

DESCRIPTIVE STUDY: IMPLEMENTATION OF CHARACTER EDUCATION IN THE DORMITORY OF THE INDONESIAN SCHOOL OF DAVAO, PHILIPPINES

Yunia Tiara Riski¹, Muhammad Nur Huda², Marylien Joy Cabulusan Coralde³, Sri Joeda Andajani⁴

¹Indonesian School of Davao, Philippines

²University of the Immaculate Conception, Philippines

³Indonesian School of Davao, Philippines

⁴Technology in Education Program Study, Surabaya State University, Indonesia

Koresponden: yuniatiarariski@gmail.com

Kata Kunci:

**Character Education
Students in Dormitory
Indonesian School
Overseas**

ABSTRACT

This study aims to determine the types of character education that are applied or implemented to students who live in the Davao Indonesia School (SID) dormitory. The objectives to be achieved include this research is expected to describe the application of character education in the form of religious attitudes, discipline, national spirit, care for the environment, and responsibility in the SID dormitory and can describe the achievements of character education in the dormitory and its obstacles. This research was carried out for three months starting with asking permission, data collection, analysis, reporting. Data was collected by means of structured interview sheets and documentation studies. The results showed that character education in the SID dormitory had been implemented. The implementation of religious attitudes is carried out through routine worship activities, reading scriptures, religious activities, and appeals for good dress. Discipline is carried out by applying the given rules and dividing individual and group tasks. The attitude of the national spirit is reflected in the obligation to use the Indonesian language, play Indonesian songs, and watch Indonesian films together. The attitude of caring for the environment is instilled through mutual cooperation activities, cleaning pickets, joint activities in supporting environmental cleanliness and reminding each other about cleanliness. The attitude of responsibility is implemented from the willingness to be led, regulated, and directed, to take every advice seriously and to maintain and maintain the objects owned and to carry out the results of the agreements that have been made. Overall, the results of character education in the SID dormitory have a significant impact on the character of students who previously lived and grew up in their hometowns who are not familiar with Indonesian culture at all today. The obstacles to planting character education in SID dormitories are family background and the influence of strong home environment conditions that do not support Indonesian character education and the different characteristics of students.

ABSTRAK

Penelitian ini bertujuan untuk mengetahui jenis-jenis bentuk pendidikan karakter yang diterapkan atau diimplementasikan kepada peserta didik yang tinggal di asrama Sekolah Indonesia Davao (SID). Adapun tujuan yang ingin dicapai di antaranya adalah penelitian ini diharapkan dapat menguraikan penerapan pendidikan karakter berupa sikap religius, disiplin, semangat kebangsaan, peduli lingkungan, serta tanggung jawab di asrama SID serta dapat mendeskripsikan capaian pendidikan karakter di asrama dan hambatan. Penelitian ini dilaksanakan selama tiga bulan dimulai dengan perizinan, pengumpulan data, analisis sampai dengan pembuatan laporan. Pengumpulan data dilakukan dengan instrumen lembar wawancara terstruktur dan studi dokumentasi. Hasil penelitian menunjukkan bahwa pendidikan karakter di asrama SID telah diterapkan. Implementasi sikap religius dilakukan melalui kegiatan ibadah rutin, aktivitas membaca kitab suci, kegiatan keagamaan, serta himbauan cara berpakaian yang baik. Sikap disiplin dilaksanakan dengan penerapan peraturan-peraturan yang diberikan dan pembagian tugas individu dan kelompok. Sikap semangat kebangsaan tercermin dalam kewajiban penggunaan Bahasa Indonesia, pemutaran lagu Indonesia, serta menonton film Indonesia bersama. Sikap peduli lingkungan ditanamkan melalui kegiatan gotong royong, piket kebersihan, kegiatan bersama dalam hal mendukung kebersihan lingkungan serta aktivitas saling mengingatkan tentang kebersihan. Sikap tanggung jawab terimplementasi dari kesediaan untuk dipimpin, diatur, dan diarahkan, melakukan setiap nasehat dengan sungguh-sungguh dan menjaga dan memelihara benda yang dimiliki serta melaksanakan hasil kesepakatan yang telah dibuat. Secara keseluruhan hasil dari pendidikan karakter di asrama SID memberikan dampak yang signifikan terhadap karakter peserta didik dari yang sebelumnya tinggal dan besar di kampung halaman yang belum kenal sama sekali budaya Indonesia dengan yang sekarang. Hambatan penanaman pendidikan karakter di asrama SID adalah family background dan pengaruh kondisi lingkungan asal yang kuat yang kurang mendukung pendidikan karakter ke-Indonesiaan serta karakteristik peserta didik yang berbeda-beda.

