



Strengthening Character in the Pancasila Learner Profile Through Habituation Methods in Elementary School

Haniffatun Nisa¹, Ratnasari Diah Utami^{2*}

^{1,2}Teacher Faculty and Science Education, Muhammadiyah Surakarta (UMS) University, Surakarta, Indonesia

Correspondence: E-mail: rdu150@ums.ac.id

ABSTRACT

Habituation activities at school can shape the character of devotion to God Almighty and noble character. The problems of bad student attitudes, such as the tendency of students to cheat, disrespect teachers, and et cetra are still often in schools today. The study purpose to describe the strengthening of the character of faith and devotion to God Almighty and noble character through the habituation method in SDIT Muhammadiyah Al-Kautsar Kartasura students. This research uses qualitative methodology. The data sources in this study were principals, teachers, and students at SDIT Muhammadiyah Al-Kautsar Kartasura. Data collection techniques used in this study include observation, interviews, and documentation. The data validity test uses source and technique triangulation and crosscheck. The data obtained were then analyzed through data reduction, data display, and conclusion drawing. The results showed that the program carried out by the school to strengthen the character of faith, fear of God Almighty and noble character by implementing a habituation program in each key element. Religious morals are realized in the habituation of morning prayer, congregational prayer, morning and evening dhikr. Personal morals are realized through the 5S culture, rules, and role models. Manners to humans are realized in the habituation of greeting, and social activities. Manners towards nature are carried out by practicing clean Fridays, caring for plants, and throwing garbage in its place. For the morals of the state, it is realized in the habituation of ceremonies every Monday and holidays and the existence of traditional dance extracurriculars.

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ARTICLE INFO

Article History:

Submitted/Received 21 Sep 2023

First Revised 11 Oct 2023

Accepted 26 Des 2023

First Available online 03 Jan 2024

Publication Date 03 Jan 2024

Keyword:

Character,
Elementary School,
Pancasila Learner Profile,
Habituation.

1. INTRODUCTION

One of the things that can be done to prepare the next generation of the nation to face the changes that will occur is to provide quality education (Shinta & Ain, 2021). Education is a process that creates, develops, and directs (Fadilah et al., 2021). Education is a planned effort to create a pleasant learning and learning atmosphere so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves and society (Pristiwanti et al., 2022). According to Ki Hajar Dewantara, education should be approached from four different perspectives: physical, intellectual, spiritual and social and the role of the teacher is as a facilitator and motivator (Febriyanti, 2021). From the definition, we can conclude that education is the process of nurturing the different types of potential that exist within each individual to help them develop in a way that benefits themselves and their environment.

The purpose of character education is to ensure that the values and traditions of a nation are passed on to future generations. Because education is not just about making students smart, but also helping them develop the character that will make them successful in life, character education has become mandatory (Wibowo, 2016). "Character is the result of internalizing various virtues that are consciously or unconsciously used as the basis for one's thinking, feeling, and acting" (Mughtar & Suryani, 2019). Human characteristics, , "use their full potential of mental, emotional, and behavioral to contribute to the overall well-being of society." On the other side, Mulyasa (2022) asserts in his book that "Character focuses on a broad spectrum of traits, including courage, motivation, and competence, as well as the desire to do the right thing." From the discussion, it is clear that a person's character is tied to the values they embrace and then practiced in relation to social responsibility.

Primary school age is a crucial period for child development. In the age, children are likened to "white sheets of paper" which means they store all the information they get in their memory until it is suitable for use (Mahendra, 2019). According to Sukatin & Al-Faruq, (2021), character education is defined as teaching students to value and develop their own personality. Character education can be implemented in two ways, namely through formal education plans (or modified activities) and informal education programs (or socialization exercises) (Sinta et al., 2022). The implementation of character education in the classroom is proven to increase students' empathy and compassion, which ultimately benefits society as a whole (Saleh, 2021).

The current problems of Indonesian education are not only the lack of knowledge, but also the failure of education in fostering the development of students' personalities (Faturrahman et al., 2022). It will be an impact on the emergence of a character crisis caused by the disintegration of the next generation in society as a whole, and may even become a cultural norm (Putri, 2022). The Ministry of Education has taken several new steps to overcome these problems, one of which is designing the Pancasila Learner Profile.

