



## Implementation of Character Education in History Learning

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### Article Info

#### Article history:

Received Jul 11, 2023

Revised Aug 5, 2023

Accepted Aug 30, 2023

#### Keywords:

Character Education  
History Learning  
Implementation

### ABSTRACT

**Purpose of the study:** The purpose of this study is to find out how the implementation of Character Education in History Learning

**Methodology:** The approach used in this study is a qualitative approach with purposive sampling of data sources. While the data collection techniques used include observation and interviews. The data analysis technique used is the Miles and Huberman method which includes data collection, data reduction, data presentation and verification.

**Main Findings:** The results showed that (1) the history teacher's readiness in implementing character education was good by preparing the syllabus and lesson plans, (2) the implementation of character education was not optimal because the teacher had not included character education assessment instruments, but it was done well because it was in accordance with the syllabus and lesson plans that were inserted with an explanation of the values of the nation's character, (3) the obstacles experienced by teachers, namely: time is so short, the community environment is not conducive, electronic media, learning models, and costs to support character education activities, (4) perception and appreciation / student responses to the implementation of character education have been good as evidenced by good character and supported by the strictness of the rules from the school.

**Novelty/Originality of this study:** The novelty of this research is knowing students' perceptions and responses to the implementation of character education in history learning

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## 1. INTRODUCTION

History subjects have been given at the elementary education level as an integral part of social studies subjects, while at the secondary education level they are given as separate subjects [1], [2]. For SD/MI history is discussed with an aesthetic approach that history is given solely to instill a sense of love for the struggle, heroes, homeland and nation. For SMP/MTs, history provides an understanding of the concept of living together, so that in addition to having a sense of love for the struggle, heroes, homeland, and their nation are not awkward in an increasingly pluralistic society, while for SMA/MA and SMK/MAK, history must be given more critically, they are expected to be able to think why, what and where something happened [3], [4]. The inculcation of these values will ultimately determine the formation of the personality and morals of students who are also influenced by their surroundings, both formal, informal and non-formal, this will also determine the fate and future of the children themselves which can have an impact on their nation [5].

Meanwhile, according to data from the National Commission for Child Protection, out of 4,500 teenagers in 12 cities in Indonesia, 97% have seen pornography. Likewise among students. Of the 2,818 students, 60% had seen indecent shows. Seeing this, the government issued guidelines for the implementation of character education as guidelines for implementing character education which were considered increasingly urgent.

A person's happiness, success, and failure, even the progress and fall of a nation. Everything is influenced by something called character, because character is the most important and basic thing [6], [7]. Character is the crown of a person's life because with this character it can distinguish between humans and animals. A human who has no character is called a human who transgresses limits because the conditions to be called a human include having the ability to control oneself, love the motherland, have knowledge [8], [9]. Bung Karno as the father of the first president of the Republic of Indonesia emphasized that this nation must be built by prioritizing character development because character development will make Indonesia a big, victorious and advanced country. If character development is abandoned, the Indonesian nation will become a nation of coolies. So it is a nation with good and strong character that is able to make the nation respected by other nations[10].

The current generation really needs character education as a social being, because each individual has a different character [11], [12]. Currently, character education is one aspect of assessment in the education curriculum in Indonesia. Currently, character education has been implemented in various schools in Indonesia. Even though this school has implemented character education, on the other hand, the character of the students is still far from expectations. Therefore, students not only need knowledge, but also need to be taught about character values [13]. Character education is said to be successful if the child has demonstrated good behavioral habits, such as being obedient and obedient. behavior in carrying out religious teachings. adhere to it, be tolerant of the practices of other religions, and live in harmony with followers of other religions, a behavior that is based on efforts to make oneself a person who can always be trusted in words, actions and work. The aim of this research is to find out how character education is implemented in history learning in high school.

