



## The Impact of Unidentified Elementary School Students' Character Values in the Independent Curriculum Class IV Science Science Teacher's Book

Yusnidar<sup>1</sup>

<sup>1</sup>Faculty of Teaching and Education, Universitas Jambi, Jambi, Indonesia

---

### Article Info

#### Article history:

Received Sep 01, 2023

Revised Sep 21, 2023

Accepted Sep 25, 2023

OnlineFirst Sep 29, 2023

---

#### Keywords:

Character Values  
Curriculum Merdeka  
Science

---

### ABSTRACT

**Purpose of the study:** This study aims to analyze the impact of student character values that have not been identified as Independent Curriculum Class IV Science Teacher's Book.

**Methodology:** The method used is qualitative. Researchers use a document study instrument to collect the required literature, such as soft books/hard books, and others. The sample used in this study was class IV science subjects in the Independent Curriculum teacher's book.

**Main Findings:** This study shows that in class IV, several character values are not found in students. This is because the teaching and learning process is not directed at these character values. This hurts students, affecting the learning process in class and when students are in their environment.

**Novelty/Originality of this study:** The latest from this study is to analyze the character value of students in elementary schools in aspects of the independent curriculum.

*This is an open access article under the [CC BY-NC](#) license*



---

### Corresponding Author:

Yusnidar,

Faculty of Teaching and Education, Universitas Jambi, Jambi, Indonesia

Jl. Lintas Jambi-Ma.Bulian, Km. 15 Muaro Jambi, Jambi, Indonesia, 36361

Email: [yusnidar@unja.ac.id](mailto:yusnidar@unja.ac.id)

---

## 1. INTRODUCTION

Education has a very important role in developing Human Resources. In developing Human Resources it must be focused on increasing the productivity and efficiency of the human itself [1], [2]. In addition, education is a process in making students actualize themselves in everyday life [3], [4]. One of the functions of national education in Indonesia is to shape the character of the younger generation as stipulated in the National Education System Law number 20 of 2003 [5], [6]. In the world of education, the curriculum has a very important role and the curriculum currently used is the Independent Curriculum.

The merdeka curriculum is a policy issued by the Ministry of Education and Culture for the recovery of learning due to the pandemic that has hit the world, especially Indonesia [7], [8]. The change in the 2013 Curriculum to become an Merdeka Curriculum is a government effort to reform national education [9], [10]. By using the Merdeka Curriculum, you can choose the optimal method so that you can continue the learning process comfortably [11], [12]. The Merdeka Curriculum can answer the needs of the 21st century through character education.

Currently character education is very important to develop. Character education is a very important part for students because they will become wise successors in leading the nation and state [13],[14]. Character education in 21st century skills is very important in achieving future success [15]-[17]. Also can help students in developing the important traits that exist in him [18], [19]. So that character education needs to be taught in every subject, one of which is science.

Science subjects can be used as a means to develop character education for students if the learning process goes well. IPAS is a subject that combines Natural Sciences and Social Sciences and is a new subject in the merdeka curriculum. The character values used are the character values contained in Pancasila [20]-[22]. Its values are religious, love of the motherland, humanity, justice and social spirit [23]-[25]. Character education programs in schools are aimed at students who are ethical, moral and responsible [27]. Doing this program can build student character values in science subjects.

Research on the analysis of character values in science subjects has been carried out by [28], [29]. explains that character education can be taught and helps the formation of character and ethical values. Because education has an important role in shaping the character of students [30]-[32]. However, teachers sometimes experience difficulties in integrating character values in learning [33], [34]. Because of these problems, training will be held for teachers so they can teach character education to students.

Based on the explanation above, the researcher is interested in conducting this research with the aim that the researcher can identify character values that students do not have where these values have been determined by the teacher. The formulation of the problem in this research is what character values are identified in science subjects. The variable used in this research is character value. With this research, it is hoped that the character that exists in students can really emerge. Based on the description above, the researcher is interested in raising the title of this research.

## 2. RESEARCH METHOD

This study uses a qualitative method. In qualitative research it is focused on understanding and observing a phenomenon that occurs in research subjects [35]. Types of qualitative research, such as phenomenology, ethnography, narrative approach, grounded theory, content analysis, and others [36]. In this qualitative method, researchers will use a type of research in the form of a documentation study. Documentation study is a research method that involves collecting data from various documents, notes, or other written sources to analyze the information contained in those documents.