Students in primary schools represent the generation eventually contribute to the overall development of the nation. Therefore, schools play an important role in ensuring students develop positively as individuals (Habibullah, 2023). Details three factors that influence individual development: birth circumstances, personal characteristics, and the surrounding environment (Syaifuddin & Fahyuni, 2019). Since a student's home, school and community have a hand in shaping their values, they should work together to ensure that each student acts accordingly.

Indonesia has gone through various phases of education reform, one of which is curriculum expansion (Kahfi, 2022). The purpose of curriculum development is to increase the possibility of educational success. The independent curriculum reform is one example of how policies in

education have been updated and improved in recent years (Indriani et al., 2023). The new curriculum by the government emphasizes student independence and the value of self-learning (Silvia & Tirtoni, 2023). The independent-based curriculum focuses on helping students develop the traits emphasized in the Pancasila learner profile (Kiska et al., 2023) so they can use these traits in daily life.

The Pancasila Learner Profile is an effort to improve the curriculum designed by the Ministry of Education and Culture by issuing Decree of the Minister of Education, Culture, Research and Technology of the Republic of Indonesia Number 56/M/2022 concerning Guidelines for Curriculum Implementation in the Framework of Learning Recovery, Development & Learning (2022) through the Pancasila Learner Profile which has 6 main characters, namely faith in God, noble character, global diversity, mutual cooperation, independence, critical reasoning, and creativity. The application of the Pancasila Student Profile in the dimension of faith and devotion in God Almighty can train students to improve themselves to become God-oriented individuals. In addition, students are expected to understand the teachings of their religion or beliefs well so that they can apply these characters in life (Warsono, 2022).

In accordance with the Ministry of Education and Culture's 2020 strategic plan, "Indonesian students who are faithful, devoted to God Almighty, and have noble character are students who are moral in their essence with God Almighty." He is religiously observant and applies the teachings of his religion in his daily life. The key elements of the Pancasila Student Profile of faith, devotion to God Almighty and noble character, including: religious morals; personal morals; morals to humans; morals to nature; and state morals (Irawati et al., 2022).

During this time, efforts to improve the character of the application of devotion in God Almighty in the Pancasila Learner Profile in the field are still lacking structure and discipline (Simaremare et al., 2023). This is line with research conducted by Ashabul Kahfi which shows that the implementation of the Pancasila Learner Profile in schools is still below standard. Basically, character education for faith and devotion to God Almighty and noble character is carried out in order to give birth to reasonable and mature human beings. Consistent and structured activity planning is needed so that students get used to participating and so that these activities have a positive impact on their daily lives and the wider community (Gunawan & Suniasih, 2022).

From some of the previous studies, there has never been research on Strengthening the Profile of Pancasila Students with Faith and Devotion to God Almighty through the Habituation Method in Elementary Schools. Researchers are interested in conducting this research because SDIT Muhammadiyah Al-Kautsar Kartasura is one of the schools that provides character education to its students through the habituation method. Habituation is the process of becoming so familiar with something that the next occurrence seems inevitable without further thought or planning (Gantini & Fauziati, 2021). Student identity is formed in a way outside the classroom through school culture. Students' personalities can also be grown in extracurricular activities through habituation of the elementary school environment (Labudasari & Rochmah, 2018). In Islam, education is prioritized using the habituation method (Prabandari, 2020). Habituation is the practice of doing something repeatedly so that it becomes a habit (Azizah et al., 2023).

The purpose of this study is to describe the strengthening of the Pancasila Student Profile on the element of faith and devotion to God Almighty through the habituation method at SDIT Muhammadiyah Al-Kautsar Kartasura. The purpose of this research is to describe the

strengthening of the Pancasila Student Profile on the element of Believing and Piety to God Almighty through the habituation method at SDIT Muhammadiyah Al-Kautsar Kartasura.