## 2. RESEARCH METHOD

The approach used in this study is a qualitative approach. In this study the focus of research is as follows: a. Readiness of history teachers in carrying out character education at senior high school. b. Implementation of Character Education in History Subjects at senior high school How history teachers apply character education to their history lessons and introduce it to their students. c. What constraints are experienced by teachers when implementing character education in the history learning process? In implementing something new, there will definitely be obstacles that will be experienced, including the application of character education at senior high school. d. Perceptions and appreciation/responses of students towards the implementation of Character Education at senior high school Knowing how far they understand about character education through students' perceptions and responses to the implementation of character education in their schools. Sampling was carried out by purposive sampling, namely the technique of sampling data sources with certain considerations from researchers [14], [15]. The sample in this study were history teachers, students in grades X and XI and school principals and vice curricula because they had direct authority in implementing character education directly at senior high school. The instrument in this study used an interview sheet instrument. The data analysis technique in this study is using interactive analysis models according to [16] which consists of four stages in the form of data collection, data reduction, data presentation, verification or drawing conclusions.

## 3. RESULTS AND DISCUSSION

### 3.1. Readiness of history teachers in carrying out character education at Senior High School

Based on the results of the interviews conducted, it was explained that the school had implemented the 3S program (smile, greet, greet) that was included in character education and IMTAQ, namely by adding 1 hour for religious lessons. So from school, it's actually just a matter of continuing the program without having to make any preparations beforehand. But even so, this school has prepared a program to support the implementation of character education, according to WK's explanation, that:

*"The preparation for the activity already has a program designed by the school, then to support this character education program the school is holding an inter-class competition on character education to prepare for the district level competition, then the teachers are also preparing, isn't character education just for students, so we prepare all stakeholders."*

Meanwhile, the preparation of the history teacher himself, according to the results of the interview with GS1, is:

*"Adjusted to the character proclaimed by the school. Among them are independence, tolerance, religious, hard work, and others. So in every material we insert these characters so that students form the expected mindset."*

Meanwhile, according to GS2 are:

*"Preparations outside the classroom such as lesson plans, syllabus, can then also be included in assignments, for example such as discussions that can be included, there is cooperation, initiative creates character, or also during lessons we only need to enter what character we want to take."*

Character education can also be included in assignments, for example, such as discussions, cooperation can be included, initiative is character, or also during lessons we just need to enter what character we want to take, but usually when we learn character in theory it is written in the RPP or syllabus but also implied indirectly when we teach this will appear, characters appear that can be seen, assessed during learning, for example if we learn about biography then indirectly it will appear right for example being trained in discussions, debating, there will begin to appear, students who start to dare to express opinions. The preparations above will be meaningless if the teacher who will teach and give examples of character education does not know the meaning and meaning of character education itself. For this reason, the researcher asked the meaning of character education according to the history teacher himself. And here is the narrative from GS1, namely:

*"Character education is education that is insightful or has character in accordance with the personality of the Indonesian nation".*

Meanwhile, according to GS2 are:

*"Character education is the formation of children's character more to the behavior of attitudes. The formation of attitudes that are adapted to the conditions and situations that match the subjects and the child's personality."*

Based on the results of these interviews, it can be concluded that the school community's understanding of character education is good.

### **3.2. Implementation of Character Education in History Subjects at Senior High School**

The implementation of character education in history subjects can be seen from several aspects starting from planning, implementation, and evaluation. In the learning planning process, based on the analysis carried out by researchers on the learning tools used by history teachers at Senior High School, it shows that these learning tools have been developed by integrating the values developed in national character education into the existing syllabus and lesson plans. From the syllabus and lesson plan used by the teacher and based on the results of interviews conducted at Senior High School that the preparation of learning preparation includes the preparation of the syllabus embedded with cultural values and national character, from this syllabus it is further developed into a Learning Implementation Plan that has been adapted to the conditions of the school by piloting character education.

