

Study Content Character in Social Studies Learning (A study in Public Junior High School at Batang District, Central Java)

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Abstract

The implementation of character education in the formal environment is effective in respond to it the moral crisis, and other social problems. The purpose of this study is to examine the implementation of independent character education and integrity in social studies learning. The approach used in this study is qualitative and quantitative approaches. Research data was obtained from school principals, teachers and students. Data collection techniques using observation, interviews, and documentation studies. Data analysis techniques in this study were carried out with qualitative descriptions. By reviewing the rational relationships experienced by the subject without making up, by analyzing the character of each student in social studies learning. The sampling technique was purposive sampling to select participants based on the ability of informants to provide answers related to the experience studied in accordance with the implementation of characters in social studies learning. The findings show that religious and nationalist characters are new findings in planning learning in Public Junior High Schools in Batang District. However, overall the application of character content is not optimal. It can be seen from the inclusion of the focus of the characters in RPP that it has not been explicitly distributed to students, on the other hand, independent character and integrity can directly grow the modeling process that is imitated during the learning process. This study concluded that social cognitive theory with the modeling process has a good impact on the character of a student because it can foster examples of good characters for other students.

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INTRODUCTION

The character of the Indonesian people is the most frightening problem for the progress of a civilization, the quality of a nation is seen in the application of education. Education in Indonesia strives to improve character, as has been designed by the government through legal legality Law No.20 Article 3 of 2003 concerning character education, (Mansur, 2014) stating that "National Education functions to develop the ability and shape of dignified national character and civilization in order to educate the life of the nation, aims to develop the potential of students to become human beings who have faith and devotion to God Almighty, noble, healthy, knowledgeable, capable, creative, independent, and become a democratic and responsible citizen".

Strengthening Character Education (PPK) which is currently the focus of the education system as a character revolution is found in *Nawacita*, which alludes to the policy of restructuring the national education curriculum by revolutionizing the nation's character. Special directives from the President to the Minister of Education related to Perpres No. 87 of 2017 (Zarkasi, 2018) which is expected through the concentration of mind, control of emotions, feelings, and heart, ethics, and physical exercise by involving collaboration between education, family and community units. Kaimuddin (2014) stated "The implementation of character education has been carried out in conjunction with the implementation of the curriculum system in education in Indonesia, which is popular with the term *leer plan*, meaning that the teaching plan since then, the vision and mission of education based on character building began to be developed.

The implementation of the 2013 curriculum began limited to pioneering schools, with some material being streamlined, with the aim of equalizing international schools. Permendikbud No.159 (in Syamsudin, 2014) stated "assessment of students, emphasizing attitude and behavior (moral) as the main aspect of the assessment with a percentage of 60%. If one

student performs a bad attitude, then the whole value is considered to be reduced. Both from the value of skills, knowledge, social and spiritual ". Responding to the character values that are expected to appear in each student's personality through school, based on the school's vision and mission to behave well, according to the norms and morals recommended. Megawangi (2004) stating that the moral values instilled will form the noble moral character which is an important foundation for the formation of a civilized and prosperous society. Almost the same as Ramdhani (2014) developing the ability of learners to behave well which is marked by improvements in various abilities that will make humans as beings who are godly (submissive, obedient to the concept of divinity), and carry out the mandate as a leader in the world. This is in line with the statement Notonagoro in Suyahmo (2014), that human beings in doing both physical and spiritual acts must be in accordance with the monodualist unity of the nature of the body, the nature of individuals and social beings, the nature of human beings as independent beings as God's creatures, as a reflection of four human virtues of the moral teachings of Pancasila that is a virtuous character, virtuous character simplicity, godly steadfastness, and godly character of justice. In other words, the characteristics of a person or group of people who contain values, abilities, moral capacity, and determination in facing global difficulties and challenges. (Raman, & Zamroni 2014).