Email penulis:

yuniatarariski@gmail.com
mhuda_1800791@uic.edu.ph
marylien43@gmail.com
sri.joeda@gmail.com

INTRODUCTION

The development of character is one of the main strategic plans of our nation, therefore it needs systematic and comprehensive steps to support this from the educational sector (Suhaedah et al., 2020). Further more, article 31 UUD 1945 mandated that education is a right for every citizen and basic education is the realm of compulsory study that must be attended by every Indonesian citizen and the government is obliged to finance the implementation of the said activities. The purpose of education is to prepare students to become members of community that has academic ability, as well as applying and developing science, technology and art. Hence, education must provide positive impact on life society and national culture (Sulistiana & Muqodas, 2015). Sumaatmadja in

Burhanuddin (2015) reveals that without education, it is impossible for humans to have a good character, who cares about the interests of others.

As we know, Indonesian people are scattered in various countries, including the Philippines which is one of the closest neighboring countries that directly borders to Indonesia. The Indonesian school-age children in the Philippines specifically in Mindanao has been given education facility which is the establishment of the Indonesian School of Davao in Davao City, Philippines. The Indonesian School of Davao is one of the thirteen Indonesian school located overseas or also known as Indonesian Embassy School since the location are almost near to Indonesian representative's office. The Indonesian School of Davao is located inside the compound of the Consulate General of the Republic of Indonesia Davao City.

The Constitution of the Republic of Indonesia number 20 year 2003 about the National Education System (UU Sisdiknas) formulated the functions and objectives of the national education which are the guidelines being used in the efforts to implement the education system in Indonesia. In the article 3, it stipulated, "national education aims to develop learners' potential to become human beings who believe and fear God, have noble character, healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens". In relation to the said article, the school which is the forefront of the implementation of education has the essential role in molding learners' character. The Indonesian School of Davao has its own uniqueness which is the only Indonesian School Overseas that has dormitories for its learners. These are intended for the learners leaving outside the city.

Born and raise in the Philippines and coming from different parts of the Southern Mindanao makes the learners having different cultures from one another. Therefore, life in the dormitory makes them adjust to a new atmosphere. Some of the problems that occur in the education sector in general include the widespread circulation of illegal drugs, fights between students, and juvenile delinquency and other impacts due to the rapid development of science and technology which is used negatively by the learners (Febriansa, 2019). This is the concern of the education stakeholders so it is hoped that the education in the dormitory can overcome negative behaviors. Learners must live independently in the dormitory, mingle with friends who come from various areas, which makes learners have a lot of experience, aside from that a sustainable and conducive dormitory education strongly supports the implementation of an education with character and moral. (Heryadi et al., 2019). The daily living in the dormitory might makes students possessing a good emotional control since the learners live side by side with each other, using the same dormitory facilities such as bathrooms, dining room and bedroom. The application of character education has a big role because the learners are not only live for a short time but may last for months, even years.

The Ministry of National Education has launched the implementation of character education for all levels education from elementary school to the university level. The values of character education are religious, honest, tolerance, discipline, hard work, creative, independent, democratic, curiosity, national spirit, love for the country, respect for achievement, friendly/communicative, peace-loving, fond of reading, environmental

awareness, social concern, and responsible (Baginda, 2012). According to Muhammad Nuh (Narwani, 2011) character building needs to be done from an early age, so that the good characters which have been built since early age will be strongly rooted. Furthermore, it is hoped that character education can build the nation's personality.

FIP-UPI Development Team (2007) described the process of forming character education as follows: (1) it is built through education, experience, life trials, sacrifices and environmental influences, as well as internalized values so that it becomes intrinsic value which underlies attitudes and behavior; (2) these attitudes and behavior are done repeatedly so that they become habits; and (3) these habits are being kept and maintained, hence it will become a character. Therefore, by having a good character education guideline, certainly the development implementation to the learners can be carried out more directed. Aside from that, the application of appropriate rewards and sanctions are considered to be encouraging the application of discipline. Character development in the form of love, trust, togetherness, and generosity and being good at gratitude cannot be taught through lectures and speeches only, but through habits and examples from more mature people (Burhanuddin, 2015).