*According to GS1 about the lesson plan, the lesson preparation that was carried out at Senior High School was as follows: The lesson plan is actually the same, except that previously the characters were never written down, only implicitly.*

The above is supported by a statement from GS2 that:

*"Yes, actually according to the syllabus, only class development is heterogeneous, because one class is different from other classes, situational, sometimes I am also situational, if this one hasn't, it means that it can't match the semester program, because the children's conditions are different."*

In accordance with the results of interviews and results of learning observations that have been carried out according to the syllabus and lesson plans, interviews with GS1, namely:

*"At the beginning of each history lesson, I convey the learning objectives and the meanings we can take."*

And also based on the results of interviews with GS2 that:

*"Learning character in theory is indeed written in the RPP or syllabus, but it is also indirectly implied during the lesson. We just need to enter what character we want to take, but usually when we teach it will appear, characters that can be seen will appear, assessed on each study."*

In the implementation of learning, namely in the initial activities based on the results of interviews and observations, it can be seen that the early learning activities always begin by praying, then students stand up to greet the teacher. After all that is done the teacher invites students to sit back on their respective benches. The teacher always conditions the class so that students are really ready to receive history lessons. Furthermore, the teacher conducts attendance and motivates by asking questions according to the material. After that the teacher will convey the learning objectives and meanings that can be drawn from the material. This is in accordance with the opinion of GS1, that: *"At the beginning of the lesson, the learning objectives and meanings we can take are conveyed."*

All of these learning steps are carried out by the history teacher to support the application while at the same time inserting character education itself in history learning, for example when the teacher opens the lesson by praying it will get used to students always praying first before carrying out activities and this found in one of the character values that is religious.

Furthermore, in the core learning activities, based on the results of interviews and observations as well as documentation studies at Senior High School in the implementation of history learning, not only are the

teachers active but also involve students actively in learning activities. In every given material, the teacher will always insert it by explaining to students what character values are contained in the material and giving examples in everyday life. This is done without the teacher having to tell students that they must be active, but the teacher plans learning activities that cause students to be active. So here the teacher uses learning methods related to character values that can make students responsive and active in learning. For example, when the teacher uses the discussion model the teacher teaches students about the values of responsibility, hard work, caring for the environment, curiosity, and creativity or when the teacher uses the portfolio technique, this will teach students about mutual trust, sensitivity to the environment, belonging together, seeks problem solving, and enjoys reading. In these observations students show a good attitude when the lesson is in progress and students are able to cooperate with others in accordance with the teacher's directions.

Furthermore, at the end of the learning activity to close learning the teacher reflects on the material that has been studied in the core activities, then draws conclusions together with students, then provides reinforcement to students, and provides several questions to measure the ability to accept material by students and teachers give assignments to students and close learning with prayer.

### **3.3. Obstacles experienced by teachers when implementing character education in the process of learning history at Senior High School**

The obstacle experienced by teachers in implementing character education during history lessons is time because schools only have less than 3 years to shape the many and varied characters of children. Meanwhile, children's character is not only formed in the school environment, previously the child's character has been formed in the family and community environment. This factor greatly influences the development of student character. This is in accordance with the statement of KS, that: *"The obstacle experienced is limited time, only 3 years, grade 12 is not complete a year, only 9 months, unless it has been formed by the parents, so all that remains is to continue."* This time also applies to lessons. history because history lessons have limited hours of experience, this is very hindering in addition to the subject matter of history itself as well as the implementation of character education itself.

In addition to environmental factors, these factors also affect the application of character education itself, this is in accordance with the narrative of KS, namely: *"Ambarawa is not far from Bandungan which in quotation marks is a place of entertainment, that may also be a problem from the implementation of this character education, the problem is that from an environment like that the school has a big responsibility to change it, although maybe I also believe that my students come from good families, it can be seen from their attitude that is still within reasonable limits, it's just that reports from their own parents said that their delinquency could still be changed or changed in terms, so the environment did affect it but it could still be corrected."*

So the characters possessed by previous students that were not in accordance with the character of the nation were the obstacles experienced such as lack of discipline from students, for example littering, lack of respect for older students such as teachers and seniors, this was constrained by broadcasts on television which harasses older people a lot, lack of self-confidence in students causes them to often cheat, lack of a sense of cooperation such as community service and daily pickets that do not go smoothly, lack of enthusiasm from students to learn because students are not able to develop material that has been taught taught by the teacher so students must be guided in deepening the material being taught, they must be directed like what books to use and where to look for them.

