

Challenges in Guidance for Students' Character Growth and the Use of Effective Teaching Methods

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Abstrak

Character education is a form of education that requires immediate improvement, as stated by experts in the field of education. Particularly in Indonesia, there is a concerning decline in the character and moral values of students. Since this character is bestowed upon every student by God Almighty, it poses a challenge and compels us to seek solutions. The learning environment is a significant factor that greatly impacts the development and enhancement of students' character. One crucial aspect of the learning environment is the selection of appropriate and suitable learning strategies. Various types of learning strategies, including inquiry, expository, affective, cooperative, and others, can be employed to effectively develop and improve character. Each of these tactics positively impacts the cultivation of students' character. After conducting extensive literature research, the author has found that the most effective and suitable strategy for character development is cooperative strategy. This strategy not only emphasizes the affective aspect, but also incorporates the cognitive aspect, aiming to achieve a balance between the two aspects in the learning process. Therefore, the author prefers cooperative learning strategies as they are considered more efficient in fostering and enhancing students' character.

Keywords: Character education, value education, learning strategies.

Introduction

Education is an activity of individual interaction with the surrounding environment such as humans, society and the natural surroundings. This education has a correlation with humans themselves who are the subject, because human history is the history of education, which means that since the birth of humans, education shows their existence (Rahmat, 2010). Education is a process that helps humans develop their potential, so that they can easily face developments over time and the changes that occur. As is the reality today which is in line with the development of science and technology, one of the obstacles and challenges we face together is the low quality of education in Indonesia in particular (Akrim, 2021).

Education and human life cannot be separated from each other because they have a very close correlation. Viewed from the process aspect, there are two things that are different about human life from a view of life. First, humans are said to be naturally creatures who will learn from natural events and existing symptoms of life with the aim of developing their lives. Second, humans deliberately carry out activities or educational activities and are a symptom of society. This is done when everyone realizes how important efforts are to shape, direct and organize humans as desired by society, especially the ideals of people who gain power (Omeri, 2015: 466).

Quoting Paulo Freire's statement, which states that in this world humans are obliged to educate each other (Freire, 1972; Shor & Freire, 1987). From the interaction process that occurs, humans will gain new news, experiences and skills with the aim of getting a better life and in religious terms are said to be fully human (*insan kamil*). And in today's reality, character is an obstacle that is difficult and difficult to develop in the teaching and learning process, the lack of instilling or strengthening character, good character from an early age has made it a problem in the world of education recently.

It is stated in the National Education Law No. 20 of 2003, which states that education is self-awareness that has been planned to create an active teaching and learning atmosphere so that students can develop their potential, with the aim of having strength in their spiritual aspects, self-control and personality, noble morals, intelligence, and the skills needed by himself, society, nation and state (Fadilah et al., 2021: 1).

Method

This research uses a literature review method, where researchers examine books, journal articles, proceedings of relevant scientific activities, then analyze them before writing them into the manuscript of the scientific article. In accordance with the aim of this research, namely analyzing the problem of developing students' character, as well as efforts to select appropriate learning strategies, the literature chosen is about character education and learning strategies.

Results and Discussion

Character Education Concept

The term character comes from the Greek language, namely Charassian. Charassian means to mark, if translated into Indonesian, it means to mark and focus on how to apply good values in the form of behavior, so it is said that an individual has the attitude of being greedy, a liar, a briber, temperamental, and authoritarian, and other bad behavior (High et al., 2018). If the individual has bad behavior, then his character is bad or ugly. Vice versa, if the individual has good behavior, then his character is also good or has noble morals (Hendayani, 2019: 184).

What was said by an Islamic scholar and scientist, namely Imam al-Ghazali, stated that character or morals are defined as an individual's spontaneous actions in saying and doing, in other words the individual acts or does something without needing to think about it again. Therefore, he believes that the main aim of education is to get closer to Allah SWT, by carrying out all His commands and avoiding all His prohibitions (Hendayani, 2019)

Every individual or human being was created by Allah SWT with different characters and dispositions, as contained in QS. Al-Hujurat verse 13: "O humans, indeed We created you from a man and a woman and made you into a nation- nations and tribes so that you may know each other. Indeed, the noblest among you in the sight of Allah is the most pious among you. Indeed, Allah is All-Knowing, All-Knowing." (Santoso, 2023).