The population is all groups of people who have certain characteristics [37]. The research subjects were character values in grade IV science subjects in the Independent Curriculum Science Teacher's book. The teacher's book will be reviewed and grouped into several aspects that will be analyzed, namely material, questions, and assignments then mapped out in Table 1. A literature search and previous research can support this research. After searching for relevant literature and research, reviewing teacher books found 18 character values that need to be instilled in students during the teaching and learning process.

The research instrument used by researchers is documentation or document analysis techniques. In collecting data rely more on secondary sources such as books, articles, and others [38]. Therefore, researchers collect data - data sourced from books - books such as softbooks, hardbooks, and other literature.

In this research, qualitative data analysis will be used to identify the character values that students will acquire. Researchers will identify the Independent Curriculum IPS teacher's book, what character values are contained in the aspects being analyzed, namely material, questions and assignments. Data analysis in documentation study research involves the process of collecting, organizing, evaluating, and interpreting information contained in documents or other written sources. Data analysis in documentation study research allows researchers to uncover valuable insights and understanding from existing written sources, without the need to collect primary data.

In this research, there are three activities to be carried out. The first activity is the grouping of characters which will be analyzed from several aspects, namely material, questions, and assignments. What will be done next is to conduct a literature review by collecting the required sources, such as books or journals. The final step is to identify the character values that are instilled in students during the teaching and learning process. The research procedure in data collection can be described as follows



Figure 1. Research procedure

## 3. RESULTS AND DISCUSSION

There are 18 character values that students must have. Based on the Science Independent Curriculum teacher's book, 18 student character values will be analyzed from several aspects, such as materials, questions and assignments. In the three aspects analyzed, there are several character values that have been achieved by students and there are also character values that have not been achieved by students. The character values that

have been analyzed through the Independent Teacher Curriculum Book for Class IV IPA so that the character values analyzed can be seen in Table 1 below.

Table 1. Character Values Found in Science Subjects

Character	Analysis		
	Content (Material)	Question	Assignment (Project)
Honest	✓	✓	
Tolerance	✓		✓
Discipline	✓		✓
Hard work	✓	✓	✓
Creative	✓	✓	✓
Independent	✓	✓	✓
Democratic	✓		
Curiosity	✓	✓	✓
Spirit of nationality	✓		
Love the Motherland			✓
Appreciate Achievements	✓		✓
Friendly/Communicative	✓		✓
Love peace	✓		
Like to read	✓	✓	✓
Environmental care	✓	✓	✓
Responsibility		✓	✓

Based on Table 1 above, it is known that the character values in analyzing the material are honest, tolerance, discipline, hard work, creative, independent, democracy, curiosity, national spirit, respect for achievement, friendly/communicative, peace-loving, fond of reading, care for the environment and responsibility. The characters contained when analyzing the questions are honest, hardworking, creative, independent, curious, fond of reading, caring for the environment and responsibility. Furthermore, the characters contained when analyzing the project are tolerance, discipline, hard work, creative, independent, curiosity, love of the motherland, respect for achievement, friendly/communicative, fond of reading, caring for the environment and responsibility. Furthermore, the characters contained when analyzing the project are tolerance, discipline, hard work, creative, independent, curiosity, love of the motherland, respect for achievement, friendly/communicative, fond of reading, caring for the environment and responsibility. Character values that were not found in conducting material analysis, problem analysis, and project task analysis can be seen in Table 2 as follows.

Table 2. Character Values that are not Found in Science Subjects

Character	Analysis		
	Content (Material)	Question	Assignment (Project)
Religious	–	–	–
Social Care	–	–	–

Based on Table 2 it can be seen that the characters in the analysis of the material, questions, and project assignments the character values that were not found were religious and socially caring characters.

After being analyzed in Table 1 shows the character values found in students in material analysis, problem analysis and project task analysis. From the results of the analyze it can be seen that the material only fulfills the character values of honesty, tolerance, discipline, hard work, creative, independent, democracy, curiosity, national spirit, respect for achievement, friendly/communicative, love peace, like to read, care for the environment and responsibility. Then in analyzing the character values that are fulfilled, namely honest, hard work, creative, independent, curiosity, fond of reading, caring for the environment and responsibility. Furthermore, the characters contained when analyzing the project are tolerance, discipline, hard work, creative, independent, curiosity, love of the motherland, respect for achievement, friendly/communicative, fond of reading, caring for the environment and responsibility.

