

**The Role of History Teachers in Improving the Nationalism Attitude of Students of Class XI IPS SMA Negeri 1 Juwana Pati**

Ria Erlita Sari<sup>1</sup>, Abdul Muntholib<sup>2</sup>

**Abstract**

This study aims to (1) find out the manifestation of students' nationalism attitudes in daily life, (2) describe the role of history teachers in improving students' nationalism attitudes, and (3) find out the obstacles faced by history teachers in improving students' nationalism attitudes. The method used in this research is qualitative, taking the research setting at SMA Negeri 1 Juwana, Pati Regency. Data collection techniques used interviews, observation, and documentation. The data analysis used was interactive data analysis. Data validity was checked by triangulation technique. The study results are as follows: (1) the embodiment of students' nationalism attitude in daily life students study diligently, love the environment, are disciplined to follow school activities, use domestic products, and respect the opinions of others. (2) The role of history teachers in trying to improve students' nationalism is that teachers have a role as role models, mentors, teachers, inspirers, authorities, and evaluators. (3) The obstacles teachers face are the development of globalization, different family background factors, and the wide association of students.

**Keywords:** *History Teacher, Nationalism Attitude, Student*

**Introduction**

Education is a significant activity for humans because education concerns the ideals of human life. National education aims to educate the nation's life and develop the whole Indonesian human being, namely an Indonesian human being who believes and is devoted to God Almighty and has noble character, knowledge and skills, physical and spiritual health, a stable and independent personality and a sense of community and national responsibility (Baedhowi, 2016; Hamalik, 2008; Ministry of Education and Culture of the Republic of Indonesia, 2014; Widyastono, 2016). Education in Indonesia is expected to create individuals who have strong ideals to fill and defend Indonesia's independence.

In its development, the Indonesian people have experienced various events threatening unity and integrity. Globalization has also brought us to an alarming spiritual and personality crisis, leading to social inequality, discrimination, and democratic injustice in Indonesia (Rinawati,

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<sup>1</sup>History Teacher, SMA Negeri 1 Juwana [riaes@gmail.com](mailto:riaes@gmail.com)

<sup>2</sup>Associate Professor, Universitas Negeri Semarang, [abdulmuntholib@gmail.com](mailto:abdulmuntholib@gmail.com)

2015). Globalization has a negative impact, namely the rapid development of technology and information and the entry of culture from other countries without filtering, so it can cause the values of nationalism in society slowly fade (Ilahi, 2012). The decline in the attitude toward nationalism in Indonesian society, especially among the younger generation, results from the influence of foreign cultures that enter Indonesia. This is characterized by the decline in morals and attitudes of the young generation of the Indonesian nation towards pride and love for the homeland, including one of them being high school students in Indonesia. In reality, the nationalist attitude of students is still lacking. For example, what happened at SMA Negeri 1 Juwana? Based on the results of observations on April 10, researchers found that many students were less serious about participating in the flag ceremony, lack of discipline in obeying the rules, there were still many students who were late for school, less polite to teachers, and considered their teachers like friends, often crowded themselves when the teacher was teaching, lack of caring attitude towards other student participants, and lack of cooperation between students.

This indicates a problem in the decline of students' nationalism, as evidenced by the low level of discipline that impacts students' nationalism. It is necessary to internalize or explore the values of nationalism so that these values can be owned by students, merging into an inseparable part of the behavior of students in everyday life (Ngamanken, 2014; Zahri Harun, 2015). According to Khon, nationalism is an understanding that argues that the highest loyalty must be given to the national state (Kohn, 1984). There are several indicators of the attitude of nationalism, namely, pride in being Indonesian, love for the homeland and nation, willingness to sacrifice for the nation, accept diversity, pride in diverse cultures, appreciation of the services of heroes, and prioritizing the public interest (Aman, 2011).

