

## Multicultural Education

Research Article

Homepage: [www.mccaddogap.com](http://www.mccaddogap.com)

# CHARACTER DEVELOPMENT STRATEGIES BASED ON LOCAL WISDOM FOR ELEMENTARY SCHOOL STUDENTS: A MULTICULTURAL STUDY IN EDUCATION

**Mas'ud Muhammadiyah**

*Universitas Bosowa Makassar, Indonesia*

**Sunarno**

*Institut Pesantren KH. Abdul Chalim (IKHAC) Mojokerto, Indonesia*

**Margiyono Suyitno**

*STIT Madina Sragen, Indonesia*

**Sulaiman Girivirya**

*STABN Sriwijaya, Indonesia*

**St. Nurjaningsih**

*Progam Pascasarjana Ilmu Pendidikan Universitas Sebelas Maret, Solo, Indonesia*

**Muh. Ilham Usman**

*Sekolah Tinggi Agama Islam Negeri (STAIN) Majene, Indonesia*

### ABSTRACT

Education in Indonesia, especially at the elementary school level, is basically experiencing a dilemma. This is due to many environmental influences. Therefore, in primary school education, it is necessary to strengthen character education based on local wisdom. The purpose of this study is to describe in depth and sharply the character strengthening strategy for elementary school students based on local wisdom in the discourse of multicultural education. Respondents in this study came from the education community, such as teachers, parents of students, education observers, supervisors, school committees, and community leaders. The primary schools selected were SDN 213 Jakarta, SDN 2 Jakarta, SDI Khaeraat Jakarta, SD Terpadu Teknologi Jakarta, Cempalagi Christian Elementary School, and SDH Saraswati Jakarta. Data in the form of statements made in the process of observing, recording, recording, and interviewing. Data were collected and processed from 50 teachers, 21 employees, 5 education observers, and 3 students' guardians. The data is then processed in a naturalistic way by analyzing the interpretation of the project survey by relating the environment. In this case, it is based on local wisdom. Based on the results of the study found 3 (three) main pillars in strengthening the character based on local wisdom in the dimension of multicultural education. What is meant is (1) The Importance of Character Education for Elementary School Students (2) Strengthening of Local Wisdom-Based Character in Elementary School (3) Supportive Learning-ing Environment.

### ARTICLE INFO

**Keywords**

education, character, elementary school, local wisdom, religious

**Article History**

Received: 10 February 2022

Accepted: 20 May 2022

**Corresponding Author**

[masud.muhammadiyah@universitasbosowa.ac.id](mailto:masud.muhammadiyah@universitasbosowa.ac.id)

## 1 INTRODUCTION

Education isn't only about learning subjects such as math, English, and science. A more comprehensive definition of education addresses emotions, personality, and character as well. Parents today are looking for schools that help their kids become healthy, balanced, and civic-minded adults. This is according to Pala, A. (2011), why character education is so important. It provides a holistic approach to learning and development. Let's explore how character education helps kids learn and develop crucial values (Agboola, A., & Tsai, K. C, 2012).

The most basic definition of character education is an approach to education that incorporates values, ethics, emotional maturity, and a sense of civics. Character education is teaching children about "good traits" that help them get along well in society. To many, this sounds simple, straightforward, and even self-evident. However, modern education has mostly developed in another direction, one that focuses entirely on students' academics and, to a lesser extent, physical development (e.g. physical education, sports). In the modern world, however, parents and educators increasingly recognize the need for a new yet traditional approach to education, one that emphasizes character as well as intellectual development (Lamb, H. H, 2002; Quijano, A., & Wallerstein, I, 1992; Guénon, R., 2001).

In his book, *The Educated Child*, William J. Bennett writes, "Good character education means cultivating virtues through the formation of good habits." According to Bennett (Howard, R. W., Berkowitz, M. W., & Schaeffer, E. F., 2004), children need to learn through actions that honesty and compassion are good and that deceit and cruelty are bad. He believes that adults in schools and parents should strive to be models of good character (Singh, B., 2019).

There's no precise formula for a curriculum that incorporates character education. As with any approach to learning, there are different theories on how to instill positive values and character traits. This also differs according to culture and the age of the students. There are, however, certain general principles that character education advocates agree upon. The 11 Principles of Character Education as outlined by Walker, D. I., Roberts, M. P., & Kristjánsson, K. (2015) provides a helpful summary of this idea (Astuti, R. W., Waluyo, H. J., & Rohmadi, M., 2019).