Furthermore, electronic media affects the state of students because in this day and age electronics are increasingly sophisticated and modern so that it is not only students who feel interested but also all levels of society. This is in accordance with the narrative from GS1, namely *"The government should not only order teachers or stakeholders to play a role in this character education, because television is also influential, TV is their daily teacher. On TV, character education should also be implemented so that all parties play a role in this matter"*.

The learning model also affects the condition of students, because not all students can accept and follow the learning model applied by the teacher well. To overcome this obstacle the teacher adjusts the learning model to the current state of the class and material.

### **3.4. Students' Perception and Appreciation/Response to the Implementation of Character Education in Senior High School**

Students are the main target of implementing this character education program. Even though the school said that this character education also applies to all school members, in accordance with WK's narrative which says that *"We also apply it to all children, and all teachers and school residents"*. It is felt that the implementation of character education at Senior High School has been carried out well, even so that does not mean that the implementation is running smoothly. There are still many students who lack the application of this character, because there are still many student characters who are considered not in accordance with national

character. There are many factors that influence this still happening in schools, such as teachers or schools who are not strict in handling it, lack of socialization to students, such as the results of an interview with one student that *"The implementation is good but still lacking, the socialization is still lacking. , how do you make the 18 national characters well instilled, that's just not enough, it's just this stuff, so the results aren't that good."*

The above was also reinforced by statements from students who stated that *"Not enough, some people may have implemented it but there are some people who are far from the 18 characters, due to lack of socialization because only with patches in the classes, maybe the teacher himself teaches it. not enough, in the history lesson itself it's lacking because it's only 1 hour."*

### **3.5. Readiness of History Teachers in Implementing Character Education at Senior High School**

Education is one of the basic strategies for building national character which in its implementation must be carried out coherently with several other strategies. The strategy includes, namely socialization/awareness, empowerment, acculturation and collaboration of all components of the nation. Senior High School apart from implementing the existing programs in the curriculum, they have also prepared work programs for implementing this character education, namely integrating national insights into subjects , there are programmed activities such as commemorating National Holidays, 17 August Proclamation Day, 28 October Pancasila Sacred Day and so on, habits such as Flag Ceremony, Korpri Apple, Listening to the National Anthem, Raising the Flag on the front yard of the school by students every day, Installing flags in each class, the installation of symbols of the State Coat of Arms, Garuda, pictures of the President and Vice President, etc.

While the preparation of the history teacher is carried out in several ways, namely:

- a) Preparation outside the classroom, including preparing syllabus, lesson plans to be used for teaching. Adapted to the character proclaimed by the school, because the school has prepared a work program in the context of implementing this character education, so teachers only adjust according to the work program previously described.
- b) Preparation in class, by preparing textbooks of subject matter. The textbooks are the same as before because character education is not a subject, so the history teacher only inserts character values that are in accordance with the subject matter at that time, this insertion is also done by giving assignments. In accordance with Wibowo's opinion in his book character education strategy to build the character of a civilized nation, the main conditions that must be met so that the implementation of character education in schools can be successful include examples from teachers, employees, school leaders and policy makers in schools, character education is carried out consistently and consistently. continuous and instilling the main character values [17].

### **3.6. Implementation of character education in history subjects at Senior High School**

#### **3.6.1. Learning Planning**

The preparation of the lesson preparation was carried out well by the teacher because it included the preparation of a syllabus that was inserted with cultural values and national character, from this syllabus it was further developed into a Learning Implementation Plan which had been adapted to the conditions of the school which was piloting character education, and the Learning Implementation Plan was inserted with values the expected character and culture as well as the syllabus and Learning Implementation Plan (RPP) are inserted with characters, for example in class X material in the odd semester of the syllabus with competency standards understanding the basic principles of history and basic competencies explaining the meaning and scope of history there is a column of cultural values and character nation with the contents of being honest, disciplined, hard working, independent, curious, appreciating achievement, caring for the environment, and responsibility, in which case these values are also included in the lesson plans used by history teachers, namely there are student character points that are expected and the value instilled as in the closing activity draws conclusions that the material has instilled values, namely honesty, discipline, hard work, independence, curiosity, respect for achievement, care for the environment and responsibility [18]–[20].

