Perception of School Heads in the Implementation of Strengthening Humanis-based Character Education

Syarif Abdullah; Erry Utomo; Wirda Hanim

Department of Primary Education, Universitas Negeri Jakarta, Indonesia

Abstract

This study aims to find out the perceptions of school principals related to the implementation of humanist-based PPK in SDN 39 Ternate City. This type of research is qualitative research and the respondents in this study were the principal of SDN 39 Kota Ternate. Data collection techniques using questionnaires and in-depth interviews. While data analysis used data reduction, data presentation, and conclusions. The implementation of the Humanist-based Strengthening Character Education (PPK) has been carried out in SDN 39 Ternate City. From the data obtained, the inculcation of character values in the classroom and student-centered learning has not been implemented properly. Refraction has been carried out at school such as the teacher picks up students, spreads 5S reading short letters in the Koran, chants Asmaul Husna, pats PPK, greetings PPK, and applauds enthusiasm. For cooperation with the community/parents. The community plays its role every time they report to the school when there are students who come home from school and have not yet arrived home and are still hanging around in the alleys and or want to do things that can upset the community. As for parents, the school builds communication with parents and informs about things that need to be improved jointly between parents and teachers. So teachers and parents continue to build intense communication to ensure this humanist-based KDP can run with and benefit from it.

Keywords: *Perception; Character Education; Humanist*

Introduction

Character education is a process that is born through thoughts in a person which is obtained from various sources both internally and externally and is manifested in the form of everyday attitudes and behaviors. Character education aims to: (1) develop the potential of students to become human beings with good hearts, good minds, and good behavior; (2) building a nation with Pancasila characteristics; (3) develop the potential of citizens to have a confident attitude, be proud of their nation and country and love mankind (Aida Azizah, 2016).

Presidential Regulation Number 87 of 2017 strengthening character education (PPK) is an educational movement in schools to strengthen student character through harmonization of the heart

(ethics), namely fostering individual attitudes who have deep spirituality, faith, and devotion to God Almighty, feeling (aesthetics), emphasizes building individual attitudes who have moral integrity, a sense of art and culture, thinking (literacy), efforts to organize individual attitudes to grow to have academic excellence as a result of lifelong learning and learning, and sport (kinesthetic) is to build individuals who are healthy and able to participate actively as citizens (Pramujiono et al., 2020).

The implementation of KDP is carried out through four main pillars, namely, first, learning to know, where students are no longer required to listen to and memorize subject matter provided by the teacher, but strive to construct their knowledge and skills according to their capacity and level of thinking (Daryanto, 2017). Allow students to learn following the way and style of learning and encourage students to be responsible for the learning process they do (Iasha et al., 2020).

Second, learning to do, in (Wikanti Iffah Juliani 2019) states that emphasizes the importance of interacting with the environment and solving problems that arise. Soft skills and hard skills are needed in strengthening this pillar. Because education is an important part of preparing qualified and competent HR (Human Resources) in facing the times by developing all of their potential (Laksana, 2016).

Third, learning to be in learning, the teacher should develop the potential of participants according to their talents and interests so that students can make personal choices. Learning this pillar is focused on creating an honest, disciplined, responsible, and devout personality towards God Almighty (Asrifah et al., 2020). These character values are instilled through various activities at school and are used continuously at all times so that they become the character of students (Daryanto, 2017).

The fourth is learning to live together (learning to live together) the last pillar that will lead students to understand and realize that they are part of their environment (Wikanti Iffah Juliani, 2019). When students realize that they are part of society, they will foster a sense of tolerance and responsibility in carrying out their roles (Setiawan et al., 2021). With the abilities possessed by students, as a result of the learning process, it can be used as provisions to be able to play a role in the environment in which the individual is, and at the same time be able to place themselves according to their role (Acesta et al., 2021).

Humanism in education is an educational process that pays more attention to aspects of human potential as social and religious creatures with the essence of freedom as an entry point for self-actualizing (Azmi Mustakim, 2017). This stage of the praxis process in schools is manifested in various forms of activities that are oriented towards stimulating the potential of each student in a comprehensive manner. Both in the classroom through the teaching and learning process and outside the classroom in the form of extracurricular activities that hone the various talents possessed by each student (Juniarso et al., 2020).