The large number of character values that have not been fulfilled in science subjects causes the learning process to not go well. The impact of implementing internalization in character building is habituation to the activities carried out by students [39]. In the formation of character values in students, the government also has a role that is carried out starting from education [40].

The results shown in Table 2 show that character values are not instilled in students of grade IV IPA in the Mredeka Curriculum. These values are religious values and social care, where these values are very

important values in developing student character. To fulfill all unidentified character values, the teacher must provide literature that can foster character values.

Religion in human life is very important, especially in education. Religious character is a character that contains the human inner life in religion and one's experience in living religion. [41], [42]. With a lack of religious character in students, the learning process will not be optimal so that it will hinder the achievement of educational goals [43]. Many factors cause the absence of character values in students, one of which is the lack of delivery of these character values by the teacher [44]. In the absence of religious character values, the teacher can carry out religious habituation or can use books that have religious material so that it is expected to increase the religious character of students

This character value analysis research has been carried out previously by [45] and it was found that there are two values with the highest appearance. Analysis of Character Value Loadings in 2013 Curriculum Textbooks collected by Elementary School Teachers and Students, namely the character values of self-confidence and caring. These two character values are widely used. focus on instilling character values in open book learning in the 2013 Curriculum for class V semester. In line with this research, the latest is the analysis of students' character values in elementary schools which involves evaluating and understanding the development of character aspects that are important in shaping children's personalities. Character education in elementary schools does not only focus on academic aspects, but also on the formation of positive moral, social and personality values.

Social concerns in human life are very important, especially in education and everyday life. Social care is the behavior of a person or group to care about the surrounding environment [46], [47]. The fading of students' social caring character values towards their environment will affect the child's social development process [48]. Due to the lack of social caring character values, teachers can provide examples of ways or actions in caring for their environment. The research recommendation is for the younger generation to have even better character values.

#### 4. CONCLUSION

Based on the results obtained, researchers can conclude that the three aspects studied are material analysis, problem analysis, and project assignment analysis in the Independent Curriculum Class IV Science Teacher's Book. And for character values that have not been identified, there are two, namely religious values and social care. The characters contained when analyzing the questions are honest, hardworking, creative, independent, curious, likes to read, cares about the environment and is responsible. Furthermore, the characters contained when analyzing the project are tolerance, discipline, hard work, creativity, independence, curiosity, love of the country, respect for achievements, friendly/communicative, like to read, care about the environment and responsibility.

#### ACKNOWLEDGMENT

The author would like to thank all parties who have helped with the research that has been carried out.

#### REFERENCES

- [1] A. Werdhiastutie, F. Suhariadi, and S. G. Partiw, "Achievement motivation as antecedents of quality improvement of organizational human resources," *Budapest Int. Res. Critics Inst. Humanit. Soc. Sci.*, vol. 3, no. 2, pp. 747–752, 2020, doi: 10.33258/birci.v3i2.886.
- [2] P. E. Prasetyo and N. R. Kistanti, "Human capital, institutional economics and entrepreneurship as a driver for quality & sustainable economic growth," *Entrep. Sustain. Issues*, vol. 7, no. 4, pp. 2575–2589, 2020, doi: 10.9770/jesi.2020.7.4(1).
- [3] P. Y. A. Dewi and K. H. Primayana, "Effect of learning module with setting contextual teaching and learning to increase the understanding of concepts," *Int. J. Educ. Learn.*, vol. 1, no. 1, pp. 19–26, 2019, doi: 10.31763/ijele.v1i1.26.
- [4] S. Susilawati, D. Aprilianti, and M. Asbari, "The role of islamic religious education in forming the religious character of students," *J. Inf. Syst. Manag.*, vol. 1, no. 2, pp. 1–5, 2022, doi: 10.4444/jisma.v1i1.1.
- [5] Y. Hartono, S. Haryanto, and A. Asrowi, "Character education in the perspective of humanistic theory: A case study in Indonesia," *Educ. Int. J. Educ. Stud.*, vol. 10, no. 2, pp. 95–108, 2018, doi: 10.2121/edu-ijes.v10i2.948.
- [6] H. Helda and S. Syahrani, "National standards of education in contents standards and education process standards in Indonesia," *Indones. J. Educ.*, vol. 3, no. 2, pp. 257–269, 2022, doi: 10.54443/injoe.v3i2.32.
- [7] F. Jannah and R. Fahlevi, "Strengthening the pancasila character values in forming the character of pancasilais generation," in *1st International Conference on Creativity, Innovation and Technology in Education (IC-CITE 2018)*, 2018, pp. 77–80, doi: 10.2991/iccite-18.2018.18.
- [8] U. C. Barlian, S. Solekah, and P. Rahayu, "Implementasi kurikulum merdeka dalam meningkatkan mutu pendidikan," *JOEL J. Educ. Lang. Res.*, vol. 1, no. 12, pp. 2105–, 2022, doi: 10.21608/pshj.2022.250026.