First, educators promote core ethical and performance values to instill good character in students. Second, a comprehensive definition of character, which includes thoughts, emotions, and actions. Third, ducators use an intentional, proactive, and comprehensive approach to character development. Fourth, to support this process, schools create caring and supportive communities. Fifth, educators encourage students to develop morally and provide opportunities to grow morally. Sixth, schools create a challenging academic environment to (Gennari, J. H., Musen, M. A., Fergerson, R. W., Grosso, W. E., Crubézy, M., Eriksson, H., ... & Tu, S. W, 2003) helps students develop character. Seventh, educators foster self-motivation in students. Eight, educators and all school staff are part of an ethical learning community and adhere to the same values that they teach. Ninth, schools foster leadership values. Tenth, schools engage parents and other members of the community as partners in character-building efforts. Eleventh, schools regularly assess their culture, their staff, and their overall success at fostering character development (Uchida, K., Yamasaki, K., & Sasaki, M, 2014).

As you can see from this list, character education involves a comprehensive approach that includes a robust academic curriculum, a dedicated staff, and a partnership with parents and the wider community. This is a more challenging approach to education than one that focuses primarily on academics. Building character is a more complicated and wider-reaching goal. It's an approach to education, however, with the potential to yield outstanding results. Rather than simply teaching students information, it seeks to help them develop into ethical, responsible citizens.

In Indonesia, it is stated in Nawacita that the government will carry out a revolution in the character of the nation. Therefore, the Ministry of Education and Culture (KEMENDIKBUD) has been promoting the movement of Penguatan Pendidikan Karakter (PPK) since 2016. Character education in the basic education level has a larger portion than the level of education that teaches the knowledge, 70% for primary schools, and 60% for junior secondary schools, to be precise. PPK itself does not change the structure of the curriculum in Indonesia. In practice, only a few inter curricular modifications were added to the co-curricular and extracurricular activities. PPK is expected to foster character and strengthen the positive character of students.

The events of the increasingly distorted character of Indonesian children are of particular

concern to us education observers. This is in line with what the 6th President of the Republic of Indonesia said that "the development of character quality in Indonesia is increasing, precisely at the peak of the commemoration of the national education day in 2010 when the National Movement for National Character Development was declared". The National Character Development Movement refers to the five values of the nation's character, namely; (1) Indonesian people who are moral, have good character, and behave well; (2) achieving an intelligent and rational society; (3) Indonesian people in the future will become innovative people and continue to pursue progress; (4) strengthen the spirit of "must be able" who continues to look for solutions in every difficulty; and (5) Indonesian people must be true patriots who love their nation, country and homeland.

This movement is very important to be implemented for the formation of a good national character. Not only this movement, there are also five main character values that are a priority for the development of the PPK (Strengthening Character Education) movement, such as. First, value of Religious Character, this value reflects devotion to God Almighty. This can be realized by always being active and sincere in worship (Kemendikbud, R. I., 2013). Second, nationalist Character Value, this value is a way of thinking, acting and giving good deeds to the nation, such as by placing the interests of the nation above personal and group interests. Third, integrity Character Value, a value that shows the behavior of an individual who can be trusted in any case. This can be demonstrated by always behaving honestly in everything we do. Fourth, independent Character Value, the value shown from attitudes and behavior that is not dependent on others, for example by doing their own work without having to always get help from others. Fifth, the value of character, this value reflects the act of working together and working hand in hand in solving common problems, such as by participating in community service and being active in the organization.

These values are very important for the progress of the nation's character education. Each value does not stand and develop independently, but interact with each other, develop dynamically and form a personal whole. Despite the many theories, movements and values that exist, cases regarding character education in Indonesia are still common. KPAI handled 1885 cases in the first semester of 2018. There were 504 children who became criminal offenders, ranging from drug offenders, theft, to immoral cases being the most cases (Source: Detik.com). In the case of ABH, most children have entered the Child Special Penitentiary (LPKA) for stealing as much as 23.9 percent, drug cases as much as 17.8 percent, and immoral cases as much as 13.2 percent, and others. Not only these cases, based on data from the Child Protection Commission, it was recorded that 62.7 percent of junior high school teenagers in Indonesia were not virgins. There are also other results, as recorded that 93.7 percent of junior high and high school students have kissed, 21.2 percent of junior high school teens admit to having had an abortion, and 97 percent of junior high and high school teens have seen pornographic films (Muchtar, D., & Suryani, A. (2019).

