



## **The role of social capital in developing the character of students in SMPN 1 Lemahabang, Cirebon Regency**

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### **Article Info**

History Articles

Received:

25 July 2024

Accepted:

16 December 2024

Published:

December 2024

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Keywords:

Cirebon; Social Capital Student

Character

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### **Abstract**

Character problems such as lack of discipline, acts of violence, deviant behavior often occur among students. Social capital owned by schools is one of the solutions to the character problems of students. The purpose of this study is to examine the development of students' character, the development of habituation, and the use of school social capital on the character of students. This research uses a qualitative approach. The research informant is the principal, teacher and parent. Informant selection techniques using purposive sampling techniques. Data collection techniques include observation, interviews and documentation. Data validity techniques through data sources triangulation. The results showed that the development of the character of students through the process of learning activities, extracurricular activities, and involving the role of parents. Development of habituation through the inculcation of cultural values, teacher capacity building programs and in the implementation of the curriculum. Social capital owned is trust, network and norms. The results of this study can be an input or suggestion for other schools regarding the role of social capital in developing the character of students by utilizing the social capital owned by the school.

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**p-ISSN 2252-6889**

**e-ISSN 2502-4450**

## INTRODUCTION

The world of education is currently experiencing conflicts of values and shifting values of life. Spiritual values and moral values are strongly influenced by the material values carried by technological advances (Yuniawan et al., 2023). Not a few parents and teachers have the view that character education is an important part that cannot be separated from the educational process. Character education is a form of human activity carried out continuously throughout life.

Some of the causes that emerged the conflict of values and character crisis namely the educational environment (Lancy, 2016) became a calm place to turn into an uncomfortable and unsettling atmosphere. Various acts of violence have occurred as information from the Indonesian Child Protection Commission (KPAI) found that the most dominant cases of violence against children occurred in 2023. As of December 31, 2023, as many as 3,000 cases of violence occurred in children (Pradini et al., 2023). Another event in the world of education is an act of violence in the action of the dueling of students in the Cianjur Regency, West Java. The perpetrators numbered seventeen people from two different schools, including two high school students who played the referee. The location of the incident was in Kampung Sasak, Mekarllasana Village, Karangbolong Sindangbarang Beach tourism object. The perpetrators numbered ten people pairs of one on one on one triggered by one of the students who received a mockery voice message from other school students so that they then made an appointment to duel one on one (Agustiana & Asshidiqi, 2021). The mentality, character, and moral crisis should be the responsibility and priority for parents, schools, the community and the government (Aljunied, 2021). Building character and morals (moral and character building) is very difficult to do but it must be realized the success of educating and developing character or character of students is the first step in shaping the nation's character (Azra, 2021).

The situation above is a moral decadence, values, and unpreparedness of the world of education facing the influence of information technology flows this emphasizes the weak

character education of students and strong efforts are needed in the education system. Education is an important aspect that functions to form a character of character (Rachman & Wijayanti, 2019). Schools as formal institutions must be able to prepare students who solve problems by maximizing the physical and non -physical potentials they have. These ideals are introduced from the objectives of national education listed in Law No. 1 of 2003 concerning the National Education System which is simply formulated to be a good nation, and a smart nation (Sanra et al. , 2022). On this basis the school must carry out the learning process well through emphasis on the balance of attitudes, skills, and knowledge to build hard skills and soft skills (Sari et al., 2015). In reality on the ground, efforts made in the educational environment are not in accordance with the objectives of national education. Behavior such as verbal and nonverbal violence, juvenile delinquency, brawls between students, crime, dueling, bullying acts, saying dishonestly still occur in the school environment (Zurnaili & Faruk, 2017). The explanation above indicates that education is not only limited to creating good students in aspects of cognition or knowledge but also aspects of affection or Character is very important for guidelines for making decisions and solving problems wisely (Sugiarti, 2017). Social capital is a very important element that is able to overcome the problem of the character crisis because it contains elements of belief, network and norms. Social capital as a collective effort in developing the character of students (Dwi Ningrum, 2014). Efforts to develop character in accordance with the nation's culture, the vision and mission of national development and the content of the education curriculum is not only carried out through teaching and learning activities, but can also be through the use of the role of social capital that is owned by school institutions because it contains norms (norms), trust (trust) , Network (Network) owned by the school (Kline et al., 2013). As said by Putnam Dalam (Tzanakis, 2013) that social capital is treated as an asset that presents product accumulation products. This is in line with Putnam which states that social capital is an asset of social relations which includes norms (norms) and values, trust (trust), honesty, mutual understanding,