Ki Hadjar Dewantara in (Azmi Mustakim, 2017) states that humanism education is a guide to the souls of students who have a natural human nature. By using the among system and upholding the principles of Ing Ngarsa Sung Tuladha, Ing Madya Mangun Karsa, Tut Wuri Handayani, or exemplary methods can bring students to physical and mental independence (Marudut et al., 2020).

Based on the phenomena that occur in the field from the author's observations, the strengthening of humanist-based character education has been implemented in the city of Ternate, especially in SD Negeri 39. The applications include; (1) class-based, (2) school culture-based, and (3) community / parent-based. But in the implementation process, it seems that it is still not going well.

The application of class-based KDP in the learning process is still teacher-centered. (Ketut Bali Sastrawan, 2020) students play a role as the main actor (student center) who interprets the process of

their own learning experience. There are still things that are often neglected by students, such as: (1) not shaking hands with the teacher when arriving at school, (2) storing trash in the desk drawer, (3) leaving the classroom without asking permission, (4) not being devoted to reading prayers, and (5) not being devoted to performing the Duha prayer regularly. touch. In (Ali Miftakhu Rosyad, 2018) schools must have a school culture development program to implement character values to students which are realized through learning activities. Meanwhile, community / parent-based implementation can be seen in terms of the involvement of parents and the local community in terms of synergizing with schools to improve school quality (Sudrajat et al., 2021). The need for schools to have a collaborative implementation model for strengthening character education between schools and the community, local governments, educational activist institutions, and other learning sources, is under the coordination of schools (Yetri, 2017).

From several phenomena that occur in the process of implementing humanist-based PPK in SDN 39 Ternate city, there are several factors. Some of the factors referred to are as follows; (1) weak teacher supervision of students, (2) weak teacher guidance to students, (3) low understanding of students about character values, (4) low teacher ability to use appropriate learning models, and (5) low assertiveness from the head schools and teachers about school rules (Rachamatika et al., 2021).

This study intends to find out how the principal's perception of strengthening humanist-based character education in SD Negeri 39 Ternate City. (Widodo, 2018) principals can develop character education, including continuous guidance in terms of modeling, teaching, and strengthening good character for all school members (teachers, students, and employees). Meanwhile, perception in this study is a process carried out in response to a problem that is obtained through the senses to be able to produce a picture of what is perceived. Perception is a process that is preceded by a sensing process, which is the process of receiving a stimulus by an individual through sensory organs or also called a sensory process (Zakiyatul Masria, 2018).

Methodology

This research is a qualitative research with a type of case study research (John W. Creswell, 2017) states that qualitative research is methods to explore and understand the meaning of implementing a policy in an institution with the aim of ensuring the targets to be achieved from the policy process. In the context of the problems traced from this study, it is wanted to understand broadly the extent to which humanist-based KDP is implemented in educational units.

The object of this research is SD Negeri 39 Ternate City, North Maluku Province. As for who is the subject in the study is the principal. Sources of data in this study are divided into two, namely primary data sources and secondary data sources. The main data source in the study was data obtained from interviews with school principals. Meanwhile, secondary data is obtained from library materials that are relevant to character education found in various literatures.

Data collection techniques in this study are observation / observation, interviews, and documentation. In order to complement the data obtained through observation and interviews, the study of documentation in this research is in the form of school documents, photos, pictures, and recordings related to various activities such as exemplary, habituation, mentoring, norms, and school regulations in the application of strengthening education. humanist based character.

Data analysis is a method that is carried out during the data collection process in the field as well as after the data is collected. In (Matthew B. Miles and A. Michael Huberman, 2009) the analysis consists of three streams of activity that occur simultaneously, namely as follows: (1) data reduction, is a form of analysis that sharpens, classifies, directs, removes unnecessary, and organize the data in such a way that

the final conclusions can be drawn and verified, (2) data presentation, the researcher displays the summarized data in the form of a brief description, a comprehensive chart related to the implementation of KDP in humanist-based education units, and (3) conclusions, at this stage, the initial conclusions from the data obtained are still temporary, and will change if the researcher finds other data / evidence that is stronger and more supportive during the research process.