There are also research results from KPAI in the areas of Jakarta, Bogor, Depok, Tangerang, and Bekasi (Jabodetabek) regarding the number of brawls. The number of brawls in 2012 has reached 103 cases with 17 children dying. The latest 2018 data, reported by tempo.co (12/9/2018) KPAI states that brawl cases in Indonesia increased by 1.1 percent throughout 2018. KPAI Education Commissioner Retno Ustiyanti said in 2017, the number of brawl cases was only 12. .9 percent, but increased to 14 percent in 2018. With the prevalence of cases of misappropriation of the behavior and character of the nation's children, it is necessary to raise awareness not only for educators and the government, but also for the awareness of the Indonesian people to implement good behavior and instill good character in children. Indonesia. Moral degradation is still a challenge in the world of Indonesian education today. Although character education has been instilled in schools, promiscuity, alcohol consumption, drugs, abortion practices, and student brawls are even increasing every year (Mulyadi, R., 2015).

## 2 LITERATURE REVIEW

### Essence of Education

The essence of education is education for humans and can be obtained as long as humans are born to adulthood (Mayer, J. D., & Cobb, C. D., 2000). In essence, education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively devel-

op their potential to have religious spiritual potential, self-control, personality, intelligence, noble character, and skills needed by themselves, society, nation and state (Passmore, J. A, 1935). The above explains that education is a planned effort, which is carried out to develop the potential possessed by students. The potential possessed by each student is certainly different, which later is the task of an educator to be able to see and hone the potentials of his students so that they are able to develop into useful human beings for society, nation and state.

Education has a duty to produce a good generation, humans who are more cultured, humans as individuals who have better personalities. The purpose of education in a country will be different from the goals of education in other countries, according to the basis of the country, the philosophy of life of the nation, and the ideology of the country (Ahmed, N., Devitt, K. S., Keshet, I., Spicer, J., Imrie, K., Feldman, L., ... & Rutka, J., 2014; Squelch, J., 2001).

In Indonesia, the term National Education is known (Shaturaev, J., 2021), while what is meant by national education is education based on Pancasila and the 1945 Constitution of the Republic of Indonesia which is rooted in religious values, Indonesian national culture, and is responsive to the demands of changing times. Meanwhile, the purpose of national education as stated in Law no. 20 of 2003 Chapter II Article 3 is to develop capabilities and shape the character and civilization of a dignified nation in the context of educating the nation's life, aiming at developing 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 a democratic and responsible citizen (Nishimura, S., 1995; Muchtarom, M., 2013).

Education is very useful in human life. According to National Research Council (2012) and Durkheim, E. (2012), education has at least the following characteristics: (1) Education is a process of developing abilities, attitudes, and other forms of behavior in the community, where he lives, (2) Education is a social process, in which a person is exposed to selected and controlled environmental influences (especially those from school) to achieve optimal social competence and individual growth, (3) Education is a process of personal development or human character.

Formally, education is carried out from an early age to college. In essence, education is carried out for life from birth to adulthood. Even as a child, in Law 20 of 2003 concerning the National Education System for early childhood education which in fact small children are already based on education that teaches good moral values so that they can shape their personality and potential according to children's development. In PP 27 of 1990 chapter 1 article 1 paragraph 2, it is stated that school for young students is a form of pre-school education that provides early education programs for children aged 4 years to enter basic education (Harianti, 1996: 12). In addition, there are 6 educational functions (Depdiknas 2004: 4), namely; (1) introduce rules and instill discipline in children; (2) introduce children to the world around them; (3) cultivate good attitudes and behavior; (4) develop communication and social skills; (5) develop skills, creativity, and abilities of children; and (6) prepare children to enter primary education.

From some of the descriptions above, education that instills positive values will be appropriate to start at an early age. Thus, education for young students is the right foundation before entering higher education. Early childhood education is early education that is in accordance with the aim of developing children's socialization, growing abilities according to their development, introducing the environment to children, and instilling discipline, because it can indirectly instill or transfer moral values and social values to children. So from the description of the concept of education as mentioned in the introduction, it can be understood the essential meaning and importance of education for humans. Education for humans can be described as follows.