tolerance, cooperation, collaboration and establishing mutual relations that allow Someone works with other people, gives trust and can be trusted and establish active relationships with others in the community in order to achieve a common goal (Nurcahyono, 2018). At the practical level, social capital is not yet understood by schools as an important aspect in the development of the character of students (Maharromiyati & Suyahmo, 2016). But there is one school in Cirebon Regency who has used social capital in developing the character of students, namely SMPN 1 Lemahabang Cirebon Regency. At the observation stage, researchers found social capital owned by schools and carried out habituation as an effort to develop students.

The habituation allows to explain the complex interaction between the social and cultural disposition of students and its relationship with daily behavior that will shape social perseverance, position and identity in social space (Silky Anti, 2019).

Based on the description above, the objectives in this study are to (1) analyze the development of students' character (1) Analyze the development of habituation in increasing school social capital (3) Analyzing social capital in developing the character of students in SMPN 1 Lemahabang Cirebon Regency.

The study of the theory used in this study is the social capital theory put forward by Pierre Bourdieu. Social capital is an actual and potential resource possessed by a person or an organization originating from the institutionalized social network and continues (Zurnaili & Faruk, 2017). Social capital is the actual and potential resources possessed by a person or institution that arises because of the existence of a social network that results in a reciprocal relationship and gives birth to mutual trust and values or norms of goodness contained therein (Bali & Susilowati, 2019). In depth the social capital reviewed in this study includes networks (networks) that are established by schools with other institutions, trust (trust) given by the community to schools, norms (norms) applied by all school members besides that in this study also uses habituation theory which is a form of internalization of canceled social structure. In human beings are actually equipped with

understanding, views, appreciation and social assessment (Wilhelmus, 2012). Specifically the concept of habituation in this study discusses the habituation activities carried out in the school environment.

The purpose of this article is to analyze the development of the character of students in schools, the development of habituation in increasing social capital, utilizing social capital in developing the character of students and analyzing the obstacles faced by schools in the utilization of social capital.

## METHOD

The method used in this study is a descriptive method with a qualitative approach to describe the phenomena in the field in a structured basis (Creswell, 2015). The focus on this research is a social group because it will explore the social capital of the school through habituation activities in developing the character of students. The data source used is a primary data source. The data collection technique used is observation where data collection with observations is used to observe human behavior, the work process of natural phenomena and if the respondents who are observed are not too large, interviews to get specific information in accordance with special information that will be explored to the parties representing various levels of objects and documentation to enrich theoretical foundations and explore documents related to study. The data validity technique used is triangulation where there are several types, namely source triangulation, time triangulation, and technical triangulation. Data analysis techniques used in this study are based on interactive models miles and huberman consisting of data collection, data reduction, data display (data presentation) and verification (drawing conclusions). The informant selection technique used is a purposive sampling technique where the researcher considers the individual's direct linkage with research. There are 13 speakers from SMP Negeri 1 Lemah Abang Kab. Cirebon consisting of school principals, deputy school principals in the field of curriculum, deputy school principal in student fields, deputy school principals in Sarpras and one teacher from Islamic religious education subjects, PKN, Social Sciences, Indonesian Language, Natural Sciences, Information,

Mathematics, Arts and Culture and Extracurricular coaches.

## RESULT AND DISCUSSION

### Character Development of Students in SMPN 1 Lemahabang

Developing Characters carried out by SMPN 1 Lemahabang Cirebon Regency by instilling values and norms in learning activities in class. Among them in the subject of Islamic religion students are instilled about the morals of the Prophet Muhammad, the friends, carry out the obligations of the five daily prayers, paying zakat and fasting Ramadan. Furthermore, through the Civics Learning the teacher conveys the values and norms that must be met, including being a good citizen, behaving based on the teachings of Pancasila and loyal to the 1945 Constitution. , as well as the character of social justice is always instilled in learning activities. This is done through learning methods that involve active and participatory character values, such as group discussions. Besides that students are encouraged to apply the character in daily life such as obedient to norms, responsible, cooperating and deliberating in solving problems and respecting differences. The same thing is done in learning mathematics by instilling honest, resilient and thorough and disciplined character. The character is developed when students are required to collect assignments in a timely manner and instructions given by the teacher. Through this character development, students are able to deal with problems wisely.