The research on the implementation of education in dormitories cannot only be seen from the outside or from one source only, so there is a need for in-depth observation and study. Thus, the right type of research to be used to examine the implementation of character education in the dormitories is appropriate to be conducted by using the descriptive qualitative research method. It will look deep by presenting data in the form of interviews with the stakeholders of the dormitories as well as the observation of the daily lives of the students and related parties which are supported by the documentation to complete results of the research.

Furthermore, learners living in the Indonesian School of Davao dormitories consist of multi religion and definitely there are so much differences in the application of religious activities. In addition, considering that all learners are born and raised in the Philippines, definitely there are steps made by the stakeholders to maintain the spirit of nationalism. By living 24 hours in the dormitories, learners' environmental awareness becomes one of the important things because it relates to health, security, and comfort. The attitude of discipline and responsibility enable the learners to adjust and obey every given rule so that the implementation of character education in the dormitories can be carried out properly. Therefore, out of 18 indicators of character education which are launched by the Ministry of Education and Culture, this study will deeply examine five of them. They are religious attitudes, discipline, national spirit, environmental awareness, and responsibility.

The research on the implementation of character education was the first ever research conducted in the dormitories of the Indonesian School of Davao, since the research that had been conducted at the Indonesian School of Davao generally were classroom action research and case study research on language skills.

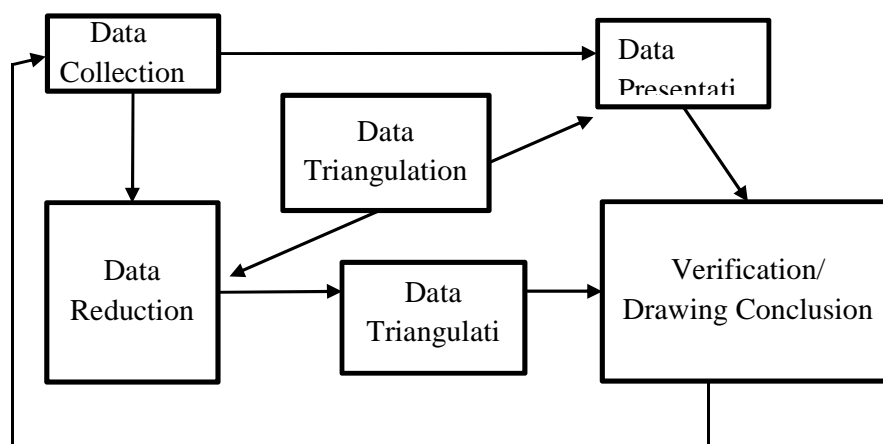
The result of this study might be used as information for the development of the application of character education in dormitories. In addition, the dormitories of the Indonesian School of Davao is the only dormitory owned by the Indonesian Schools overseas as of 2021. The researcher thought that the qualitative descriptive method would be able to assist in examining more deeply the implementation and hindrances experienced

by stakeholders of the Indonesian School of Davao in relation to the implementation of learners' character education.

RESEARCH METHOD

This study used descriptive qualitative method that is research uses qualitative data analysis research method that produces data in the form of interviews, interview transcripts, observation notes, written documents and notes that are not recorded during data collection (Martono, 2015). The results of this study were descriptively presented to provide an overview of the obtained research results. In accordance with the problems raised in the study which was the implementation of character education in the Indonesian School of Davao, Philippines dormitories, the researchers used a qualitative approach by describing the obtained data as a result of a study. By using this method, the researchers would get a complete data and can be described clearly so that the results of this study are truly in accordance with the real conditions in the field.

This research was done in the Indonesian School of Davao dormitories, which is located in the Indonesian Consulate compound, with the Ecoland Phase IV, Ecoland Drive, Matina, 8000 Davao City, Philippines. The subject of this research were the learners and dorm coordinators who are living in the Indonesian School of Davao dormitories. The subject learners were chosen with the criteria of living in the dormitory for at least 2 years taking to consideration the gender and religious representation. In this study, the number of students was 4 learners. The research subjects who are dormitory coordinators consist of 2 persons for male students and female students. In the data collection, the researchers collected the data source in the form of primary and secondary data. The analysis was carried out at the time of data collection, and after the completion of a certain period of data collection. After conducting the interview, the writer analyzed the answers of the interviewees. If the answers of the interviewees who have been interviewed are not satisfactory, the writer will re-interview the interviewees to obtain credible data. Activities in data analysis are data reduction, data presentation, and conclusions/verification (Umrati & Wijaya, 2020).