The application of social studies learning that is expected to permanently create the superior character that is noble, national, and religious. Together teachers, parents, and staff must join forces to encourage students to realize good values in their lives (Agboola, 2012). According to Pramono (2013) which studies human relations and is seen as most important in developing responsible citizens. Social studies learning explores the relationship of human interaction in their culture and regions by paying attention to the past, present and future in order to foster the intellectual, social, and personality development of students so that they have the competence to participate in decision making and

other social activities. In line with Rosardi (2014) Social studies learning is designed to be able to make students be virtuous people. This requires the support and role of the teacher in understanding social studies learning (psychomotor) which includes planning, implementing, assessing and reviewing instructional materials that contain character education to form the nation's children who are able to think globally and behave according to their values and norms wherever they are with emphasis on equal and fair educational practices. Furthermore, making students able to work together, develop social skills to think critically, in order to become more active in pouring ideas, and be able to balance knowledge (the power of reason) with characters of social value (conscience) for the ultimate goal of giving birth to an intellectually intelligent generation and conscientiously based on emotional, religious, independent, and high integrity.

Social cognitive theory belongs Bandura (Santrock, 2005) suggests that through observational learning, students will learn information that is cognitively processed. The observation process conducted by students when learning social studies according to the theory is able to develop the potential of students in terms of knowledge, attitudes, and skills in solving social problems.

Education policy must actualize moral education. Together teachers, parents, and staff must join forces to encourage students to realize good values in their lives. Therefore, the researcher was interested in studying more deeply about the implementation of character education for independent character education and integrity in social studies learning in Public Junior high school in Batang District, Central Java, which has typical characteristics of coastal students towards their attitudes and behavior. Sri Minda (2017) stated that "Attitudes and actions characterized by students are lower on the coast and in the sub-city than students in plantations and rural areas. So it is recommended that the government keep working and maintain the atmosphere of village life and plantations to remain conducive. While coastal and sub-city

need more serious efforts to prevent the entry of negative factors".

Saddam, Setyowati, & Juhadi (2016) stated "The role of educational institutions both schools and universities greatly determine the future of this nation. These institutions as a forum that will shape the nation, are built from theories and field practice academically prepared directly to be in the field or the social world".

Based on this background, problems can be formulated as follows: How far is the implementation of character education in planning, implementing, and evaluating social studies learning in Junior High School, Batang District, Central Java.

The purpose of this study was to examine the implementation of character education in planning, implementing, and assessing social studies learning at Junior High School in Batang District, Central Java. Beach & Flavia in Sunarjan (2014) suggested that "it is important that you chose one specific site, this will help to keep things simple and to focus on the issues and areas for improvement. It is important to go into a site with an open mind, and not assuming you already know the solutions for other people's problems". This research is expected to provide experience for students to start good characters. In line with Dadang, Sudjarwo & Pargito (2014) stated that "the implementation of character education in schools, all components must be involved, including the components of education itself namely curriculum content, learning process and assessment, handling or management of subjects, school management, implementation of co-curricular activities or activities, empowerment of infrastructure, funding and work ethic of all school".

METHODS

This study uses a mixed approach, with a combination of qualitative approaches and quantitative approaches. The design used in the study of sequence exploratory models (sequence of findings) according to Sugiyono (2008) the method by combining qualitative and quantitative methods sequentially in the first

stage of research using qualitative and the second stage using quantitative. The sampling technique by purposive sampling intends to subjectively select participants who are based on the ability of informants to provide answers related to the experience to be studied in accordance with the implementation of character education in social studies learning in Public Junior High School Batang District.

The focus in this study discusses the implementation of character content in social studies learning in Public Junior High School, Batang District to see clearly the character that results from integrating the main values of KDP (especially independent character and integrity) in the learning implementation plan (RPP), then reviewing the implementation Independent character education and integrity in the implementation of social studies learning that is not yet fully integrated in school life, as well as reviewing the implementation of character education in social studies assessment, in terms of the assignments given. Data collection methods in this study use (1) Observation technique, by observing the condition of the students, the environment, and the suitability of the teacher's activities on the information given by the resource person regarding character education content through independent values and integrity at Public Junior High School, Batang District by using research instruments that have been tested for validity and published by the ministry education and culture. (2) Interview Techniques, the form of 'semi-structured', the submission of questions that have been structured than in one by one includes all variables submitted to the principal as the person in charge of vision and mission and social studies teacher as an influential educator applying character education in the social studies learning the process. (3) Documentation techniques, in the form of syllabi, lesson plans, assessments, teaching materials, and learning models designed with character content in Junior High School, Batang District. The document is used to obtain data whose existence supports the research by integrating the results of observations in the field.