2. METHODS

The research uses a qualitative approach to describe the strengthening of the Pancasila Student Profile of Faith and Devotion to God Almighty through the habituation method for students at SDIT Muhammadiyah Al-Kautsar Kartasura. The research was conducted at SDIT Muhammadiyah Al-Kautsar Kartasura which is located at Jl. Cendana Raya No.3, Dusun II, Gumpang, Kartasura District, Sukoharjo Regency. The research implementation time was in August-September 2023. The data sources in this study include principals, teachers, and students related to the implementation of strengthening Belief and Piety to God Almighty through habituation methods at SDIT Muhammadiyah Al-Kautsar Kartasura. The technique of data collection used in the research include observation, interviews, and documentation. The data validity test uses source and technique triangulation and crosscheck. The data obtained was then analyzed through data reduction, data display, and conclusion.

3. RESULTS AND DISCUSSION

RESULT

The research focuses on school habituation in instilling the character of faith and devotion to God Almighty in elementary school students. Students need to apply these characters in order to recognize God's presence, obey God's commands, and avoid prohibited behavior in accordance with the teachings of God (Sari et al., 2022). As known, there are five key elements of the character of faith and devotion to God Almighty, namely: religious morals; personal morals; morals to humans; morals to nature; and state morals. Character strengthening program, devotion to God Almighty and noble character at SDIT Muhammadiyah Al-Kautsar Kartasura.

3.1. Religious Morals

The building of human personality (character development) is strongly influenced by religious education and the cultivation of religious values in students (Alamsyah et al., 2020). The programs implemented by schools to strengthen the character education of faith and devotion of God Almighty and noble character in religious aspects involve routine activities that must be followed by students and teachers at school. One of the required weekly activities are Rabu Mengaji (RaMen), Quran memorization by the teacher, and Kajian Kamis Pagi (KaKaP). Every morning, students are required to attend morning dhikr and dhuha prayer, dzuhur prayer in congregation, asr prayer in congregation, and evening dhikr.

In the implementation of morning prayers together in the school yard every day there is a teacher in charge of leading the morning prayer together and continued with the delivery of daily activities. The prayer performed is reciting Al-fatihah, followed by reciting QS.Thoha: 25-28, followed by the opening prayer for sustenance, and finally the prayer of syayyidul istighfar. This is a mandatory program carried out by the school. With this program, it will become a habit for teachers and become an example for students to pray before doing activities. The next habit is weekly activities namely Rabu Mengaji (RaMen) and the teacher's tahfidz memorization. In its implementation, every week they recite the Quran together, guided by one of the teachers who is the tahfidz coordinator Ustadz Muhammad Taufiq, S. Pdl. Other habits are Kajian Kamis Pagi (KaKaP). The implementation is every week the presentation of the study material is delivered by the teacher in rotation.

Students in this school are required to perform five daily acts of worship: morning dhikr, dhuha prayer, dzuhur and asar prayers in congregation, and evening dhikr. The

implementation of morning dhikr and dhuha prayers for each lower and higher grade is accompanied and guided by several teachers. First and second grade students in the mosque, third and fourth grade in the mushola that has been prepared, and fifth and sixth grade in the east classroom. When the prayer was held, students seemed to follow solemnly, no students were seen disturbing. Before the prayer activities begin, the students taking wudhu in the available places. It can be seen that when taking wudhu there are still students who play or pour water on their friends. This is seen to be done by the low class, namely the third grade, but for high-class students, it is quite orderly when doing wudhu. After the students finish wudhu, they will go to the place that has been provided to do congregational prayers. Students will learn how to carry out their religious obligations in a timely and orderly manner with the help of this program.

The next habit is dzuhur prayer in congregation. Dhuhur prayer activities are carried out following the dzuhur adhan time. The implementation of this dhuhur prayer in each group of prayer places is accompanied by several teachers and there is an imam. Another habit is the congregational asr prayer and evening dhikr. Like the morning dhikr activity, the implementation of this activity is also the same, the difference is that the evening dhikr is only followed by the high class. This is because the lower and higher grades go home at different times. The habit of strengthening the character of faith, devotion of God Almighty and noble character in the key elements of religious morals can be seen in **table 1** below :