In this verse, Allah says that individuals or groups of humans are born with different characters and dispositions. A person's character is not only a birth factor that influences him, environmental factors, both family and community are also said to be factors that influence the formation of a person's character (Fadilah et al., 2021: 12)

In essence, humans are born with the basic potential for good or commendable morals. Humans are also equipped with a mind to think and a conscience to feel, all of this was given by Allah Almighty so that we can maximize the performance of these two things in order to spread goodness. This basic potential must be built from an early age so that we all get used to thinking positively, having a good heart and behaving commendably (Suwardani, 2020: 8-9).

With this basic potential, our identity can be formed when interacting with the environment with the aim of forming character which is ultimately implemented in everyday life. Quoting Suissa's (2015) statement, a person's character is always the opposite between good and bad. However, they emphasized that the characters of people who can progress and are able to lead to progress are those who have characteristics such as: honest, trustworthy, loyal, wise, full of caution, enthusiastic, brave, steadfast, full of integrity and can reliable (Burroughs, 2018; Das, 2018; Goble & Brooks, 1983).

Character is also a combination of morals, ethics and morals. This moral focuses more on the quality of human actions, actions or behavior, how can it be said to be good or bad, right or wrong, the behavior (Narvaez & Lapsley, 2008). As we have seen carefully, ethics provides an assessment of whether a behavior is good or bad, based on the norms that exist and apply in a particular society, in contrast to morals, this aspect places more emphasis on the essence of the human being himself. , embedded within him with the belief that "good and bad" exist (Omeri, 2015: 466).

In accordance with the objectives of character education contained in the National Education System Law No. 20 of 2003, that in article 3 of the Law states "National Education functions in efforts to develop and form the character and civilization of the nation that is useful in order to educate the life of the nation, aims to develop the potential of students to become human beings who believe and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative,

independent, and become democratic and responsible citizens" (Omeri, 2015: 466-467).

Character education expert Thomas Lickona believes that this character is related to moral concepts (moral knowing), moral attitudes (moral feeling), and moral behavior (moral behavior) (Lickona, 2007; Manzhur, 1966). With these three concepts, it can be concluded that good character will be born supported by knowledge about goodness as well. In connection with this character, Thomas Lickona divides these three concepts into seven main character elements that must be instilled in students, including: sincerity (honesty), compassion (compassion), courage (courage), compassion (kindness), self-control (self-control), cooperative (cooperation), working seriously (diligence or hardwork) (Dalmeri, 2014: 272-273).

These seven core characters are the most important and must be built and developed in the learning process carried out by students, in addition to many other character elements. In relation to the condition of the Indonesian nation in today's reality, these seven characters are very essential elements in efforts to develop national identity through character education. Looking at the current reality, there are still Indonesian citizens who are not yet maximally honest in their attitudes. Cultivating this dishonesty is one of the signs that shows that a country is not healthy, and it is difficult to change into a developed country. It is even said that if there are still many dishonest citizens, it will be a sign of the nation's destruction (Dalmeri, 2014: 272-273).

Lickona also said that, if someone wants to have noble morals or character (good character), they must have knowledge about goodness, and with the aim of creating a commitment to these good deeds, and ultimately the goal is to implement these good deeds in everyday life. In this way, this character is related and refers to a series of knowledge (cognitives), attitudes, and motivations (motivations), as well as behavior and skills (Dalmeri, 2014: 271-272).

As times progress, good character is increasingly found, but there is still a lack of good character development in students. Schools are a place for students to receive this character education, which is found in most schools that emphasize the cognitive aspect more than the affective aspect. And it was also found that educators only taught according to the material they presented, without giving examples of good character to their students. Therefore, it is very important for character education to be developed, even improved, by schools in general, especially by educators themselves in delivering material to their students (Sumanti, 2021: 186).

Character education is one of several government programs whose implementation starts from early childhood (PAUD) to tertiary level. The government believes that this process will make it easier to build the character of the nation's children from the basics first in accordance with what the founders hoped for. Country. By starting to implement it with students, it will produce good character that will grow and develop because in the school, family and community environment this is already commonly done and implemented. John W. Santrock states that character education is education that is carried out using direct methods for students to foster moral values and provide guidance to students regarding moral knowledge in an effort to prevent prohibited behavior (Fadilah et al., 2021: 1).

Character education is also said to be a system of instilling character values which includes aspects of knowledge, awareness or will, and actions to implement these values, both towards God Almighty, oneself, others, the environment and nationality. Character education or character education as it happened in 1916 is said to be a common thing in theoretically based education that character formation is the general goal of teaching and character education in schools (Omeri, 2015: 465).