- [9] Y. Pratikno, E. Hermawan, and A. L. Arifin, "Human resource 'kurikulum merdeka' from design to implementation in the school: what worked and what not in Indonesian education," *J. Iqra' Kaji. Ilmu Pendidik.*, vol. 7, no. 1, pp. 326–343, 2022, doi: 10.25217/ji.v7i1.1708.
- [10] K. Kasman and S. K. Lubis, "Teachers' performance evaluation instrument designs in the implementation of the new learning paradigm of the merdeka curriculum," *J. Kependidikan J. Has. Penelit. dan Kaji. Kepustakaan di Bid. Pendidikan, Pengajaran dan Pembelajaran*, vol. 8, no. 3, pp. 760–775, 2022, doi: 10.33394/jk.v8i3.5674.
- [11] H. Hersusetyati and M. P. Chandra, "The policy of merdeka belajar kampus merdeka (mbkm) in synergy with sustainable development goals (sdgs) to realize quality education on society 5.0," *Int. Conf. Gov. Educ. Manag. Tour. (ICoGEMT)*, vol. 1, no. 1, pp. 1–7, 2022.
- [12] Nurhayati, Jamaris, and Sufyarma Marsidin, "Strengthening Pancasila student profiles in independent learning curriculum in elementary school," *Int. J. Humanit. Educ. Soc. Sci.*, vol. 1, no. 6, pp. 976–988, 2022, doi: 10.55227/ijhess.v1i6.183.
- [13] S. Nugrohadi, K. Herwanti, M. Mujiono, S. N. Ardini, and M. Novita, "Analysis of a new learning paradigm based on kurikulum merdeka," *Int. Conf. Digit. Educ. Soc. Sci.*, vol. 1, no. 1, pp. 134–143, 2022.
- [14] D. A. Pradana, M. Mahfud, C. Hermawan, and H. D. Susanti, "Nationalism: Character education orientation in learning development," *Budapest Int. Res. Critics Inst. Humanit. Soc. Sci.*, vol. 3, no. 4, pp. 4026–4034, 2020, doi: 10.33258/birci.v3i4.1501.
- [15] I. Martiningsih, L. Lisdiana, and S. M. E. Susilowati, "Development of module based on scientific contextual additives material to increase learning outcomes and science process skills in junior high school," *J. Innov. Sci. Educ.*, vol. 8, no. 2, pp. 128–137, 2019.
- [16] R. S. Malik, "Educational challenges in 21st century and sustainable development," *J. Sustain. Dev. Educ. Res.*, vol. 2, no. 1, pp. 9–20, 2018, doi: 10.17509/jsder.v2i1.12266.
- [17] L. I. GonzálezPérez and M. S. RamírezMontoya, "Components of education 4.0 in 21st century skills frameworks: systematic review," *Sustainability*, vol. 14, no. 3, pp. 1–31, 2022, doi: 10.3390/su14031493.
- [18] A. P. Astuti, A. Aziz, S. S. Sumarti, and D. A. L. Bharati, "Preparing 21st century teachers: implementation of 4c character's pre-service teacher through teaching practice," *J. Phys. Conf. Ser.*, vol. 1233, no. 1, pp. 1–8, 2019, doi: 10.1088/1742-6596/1233/1/012109.
- [19] B. Singh, "Character education in the 21st century," *J. Soc. Stud.*, vol. 15, no. 1, pp. 1–12, 2019, doi: 10.21831/jss.v15i1.25226.
- [20] P. Rahmadhani and R. P. Wirayuda, "Analysis of students' ability to work on higher order thinking skills in thematic science learning," *J. Bs. Edu. R*, vol. 4, no. 1, pp. 39–44, 2023. doi.org/10.37251/jber.v4i1.300
- [21] M. Asbari and A. Purwanto, "Pancasila based character education to form good and smart citizens," *J. Community Serv. Engagem. (JOCOSAE)*, vol. 2, no. 4, pp. 11–18, 2022, doi: 10.9999/jocosae.v2i4.62.