Tabel 1. Habituation of Religious Morals

Key Elements	Habituation Efforts	Description
Religious Morals	1) Morning Prayer	1) Morning prayer is done every day by teachers and students in their respective classes. Meanwhile, teachers perform morning prayer in the school yard.
	2) Morning and Evening dhikr	2) Morning dhikr is done after dhuha prayer. Meanwhile evening dhikr is done after asar prayer.
	3) Dhuha, dzuhur, and asar prayer in Congregation	3) Dhuha, dzuhur, dan asar prayer in congregation are held in different places for each class.
	4) Rabu mengaji (RaMen)	4) Rabu mengaji is attended by teachers and students and they do tadarus together.
	5) Kajian Kamis Pagi (KaKaP)	5) Kajian Kamis Pagi is filled by teachers in turn every week.

3.2. Personality Morals

Education in personal responsibility and ethics should include instruction in the application of knowledge to daily life. (Ene & Barna, 2015). To strengthen the character education of devotion in God Almighty and noble character in the element of personal morals, this school carries out habituation, namely implementing the 5S culture (salam, sapa, senyum, sopan, and santun), the rules for wearing clothes that cover the aurat, providing examples related to good deeds. Islam teaches the importance of having good morals towards oneself, good morals towards others, but one must also pay attention to having good morals towards oneself (Ayuningtyas et al., 2020). The habituation of strengthening the character of faith, devotion of God Almighty and noble character in the key elements of personal morals can be seen in **table 2** below.

Tabel 2. Habituation of Personality Morals

Key Element	Habituation Efforts	Description
Personality Morals	1) Implementing the 5S culture (salam, sapa,	1)Every school citizen, especially students, are required to always say greetings when entering

senyum, sopan, and santun)	the room, greet, smile, be polite, and courteous to teachers and peers.
2) The existence of rules for wearing clothes that cover the aurat	2) Every teacher and student is required to wear uniforms that cover the aurat.
3) Teachers provide examples of good deeds	3) Teachers provide examples to students in the form of good habits so that they become examples for their students.

3.3. Morals to Human

Strengthening the character education of devotion in God Almighty and noble character in the element of morals to humans, SDIT Muhammadiyah Al-Kautsar Kartasura carries out habituation starting from small things such as getting used to greeting teachers or elders, obeying school rules, getting used to being honest, keeping promises, giving punishment if students break a rule, visiting sick friends / teachers, donating to others affected by disasters, prohibiting harsh words between friends, time discipline and other positive activities that can build a good moral personality. Headmaster of SDIT Muhammadiyah Al-Kautsar Kartasura said "Moral education can be obtained through exemplary. Most children can quickly and easily make friends with those closest to them. A teacher is like a second parent at school. The actions of a teacher will certainly be a role model for their students, therefore it is very important for a teacher to have good morals and behavior so that they can be a role model for their students. The habit of strengthening the character of faith, devotion of God Almighty and noble character in the key elements of morals in humans can be seen in **table 3** below.

Tabel 3. Habituation of Morals to Human

Key Element	Habituation Efforts	Activity
Morals to Human	1) Getting used to greeting teachers or elders	1) Greeting teachers or elders is done by students every day so that it becomes a habit.
	2) Visiting a sick friend/teacher	2) If there is a friend/teacher who is sick, students are get used to visiting in order to strengthen the relationship.
	3) Donate to others affected by disasters	3) Giving donations to others affected by disasters is done so that students are accustomed to helping each other.

3.4. Morals to Nature

In addition to fostering students' self-awareness of the impact of their risk-taking on the natural environment. This habit is very basic to train themselves in practicing care for the environment, which can then be applied in everyday life. The habituation of strengthening the character of faith, devotion of God Almighty and noble character in the key element of morals in humans can be seen in **table 4** below.

Tabel 4. Habituation of Morals to Nature

Key Element	Habituation Efforts	Description
Morals to Nature	1) Clean Friday, which involves cleaning the school environment.	1) Every Friday, teachers and students clean up the school environment.
	2) Caring for plants around the school	2) Students must take care of the plants around the school, especially the school garden.