The method of analysis in this study was carried out with descriptive quantitative and qualitative analysis by carrying out data interaction. Data collection in the field by data processing is done through quantitative analysis and then calculated using the final value scoring guidelines listed in the observation sheet from the Ministry of Education and Culture. The analysis carried out in the results and discussion uses a descriptive qualitative approach.

RESULTS AND DISCUSSION

Social studies learning at Public Junior High School, Batang District, Central Java makes the teacher a model that influences the learning process because teacher behavior affects the environment that is formed and the behavior of the students themselves. The initial step is to build individual students who have a responsibility, can be done through the assignment, in the hope that students can be motivated if other people who provide reinforcement. Teachers at Public Junior High School, Batang District, Central Java provided a material with a learning model as a bridge to instill character education that would be applied in social studies learning. Character education planning must continue to be carried out with high commitment and continuous improvement efforts (Putri, 2011). In harmony with Nowo, Setyowati, & Wasino (2018) that "Character values are not only knowledge but also must be embedded in practiced, simulated, exemplified. In other words must be exemplary". The learning carried out has a characteristic character depiction of students, as evidenced by the results of observations conducted by researchers through a review of character education achievements seen from the point of view of planning, implementing, and evaluating learning in each Public Junior High School, Batang District, Central Java

Character Education Planning in Social Studies Learning

Learning tools used by Public Junior High School teachers, Batang District included

identification of teaching and learning needs, preparation of syllabus, preparation of learning implementation plans (RPP) and preparation of a scoring system that showed that the teacher had included characters, even though many characters were, in fact, deviant during implementation from the plan that has been prepared. This is due to the process of making the syllabus and learning implementation plans (RPP) prepared with the team-MGMP social studies learning system in Batang District. Supposedly, the making of the RPP refers to the ability of each school to be adjusted by the available facilities and infrastructure. Preparation of the RPP gives guidance to the teacher in creating insight into character development. On developing assessments, as well as techniques (Sofli, 2014).

The format of the RPP that has been made has been good overall. This arrangement begins by writing down the identity of the subjects accompanied by the name of the school, subject, class and semester and the time allocation that is carried out. Listed KD and KI which includes competencies in knowledge, skills, and attitudes that are appropriate. Character implementation in learning planning is done by adapting the syllabus, lesson plans, and teaching materials that are facilitating the recognition of values so that they can awaken to students, and internalize the values of characters in everyday life..

The learning steps carried out by each teacher include preliminary, core, and closing activities with the approach to the learning model that is applied and material sourced from government textbooks (Package Books). The connection to the learning material, along with the findings of the independent and integrity character in the learning planning at Public Junior High School, Batang District, Central Java, as follows: (Table 1)

Based on Table 1 shows that from each school in preparing the learning implementation plan (RPP) has included the character value points, both independent values, and integrity. Seeing the findings of the characters in the learning planning, Public Junior High School 2 Batang has been very good at implementing

character education because it has the most number compared to other schools. On the other hand, Public Junior High School 6 Batang is a school whose implementation of character items is still low compared to other schools.

Table 1. Number of Character Findings in Learning Planning

School name	Independent	Integrity
SMPN 1 Batang	60	88
SMPN 2 Batang	70	87
SMPN 4 Batang	58	45
SMPN 5 Batang	53	52
SMPN 6 Batang	40	42
SMPN 7 Batang	72	68
SMPN 8 Batang	88	83
SMPN 9 Batang	63	62

Source: Researcher data, 2018

This condition causes the researcher to examine more deeply the independent character of almost all sub-values already listed, but in strong independent characters, it is very rarely used to shape the character of students. Actually, if the strong sub-values applied in learning can teach students not to give up easily when facing problems. Likewise, the character of integrity with loyal sub-values is very rare to appear in the planning process, this needs to be reviewed in connection with the adverse effects caused in everyday life..