There are several values that must be formed from the progress of character education, as stated by Syarbini, including: spirituality values, honesty values, tolerance values, discipline values, hard work values, creative values, independence values, democratic values, national spirit, curiosity value, love of country, communicative value, respect for achievement, love of peace, love of reading, social care value (Fadilah et al., 2021: 4-5). Of the several character values above, only some of them can be applied or can be possessed by individual students, with only some of them being successfully possessed by students, this is one of the successes of implementing character education for students.

Character education must be optimized because it is aimed at being able to sort and choose relationships in an effort to shape the character of students, as well as actions that are in accordance with the norms and customs that apply in society. This aims to have a positive impact on young people and the nation's future generations so that they are not easily influenced by foreign culture or an unfavorable surrounding environment. As the Government and the Ministry of Education and Culture have declared that Indonesia will enter the "Golden Generation" in 2045 in line with the 100th anniversary of Indonesia's independence, and the hope of the Indonesian people in this regard is that apart from becoming an advanced nation, they also hope to become dignified human beings (Mustoip et al., 2018: 4).

As quoted from Swann, Chang-Schneider and Mc. Clarty, they stated that: "experiences, in family, school and peers greatly influence students' self-concept and self-esteem. Understanding the strengths, weaknesses, abilities, attitudes and good values within oneself which are contained in the self-concept. Meanwhile, self-esteem refers to the process of evaluating the skills and abilities one has." (Mustoip et al., 2018: 5-6).

This character education is an effort by educators who plan and implement it systematically in an effort to help students understand the values of human behavior related to God Almighty, themselves, fellow humans, the environment, nationality which are manifested in thoughts, attitudes, feelings, words and behavior based on norms, rules, existing laws, culture and customs (Fadilah et al., 2021: 4). There are several basic character education principles that must be applied in the learning process: First, belief in God Almighty; Second, consistency and determination; Third, loyalty; Fourth, obedience. Of these basic characteristics, there is one thing that is a priority that must be had when you want smooth and successful character education. The first thing is related to the beliefs of both students and educators. This cannot be separated from us as Indonesian citizens who have faith in God. Each of us, for the sake of creating students with the character that educators want.

From several of the characters and values that the author has mentioned above, it can be concluded that the characteristics of character education describe the characteristics of positive values and good behavior, which we can find in everyday life, both in the family environment which is micro, and the social environment which

is macro in scope. Whatever education it is and whatever its name, it definitely has a purpose and function, as does character education which has a purpose and function.

Quoting from Zuchidi's statement (Fadilah et al., 2021: 5), there are several goals of character education, namely: Instilling from an early age in our souls and ourselves that we are always responsible to God Almighty, ourselves and others, as well as the nation and country (Fadilah et al., 2021: 6), Foster good and commendable attitudes or behavior, especially in children or students who in this case are easier to guide so that they always get used to doing these things (Fadilah et al., 2021: 6) , Fostering the value of a sense of belonging and respect for cultural and national diversity (Fadilah et al., 2021: 6), Developing habits of independence, creativity, working together, responsibility and steadfastness (Fadilah et al., 2021: 6), Creating a school environment that conducive, accustomed to good behavioral values such as discipline, cooperation, tolerance and mutual respect for each other (Fadilah et al., 2021: 6).

The functions of character education consist of several, as follows: First, as a means of developing oneself so that one gets used to good behavior; Second, as a means of supporting and encouraging one's potential to be even better; Third, as a forum for developing civilization and national values of good character; Fourth, as a place to strengthen yourself so that you always know and understand that it consists of various traditions and cultures.

Character Education Learning Strategy Concept

Learning strategies are an important factor in the implementation of the teaching and learning process. Where learning strategies are defined as patterns that are systematically prepared and selected by educators in learning activities. This learning strategy consists of methods, techniques and procedures that will ensure the continuity of students' learning in order to achieve their desired goals. The selection of learning strategies is usually carried out periodically, with the aim of finding which strategy is more suitable for the students we are teaching (Nasution, 2017: 3)

In accordance with the times, learning strategies have increased and even developed quite rapidly, therefore learning strategies consist of various kinds. The author will classify several learning strategies that are closely related to the implementation of the character education process. The following are various learning strategies:

First, inquiry-discovery approach. This learning strategy is carried out by finding and searching for answers independently. In this strategy, educators present learning materials not in their final form, with the aim of providing as much space as possible for students to search for and find their own solutions to the problems they face. This strategy is usually taken in several steps, as follows: (a) Simulation (the teacher demonstrates a topic and gives instructions to the students to listen and read the description given by the teacher); (b) problem statement (students are given the opportunity to identify various problems, then students are directed to formulate solutions to the problem in the form of questions or hypotheses); (c) data collection (at this stage students are required to search for data from various references that are relevant to the problem being faced); (d) Data Processing (data processing, where all data obtained from reading results, observations, interviews, experiments, etc. From several media in previous data collection must be processed, randomized, classified, tabulated, even if necessary calculated by means certain, then interpreted at a certain

level of confidence; (e) verification (after obtaining results from the previous data processing process, we check the questions and hypotheses that have been created, with the aim of testing the validity of the data; and (f) generalization (stage This last stage is the stage of drawing conclusions from the verification results (Mu'awanah, 2011: 15-16). This strategy prioritizes thinking or cognitive aspects, because it is considered very easy to memorize and remember, and easy to transfer (in problem solving efforts) (Mu'awanah, 2011: 17).

Second, expository approach. In the teaching and learning process, this learning strategy is carried out by educators presenting material or subject matter in a neat form from beginning to end (systematic and complete), so students only have to listen and pay close attention to it regularly and sequentially. The learning strategy process is divided into four stages, namely: (a) Preparation (this stage the educator prepares the materials as completely as possible systematically and neatly). (b) Apperception (the educator in this stage will ask questions and provide a brief explanation with the aim of directing the students' attention to the material that the educator will convey or teach. (c) Presentation (the educator presents the material in a lecture manner or instructs the students to read the material which has been prepared). (d) Recitation (finally the teacher and students answer according to the material that has been completed, with instructions to the students to recall the material that has been studied (Mu'awanah, 2011: 17-18).

Third, mastery learning approach. This strategy focuses on assigning materials or teaching materials completely to students. This strategy is based on learning results which show that in teaching and learning practice, even though the material has been prepared by educators, only a small percentage of students really master the material. Usually it only ranges from a percentage of 50-80% of the students' understanding. This strategy is divided into steps such as: (a) Determining the learning unit, usually material will be broken down into several small units with the aim that it can be taught usually within a period of one to three weeks depending on the weight or quantity of the learning material. (b) Formulating lesson objectives, teaching objectives are formulated specifically in terms that can be measured or understood. (c) Determining mastery standards, in this stage the level of achievement is determined which is usually used as a benchmark in the form of a percentage, namely the percentage of success in completing tests or questions well and correctly. (d) Develop diagnostic progress formative tests, the questions are prepared with the aim of finding out feedback and weaknesses of students who take the lesson. (e) Prepare a set of assignments for study, the assignments given to students are subject matter that is in accordance with the stated teaching objectives. (f) Prepare a set of corrective teaching, after carrying out the test and getting the results, it will be known which point or material is the priority weakness of the students. Therefore, after knowing the weaknesses, the teaching is carried out with different procedures and methods from previous teaching with the same material, this is a corrective activity. (g) Implementation of teaching as usual. (h) Teaching is carried out normally, at this stage if corrective teaching steps are still not successful, the student concerned can be given special treatment, for example consultation with a BP or BK teacher. (i) Summative evaluation, at the end of each lesson an evaluation will be carried out, usually in the form of an assessment or exam, where the results of this evaluation will be useful for educators as a feedback effort in order to improve delivery methods (Mu'awanah, 2011: 18-22).

Fourth, humanistic education approach. This strategy adapts expository and mastery learning in terms of students' mastery of the material, and explores the problems or shortcomings that students have in an effort to find effective learning strategies. The approach is still an inquiry discovery based approach. The characteristic of this strategy is that educators should not create too much distance from their students. Teachers must position themselves side by side with students and act like seniors who are always ready to be a resource and speak at the final level of the learning process. After explaining the Humanity education learning strategy, this process can be carried out in several patterns below, including: (a) Instructional System development procedures (PPSI). (b) Teaching learning packages. (c) Teaching system with a process skills approach. (d) Teaching with an approach to individual differences. (e) Advanced and sustainable systems. (f) Teaching and learning using a module system. (g) CBSA teaching and learning process. (h) Micro teaching. (i) Unit teaching. (j) Program teaching. (k) Remedial teaching (Mu'awanah, 2011: 19-20).

Fifth, cooperative learning strategies. This strategy is one of the learning strategies whose implementation directs students to work on or solve a problem by working together in small groups or groups with the aim of achieving success in learning by doing it together, and being rewarded (Nasution, 2017: 102). This common goal, which is realized in the form of giving rewards, is a moral encouragement for groups to always work together to master the material to achieve the desired common goal. Apart from that, giving this award is an effort to empower the group and its functions, as well as increase a high sense of responsibility. For other purposes, apart from training students' responsibility, here they also train hard work in groups and helping each other in achieving common goals (Nasution, 2017: 102).