3) Throw the trash in its proper place	3) Students must throw the trash in its place if found littering will be given a warning.
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3.5. Morals of Country

National character is not something that just happens, but something that needs to be formed, trained, and managed over time (Hariyatmi et al., 2020). Strengthening the character education of faith devotion in God Almighty and noble character in the moral element of the state, this school applies the habit of carrying out ceremonies every Monday and state holidays, as well as singing the Indonesia Raya song, installing the Red and White flag at school, holding extra-curricular traditional dance, commemorating national holidays (including independence day) with traditional clothing competitions, teaching, applying, and practicing Pancasila. This habit is carried out to strengthen students' sense of love for the country and can also understand their rights and obligations, as well as their responsibilities at home and school as Indonesian citizens. The habituation of strengthening the character of faith, fear of God Almighty and noble character in the key elements of state morals can be seen in **table 5** below.

Tabel 5. Morals to Country

Key Element	Habituation Efforts	Description
Morals to Country	1) Carry out ceremonies every Monday and state holidays, and sing the Indonesia Raya song.	1) The ceremony is held every Monday and is conducted by all students and teachers.
	2) Putting up the Merah Putih flag at school	2) Putting up the merah putih flag at school is carried out every day by the person in charge.
	3) Organizing extra-curricular traditional dance	3) Traditional dance extracurricular activities are held every Saturday and are attended by students in grades 2-6 who are interested and talented in dance.
	4) Celebrating national holidays (including independence day) with traditional clothing competition activities	4) Every national holiday the school always commemorates it by conducting competition activities

Based on an interview with the Head of SDIT Muhammadiyah Al-Kautsar Kartasura, it was revealed that "Every program carried out to instill the value of faith devotion in God Almighty and noble character has been arranged in such a way that it can become a habit in every school community, especially students. The hope is that this program can be carried out continuously as a positive school culture in supporting government programs. This habit, if continued, can have a positive impact on students in their daily lives."

DISCUSSION

In conducting this research, researchers used a type of qualitative research by describing the phenomena that occur in the field regarding strengthening the character of faith, devotion of God Almighty and noble character. Pane & Patriana, (2016) states "Character education that stops at moral knowledge is not enough. Moral feelings, which include love, compassion, confidence, humility, and self-control, should be taught with character education". "Character is a basic value formed due to environmental influences that help develop a person's individuality and distinguish himself from others, this is manifested in a person's daily thoughts and actions" (Najili et al., 2022). This definition makes it clear that a

person's environment has an influence on their personality. Therefore, schools should provide students with an atmosphere that encourages the development of positive traits in their character so that they can incorporate these traits into their daily lives through their own thoughts and actions. From the results of the research, it can be seen that there are several habits that schools have as an effort to strengthen character in each key element. The following is a discussion of each key element.

3.1. Morals Religious

According to Amir (2019), "Character education can be implemented with various models of habituation and exemplary, discipline cultivation, rewards and punishments, contextual learning, role playing, and participatory learning". Character education in implementing religious morals can be done by habituation. For example, every morning it is compulsory to follow the morning prayer together in the school yard, the existence of a religious character education program. There are Rabu Mengaji (RaMen), memorizing tahfidz to teacher, Kajian Kamis Pagi (KaKaP), following morning dhikr and dhuha prayers, dhuhur prayers in congregation, asar prayers in congregation and evening dhikr. This program is carried out by the school as a habit so that religious morals can be instilled in students along with the existing process.

3.2. Personality Morals

The cultivation of character building is basically very important in children. By fostering character development, a solid foundation of student morality will be formed, thus reducing their vulnerability to negative influences (Haryanti et al., 2022). Islam emphasizes the importance of cultivating good moral character in oneself, treating others kindly and considerately, and paying attention to one's own moral behavior. Personal morals can be instilled by implementing the 5S culture (salam, sapa, senyum, sopan, dan santun), adhering to the rules of dressing modestly, and setting an example through good deeds.