Meanwhile, checking the validity of the data was carried out in two ways, namely internal validity and external validity. Internal validity contains three stages,; (a) observational persistence, this process the researcher observes field data in detail and depth. (b) triangulation, in this stage the researcher compares the results of the first observation with subsequent observations, tests the findings using various relevant sources of information, and (c) peer examination, at this stage the researcher discusses the results of the data with other people who are considered to have the ability to research that is being done. So that researchers can get input and suggestions.

At the external validity stage, the researcher reports the results of the research in detail, carefully, and completely as possible about the context and subject matter needed by the reader, so that this can enable the reader to know and understand the findings obtained.

Results

In accordance with the type of data collection techniques used in collecting data, namely questionnaires and interviews. For the questionnaire, there are 26 types of statements related to the implementation of the Humanist-based Character Education Strengthening (PPK) with yes and no answer choices. From the results of the questionnaire the 26 types of statements presented indicate that there are 23 types of statements answered by respondents with yes types of answers and 3 types of statements with no answers. As for the interview, the researcher asked for an opinion on the application of humanist-based PPK in SDN 39 Ternate by asking 10 questions to research respondents (head of school) in order to ask for views of the process of implementing humanist-based KDP in schools. The results of the interview can be seen in the Table 1.

Tabel 1. The results of the interview

No.	Question
1	Explain the mother's opinion why schools need to implement the Humanist-based Character Education Strengthening (KDP)? **Answer:** The strengthening of humanist-based Character Education (PPK) is very important in the learning process so that it is able to produce students who are not only limited to knowing knowledge but are able to act in daily actions. Actions that can give their own meaning to themselves and can provide value to the lives of many people.
2	What do you think about instilling character values for students in the classroom? **Answer:** From my observations, this school has not been carried out perfectly and is currently still in the process stage and all teachers are always trying to instill character values in accordance with the goals of national education.
3	What is the mother's view of the teacher's way of designing challenging learning for students? Please explain ! **Answer:** The factors that influence students to learn depend on how the method is used by a teacher. The method designed by the teacher must be done as well as possible so that it can

	activate students in receiving learning. Then in the learning process students are not only used as loyal listeners but involve them to interact with the teacher about the material being taught in the classroom. Other things such as character education values are also accustomed to in class and the implementation of character education in the classroom is not only determined by the teacher or ordered by the teacher but involves students in making rules about character values which are carried out jointly with students. So it is a kind of commitment between class teachers and students. So I hope all teachers have to do this but it all depends on the teacher's ability to develop this in the classroom. This is not optimal in its implementation in schools but will be improved for the better in the future.
4	One of the values in KDP is religious, what do you think about the implementation of religious values in this school? Please explain ! **Answer:** Activities that improve students' religious attitudes depend on the cooperation of teachers and parents of students. Because the hope is that students must demonstrate the diversity they embrace well. Therefore, at school, it is instilled how to come to school, to give greetings, pray before and after studying, and follow the Duha prayer. The other side of that students are able to respect their friends of other religions or develop an attitude of tolerance towards all students.
5	How do you think about the implementation of the habituation and modeling process in this school? Please explain **Answer:** Everything has been programmed related to habituation activities carried out at school. We have created structured programs related to the familiarization process for all school members to carry out good things. Therefore, the most important models in this habituation activity are teachers and school principals because teachers and school principals are existing models in schools. Other refractions that have been carried out at this school are such as teachers picking up students, spreading 5S (greetings, smiles, greetings, politeness, politeness), reading short letters in the Koran, chanting Asmaul Husna, patting PPK, Greeting PPK, and applauding enthusiasm. . It has been implemented in schools properly involving all school members. In the implementation process, this is carried out at any time through teacher assistance for those who are low-class because they still need full accompaniment. But for the high class, most of them already have awareness because they have been used to it since they were still in the low class.
6	What do you think about the application of humanist values in this school? **Answer:** The teacher always displays positive behavior towards students in acting or verbally speaking with students. So that what is our hope for students to become human beings with good behavior and mutual respect can be manifested in their lives and this has been implemented in this school well.
7	What is the mother's view about student compliance in following the existing rules in school? **Answer:** Every school certainly has rules and in this school it has rules in the form of school rules, classroom rules, and teacher rules or teacher code of ethics so all school members follow all kinds of regulations in the school. The rules that have been written and displayed are continuously socialized, especially to students, because there are still a small number of students who violate these rules. It seems that the teachers or us the school never feel bored to continue campaigning to all students. Thus, for this rule most of all school members have followed it well.
8	What do you think about students' awareness in maintaining cleanliness at school? **Answer:** Cleanliness is an important factor that must be done at school, at home or anywhere. Therefore cleanliness is number one in school, so it is very necessary to instill awareness of students to maintain cleanliness, one of which is to throw garbage in its place so without being told by the students themselves when they see garbage, it is lifted and then placed in the trash. So the