Picture 1. Modification from Descriptive Qualitative Data Analysis (Umrati & Wijaya, 2020)

RESULTS AND DISCUSSION

1. Plans for character education implementation in the dormitories

The plan for character development in the dormitories was not formally and administratively written down in detail like lesson plan. However, character building is a mandatory thing to do in an effort to form self-discipline and educate Indonesian traits or character, inculcating different decency values between the habits of the Indonesian people and the habits in the students' areas of origin to form a mature personality. There are officers in the dormitory composed of president, secretary, sergeant at arms, beautification, discipline, and treasurer. Some characters that are being applied are independent, discipline, environmental awareness, responsibility, and religious attitudes. Usman adopted by Elva in Saekhu and Prihatono (2020) states that management is the planning, implementation, and supervision of organizational resources to achieve goals effectively and efficiently". This requires teachers and schools to be able to design an instrument for controlling the right character habituation model so that the goals of character formation and cultivation for students can be achieved optimally. Hence, the implementation of character education should be planned and managed well.

2. Character education implementation

a. Religious Attitudes

1) Routine Worship

The implementation of character education on religious attitudes in the Indonesian School of Davao dormitories in terms of routine worship applied according to their respective religions. For those who are Muslims, they perform congregational prayers, reciting Qur'an after Maghrib, a brief religious preaching after Fajr, reading surah Yaasin every Thursday night, and celebrating Islamic holidays. The implementation of religious attitudes for Christian and Catholic students are morning and evening devotion. In addition, in Friday noon while the Muslim students attending the Friday prayer, the Christian and Catholic students also have their religious gathering.

2) Reading scriptures or other readings related to the cultivation of religious attitudes.

Activities other than routine worship include reading the Bible reading and sharing sessions on their knowledge. Also, discussion asking for others about the readings or the message. The routine activities of Muslim students in addition to the routine worship are reading spiritual books in the mosque library, reading Yaasin's letter together every Thursday, reading Asmaul Husna after Duha prayer on Friday morning, and the reading of one hadith in front of the congregation every after-midday prayer.

3) Other routine aside from worship and scripture reading.

In the Indonesian School of Davao dormitories religious character is being inculcated through religious events. Christian and Catholic students celebrate their religious holidays such as Christmas, Easter Sunday, resurrection of Christ, and others. Activities affiliated with spirituality also initiated by the school's Student Body Organization by having activities for Christian or Catholic and also Islam holidays.

4) Dress code

The result of the documentation study from the posters posted on the wall of the dormitories gave the dress regulations which is not allowed to wear sandal, skinny pants, above the knee short pants or skirt, loose collar, tattered pants, tops showing shoulder, and tight clothes. For female students who are Muslim, in addition to dressing modestly, they are also required to wear hijab.

It is in line with the study of Ningsih (2015) that the role of the learners in the implementation of character education in the religious character values aspect include: (1) reading the Holy Book; (2) wearing clothes observed by the religion; (3) join the routine fellowship; and (4) observe the values of the scriptures. In addition, The role of schools, families, and communities in strengthening character education can be focused on religious, nationalist, mutual cooperation, independent, and integrity characters and implementing character education (Saekhu & Prihatono, 2020).

b. Discipline

1) Obeying the rules given

Discipline character is very essential to be taught to the students. The students' daily activities in the Indonesian School of Davao dormitories start from getting up at 04.00. After that, the students follow the activities according to the schedule. All activities have been arranged and every student must comply.

2) There are individual and group tasks

There is a division of tasks individually and in groups at the Indonesian School of Davao dormitories. Individual tasks include the caring of personal belongings, washing every Saturday and Sunday, and tidying bed and closet. Group tasks are cleaning the dorms which has been divided into groups and different parts of the dorms. Another group tasks are to clean the dorm and school area every Saturday.

The roles of the students in the implementation of the discipline aspect according to Ningsih (2015) are: (1) Obey the school rules and regulation; (2) make or submit tasks on time; and (3) discipline in paying school fees. It also supports the finding of Azizi et al. (2022) that in order to implement discipline character, applying it in learning activities is conducted quite well.

c. Nationality spirit

1) Activities that reflect a sense of nationalism

The national spirit of the students in the Indonesian School of Davao dormitories fostered by the compulsion in using the Indonesian language, playing of Indonesian songs, Indonesian movies and implement "gotong royong" or working together as one of the characteristics of Indonesian nation.