New findings from the research focus observed include the value of religious and nationalist characters that appear in the introductory and closing activities of learning. This becomes a finding in the results of research as a form of piety towards God Almighty, becoming a special added value to the character that is manifested in carrying out the teachings of the adhered religion, and can teach attitudes, ways of thinking, and act according to the interests and conditions in daily life.

Lack of application of independent character and integrity causes character education planning to experience imbalances on various sides, therefore it needs to be cultivated and empowered by all sub-values, especially loyal sub-values that have not yet appeared in the planning. Yatmiko, Banowati, & Suhandini (2015) explained that "Cultivation or habituation of students needs to be physically conditioned in

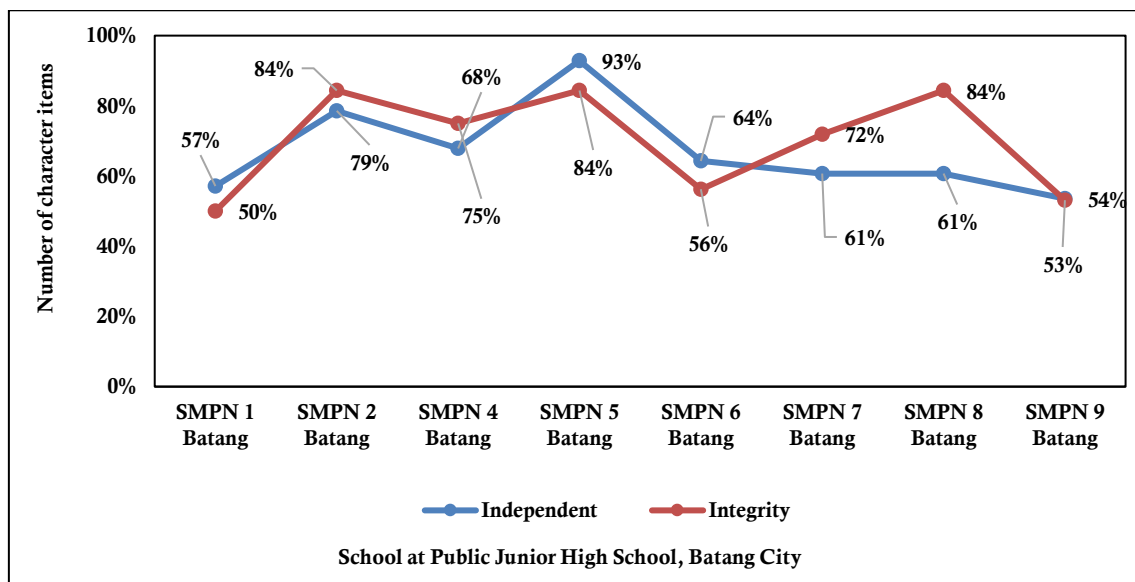
the education unit environment so that students and all school residents are accustomed to building an everyday life with positive activities". The hope is that if the sub-values are faithfully implemented, the integrity between friends is maintained, by having an establishment and obeying the rules in order to remain orderly and safe. In addition, comprehensive improvements need to be made for routine training with expert instructors on social studies learning on an ongoing basis. In order for the learning practices provided by the instructor to motivate other teachers to take actions that reflect the application of character values (modeling) to students. These efforts are expected to overcome the implementation of character items well.

Character Education Implementation in Learning Social Studies Learning

Learning that occurs in each school has been carried out well, because it is able to manage the situation during the process of implementing learning in the classroom. Each teacher has its own motivation in carrying out their duties and

obligations as a teacher because student success is the teacher's expectations, satisfaction, and success in teaching. In general, lesson opening activities include learning atmosphere conditioning activities, checking the mastery of competencies to be achieved and the benefits in life, outlining the scope of material and activities to be carried out, conveying the scope and techniques of assessment, checking prerequisite knowledge, implementing KDP, and developing skills literacy.