### The Nature of Character Education in Elementary Schools

Character is a person's character, character, morals, or personality which is formed from the internalization of various virtues that are believed and used as a basis for perspective, think, behave, and act. Virtue consists of a number of values, morals, and norms, such as honesty, courage to act, trustworthiness, and respect for others. The interaction of a person with other people fosters the character of society and the character of the nation. Therefore, national character education can only be done through individual character education. Essentially humans live in a certain social and cultural environment, so the development of a person's individual character can only be done in the relevant social and cultural environment (Vernon, P. E., 2014; Price, J. C., Walker, I. A., & Boschetti, F., 2014; Bonn, M. A., Joseph-Mathews, S. M., Dai, M., Hayes, S., & Cave, J. (2007).

Education is a conscious effort to develop the potential of students optimally (Wamsler, C., 2020; Reed, D. S., 2021). This conscious effort should not be separated from the environment where students are located, especially from their cultural environment, because students live inseparable in their environment and act in accordance with the rules of their culture, so that a love for the nation's culture is formed (Stulberg, L. M., & Chen, A. S., 2014; Tate, S. A., & Page, D.; 2018; Nguyen, D. H., & Ward, L., 2016).

Character building is carried out with a systematic and integrative approach by involving all components of the nation. The development of national character can only be done in an educational process that does not release students from the social environment, community culture, and national culture. The social and cultural environment of the nation is Pancasila, so that national character education must be based on the values of Pancasila. In other words, educating the nation's character is developing the values of Pancasila in oneself (Dewantara, J. A., & Nurgiansah, T. H., 2021).

The results of the study of the national curriculum center concluded that there were 18 values of national character that were important to be instilled in every student (Chmar, J. E., Ranney, R. R., Guay, A. H., Haden, N. K., & Valachovic, R. W., 2004). The values of the national character, Inkeles, A. (2017). in question are religious, honest, tolerant, disciplined, hard work, creative, independent, democratic, curious, national spirit, love for the homeland, respect for achievement, friendly/communicative, love peace, love to read, care for the environment, social care, responsibility (Werther Jr, W. B., & Chandler, D., 2010).

The process of character education is based on a psychological totality that includes all the potential of the individual human (cognitive, affective, psychomotor) and the function of the socio-cultural totality in the context of interactions in family, school, and society that lasts throughout life. Character configuration in the context of the totality of psychological and socio-cultural processes can be grouped into: (1) heart (spiritual & emotional development); (2) thinking (intellectual development); (3) exercise and kinesthetic (physical & kinesthetic development); and (4) taste and intention (affective and creativity development). The process is holistically and coherently interconnected and complementary, and conceptually constitutes a group of noble values of the Indonesian nation.

### **Learning Local Wisdom in Elementary School**

Education in elementary schools aims to provide basic reading, writing, arithmetic, knowledge and basic skills that are useful for students according to their developmental level and prepare them to attend junior high school education (Sukma, E., Ramadhan, S., & Indriyani, V., 2020; Timm, J. M., & Barth, M., 2021), March. Related to the aim of providing basic literacy skills, the role of education is to be able to provide basic literacy skills starting at the literacy stage (in early grades), until the achievement of discourse proficiency (in high grades).

Interest and reading culture in western countries and even in Southeast Asia (ASEAN), such as; Singapore, Thailand, Philippines, Malaysia are better than Indonesia. In Indonesia, people's interest in reading is still low, which automatically results in low human resources as well. In fact, interest is the main key in learning, including interest in reading (Frankel, J. A., & Wei, S. J., 1996; Feuer, H. N., & Hornidge, A. K., 2015).

The low interest in reading is a major problem faced by our nation. This can be seen from the lagging quality of our human resources by neighboring countries, and this shows that the quality of our education is lower than theirs. According to Nerim, N. (2020) and Arisetyawati, S. K. (2017) one of them is the result of a very low reading habit and this is fatal to the quality of its own human resources, because one of the main keys to a person's intelligence is the frequency and number of books read (reading culture).

Local Wisdom or often called Local Wisdom is all forms of knowledge, belief, understanding, or insight as well as habits or ethics that guide human behavior in life in the community (Marhayani, D., 2016). Meanwhile, according to Gobyah, 2009 local wisdom is defined as the truth that has become a tradition or is permanent in an area. From these two definitions, local wisdom can be interpreted as a value that is considered good and actually takes place from generation to generation and is implemented by the community concerned as a result of the interaction between humans and their environment.