The character building of students is also carried out through extracurricular activities. Extracurricular includes Paskibra. Students do marching exercises and physical exercise. In this activity students develop strong mental character values, discipline, leadership and cooperation. Other extracurricular activities are Scouts. Scouting activities are carried out to have the aim that students can develop characters to increase belief in God Almighty and Scout ideals (Dwi Satya), responsibility for themselves, others and nation (Tri Satya), and ten noble values of Scout Life Guidelines (Dasa Dharma Scout). This activity consists of several activities such as basic scouting activities, pioneering activities, survival activities, navigation activities and wide games. The next

extracurricular activity is PMR (Youth Red Cross). In this activity students are required to have and can develop the character of social care for others, first aid skills and high social life. This was obtained through P3K training activities (first aid in accidents), regular weekly meetings and conducting social services for students' development schools also carried out by involving parents of students. The school involves parents instilling character values to students taught in schools applied in the family environment, maintaining the consistency of the application of character values and collaborating carrying out the parent meeting program with the school and forming support in physical and non-physical forms including holding routine meetings discussing The development of students, parents and schools makes an agreement of character values applied in the family environment and set examples of examples and support each other to create a conducive environment for the growth and development of students. The same effort was made by several homeroom teachers in establishing communication with parents of students by utilizing technology to spread school programs and the results of the development of students through communication networks through social media.

### The Development of habituation to Increase the Social Capital of SMPN 1 Lemahabang Cirebon Regency

The development of habituation in SMPN 1 Lemahabang Cirebon Regency is through the activity of planting cultural values. Planting cultural values including the implementation of student participants' welcome. This activity can create feeling safe, comfortable, build a sense of kinship and increase learning motivation and can improve the positive image of schools in the community. Increasing cultural values is also through reading with Yasin and Tahlil. This activity provides benefits to students in spiritual aspects to create a sense of faith and devotion to Allah SWT gives a sense of love to the Prophet Muhammad SAW and gives the peace of students (Prasojo & Pabbajah, 2020). In the social aspect adds a sense of unity and sensitivity and concern for others and through clean Friday activities. This activity is carried out by all school residents. In the clean Friday activities students are instilled behavior to maintain

cleanliness and discipline and foster a sense of unity and mutual cooperation to keep the school environment clean. This activity is a line with one of the school missions that is creating a safe and comfortable learning environment.

The development of habituation is also carried out through the PKG (Teacher Capacity building) program. Several types of teacher capacity building activities carried out include active teachers in subject teacher deliberations (Sesanti et al., 2018). This activity was attended by every district level subject teacher. This activity can improve the ability of collaboration between subject teachers, knowledge and insight and teaching skills. This activity the teacher is able to increase capacity in accordance with the linearity of the subjects being taught. Teacher capacity building activities are also through training in the use of the Merdeka Teaching Platform (PMM). This training helps teachers take advantage of the Merdeka Teaching Platform that provides ease of administration and subject matter, directing teachers to make learning centered on students and improve the professionalism of teachers and through educational seminars with one way of schools Improve the quality of education by empowering teachers to add insight and experience as well expand the network. In addition, the teacher will benefit such as a certificate as proof of the participation of the seminar is useful for the completeness of the teaching staff.

The development of habituation is also carried out in the implementation of the curriculum. Habituation is built through the implementation of the curriculum including through literacy activities. Literacy activities that are attended by all students classically guided by one Indonesian language teacher. Literacy activities have a positive impact on students such as the emergence of critical and creative thinking skills, improving the ability of empathy and enriching students' insights (Siti Ekowati Rusdini, Maman Rachman, 2016). In addition, through the role of the teacher as an example for students. Teacher's behavior, actions and attitudes become the center of attention of students both outside and in teaching and learning activities in the classroom. The teacher becomes an example in behavior and displays the values of ideal character, the teacher motivates and guides in

strengthening the good behavior of students, and the teacher conducts interactive and open communication so that a sense of trust and mutual respect in students (Rafael et al., 2024 ).