The closing activity of the lesson consists of conducting guidance to students to make conclusions of learning activities, reflecting on activities that have been carried out, giving feedback on the learning process and results, planning follow-up activities in the form of remedial learning, enrichment, or giving assignments to students both individually and group. Character education in each Public Junior High School has a difference, the following are the findings of the characters in the implementation of learning seen in Graph 1, as follows:



Graph 1. The Number of Characters Found in The Implementation of Learning

Source: Researcher data, 2018

Based on graph 1, character formation in the implementation of learning in each school already has good results, seen from the diagram above Public Junior High School 5 Batang with

problem-based learning can stimulate students to think critically, by inviting students to learn independently in browse information that explains the spread of religion while still

collaborating with friends a group of people develop a loyal attitude. When presenting in front of the class an attitude of responsibility and morality was also shown in explaining the material. Almost all students are active in the process of learning social studies learning, so it is undeniable if the character points in the learning process reach an average of 88.5%, these results are very good compared to other schools. The religious character of the implementation is the finding of characters outside the focus of the research because it is always applied in the opening and closing of the learning process that reflects the faith in the beliefs held.

The independent character of strong sub-values in Graph 1, very rarely appears in the implementation process, this character needs to be formed to be good with habituation, in order to form students who persistently defend something. In addition, by the way, the teacher invites students to get used to behaving as well as expected, it also needs to be instilled with an understanding attitude because by understanding each other, a form of behavior will be formed. Then, with the presence of a teacher or friend who behaves well can be used as a model or role model to be imitated, because in this way students can behave well supported by habituation that is increasingly confirmed. This shows that indirectly the modeling process carried out by social studies teachers when learning can be embedded and fosters independent character education. When the learning process takes place the students' high fighting power is increasingly seen in the experiments conducted to answer the questions given.

Brave characters emerge from students who teach other students to become lifelong learners. Other characters who are taught to act fairly in all things, including allowing those who want to ask or express their opinions. Learning takes place by refuting knowledge, honestly answering according to ability and still having morals when debating debates among other students reflects the attitude of professionalism between individuals when the learning process takes place. Therefore, the focus of the characters listed in RPP, cannot give birth to the exact same

character when the learning process takes place, because it raises the character of students to need the process of civilization and empowerment in everyday life.

Assessment of Character Education in Social Studies Learning

Assessment of character education is carried out through the stages of determining indicators of success and carrying out the follow-up. When the teacher assesses learning must be sure that education can bring change to students because there are two things that must be done, namely, collecting sufficient evidence to then be used as a basis for determining whether there is a change and the degree of change that occurs. The collected evidence can be quantitative, dividing the measurement results in the form of numbers, for example from tests, giving appearance assignments, working papers, field assignment reports, etc.