There are four important characteristics of this learning strategy, including: (1) Heterogeneity, the meaning of this heterogeneity is such as determining based on groupings in the form of gender, academic ability of students, and ethnicity and is carried out by combining the groups. This is based on the fact that this learning is based and focused on the personal and social development of students, by providing comfort to students so that they can accept other people who are different from them, and another aim of this grouping is to ensure that each student has the same opportunity to gain learning rights, and can improve the achievement of students with low abilities (2) Types of tasks given to groups, in this characteristic the tasks given are to train solidarity and responsibility between group members. (3) Individual responsibility, apart from group responsibility, this learning strategy also emphasizes individual responsibility, with the aim of becoming a "peer tutor" in helping and encouraging group members. (4) The reward system, after assignments or learning in groups, in this strategy also emphasizes that each member has a competitive attitude in order to get a good score or grade. In this system, it is hoped that students can develop all their potential as much as possible, namely by using their mindset actively (Nasution, 2017: 104).

Fifth, affective learning strategies. This affective learning strategy is a series of learning activities that emphasize the domain of forming positive attitudes in students. This affective learning strategy usually exposes students to situations that contain conflict or a situation that is problematic. Through this, it is hoped that students can make decisions based on aspects of values that they consider better (Nasution, 2017: 110). Value here is a concept that is hidden in the human mind. Value itself is related

to human views about the good and bad of something. This view is expressed by humans, and can be known from their own behavior. Quoting Douglas Graham's statement, there are four factors which are the basis for a person's submission to certain values, including: (1) Normativist, this type of compliance places more emphasis on aspects of applicable norms and laws. Compliance with this factor is also divided into several forms, namely: submission to the values or norms; then, there is submission to the process without regard to the norm; and finally, submission to the expected results or goals of the regulations. (2) Integralist, this submission is based on self-awareness by considering rational things. (3) Phenomenalism, this submission is based on conscience or is even said to be just lip service. (4) Finally, there is the Hedonist, this type of obedience is more about seeking one's own profits and interests, without thinking about the interests and losses of other people (Nasution, 2017: 111). The model in this affective learning strategy consists of three types of models, namely the consideration model, cognitive model, and values clarification model.

The consideration model assumes that the process of formation in the moral domain is not the same as development in the rational cognitive domain. Moral learning carried out on students here is defined as character formation and not just intellectual development. Therefore, this model places greater emphasis on learning strategies that can shape and develop personality in a more positive direction. And the aim of this model is for students to have a caring attitude towards other people, be able to get along with other people in harmony and peace, give and receive each other on the basis of compassion and love for fellow creatures created by God. Meanwhile, the cognitive model was initiated by John Dewey and Jean Piaget who argued that human development occurs as a process of cognitive restructuring which is carried out systematically and regularly. The value clarification model is a learning technique to help students search for and determine a value that is considered good when facing a problem through the process of analyzing the values that are embedded and already exist in students (Nasution, 2017: 114). Weaknesses that usually occur in this technique are in the learning process carried out directly by educators, meaning that educators instill values that they consider good without paying attention to the values that have been embedded in each individual student. As a result, conflicts often occur within students because there is a mismatch between the values that already exist in each individual student and the new values instilled or taught by educators. (Nasution, 2017: 114)

In accordance with the development of the times that the author is facing in today's reality, character education is something that is very urgent, especially among teenagers. Therefore, it is necessary to choose appropriate learning strategies in an effort to improve character education. Therefore, the author explains the discussion starting from what is meant by character education, character and learning strategies themselves.

Conclusion

In essence, humans are born with the basic potential for good or commendable morals. Humans are also equipped with a mind to think and a conscience to feel, all of this was given by Allah Almighty so that we can maximize the performance of these two things in order to spread goodness. and that is also a challenge for us to be able to maximize our character to a better character, therefore, being entrusted to us by God Almighty is a gift and it is our obligation to improve this noble character or morals.

As well as the many learning strategies that serve as references and epistemology for educators in delivering learning material, as the author has reviewed from several references that the author has quoted, there are several learning strategies that are considered more effective in improving and resolving character education problems at this time, one of which is Cooperative learning strategies really support the implementation of character education at every learning meeting, because this learning strategy educates students to be more responsible, fair, honest and full of discipline at every learning time.

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