Educational institutions, in this case, schools, also have an obligation to instill a sense of nationalism in students. History education is seen as a tool to foster nationalism and collective awareness of national identity. Shaping the character of students to have an attitude of nationalism can be done through History learning (Ahmad, 2014). Social learning plays an important role in establishing the nation's character, for social learning has similarity to value education or character education, each of which aims to make the students good citizens who care about problems and have high nationality feelings (Agung: 2015). Social science, in this case, history, plays an important role in the realization of the nation's character because it includes character education that can make students become better, such as having a sense of social care and having a high sense of nationality. A good history full of interest will foster the attitude and spirit of a good citizen, able to appreciate the struggle of his nation, aware of why

they grow as a nation, how to play a role in society both within and as citizens of the world (Kasmadi, 1996, 2001). So learning is very important for students because, through learning, they can develop values that can be used as guidelines for students in real life to form the character of students who love their nation and country.

Understanding history needs to be owned by everyone from an early age in order to know and understand the meaning of past events so that it can be used as a basis for attitudes to face reality in the present and determine the future (Amin, 2011). This explains that history needs to be studied by every individual, formally or informally. In the teaching and learning process, the teacher is not only in charge of delivering the material but also must strive to make the subject matter delivered into a fun activity and easily understood by students. Here, the teacher formally has an important position in learning history. Teachers are required as fast learners to mix the four components of the 2013 curriculum, which include content standards, process standards, assessment standards, and graduation competency standards, with the expected results of increasing student competence that is balanced between attitudes, skills, and knowledge, to produce productive graduates to answer global challenges (Utomo, 2007, 2015). So the teacher in his role not only produces students who are smart in knowledge, but also must have skills, and have an attitude in accordance with the objectives of national education.

The role of history teachers is very important in developing students' nationalism. Whatever the problems and reasons, there is a tendency for students not to understand the nature, concepts, or uses of history properly if they do not receive optimal assistance from teachers (Pramono, 2014). As a teacher, a history teacher must be able to position himself as a good role model for all students. Encourage students to be active and creative.

In the teaching and learning process, the teacher is not only in charge of delivering the material but also must strive to make the subject matter delivered into a fun activity and easily understood by students (Atno, 2010). Based on the study of Pullias and Young (1988), Manan (1990), and Yelon and Weinstein (1997), cited by Mulyasa, there are at least 19 roles of teachers, namely teachers as educators, teachers as teachers, teachers as mentors, teachers as trainers, teachers as advisors, teachers as reformers, teachers as models and role models, teacher as a person, teacher as a researcher, teacher as a creativity booster, teacher as a view generator, teacher as a routine worker, teacher as a camper, teacher as a storyteller, teacher as an actor, teacher as an emancipator, teacher as an evaluator, teacher as a preserver, teacher as a culminator (Mulyasa, 2013). In terms of teachers' efforts to emphasize the attitude of nationalism, history teachers play a big role in this because they are considered role models for their students. So, teachers are used as a means to foster students' sense of nationalism. This

is reflected in the pattern of teaching history, which always inserts the values of nationalism into the classroom. Therefore, teachers can internalize the values of nationalism and exemplary heroes to improve the nationalism attitude of students so that the role of teachers in the learning process is not only in the cognitive domain but also in the psychomotor domain. In improving the attitude toward nationalism, the teacher's task is to encourage students to become owners of nationalism values, strive for these values to be embedded in students, and encourage students to realize the values of nationalism in all aspects of their daily lives and behavior. In accordance with the problems that have been stated above, the purpose of this study is to describe the realization of students' nationalism attitudes in everyday life, the role of history teachers in improving students' nationalism attitudes, and the obstacles and efforts experienced by history teachers in improving students' nationalism attitudes.

### **Method**

The research used a qualitative approach. Qualitative research is research that intends to understand the phenomenon of what is experienced by the research subject, such as behavior, perception, motivation, action, etc., holistically and by means of description in the form of words and language in a special natural context and by utilizing various natural methods (Moleong, 2013). The research occurred in Pati Regency, precisely at SMA Negeri 1 Juwana, located at Jalan KH Dewantoro 54, Watu, Dukutalit, Juwana District, Pati Regency. In this study, the research focus is emphasized on finding out the manifestation of students' nationalism attitudes in daily life, the role of history teachers in improving students' nationalism attitudes, and the obstacles faced by history teachers in improving students' nationalism attitudes. This study's qualitative research data sources are informants, school documents, and phenomena. The techniques used for the data collection process in this study are: 1) Observation, 2) In-depth interviews, 3) Documentation. Meanwhile, to check the validity of the data in this study, researchers used triangulation techniques, namely technical triangulation and source triangulation. For data analysis in this study, researchers used interaction analysis methods or interactive analysis models, where the components of data reduction and data presentation were carried out simultaneously with the data collection process. After the data is collected, the three analysis components (data reduction, data presentation, and conclusion drawing) interact.