The preparation for learning carried out at Senior High School in connection with the implementation of this character education program is inserted in subjects by developing syllabi and lesson plans on existing competencies in accordance with the values to be applied and the history teacher himself in particular has carried out teaching and learning activities by not forgetting the principles -principles in the development of character education itself. Wibowo argues that the learning principle used in the development of character education in schools is to ensure that students recognize and accept character values as their own, and are responsible for choices, assess choices, determine stances, and then make a value in line with their beliefs. themselves, students learn through the process of thinking, behaving, and doing. While the implementation of learning takes place conditionally according to the situation in the class but does not deviate and is still adjusted to the syllabus [17].

### 3.6.2. Implementation of Learning

The early learning activities have been carried out well by the teacher because the implementation is in accordance with the existing syllabus and lesson plans. The initial activity or opening of learning always begins with praying, then students stand up to say hello to the teacher followed by the teacher inviting students to sit back on their respective benches. The teacher always conditions the class so that students are really ready to receive history lessons. Furthermore, the teacher makes attendance and motivates students by asking questions according to the material as a warm-up before the lesson begins. The teacher will convey the learning objectives and meanings that can be drawn from the material.

The core activity of learning History at Senior High School, namely in the implementation of history learning is not only active teachers but also actively involving students in learning activities. In every given material, the teacher will always insert it by explaining to students what character values are contained in the material and giving examples in everyday life. This is done without the teacher having to tell students that they have to be active, but the teacher also plans learning activities that cause students to be active. In each learning strategy, students are required to be independent to always be ready to carry out orders from their teacher, so they will always concentrate in learning history. History teachers use various methods in learning to guide students to be more active in learning and these methods are adapted to the conditions of students in the class.

At the end of the learning activity the teacher reflects on the material that has been studied in the core activities, then draws conclusions together with students, then provides reinforcement to students, and provides several questions to measure the ability of students to accept material and the teacher gives assignments to students and close the lesson with prayer. In closing activities, the learning used by the history teacher of Senior High School is very varied and innovative, the teacher always reflects on the material that has been delivered, the teacher has also provided reinforcement to increase student motivation, and draws conclusions together with students and gives assignment to students. Furthermore, learning is closed by praying, and kissing the teacher's hand when leaving the class.

Character education instills habits about which things are good so that students understand (cognitive) about what is right and wrong, are able to feel (affective) good values and are used to doing them (psychomotor). While the form of teaching used by history teachers already emphasizes cognitive, affective and psychomotor aspects. Cognitive can be seen by the increasing insight possessed by students from those who did not know to know from those who did not understand to understand. In the affective aspect, it can be seen when students respond to lessons from the teacher with various expressions such as when a student is provoked by his emotions when there is a debate during a discussion between students about the influence of civilization received by Indonesia and there is a student as a group leader who reconciles and organizes his members to work together. Meanwhile, psychomotor can be seen after the lesson is over, many students feel curious and go to the school library to read and find out more about the material that has been taught. This teaches the value of reading and curiosity to students.

### 3.7. Obstacles experienced by teachers when implementing character education in the history learning process at Senior High School

The obstacles found by the researchers, namely the first is the time when schools only have less than 3 years to form the characters of children who are so numerous and varied. Meanwhile, children's character is not only formed in the school environment, previously the child's character has been formed in the family and community environment. This factor greatly influences the development of student character. Family environmental factors are the way parents in educating children affect the development of children's behavior and personality. Because children spend more time with their families before they are ready to socialize with society. Community environmental factors are people who greatly influence a child's character once he begins to socialize with the surrounding community. Meanwhile, history lessons themselves have limited hours of experience, this is very hindering in addition to the history subject matter itself as well as the implementation of character education itself.