In general, the development of habituation to increase the social capital of SMPN 1 Lemahabang Cirebon Regency, namely (1) through planting cultural values. Including student welcoming activities. In welcoming activities students can create feeling safe, comfortable, build a sense of kinship and increase learning motivation and can improve the positive image of schools in the community. In addition, it is also through the reading of Yasin and Tahlil Bersama. In the clean Friday activities students are instilled behavior to maintain cleanliness and discipline and foster a sense of unity and mutual cooperation to keep the school environment clean. This activity is a line with one of the school missions that is creating a safe and comfortable learning environment. (2) Through the teacher capacity building program. Among them in the subject of subject teacher deliberations that are able to improve the ability of collaboration between subject teachers, knowledge and insight as well as teaching skills (Kamaruddin, 2021). For schools to improve school quality, community satisfaction and good school images. In this case the school needs connections or networks between teachers and other institutions to increase teacher capacity. In addition, it is also through training activities to use the Merdeka Teaching Platform (PMM). This training helps teachers utilize the Merdeka Teaching Platform which provides administrative convenience and subject matter, direct the teacher to make learning centered on students and improve the professionalism of teachers in administratively and implement learning in class (Anggraini et al., 2024) (3) through curriculum implementation. Habitual activities in the implementation of this curriculum include the implementation of literacy. Literacy is carried out classically in an open space and is followed by all students who are guided by Indonesian language teachers. With this activity students are creative and critical thinking, add insight and foster a sense of empathy to others. In addition to literacy, the school emphasizes the teacher's role as a good example for students. Every teacher's behavior both speech and

action becomes the center of attention of students as well as being a role model. The good attitudes and behaviors shown by the teacher include hidden curriculum or hidden curriculum. Rather than that grows the sense of trust from students that the teacher is a source of life inspiration.

#### **Utilization of Social Capital in Developing The Character of Students in SMPN 1 Lemahabang, Cirebon Regency.**

Utilization of trust. The trust that the school has one of which is facilities and infrastructure. To maintain this trust the school allocates a budget to improve facilities and infrastructure for the continuity of student learning activities and spatial planning and child -friendly school environment, safe and comfortable. Besides that, in the school security and order system. Schools physically secure the school environment such as fencing walls installed at each school boundary, monitoring security by installing CCTV at each point of space, conducting a security officer schedule. Utilization of trust is also through increasing school achievement. School achievements can be measured by the average acquisition of exam scores above the average region in several subjects such as mathematics, Indonesian and English. School achievements are also seen from the accreditation A. Award from the Cirebon District Education Office as a green and child -friendly school and positive contributions of teachers and educators who have high dedication in education. This is in accordance with the statement of the concept of trust related to a condition that wants others to behave well to us (Barker, 2005). Trust (trust) serves to reduce and minimize the dangers derived from certain activities of trust are usually related not to risk, but also to various other possibilities.

Network use. Utilization of the network owned by SMPN 1 Lemahabang Cirebon Regency with several parties including the Cirebon District Education Office. The network carried out includes the field of education management which includes aspects of the education fund budget, school supervision, guidance of school principals and teachers as well as the development of facilities and infrastructure needed for the implementation of education. In addition, it also utilizes the network with the network with the Sector Police in the form

of counseling for the prevention of adolescent criminal acts, routine activities in the implementation of flag ceremonies, handling criminal acts in the school environment, activities to manage traffic around the school environment and foster the dangers of drug abuse and with the party Puskesmas are health education by the resource person in the field of health, exposure to material about reproductive health, prevention of infectious diseases and healthy lifestyles. Increasing balanced nutrition such as giving tablets adding blood every two weeks, good diet and the distribution of nutritious food at a certain time.

Utilization of norms. The norms applied in SMPN 1 Lemahabang Cirebon Regency have several norms and values carried out in efforts to develop the character of students including social norms. Social norms are applied in the form of school rules by providing rewards and punishment. Students who behave well in accordance with the school rules will get an award with that students will be motivated and strengthen their determination to behave well according to the order. Whereas punishment as a punishment or reply for students who violate the rules, this punishment gives awareness that the wrong act will get a punishment that does not wear.

1 Lemahabang Cirebon Regency also applies religious norms. Religious norms are implemented through several activities such as the implementation of the Dzuhur Prayer in congregation, one day one thousand routine infaq, the reading of the Yasin and Tahlil letters every Friday and the implementation of the Pesantren Kilat in the holy month of Ramadan and the celebration of Islamic religious holidays.