## **Results and Discussion**

### **Realization of Nationalism Attitude of XI Social Studies Students in Daily Life**

Nationalism is a feeling that shows love for the State and is highly loyal to the State and its people. According to Hans Khon, providing an understanding of nationalism is an understanding that argues that the highest loyalty of this individual must be given to the national state. Nationalism provides awareness for the people who have it that loyalty is no longer given to small groups such as race, tribe, ethnicity, or religion but to large groups, namely the nation and the State. Thus, to keep the State from the threat of division from within the country or abroad and to maintain the integrity of the State, the attitude of nationalism is needed.

A nation must educate its youth to become the nation's leaders in the future. Of course, there must be efforts made to arouse a sense of nationalism among the youth through history learning. History learning, which contains the values of nationalism, aims to create students to have an attitude of nationalism. The attitude of nationalism can be formulated through the following attitudes and behaviors: pride in the Indonesian nation, love for the homeland and nation, willingness to sacrifice for the nation, accept diversity, pride in diverse cultures, appreciating the services of heroes, and prioritize the public interest.

The embodiment of the nationalism attitude of students of class XI IPS SMA Negeri 1 Juwana in everyday life in terms of pride in being an Indonesian nation is by loving Indonesia with everything in it because we were born in Indonesia. By loving nature and preserving it so that it is not damaged and the living things in it are not extinct. Students are also proud of the diversity of cultures, ethnicities, races, and religions that exist in Indonesia. In addition, pride in the country is the same as being proud of the nation and its people, such as using domestic products made in Indonesia is one form of nationalism. The attitude of pride in the country and the Indonesian people is shown by a student named Annisa'ul Latiefah who shows her manifestation of pride in wearing a typical Juwana batik, namely Bakaran batik.

The attitude of nationalism in terms of love for the homeland according to interviews with students, the way it is realized is by protecting Indonesian nature by not destroying it. As expressed by Regita Indah A, Class XI IPS 1, the form of her love for her homeland is picketing the cleanliness of the class according to the schedule and trying to excel by studying diligently to make the school and Indonesia proud. The attitude of nationalism in terms of being willing to sacrifice at SMA Negeri 1 Juwana is by prioritizing public interests over personal interests. Such as activities carried out by students, namely helping friends who are affected by disasters and teaching friends if they have difficulty learning. In addition, a student named Annisa'ul IS,

class XI IPS 2, stated that the form of self-sacrifice that he had done was leaving lessons to take pictures for the calendar at his school. Because he is a student who participates in extracurricular journalism.

The attitude of nationalism to accept pluralism carried out by SMA N 1 Juwana students is by not choosing friends even though they have different religions or social status. For the realization of students' nationalism attitude in terms of preserving Indonesian culture, Juwana 1 students have done it by participating in the cultural carnival. In addition, a student named Dyah Ayu Setyani from class XI IPS 4 showed her nationalism by participating in extracurricular dance. By participating in these activities, she has recognized, understood, studied, and practiced it by participating in dance performances at the anniversary of SMA Negeri 1 Juwana. In addition, based on the results of interviews with students at SMA N 1 Juwana, the form of realization in terms of appreciating the services of heroes by making heroes as role models by getting used to living in discipline and obeying the rules at school. In addition, they also attend ceremonies with wisdom as a form of appreciation for the heroes who have died to fight for Indonesia.

The attitude of discipline in everyday life reflects the attitude of nationalism. The students have been able to be disciplined at school. In obeying school regulations, there are still students who are not disciplined, such as being late for school and not wearing complete attributes. The attitude of nationalism has grown well in the school. Only a few students are still undisciplined by being late for school. But overall the attitude of nationalism possessed by students of class XI IPS is good.