In elementary school, for novice readers starting in grade 3 (three) onwards, for example, the implementation of the Directed Reading Thinking Activity (DRTA) strategy is considered the

most effective (Yazdani, M. M., & Mohammadi, M., 2015). Because individual strategies and emphasis on the development of higher thinking processes. In addition, this strategy involves active understanding and exchange of ideas among learners and is very effective in directing the social dynamics that occur in learning groups.

### 3 METHOD

This research is a descriptive qualitative research. This type of qualitative descriptive research is often used as a research method. In a scientific paper, research is needed to raise and explore a problem. The research is then described in an analysis to obtain conclusions according to the initial objectives. This type of qualitative descriptive research is a research method that utilizes qualitative data and is described descriptively (Elliott, R., & Timulak, L., 2021). This type of qualitative descriptive research is often used to analyze social events, phenomena, or circumstances.

Qualitative research methods mean emphasizing a natural approach or naturalistic (Krashen, S. D., & Terrell, T., 1983; Hyvärinen, A., Hurri, J., & Hoyer, P. O., 2009). *Natural image statistics: A probabilistic approach to early computational vision* (Vol. 39). Springer Science & Business Media.). In interpreting naturalistic research, a researcher conducts research as deep and as far as possible when looking at various phenomena that arise. So that the problem you want researched can be described clearly and produce generalizations that fit in the field. The problems studied in qualitative research are inductive because a researcher will collect data first and then only then can conclude it in the form of a general statement.

The approach in this research is a natural or field approach. The naturalistic/natural research approach can be interpreted from the perspective of phenomenological, which means the emphasis on subjective experiences human based on facts and real conditions in the field. Natural research different from scientific, scientific or other terms scientific approach sourced from the positivism view while the naturalistic approach sourced from a phenomenological view that interprets reality as plural form, and is a whole that influences each other to form cause and effect.

Respondents in this study came from the education community, such as teachers, parents of students, education observers, supervisors, school committees, and community leaders. The primary schools selected were SDN 213 Jakarta, SDN 2 Jakarta, SDI Khaeraat Jakarta, SD Terpadu Teknologi Jakarta, Cempalagi Christian Elementary School, and SDH Saraswati Jakarta. Data in the form of statements made in the process of observing, recording, recording, and interviewing.

Data were collected and processed from 50 teachers, 21 employees, 5 education observers, and 3 students' guardians. The data is then processed in a naturalistic way by analyzing the interpretation of the project survey by relating the environment. In this case, it is based on local wisdom.

### 4 RESULT AND INSCUCCION

Character education is a system of naming character values which includes components of knowledge, awareness or willingness, and actions to implement these values, both towards God Almighty, oneself, fellow environment, and nationality. The development of national character can be done through the development of national character can be done through the development of one's individual character. However, because humans live in a certain social and cultural environment, the development of a person's individual character can only be carried out in the relevant social and cultural environment. That is, the development of culture and character can be carried out in an educational process that does not release students from the social environment, community culture, and national culture. The social and cultural environment of the nation is Pancasila, so cultural and character education is developing Pancasila values in students through heart, brain, and physical education.

Character education is an important aspect in developing the affective domain, especially for elementary school age children. The content of character education is applied in learning in elementary schools based on the material from the standard curriculum content. Character education is important to be instilled in elementary school age children because it is to shape students' personalities so that they have noble values of the nation and can become good citizens. Character education has an important mission in creating students who are not only cognitively intelligent, but also have noble character. Teachers can develop materials based on local wisdom with a variety of interesting learning activities that are expected to develop student characters such as the character

of cooperation, tolerance, and caring attitude. Students should have a wise and wise attitude in viewing wisdom.

Character education is basically an educational process that aims to build the character of students. As we know that education is carried out not only to give children knowledge but also to instill and socialize the values and norms that exist in society so that they can grow by understanding these values and norms. This can blend in social life in the future, therefore it is necessary to have something that makes children not only understand textual values and norms but also in practice in their lives they can practice what they get from the education and for that character education is needed to build character self-image in children. 2 Human character has been attached to a person's personality and is shown in the behavior of daily life. Since birth, humans have had character potential shown by their cognitive abilities and innate traits. The innate character will develop if it gets a touch of learning experience from the environment. The family is the first learning environment that children get and will be a strong foundation for forming character after adulthood. The results showed that about 50% of the variability of adult intelligence had occurred when the child was four years old.