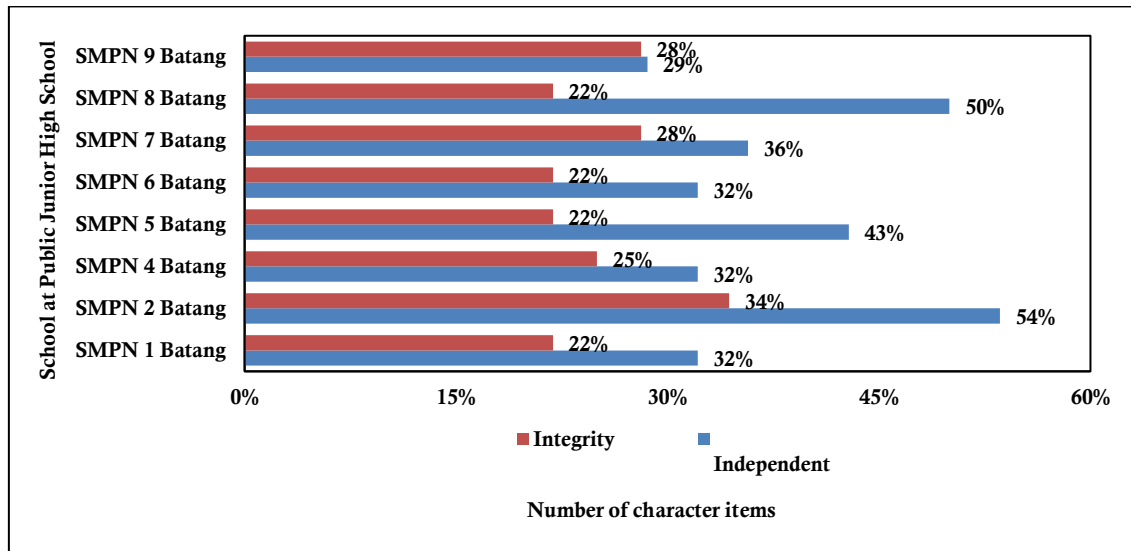
Qualitative assessment evidence only shows the qualifications of learning outcomes such as excellent, moderate, diligent, careful, and others. From the quantitative and qualitative evidence collected, it is used as a basis for making decisions about changes in character and degree of change in a fair and objective manner. Assessment is also a program for continuous improvement, which is designed and implemented to detect the actualization of the characters that exist in the students themselves, with these results it can be known that the process of civilizing and empowering the characters has been successful or not. This process is often referred to as an assignment. The following figure 1 shows the contents of the character items in the assessment, as follows: (Graph 2)

Based on Graph 2, the assessment in each Batang Jawa Tengah District Junior High School shows that the character formation that appears on each assignment given by students already has an independent character and integrity, but has not been fully explicit. The results above show that Public Junior High School 2 Batang is the best school in implementing character education, this is attempted by the type of performance assessment, each individual in each group is

charged with the task in solving the existing problems.

Application of characters Public Junior High School 6 Batang with the least number of other schools because not all students have the same treatment, although the purpose in this assessment is used to equate character formation in order to become an independent person with a high work ethic, fighting power, creative, brave

and lifelong learner. Because the core of the group's own assessment makes the individual have the same characteristics as the group he joined. However, the learning process can not impose directly because the process of character planting does not take place instantly, especially with the differences in the character of each student and the learning objectives they have.



Graph 2. Number of Characters Found in The Assessment

Source: Research data, 2018

Independent character and integrity, loyal sub-values to written assignments are not found at all. This proves that integrity at Public Junior High School 6 Batang is very strong, because in completing written independent assignments students do not collaborate with students. However, fair sub-values have not yet appeared in various types of assessments. This is one of the reasons in the learning process that many students tend to do their own work, even though in the learning strategy group work is applied. The aim is to train justice for all students in cooperation and fairness in each division of group work. The efforts that must be carried out by each teacher in social studies learning only requires tenacity and high enthusiasm in teaching each character sub-values in everyday life to be ingrained and embedded in each individual.

CONCLUSION

The implementation of independent character education and integrity in social studies learning can be seen in the planning, implementation, and assessment of each school. There are findings of religious and nationalist characters in the planning seen from the characters that exist in the learning implementation plan (RPP), the findings of religious characters are also seen in the implementation of learning included in the opening and closing of the learning process. The results showed that the independent character and integrity in the planning of learning that had been done had reached 85.5% found in Public Junior High School 8 Batang, the character in the implementation of learning that had been done had reached 88.5% found on Public Junior High School 5 Batang, and the characters in the assessment of learning carried out have reached

44% found in Public Junior High School 2 Batang. These results are based on the average of each school, which means that the school at Public Junior High School, Batang District has implemented character education in social studies learning, however, not all characters are expected to give birth to the exact same character when planning, implementing and evaluating. So that for the next stage it is necessary to improve so that the planning, implementation, and assessment of characters can be explicitly comprehended in social studies learning.

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