3.3. Morals to Human

Teachers must teach moral values to students, form good behavioral habits, and prevent inappropriate behavior in the social environment. Humans must internalize morals in students so that they can respect others. Humans are social creatures that need mutual support in order to survive and thrive. Mutual respect for fellow humans is one of the best ways to maintain collective well-being. Respecting others means valuing their choices and paying attention to their needs and rights. By showing respect for others, we can create a comfortable and safe atmosphere. This will help students in respecting human rights and also respecting other basic rights (Maryadi, 2019). The implementation of moral habits in students can be started by instilling the habit of greeting teachers or elders, obeying school rules, fostering honesty, keeping promises, giving punishment if students break the rules, visiting sick friends/teachers, donating to those affected by disasters. In addition, it is also important to prohibit the use of offensive language between friends, maintain discipline in time management, and conduct other positive activities that contribute to the development of good moral character.

3.4. Morals to Nature

The implementation of an environmentally conscious program is necessary to strengthen students' environmental awareness. Activities that can strengthen environmental awareness can be achieved through the cultivation of healthy living habits and concern for the environment (Nasucha et al., 2020). Habituation of morals towards the environment can be done through Clean Friday activities which include cleaning the school environment, caring for plants around the school, and teaching the habit of throwing garbage in its place. According to Khoiruddin & Sholekah (2019), The environment has a significant impact on

students' academic performance. Therefore, it is necessary to create a comfortable and healthy learning environment (Anjarwati et al., 2022). Habituation of environmental care is carried out to foster students' self-awareness of the impact of their behavior on the natural environment. Awareness of this becomes the basis for getting used to practicing environmental care, so that it can be applied in everyday life in the surrounding environment.

3.5. Morals to Country

The purpose of state morals is to instill a sense of patriotism in students. The attitude of patriotism can have different meanings depending on the context, including pride in the country's products and traditions, willingness to study in the name of the nation's future welfare, desire to live in harmony with the community and family, and commitment to do what is right (Daud & Triadi, 2021). The low sense of love for the country is shown by the fact in the field that students who come late during the ceremony, the lack of appreciation of students during the flag ceremony, national songs and folk songs are less preferred, while students prefer adult songs that are not appropriate for children of their age (Atika et al., 2019). Because this situation is allowed to continue, it is assumed that school children will not learn about Indonesia or its rich cultural heritage, which are two factors that can be used to measure how much school children care about their own country. Character education to love the country is an attitude that must be instilled early on to students, one of which is through educational institutions (Birhan et al., 2021). The purpose of state morals is to instill a sense of patriotism in students. The attitude of patriotism can have different meanings depending on the context, including pride in the country's products and traditions, willingness to study in the name of the nation's future welfare, desire to live in harmony with the community and family, and commitment to do what is right. To support the problem of the discussion, researchers try to trace various literature and previous research (prior research) which is the object of current research.

Researchers found several previous studies relevant to this research based on the results of previous research exploration. Although there are some overlapping concepts, this research is very different from previous research. The main difference between the initial research and the current research is that the initial research explained how to foster the character of faith, devotion to God Almighty and noble character only through educational media. Meanwhile, the current research explains the habituation efforts for character strengthening in the Pancasila Student Profile on the character elements of faith, devotion to God Almighty and noble character through habituation at school. The current research also discusses habituation carried out in every key element of faith and devotion to God Almighty. Character planting will certainly not be effective if there is no encouragement for students to want to change, this is where the role of educators, parents and the environment is needed to provide motivation, habituation as well as examples for students. This is in accordance with what the principal said that "Factors that can support the implementation of character education include the desire of students to change for the better, cooperation between teachers, parents to implement character, and the closeness of teachers and students as well as cooperation with third parties".

4. CONCLUSION

Based on the results of the research, it can be concluded as follows related to strengthening the character of faith, devotion to God Almighty and noble character at SDIT Muhammadiyah Al-Kautsar Kartasura, this school is carried out by implementing a habituation program in every key element. Religious morals are realized in the habituation of morning prayers, dhuha and dzuhur prayers in congregation, morning and evening dhikr.

Personality morals are realized by implementing a 5S culture, rules, and role models. Morals to human are realized in the habituation of greeting, and social activities. Morals to nature are carried out by practicing clean Fridays, caring for plants, and throwing garbage in its place. For the morals to country, it is realized in the habituation of ceremonies every Monday and holidays and the existence of traditional dance extracurriculars. The program designed by the school will not run if it is not supported by other parties, therefore for the success of planting and strengthening character, cooperation and support from various parties are needed so that there is a positive change in students.

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