- [22] N. J. Khoirina, F. H. Al-Majiid, and K. A. Great, "Pancasila character education for millennials in higher education: the future challenges for Indonesia in global perspective," *J. Panjar Pengabd. Bid. Pembelajaran*, vol. 4, no. 1, pp. 55–80, 2022, doi: 10.15294/panjar.v4i1.55019.
- [23] W. Akhuai et al., "Social capital of Pancasila education in smart education with social media in cybercrime prevention in the industrial revolution era 4.0," *J. Panjar Pengabd. Bid. Pembelajaran*, vol. 4, no. 2, pp. 384–442, 2022, doi: 10.15294/panjar.v4i2.55047.
- [24] H. Fajrussalam, K. A. Winata, U. Ruswandi, and A. Nursobah, "Implementation of character education in the establishment of students national value during the covid-19 pandemic," *EHDJ Educ. Hum. Dev. J.*, vol. 7, no. 1, pp. 67–74, 2022, doi: 10.33086/ehdj.v7i1.2254.
- [25] T. Tampilen, S. ri Kunarsih, and Z. Adlina, "Implementation of Pancasila values in Pancasila studies course on building character," *Elm vā Innovativ Texnologiyalar Jurnal*, no. 19, pp. 50–60, 2021, doi: 10.30546/2616-4418.19.2021.50.
- [26] J. D. Saputro and M. Murdiono, "Implementation of character education through a holistic approach to senior high school students," *Int. J. Multicult. Multireligious Underst.*, vol. 7, no. 11, pp. 460–470, 2020, doi: 10.18415/ijmmu.v7i11.2146.
- [27] A. Pala, "The need for character education," *Int. J. Soc. Sci. Humanit. Stud.*, vol. 3, no. 2, pp. 23–32, 2011.
- [28] E. Wati, R. D. Harahap, and I. Safitri, "Analisis karakter siswa pada mata pelajaran ipa di sekolah dasar," *J. Basicedu*, vol. 6, no. 4, pp. 5994–6004, 2022, doi: 10.31004/basicedu.v6i4.2953.
- [29] A. D. Permatasari and E. O. M. Anwas, "Analisis pendidikan karakter dalam buku teks pelajaran ilmu pengetahuan alam kelas VII," *J. Teknol. Pendidik.*, vol. 07, no. 02, pp. 156–169, 2019, doi: 10.31800/jtp.kw.v7n2.p156--169.
- [30] A. Ikhwan, M. Farid, A. Rohmad, and A. R. Syam, "Revitalization of Islamic education teachers in the development of student personality," in *1st Borobudur International Symposium on Humanities, Economics and Social Sciences (BIS-HESS 2019)*, 2020, vol. 436, pp. 162–165, doi: 10.2991/assehr.k.200529.034.
- [31] S. Humaeroh and D. A. Dewi, "Peran pendidikan kewarganegaraan di era globalisasi dalam pembentukan karakter siswa," *J. Educ.*, vol. 3, no. 3, pp. 216–222, 2021, doi: 10.31004/joe.v3i3.381.
- [32] N. K. Sari and L. D. Puspita, "Implementasi pendidikan karakter di sekolah dasar," *J. Dikdas Bantara*, vol. 2, no. 1, pp. 57–72, 2019, doi: 10.47466/hikmah.v17i2.198.
- [33] M. Maryono, H. Budiono, and R. Okha, "Implementasi pendidikan karakter mandiri di sekolah dasar," *J. Gentala Pendidik. Dasar*, vol. 3, no. 1, pp. 20–38, 2018, doi: 10.22437/gentala.v3i1.6750.
- [34] J. L. Johnson, D. Adkins, and S. Chauvin, "A review of the quality indicators of rigor in qualitative research," *Am. J. Pharm. Educ.*, vol. 84, no. 1, pp. 138–146, 2020, doi: 10.5688/ajpe7120.
- [35] H. K. Mohajan, "Qualitative research methodology in social sciences and related subjects. journal of economic development, environment and people," *J. Econ. Dev. Environ. People*, vol. 7, no. 1, pp. 23–48, 2018, doi: 10.26458/jedep.v7i1.571.