2) Regulations in dress code which characterize the nation's culture

There is a dress code regulation in the Indonesian School of Davao dormitories which characterize the nation's culture that is written in the school and dormitories rules and regulations.

3) Getting to know Indonesian culture

Introducing the Indonesian culture to the students in the Indonesian School of Davao dormitories by providing Indonesian films so that the students can learn the language and culture. Aside from that, through their old co-students, they become the tutors to the new students. There is a dos and don'ts system which explains the things that are allowed and not allowed to do.

According to the Ministry of National Education Central Curriculum, spirit of nationality is defined as semangat kebangsaan didefinisikan sebagai a way of thinking, acting, and an insight that places the interest of the nation and state above own interest and one's group.

d. Environmental awareness

- 1) Distribution of the cleaning picket schedule in the surroundings of dormitories
The attitude of caring for the environment is realized by maintaining cleanliness. The distribution of the cleaning schedule is made based on the day and place or location that needs to be cleaned, the age group that clean. Younger students do the light things, while the older ones the things that are considered a little heavy. The division of the cleaning picket schedule is divided heterogeneously to support environmental cleanliness.
- 2) Joint activities in supporting environmental cleanliness
The "gotong royong" or working together activity every Saturday and Sunday is a joint program in the dormitories. Girls work together cleaning their dormitory every Sunday. While boys on Saturday. In addition to these activities, the students also clean the surroundings of the school every afternoon, where each group does their own cleaning task.
- 3) Reminding each other about the cleanliness by the dormers
Buddy system atau Sister System is being instigated by dividing the dormers into groups and each group has a leader. The leader is in charge of checking every task, reminding, and reporting any violations to the Dorm Coordinator.

It supports the statement of Ningsih (2015) that the implementation of character education in school includes: (1) there is a picket schedule for each student every day; (2) follow the clean Friday activities regularly; (3) reminding each other about environmental awareness, such as throwing garbage in the places provided. More so, this is in accordance with the view of Huda (2021) which states that several positive joint activities that can shape children's character include: cleaning together, going to places of worship together, learning assistance, giving rewards, and also watching educational films together. More so, According to Chrisiana (Suhaedah, 2020) Caring includes attention to other people as well as environmental conditions.

e. Responsible attitude

- 1) Willingness to be led, ruled, and directed
The dormitory residents, both male and female, can be led, ruled, and directed. The students' willingness to be led, ruled, and directed is better than before.
- 2) Take advice seriously

Most of the students already are taking serious in carrying out the given advice. If someone is forced or does not immediately accept the advice, over time the said student will definitely able to accept and carry out the said advice.

- 3) Protect and keep personal belongings
Students are required to protect and keep personal belongings. The form of responsibility for personal belongings is done by naming their things.
- 4) Carry out the results of the agreement that has been made
Students are responsible for the results of the agreement, both written and unwritten, yet still needs to be reminded of.
It supported the research of Suhaedah et al. (2020) that responsibility can be conducted through doing something with the best effort.

3. Assessment of character education applied to the dormers
The character education applied is quite good, the characters that have been formed during their stay in the dormitory are carried over to their home when the students return during semester break. In addition, Saekhuna and Prihatono (2020) in their research mention that the time of habituation or character planting can be done with a daily and weekly time pattern. As a supporter, students are given a control book filled out by teachers, parents, and the community if the activities are positive regarding the character carried out by students.
4. Development of religious character, discipline, national spirit, environmental awareness, and responsible character
The development of character education at the Indonesian School of Davao dormitories in the new school year needs to be carried out more firmly than before, especially for the new students who have just arrived from the region and must adapt quickly to the regulations that are being applied. Students needs more example from everyone around them, it is in line with the statement of Huda (2021) that teaching by example is the most effective teaching. Aside from that, it is related with the statement of Huda and Riski (2022) that the development of a science and technology must also be carried out by taking into account and considering the moral, spiritual, spiritual, and religious aspects.
5. The precise form of appreciation if someone achieve the desired character
The precise reward for the students in dormitories is to provide students their personal necessities while living in the dormitories such as toiletries, soap, necessities in the dormitories. Giving rewards when students achieve something can be built their character (Huda, 2021).
6. The outcome of character education in the dormitories
There is a significant impact on the learners' character from those who previously lived and grew up in their hometowns who have not known Indonesian culture at all to now living in an environment where habituation and education are being carried out in the dormitories. It is in line with the statement of Saekhu and Prihatono (2020) that the involvement of families and communities in character building plays an important role in the success of children to gain experiences that are oriented towards the formation of attitudes and actions so that they become valuable provisions in the future.
7. Barriers in planting character education in the dormitories