### **The Role of History Teachers in Efforts to Improve Students' Nationalism Attitudes**

Teachers who have good performance will be able to deliver lessons well and meaningfully, be able to motivate students, be skilled in utilizing the media, be able to guide and direct students in learning so that students will have enthusiasm for learning, enjoy the learning process, and find it easy to understand the subject matter delivered by the teacher. The role of history teachers in learning history must be able to provide the values contained in the history lesson itself. The values of nationalism such as national spirit and love for the country must be prioritized by the teacher so that later students have an attitude of nationalism. Based on the study of Pullias and Young (1988), Manan (1990) and Yelon and Weinstein (1997), cited by Mulyasa, there are at least 19 roles of teachers, namely teachers as educators, teachers as teachers, teachers as mentors, teachers as trainers, teachers as advisors, teachers as reformers, teachers as models and role models, teacher as a person, teacher as a researcher, teacher as a

creativity booster, teacher as a view generator, teacher as a routine worker, teacher as a camper, teacher as a storyteller, teacher as an actor, teacher as an emancipator, teacher as an evaluator, teacher as a preserver, teacher as a culminate (Mulyasa, 2013).

In relation to the role of history teachers in shaping students' nationalism attitudes, these are teachers as teachers, teachers as mentors, teachers as role models, teachers as inspirers, teachers as authorities, and teachers as evaluators. The role of the teacher as a teacher is seen when the history teacher teaches students the values of nationalism by using examples of nationalism attitudes. This is done so that students do not misunderstand the concept of nationalism so that they can apply it to their daily lives.

The role of history teacher as a mentor when guiding students, the teacher will also be a motivator in learning. Teachers in carrying out their role as mentors not only convey knowledge but also convey life values to motivate students. In this case, Mrs. Novida's role as a history teacher as well as having a role as a mentor in improving the nationalism attitudes of students in Class XI IPS SMA Negeri 1 Juwana is by delivering historical material in an interesting way, besides that giving moral messages to behave well, to excel more, and always reflect the values of nationalism in everyday life. The role of the teacher as a mentor, Mr. Tri Prasetyono, in guiding students to have an attitude of nationalism is by giving advice in the form of moral messages so that students have good behavior that can reflect the attitude of nationalism.

The implementation of the teacher's role as an example is carried out theoretically and directly in practice. Providing examples that are exemplified from the struggles of heroes can provide good examples to students. The role of history teachers as role models in reflecting the values of nationalism can be done not only through theory alone by providing exemplary examples of heroes but can be through the practice of history teachers directly, namely through good behavior and words that students can see directly in everyday life. Regarding the exemplary practice that history teachers are required to do is about discipline in learning both time discipline and discipline in delivering material that must be in accordance with predetermined learning objectives. The teacher as an inspirer directs students to optimize all their potential. Teachers make efforts in changing the mind set of students to love history more by not only explaining about theory but can be developed into scientific research on historical objects. Teachers as motivators have a lot of influence on students. The motivation given by Novida Tjaajningtysa, Winarti, and Tri Prasetyono directs students to dare to express opinions, be responsible, and read more diligently which reflects nationalism.

In carrying out its role, the history teacher as an authority is seen in prioritizing the course of discipline in the classroom and in the school environment. The discipline applied by teachers

aims to form students who try to be disciplined towards themselves and it is hoped that students can take advantage of this discipline for their daily lives. With the class cleaning picket, which is a positive activity, it can train students to practice an attitude of responsibility. The teacher's role as an authority can be seen when Mrs. Novida reprimands students if they do not carry out class hygiene pickets.

The role of the teacher as an evaluator provides direction to students about the attitudes that should be carried out by students, especially during the flag ceremony which is one of the attitudes of nationalism. What Tri Prasetyono often does after the ceremony is to reflect on the attitudes of students who do not obey the rules. The role of the teacher as an evaluator with the teacher conducts an evaluation by referring to the three domains namely Cognitive, affective and psychomotor. In relation to improving the attitude of nationalism, the role of history teachers as evaluators is by assessing students who can reflect the values of nationalism in the school environment which can be taken from students' daily activities. With his role as a history teacher who doubles as a student affairs staff, Mr. Tri Prasetyono S.Pd. can conduct an assessment that is not only cognitive but also an attitude assessment. With his role as a student affairs staff, it is easier for history teachers to carry out direct attitude assessment because with his role as a student affairs staff, the teacher will be involved in direct interaction outside the classroom which can see the real attitude of students.