- [36] C. Andrade, "The inconvenient truth about convenience and purposive samples," *Indian J. Psychol. Med.*, vol. 43, no. 1, pp. 86–88, 2021, doi: 10.1177/0253717620977000.
- [37] C. R. Lochmiller, "Conducting thematic analysis with qualitative data," *Qual. Rep.*, vol. 26, no. 6, pp. 2029–2044, 2021, doi: 10.46743/2160-3715/2021.5008.
- [38] I. Mashuri and A. A. Fanani, "Internalisasi nilai-nilai akhlak islam dalam membentuk karakter siswa sma al-kaustar sumbersari srono banyuwangi," *Ar-Risalah Media Keislaman, Pendidik. dan Huk. Islam*, vol. 19, no. 1, pp. 157–169, 2021, doi: 10.29062/arrisalah.v19i1.575.
- [39] A. K. Nawali, "Hakikat, nilai-nilai dan strategi pembentukan karakter (akhlak) dalam islam," *TA'LIM J. Stud. Pendidik. Islam*, vol. 1, no. 2, pp. 325–346, 2018, doi: 10.52166/talim.v1i2.955.
- [40] S. Susilawati, "Pembelajaran yang menumbuhkembangkan karakter religius pada anak usia dini," *Aulad J. Early Child.*, vol. 3, no. 1, pp. 14–19, 2020, doi: 10.31004/aulad.v3i1.46.
- [41] A. Nurrahman and A. Irawan, "Analisis tingkat karakter religius siswa sekolah menengah pertama," *Al-TA'DIB J. Kaji. Ilmu Pendidik.*, vol. 12, no. 2, pp. 171–190, 2019, doi: 10.31332/atdbwv12i2.1575.
- [42] T. Thowilah, "Menumbuhkembangkan karakter religius pada anak usia dini di tk kusuma kelurahan patokan kecamatan kraksaan Probolinggo Jawa Timur," *At-Turost J. Islam. Stud.*, vol. 8, no. 2, pp. 167–178, 2021, doi: 10.52491/at.v8i2.64.
- [43] K. Laela and P. A. Arimbi, "Pembentukan karakter religius siswa melalui pembiasaan shalawat dan asmaul husna di SDN 2 Setu Kulon," *Pros. Standarisasi Pendidik. Sekol. Dasar Menuju Era Hum. Soc.* 5.0, pp. 432–439, 2021.
- [44] D. Rahayu, S. Narimo, A. Fathoni, L. E. Rahmawati, and C. Widiyasari, "Pembentukan karakter siswa berorientasi higher order thinking skills (hots) di sekolah dasar," *ELSE (Elementary Sch. Educ. Journal) J. Pendidik. dan Pembelajaran Sekol. Dasar*, vol. 4, no. 1, pp. 109–118, 2020, doi: 10.30651/else.v4i1.4071.
- [45] D. I. Rahayuningtyas, & A. Mustadi, "Analisis muatan nilai karakter pada buku ajar kurikulum 2013 pegangan guru dan siswa sekolah dasar," *Jurnal Pendidikan Karakter*, vol. 9, no. 2, 2018.
- [46] A. R. Fauzi, Z. Zainuddin, and R. Al Atok, "penguatan karakter rasa ingin tahu dan peduli sosial melalui discovery learning," *J. Teor. dan Praksis Pembelajaran IPS*, vol. 2, no. 2, pp. 27–36, 2017, doi: 10.17977/um022v2i22017p079.
- [47] Y. Isnaeni and T. Ningsih, "Pembentukan karakter peduli sosial melalui pembelajaran ips," *JISIP (Jurnal Ilmu Sos. dan Pendidikan)*, vol. 5, no. 3, pp. 662–672, 2021, doi: 10.36312/jisip.v5i3.2255.
- [48] N. I. M. Agustina, E. A. Ismaya, and I. A. Pratiwi, "Dampak penggunaan gadget terhadap karakter peduli sosial anak," *J. Basicedu*, vol. 6, no. 2, pp. 2547–2555, 2022, doi: 10.31004/basicedu.v6i2.2465