The second is environmental factors, the characters possessed by previous students that are not in accordance with the national character are the obstacles experienced. Environmental factors, both family and community, will influence the development of children's behavior and personality because children spend more time with their families before they are ready to socialize with society and society greatly influences the character of children once they start socializing with the people around them.

In this modern and increasingly sophisticated era, it affects the condition of students and even the whole community. In this case, the electronic media in question is television, because many programs on television depict violence and are inappropriate for students to watch. Many students already have sophisticated mobile phones that can be used to access social media such as Facebook and Twitter and with these tools they are free to access information via the internet without supervision from parents or teachers in this case. This is what is feared will affect a lot and even set a bad example for students because of the lack of supervision from more mature people. Next is the learning model, not all students can accept and follow well the learning model applied

by the teacher. To overcome this obstacle the teacher adjusts the learning model to the current state of the class and material.

### **3.8. Perceptions and appreciation/responses of students towards the implementation of Character Education at Senior High School**

Students are the main target of implementing character education programs in schools. If teachers and other education staff want students to behave or behave in accordance with cultural values and national character, then teachers and other education staff are the first and foremost to set an example of behaving and behaving in accordance with these values. In character education in schools, all components of education stakeholders must be involved, including the components themselves, namely curriculum content, learning and assessment processes, handling or managing subjects, school management, implementing curricular activities or activities, empowering infrastructure, financing and ethos. the work of the entire school or neighborhood community.

The implementation of character education at senior high school has been carried out well because all education staff have worked together in the context of implementing this character education program, even so that does not mean that the implementation is running smoothly. There are still many students who lack the application of this character, because there are still many student characters who are considered not in accordance with national character. There are many factors that influence this still happening in schools, such as teachers or schools who are not strict in handling it, lack of outreach to students. But the implementation of character education at Ambarawa 1 Public High School has been good, because it was proven that this school won 1st place in the 2010 character competition, and student behavior showed good behavior. 3S (smile, greeting, greeting).

Most students have understood the meaning of character education itself. This also happens with the support of all school members who take responsibility for implementing this character education. This character needs to be deliberately built, formed, forged, and developed and strengthened. In character building, there are at least four corridors that need to be carried out, namely internalizing values, realizing what is allowed and what is not allowed, forming habits, and setting an example as a person with character. State Senior High School has carried out the four corridors. From the first point it can be seen that in senior high school it has implemented the 18 character values, on the second point it can be seen from the regulations implemented by the school for all school members, the third point is on the programs launched by the school during the implementation of character education, and on the fourth point it can be seen that character education is applied to all school members, this means that from the principal to the bon officer at school, it is mandatory to set a good example or example for students at senior high school.

## **4. CONCLUSION**

Based on the results of research on the implementation of character education in history learning at senior high school, it can be concluded that the readiness of history teachers in implementing Character Education at Senior High School is carried out in several ways, namely preparation outside the classroom and preparation in the classroom. Furthermore, the implementation of character education in history subjects at senior high school, namely learning planning, preparation of learning preparations was carried out well by the teacher because it included the preparation of syllabus and lesson plans which were inserted with cultural values and national character. Meanwhile, learning implementation activities consist of early learning activities that have been carried out well by the teacher because the implementation is in accordance with the existing syllabus and lesson plans. Core learning activities and final learning activities the teacher reflects on the material that has been studied and draws conclusions together with students, then provides reinforcement to students, and provides a number of questions to measure students' ability to accept material and the teacher gives assignments to students and close the lesson with a prayer. The obstacles experienced by teachers when implementing character education in the history learning process at senior high school, namely time, environmental factors, electronic media, and learning models affect students' conditions. Students' perceptions and appreciation of the implementation of Character Education at senior high school have been good, as evidenced by the character of students who have shown good behavior and are supported by the strict rules applied from the school regarding discipline and habits such as 3S (smile, greeting, greeting).

## **ACKNOWLEDGEMENTS**

The author would like to thank all parties involved so that this research can be carried out and completed, the author also apologizes if there are deficiencies in this writing.

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