	awareness of students at school in maintaining cleanliness is very good.
9	What do you think about the relationship between teachers and parents in implementing humanist-based KDP in schools? **Answer:** Embedding KDP values based on humanism was originally instilled by parents at home. The school then develops this so that if there are things that are not pleasing to students in the school, the teacher and school principal build communication with parents in order to inform things that need to be improved jointly between parents and teachers. So teachers and parents continue to build intense communication to ensure this humanist-based KDP can run with and benefit from it.
10	What do you think about the relationship between teachers and the community in implementing humanist-based KDP in schools? **Answer:** The relationship with the community has been done by building communication. For example, the community is directly involved in the development of students, such as students when they come home from school and have not returned home, then they still hang around in the alleys and want or do things that are not good. So there the community immediately took action to report to the school so that the school came directly to students and directed them to return to their respective homes.

From the interview data contained in the table above, there are two types of questions that fall into the category of not being done properly in terms of implementing humanist-based KDP in schools. Both types of questions are related to the inculcation of character values for students in the classroom and challenging learning for students in the classroom. Meanwhile, in the other eight types of questions, the respondents said that they had been implemented well in school.

Discussion

The implementation of humanist based PPK at SDN 39 Ternate city is carried out in three ways as stated in (Presidential Regulation Number 87 Article 2 of 2017, Concerning Strengthening Character Education), namely:

1. Class-based Implementation

The implementation of class-based reinforcement is a way that teachers and students do in the classroom related to how the teacher tries to develop student character. Starting from students entering the class to leaving the classroom. In the results found from the perception of the principal that in the field the implementation of this process has not been carried out properly. This means that every teacher is currently still struggling so that this class-based implementation can run perfectly. Class-based KDP prioritizes how students can be embedded in themselves so that they have values that can bridge themselves for long-term interests. To be able to ensure this can be achieved, students must play their role in constructing their knowledge independently. Student independence in building intelligence cannot be separated from the role of the teacher in the classroom how to design learning that is not only teacher-centered but student-centered learning. (Ketut Bali Sastrawan, 2020) students play a role as the main actor (student center) who interprets the process of their own learning experience. Because the essence of humanist-based PPK in the classroom is how students are given the freedom to build their knowledge freely. The other side of this is the need for a curriculum that

continues to strive to be able to produce a generation that has a fighting spirit as a capital for national development in the future.

In the teaching and learning process in the classroom is one of the main mediums that teachers often do in schools in building student intelligence. Teacher innovation in presenting challenging learning for students is a must that continues. One way that can be done is how to provide a kind of stimulus to students so that there is a kind of sense that leads students to know something that is learned independently. (Daryanto, 2017) students are no longer required to listen to and memorize the subject matter provided by the teacher, but try to construct their knowledge and skills according to their capacity and level of thinking. Stimulation in the educational process, especially in schools, should be the main target in this system. Freire in (Azmi Mustakim, 2017) states that education must be able to stimulate humans to think independently in order to create authentic and original ideas. This means that every student needs a stimulus that can provoke their reasoning to work in creating ideas that can be developed independently.