With this norm, it is expected to develop faith and devotion to God's Almighty God. The existing norms are applied, namely politeness norms. This politeness norm is carried out to maintain the balance of intellectual intelligence with a good attitude or attitude towards others. The school applies one of them is the anti -harassment or anti -bullying pledge which is usually spoken together at every flag -raising ceremony every Monday. Thus it is expected to create a safe and child -friendly educational environment.

Utilization of social capital in developing the character of students carried out by schools has touched several aspects of social capital such as trust, networks and norms. (1) Utilization of school trust given by the community by school always allocates a budget of funds to maintain and improve facilities and infrastructure. In providing facilities and infrastructure, schools have networks with goods providers such as furniture companies and other office equipment, by establishing good networks, schools benefit as given special prices and good product quality. Supporting facilities and infrastructure will also increase the confidence of the community to send their children to school and sometimes become donors. In addition to school facilities and infrastructure to build a security and order system. The physical school security of the building has been surrounded by a sturdy wall fence. In addition, the implementation of the night guard schedule by security officers and the CCTV surveillance system installed every corner of the school building space. In addition to the budget allocation for facilities and infrastructure and security systems, in the use of trust, schools always improve the achievements of both academic and non-academic. Like the acquisition of exam scores above the average, also through the acquisition of the predicate school accredited A and participation in competitions and competitions between district and provincial level schools. (2) network use. Network is one element of social capital. Networks owned include the Cirebon District Education Office. The forms of activities carried out include the supervision and guidance of teachers and school principals through the managerial supervisor of the Education Office. Principal's supervision includes the Principal's Performance Assessment Activities (PKKS). Teacher development in the form of teacher or PKG performance appraisal. In addition, schools have a network with the Lemahabang Sector Police. Types of activities carried out by the Sector Police in the form of crime prevention, counseling the dangers of drug abuse and psychotropics among teenagers. In addition to the preventive measures, members of the Sector Police routinely become the coach of the flag-raising ceremony every one semester once or at a certain time, every morning members of the police regulate the flow of morning

traffic and afternoon school hours end. In addition to the department and sector police, schools have a network with the Puskesmas. The involvement of the Puskesmas is very important for the growth and health level of students.

Activities carried out are student health checks on a regular basis, giving blood tablets for women who routinely every two weeks, counseling about healthy lifestyles, and guidance to the UKS School Health Unit. The network owned by the next school is with the elementary and upper school. Networks with surrounding schools are intertwined, especially during the new student admission season. The school held a socialization on PPDB with the aim of created effective coordination and information so as to have a positive influence on both parties. For example, elementary school level students who will register to junior high school or middle school or junior high school students who will register to the top or high school level. The findings in the field of the PPDB season become something important for parents to fight for their children to be accepted at the desired school. (3) Utilization of norms. or value that is owned and applied by all school members among social norms which at the practical level of the school provides a reward system (award) and punishment (Penalty) (Amiruddin et al., 2022). Students are expected to be motivated to behave and behave well according to applicable norms, students who excel will get a reward (award). Punishment (punishment) is given to students who violate school rules, such as when there are students who play truant will receive physical punishment and parental calling, students who wear them inappropriate will get a warning warning by the teacher. The reward and punishment system is an effective effort made by the school so that it can shape the character of students to be good.

## CONCLUSION

SMPN 1 Lemahabang Cirebon develops the character of students through learning activities, through extracurricular activities, and the participation of students' parents. Habitation is carried out to increase social capital in SMPN 1 Lemahabang, namely through the inculcation of cultural values, through the teacher capacity building program, and through the implementation of curriculum in learning. The use of network social

capital includes cooperation with the Cirebon District Education Office, this is in the form of holding a managerial development and supervision of the principals and teachers so that schools carry out the main tasks and roles in accordance with the rules determined by the Education Office. The network with the police is in the form of supervision and guidance from the police to students both preventive or curative against acts of violence and students' delinquency. Network with puskesmas and surrounding schools. Considering the importance of the role of social capital in the development of students' character, at the theory level the researcher hopes the school to utilize the social capital they have. Based on the experience gained from this study, the construction of school habituation including the inculcation of cultural values, the implementation of the curriculum and the capacity building of teachers has a positive impact in developing the character of students so that in general it can be adopted by other institutions.

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