure 4 above show that the level of understanding of the application of character education in PPKN SD to PGSD FIP UNY students based on the application of character education is in the "low" category of 6.32% (11 students), "enough" of 44, 25% (77 students), and "high"

49.43% (86 students). Based on the average value of 78.52, the level of understanding of the various character education values in SD PPKN for PGSD FIP UNY students based on the application of character education is in the high category.

Analysis of the level of understanding of the application of character education in SD PPKN for PGSD FIP UNY students based on the factors of implementing character education for each item is presented in table 11 as follows.

Table 11. Percentage of Factors for the Implementation of Character Education

	Questions (Number of Items)	Answers in Percentage	
		Correct	Salah
Percentage of Item Factors Understanding Character Education	17	66,67%	33,33%
	18	93,38%	8,62%
	19	96,55%	3,45%
	20	87,93%	12,07%
	21	87,36%	12,64%
	22	60,92%	39,08%
	23	40,80%	59,08%
	24	96,55%	3,45%

Based on table 11 above, it can be explained that the highest percentage of correct answers is on items number 19 and 24, with a percentage of 96.55%. In comparison, the lowest percentage of correct answers on item number 23 is only 40.80%.

This study aims to determine the various values of character education in SD PPKN for PGSD FIP UNY students. The results showed that the level of understanding of various character education values in PPKN SD in PGSD FIP UNY students was high. In detail, the "low" category is 6.90% (12 students), "enough" is 39.65% (69 students), and "high" is 53.45% (93 students).

Understanding relates to how well students understand the material received related to character education. Prospective PGSD teachers need to understand character education because later, they will provide teaching and direct examples related to character to their students. The understanding measured in this study is related to three factors: the understanding of character education, various types of character education, and the application of character education. Overall, PGSD students in semester four or class of 2019 understand character education at a high level. However, not all factors are high if the existing factors are described. This can be a good reference for lecturers or students to improve further their understanding of the factors that still need improvement.

Character education is one of the most crucial learning subjects, especially at elementary school. At the SD/MI level, the proportion for attitudes (spiritual and social) is more developed than the aspects of knowledge and skills. The learning process of elementary school-age children emphasizes the realm of attitudes reflected in character values, compared to aspects of knowledge and skills (Puji & Wuryandani, 2017). Besides aiming to instill freedom in each individual, character education can also sharpen the vision and mission of life. It must be understood so that students as prospective elementary school teachers can understand the purpose of character education. Aside from that, character education aims to create a just, safe and prosperous national life so that students as the nation's successors have good morals and character. (Putri, 2018). Similar to what is stated by (Pujianingtias et al., 2019), character education aims so that students as the nation's successors have good morals and character to create a just, safe and prosperous national life.

Character education brings character values that PGSD students must understand as prospective elementary school teachers. Character values are divided based on the crucial things in life, depending on the point of view. Values are related to oneself and other people, the environment, the nation, and the state (Purwaningsih, 2018). With establishing a good relationship between humans, there is a good

value in the relationship. The level of understanding of PGSD students related to character education and the understanding factor of various types of character education is high, with an average of 75.55. This achievement is expected to be internalized in students to value character education according to the situation and conditions.

According to psychologists, these character values are love for Allah and His creation (nature and everything in the universe), responsibility, honesty, respect and courtesy, compassion, caring, cooperation, self-confidence, creativity, hard work, and dedication. unyielding, justice and leadership; kind and humble, tolerance, love of peace, and unity (Subagia, 2016). (Sudrajat, 2011) argued that character education emphasizes specific values such as respect, responsibility, honesty, caring, and fairness to help understand, pay attention to, and practice these values in life. Thus, it can be concluded that a high understanding of PGSD students is not just related to character education nevertheless how it is applied day-to-day and taught in elementary schools. According to (Wuryandani & Rahmanto, 2018), the implementation of character education values is meant to develop, strengthen, facilitate positive behavior, and minimize negative behavior.

The expert's statement above is also related to applying character education to the understanding of PGSD students. On the factor of the application of character education, the results obtained are 78.52, which are at a high level. The high understanding of PGSD students is also expected to be applied in everyday life, so it is high in understanding and daily application. The principle of character education emphasizes sustainable implementation (Sahroni, 2017). With sustainable implementation, it is hoped to impact the future positively. Students will understand in terms of knowledge and apply this knowledge in life so that they can use them when problems arise.

The understanding of PGSD students regarding character education is at a high level. Understanding here means grasping knowledge, kinds, and application of character education. The 24 questions tested this. Based on the analysis of research results, each factor has a maximum value of 100.00. This shows that students have a good understanding of the three existing factors. However, there are still some students who have minimum grades. A minimum score of 0.00 is obtained for the article education understanding factor. The lowest score is on the article education application factor. The application of article education is related to student understanding of actual cases of applying articles in everyday life. The application of character education becomes more challenging to understand if students do not apply character education in real life.

Character education is a system that instils character values which include components of knowledge, awareness, or willingness, and actions to implement these values (N, 2005). (Rachmadyanti, 2017) also agreed and stated that Character education is a system of inculcating character values to school members, including components of knowledge, awareness or willingness, and actions to implement these values. We can understand that character education really must be applied in everyday life. Applying it in everyday life makes us better understand how to apply character education.

For the three existing factors, the highest score is found in understanding character education. The definition of character education emphasizes more on the cognitive aspect. Understanding is more about the meaning of character education. However, it cannot be avoided that education is also related to realizing a good character change in students. The existence of lecture materials related to character education is also related to forming students who have good understanding and character skills.

Based on the explanation and presentation of the research results, it can be summarized that the level of understanding of the various values of character education in PPKN SD in PGSD students of the Faculty of Education, Yogyakarta State University batch 2019 is at a high level. The high understanding of students towards character education also impacts the application of character education in everyday life, especially when they become elementary school teachers. Elementary school teachers are figures that students imitate, so they must provide good examples for their students. High understanding of PGSD students related to character education should be improved on factors still lacking and maintained for factors already at a high level.

4. CONCLUSION

Based on the results of data analysis and discussion, it can be concluded that the level of understanding of various character education values in PPKN SD in PGSD students of the Faculty of Education, Yogyakarta State University batch 2019 falls on the "low" category of 6.90% (12 students). Moreover, the category of "enough" comes second-lowest by 39.65% (69 students), and the "high" category was 53.45% (93 students). The average results of the three factors, namely the understanding of character education, various types of character education, and the application of character education, are in the high category. This portrays that the 2019 PGSD FIP UNY students already have a high level of understanding regarding the various values of character education. However, from the research results that have been done, there are also limitations to the study. The research data were obtained by filling out test questions through the google form, which resulted in respondents not being directly supervised when filling it out. Researchers did not know whether the respondents were honest in answering these questions since the research only focused on understanding the value of character education. Therefore, in the future, to develop and follow the progress of an increasingly modern era, higher education institutions, especially character education learning, it is necessary and imperative to apply the knowledge obtained, especially for prospective teacher students. As for other suggestions for future researchers, current researchers recommend that more samples are taken for a more accurate result.

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