### **Constraints and Efforts Made by History Teachers in Improving Students' Nationalism Attitudes**

The obstacles faced by teachers in improving the nationalism attitude of students at SMA Negeri 1 Juwana. First, the development of globalization which has a negative influence on students. With the rapid development of globalization such as the use of the internet, it affects students' attitudes and morals. The danger of globalization itself is that students will tend to imitate westernized trends compared to their own culture. The influence of globalization can damage the character of students who are basically still looking for their identity. The negative impact of globalization itself can make students forget the nation's culture, life values or customs of the Indonesian nation (Aman, 2014; Ilahi, 2012).

Second, student association with other schools. The factor of students' social environment is a problem that history teachers often face. Students often associate with other schools because of associations that do not exemplify actions that reflect the value of nationalism (Adisusilo-J.R, 2009; Kumalasari, 2015; Mulyana, 2013). So that the attitude of student nationalism will



be hindered by the environmental factors of the students themselves because students will be influenced by the environment they hang out in.

Third, students' different family backgrounds cause different student traits and behaviors. Family factors take an important role in shaping the character of nationalistic students. History teachers and schools can only partially supervise when students carry out activities outside of school. Fourth, the loss of student concentration during history learning takes place. This is an obstacle experienced by teachers in the process of improving students' nationalism. This happens because most subject hours are conducted during the day.

To overcome the obstacles faced, Mr. Tri Prasetyono, Mrs. Novida Tjajaningtyas, and Mrs. Winarti as history teachers made the following efforts: First, history teachers in learning always approach students to always leave actions that damage morals and instill the values of nationalism contained in history lessons in every teaching, such as telling stories of heroes so that students always exemplify the traits of heroes and make examples for students to always give something good that is beneficial to their nation. Second, in every teaching and learning process in addition to instilling nationalism values in students, history teachers also provide religious values so that students always remember God so as not to violate existing norms. Third, to overcome the obstacles of differences in student backgrounds, history teachers can overcome them by approaching students by not discriminating against their backgrounds and considering them all the same. It can be overcome by history teachers as a small example of history teachers making group discussion model learning (Sadono & Masruri, 2014). Fourth, in overcoming the loss of student concentration due to the history learning schedule in the afternoon, history teachers at SMA Negeri Juwana can overcome it by slipping motivational stories, funny stories, or playing videos in between lessons that can restore student concentration so that they can focus on learning again.

### **Conclusion**

The embodiment of the nationalism attitude of students in class XI IPS SMA Negeri 1 Juwana in terms of pride in the Indonesian nation, love the homeland and nation, willing to sacrifice for the nation, accept diversity, proud of diverse cultures, appreciation the services of heroes, and prioritize the public interest can already be lived by students, although in implementing it there are still a few students who are still lacking in implementing the attitude of nationalism in everyday life. But overall the attitude of nationalism possessed by students of class XI IPS is good.

The role of history teachers in improving students' nationalism attitudes includes teachers as teachers, teachers as mentors, teachers as role models, teachers as inspirers, teachers as authorities, and teachers as evaluators. The role of history teachers in learning history can provide values contained in history lessons to students. The values of nationalism, such as national spirit and love for the country, are prioritized by history teachers so that later students have an attitude of nationalism. In learning history, history teachers have an important role in the entire history learning process. The management of the learning process, both strategies, facilities, and learning resources, will produce meaningful history learning, including efforts to improve students' nationalism attitudes. The obstacles teachers face in improving students' nationalism attitudes are different family background factors, wide student association and loss of student concentration during history learning. The efforts made by teachers are to provide an understanding of the Indonesian nation's religious values and noble values to students so that students can leave actions that will damage their morals.

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