The barriers in planting character education in the Indonesian School of Davao dormitories are family background, the strong influence of home environment, and the different characteristics of the learners. It supports the finding of Saekhu and Prihatono (2020) that strengthening character education is a necessity, its implementation is a shared responsibility between schools, communities, and families or parents as well as the government. More so, Huda & Riski (2022) stated that student involvement in learning management is an important component so that students must be given continuous motivation, fostered a winning attitude, and are free to learn according to their style. Therefore, it is necessary to sit together to create the best solution related to the nation's character in facing future challenges and competencies.

CONCLUSION

Character Education has been implemented in the Indonesian School of Davao dormitories by forming a self-discipline, educating Indonesian traits or characters, instilling the values of politeness. The characters that are being implemented in the dormitories of the Indonesian School of Davao are religious attitudes, discipline, national spirit, care for the environment and being responsible. The implementation of religious attitudes is accomplished through routine worship activities, reading Holy books, religious activities such as religious holiday's celebration, praying Duha, reading hadith and the word of God as well as proper dressing through religion views.

The implementation of discipline in character education is carried out by the implementation of the given rules and regulations and the distribution of individual and group tasks that must be done with full discipline by the learners living in the dormitories of the Indonesian School of Davao. The attitude of the national spirit is reflected in the obligation to use Indonesian language, playing of Indonesian songs, Indonesian films and the application of "gotong royong" or working together as one of the characteristics of the Indonesian nation in the dormitories of the Indonesian School of Davao. The attitude of environmental concern of dormitory students is instilled through "gotong royong" or working together activities, cleaning pickets in the surroundings of the dormitories, joint activities in supporting environmental cleanliness and reminding each other about the cleanliness of each other by the dormers. Being responsible in character education is being implemented by willingness to be led, ruled, and directed, take every advice seriously and keep the things they have and carry out the results of the agreements that have been made.

The character education that has been implemented in the dormitories of the Indonesian School of Davao is good enough. The characters that have been formed during the stay in the dormitories are carried over to their homes whenever the students return home during semester break. However, it needs to continue to be developed so that it is better than before, especially for new students who have just arrived from the region and must adapt quickly to the regulations that are applied. The right reward for students in dormitories is to provide students with personal necessities while living in the dormitories such as toiletries, soap, necessities in the dormitories. Overall, the results of character education in the dormitories of the Indonesian School of Davao have a significant impact on the character of the learners who previously lived and grew up in their hometowns and have not known

Indonesian culture at all, and now live in an environment of habituation and education in dormitories.

The barriers in planting character education in the dormitories of the Indonesian School of Davao are family background, the strong influence of home environment, and dan the different characteristics of the learners.

The formal and administrative planning of the character development in the dormitories is to be written in detail. The rules to be explained further to make it easier for the learners who do not understand well. The character education that has been made can be further tightened. Moreover, if a learner can achieve the desired character, a reward should be given.