2. Implementation based on School Culture

School culture-based strengthening of character education (PPK) has been implemented at SDN 39 because it is included in one of the school's important programs. So this habituation is the main actor is the principal and teacher. The two subjects consistently provide exemplary ways through their daily habits at school. The refractions that have been carried out at school are such as teachers picking up students, spreading 5S (greetings, smiles, greetings, politeness, politeness), reading short letters in the Koran, chanting Asmaul Husna, pat PPK, PPK greetings, and clapping enthusiasm. It has been implemented in schools properly which involves all school members in the context of developing a school culture that is based on character values. To be able to ensure this can run smoothly, the school also makes school regulations as a guide in implementing humanist-based KDP. So there are general school rules and classroom rules made by teachers based on consensus with students. In (Ali Miftakhu Rosyad, 2018) schools must have a school culture development program to implement character values to students which are realized through learning activities. By exemplifying, reprimanding, notifying, giving sanctions, and giving assignments through comprehensive approaches and methods.

Various types of habituation at school do not only emphasize the daily actions of the principal and teachers. But another thing that is no less important is getting used to how to communicate with fellow school members. The use of unfavorable languages can cause student psychology to be disturbed. Therefore, the use of positive language must be put forward in order to stimulate students to continue to improve themselves. (Acetylena, 2018) states that language is a very important tool in shaping children's character. Positive language or the language of virtue used in the character education process is an appropriate tool in character education. Because positive language will provide good character for humans. The purpose of character education based on school culture is to create an educational environment as a learning environment that can help individuals to find their individuality more and to live their freedom more fully. A school culture with character education in mind helps individuals grow in a healthy and mature manner, psychologically, morally, and spiritually (Kosoema, 2018).

3. Parent / Community based Implementation

From the data obtained in the field, the role of the community and parents in implementing humanist-based KDP in schools has been implemented. This is related to the role of the community,

namely the school and the community always build communication at any time. The community itself plays its role by always reporting to the school when there are students who come home from school and have not yet arrived home and are still hanging in the alleys and or want to do things that can disturb the community. Meanwhile, related to the role of parents, the school teacher and principal always build communication with parents in order to inform things that need to be improved jointly between parents and teachers. So teachers and parents continue to build intense communication to ensure this humanist-based KDP can run with and benefit from it. Things like this need to continue to be developed or converted into a model both with the community and with the parents of students. The need for schools to have a collaborative implementation model for strengthening character education between schools and the community, local governments, educational activist institutions and other learning sources, is under the coordination of schools (Yetri, 2017). Habits and modeling are not only programs in schools but schools also convey things that parents should do at home in terms of developing children's character at home. So that there is a correlation between the school program and the habituation and modeling given by parents to children at home. (Kadek Santya Pratiwi, 2018) the main key to success in building positive character in children is exemplary where parents must be people who have positive characters. These good deeds and deeds are not only a concrete example for children of how positive character is manifested in all our attitudes, words and deeds, but also become an encouragement and at the same time to facilitate our children in the process of their growth and development.

Conclusion

In the implementation of the Humanist-based Strengthening Character Education (PPK), it can be done in schools through class-based, school-culture-based, and community / parent-based students. In class-based implementation is a learning activity that is designed based on the level of needs that the teacher wants to achieve in the classroom. It can be started by arranging the planning process properly in reading the level of student learning needs in class. It should be noted that learning that is challenging or student-centered learning is the main goal of humanist-based KDP. Therefore, teachers need to have a special model in stimulating student independence in learning. Opening the communication space persuasively is the first step to provide comfort to students so that it serves as a door for students to release their doubts about being open to the teacher.

School culture is how to create a school ecosystem that is based on the development of character values for students. This is done through a process of habituation and modeling carried out by all school members. So that this can swell into a separate force in building schools into schools with character. So this habituation is the main actor is the principal and teacher. The two subjects consistently provide exemplary ways through their daily habits at school. The refractions that have been carried out at school are such as teachers picking up students, spreading 5S (greetings, smiles, greetings, politeness, politeness), reading short letters in the Koran, chanting Asmaul Husna, pat PPK, PPK greetings, and clapping enthusiasm. It has been implemented in schools properly which involves all school members in the context of developing a school culture that is based on character values.

Meanwhile, parents play their role by always reporting to the school when students come home from school and have not yet arrived home and are still hanging around in the alleys and / or want to do things that can upset the community. Meanwhile, related to the role of parents, the school teacher and principal always build communication with parents in order to inform things that need to be improved jointly between parents and teachers. So teachers and parents continue to build intense communication to ensure this humanist-based KDP can run with and benefit from it.

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