REFERENCES

- Azizi, J. F., Damanhuri, & Yuliana, R. (2022). Pengimplementasian Karakter Disiplin dalam Pembelajaran Abad 21 di Sekolah Dasar. *Metodik Didaktik*, 17(2), 101-110
- Baginda, M. 2016. Nilai-Nilai Pendidikan Berbasis Karakter pada Pendidikan Dasar dan Menengah. *Jurnal IAIN Manado, Vol 10, No 2 (2016)*
- Burhanuddin, T. R. (2015). Pendidikan Karakter Dalam Perspektif Pendidikan Agama (Sebuah Refleksi). *Metodik Didaktik*, 10(1), 78-86
- Chairiyah. 2014. Pendidikan Karakter dalam Dunia Pendidikan. *Literasi, Volume 4 No. 1, Juni 2014 Halaman 42–51*
- Fahham, A. M. 2013. Pendidikan Karakter di Pesantren. *Jurnal DPR, Vol 4, No 1 (2013)*
- Fajrin, Pratiwi. 2013. Studi Deskriptif Pemahaman Kedisiplinan dalam Mentaati Tata Tertib pada Siswa Kelas VII di SMP Negeri 1 Mandiraja Tahun Ajaran 2012/2013. *Jurusan BK Unnes*
- Febriansa. 2019. Pembinaan Peserta Didik Sekolah Berasrama di SMP Islam Athirah II Makassar. *Jurnal UNM*
- Huda, M. N. (2021). Pentingnya Program Parenting Tentang Pendidikan Anak Kepada Para Orang Tua Siswa Sebagai Wujud Pendidikan. *Jurnal Pendidikan, Sosial dan Humaniora*, 1(1), 23-29
- Huda, M. N., & Riski, Y. T. (2022). Menghindari Berita Hoaks dengan Cara Berpikir Filsafat. *Maharsi: Jurnal Pendidikan Sejarah dan Sosiologi*, 4(1), 1-7. <https://doi.org/10.33503/maharsi.v4i2.1967>
- Huda, M. N., & Riski, Y. T. (2021). Peningkatan Aktivitas Belajar Matematika pada Siswa Sekolah Dasar melalui Model Pembelajaran Kuantum. *Renjana Pendidikan: Prosiding Seminar Nasional Pendidikan Dasar*, 2(1), 36-49. Retrieved from <http://proceedings.upi.edu/index.php/semnaspgsdpwk/article/view/1579>
- Koesoma, A. D. 2007. *Pendidikan Karakter*. Jakarta: Grasindo.
- Maemonah. 2015. Implementasi Pendidikan Karakter di Madrasah/ Sekolah. Al-Bidayah: *Jurnal Pendidikan Dasar Islam UIN Sunan Kalijaga, Volume 7 Nomor 1 pp. 41-50, Juni 2015.*
- Mardanita. 2018. Implementasi Pendidikan Karakter Berbasis Pesantren di MA Pondok Pesantren Al-Hasanah Kabupaten Bengkulu Tengah. *Jurnal al-Bahtsu IAIN Bengkulu: Vol. 3, No. 1, Juni*

- Martono, N. 2015. *Metode Penelitian Sosial, Konsep dan Kunci*. Raja Grafindo Persada Jakarta:
- Ningsih, T. 2015. *Implementasi Pendidikan Karakter*. Purwokerto: STAIN Press
- Purnadi, F. S. 2015. Pendidikan Karakter dalam Sekolah Berasrama (*Boarding School*) di SMA Pangudi Luhur Van Lith Muntilan, Kabupaten Magelang. Program Studi Kebijakan Pendidikan Jurusan Filsafat dan Sosiologi Pendidikan Fakultas Ilmu Pendidikan Universitas Negeri Yogyakarta
- Rahma, Febta Khoriatul. 2018. Implementasi Pendidikan Karakter pada Santri di Pondok Pesantren Darul A'mal Mulyojati 16B Metro Barat. Jurusan Pendidikan Agama Islam (PAI) Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri (IAIN) Metro
- Saekhu, H. M. & Prihantono, Y. (2020). Buku Kendali sebagai Media Implementasi Pengamalan Nilai-Nilai Pancasila dan Konstitusi Sekolah dalam Upaya Memperkuat Pendidikan Karakter. *Metodik Didaktik*, 15(2), 1-12
- Singh, A.K. 2004. *Tests, Measurements and Research Methods in Behavioral Sciences*. Patna: Bharati Bhawan.
- Suhaedah, Ruskandi, K., Mulyani, S., Wahyudin, D., & Caturiasari, J. (2020). Pengembangan Karakter Siswa dalam Pembelajaran IPS di SD Tema Proklamasi Kemerdekaan dengan Menggunakan Pendekatan Penanaman Nilai. *Metodik Didaktik*, 15(1), 49-57.
- Sukadari. 2018. *Implementasi Pendidikan Karakter Melalui Budaya Sekolah*. Yogyakarta: Kanwa Publisher
- Sulistiana, D. & Muqodas, I. (2015). Upaya Bimbingan bagi Siswa Underachiever. *Metodik Didaktik*, 10(1), 1-15
- Tu'u, T. 2004. *Peran Disiplin pada Perilaku dan Prestasi Siswa*. Jakarta: Grasindo.
- Zuchdi, et al. 2011. *Model pendidikan Karakter Terintegrasi, dalam Pembelajaran dan Pengembangan Kultur Sekolah*. Yogyakarta: UNY Press.