The next 30% increase occurs at the age of eight years, and the remaining 20% in the middle or late second decade. Intelligence development is accompanied by other mental personality developments until adolescence. After adulthood, intelligence and personality behavior have been relatively stable, therefore if you want to shape intelligence and character, the most appropriate time is when the children are up to teenagers Character education has long been a concern of the government. In Law number 20 of 2003 concerning the National Education System in article 1 (one), it is stated among other things that education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, control self, personality, intelligence, noble character, and skills needed by himself, society, nation and state.

In addition to the law, positive characters are also widely written in the vision and mission of educational institutions. In general, educational institutions develop a vision that is not only charged with making graduates intelligent but also noble. Character education is a strategic issue in the context of education in Indonesia, this is related to the recent moral crisis. Where, almost all cases that occur related to moral decadence are suspected to be due to the failure of character education provided by educational institutions. Many national-scale cases, for example, are triggered by the lack of depth in the internalization process of moral education provided in schools and in the family environment. How is character education in an Islamic perspective, especially for elementary school students.

The formation of the character of elementary school students must be carried out jointly by all parties. Character formation can be done by using example. Exemplary begins with an imitation between humans. Exemplary in the world of education is often attached to a teacher as an educator. Lately, one of the important issues of education that is often studied from various perspectives is the formation of character in children. Character is a container of various psychological characteristics that guide children to be able to adapt to the variations in the environment they face. In other words, the character will "lead" himself to do something that is right and not do something that is not right.

This can be seen in the way children behave which is an accumulation of various aspects of the formation of a good self. When viewed from the point of view of Developmental Psychology, of course the character that is formed is not something that suddenly exists. However, it is the result of a child's life journey which is formed from biological maturity and psychological development. Maturity refers to changes that occur naturally and spontaneously, meanwhile, changes related to psychological development are related to learning experiences obtained from the surrounding environment.

Therefore, one thing that needs to be considered is how the process of education and care that children get, so as to form a meaningful learning experience for him. 4. The character of elementary school students can be built in various ways in learning mathematics, namely by training students to be consistent in thinking, consistent in using terms, consistent in calculations, consistent in applying agreements. Another way can also be done by training students to be disciplined in using time, tolerance by respecting the opinions of others in learning. These events can occur in the interaction of students with students and students with teachers both in class discussions, and group discussions. This also corresponds to the character of the mathematics. train students to think critically and logically.

### The Importance of Character Education for Elementary School Students

The meaning of education can simply be interpreted as a human effort to foster his personality in accordance with the values in society and culture. Thus, however simple the civilization of a society, in it occurs or takes place an educational process. That's why it is often stated that education has existed throughout human civilization. Education is essentially a human effort to preserve his life. Education according to the Greek sense is "pedagogic" which is the science of guiding children, the Romans viewed education as "educare", which is issuing and guiding, the act of realizing the potential of children who are brought into the world. The Germans see education as "Erziehung" which is equivalent to educare, which is to awaken hidden strengths or activate children's strengths/potentials. In Javanese, education means "processing", processing, changing, psychological, maturing feelings, thoughts and character, changing the child's personality. Meanwhile, according to Herbart, education is the formation of students to what students want, which is termed Educere. In the Big Indonesian Dictionary, education comes from the basic word "didik" (educating), which is to maintain and provide training (leadership teachings) regarding morals and intelligence of the mind.

Education is a very important part in realizing the quality of human resources. Education is the most valuable investment in the form of improving the quality of human resources for the development of a nation. Often the progress of a nation is measured by the extent to which its people receive education. The higher the education a society has, the more advanced the nation will be. So that an educated and virtuous society is achieved that can bring progress in various fields. With education, it can improve the quality of morals, knowledge and technology. Therefore, it is necessary to have a synergy between education and human resources.

Character education is basically an educational process that aims to build the character of students. As we know that education is carried out not only to give children knowledge but also to instill and socialize the values and norms that exist in society so that they can grow by understanding these values and norms and can blend in social life in the future. Therefore, it is necessary to have something that makes children not only understand textual values and norms but also in practice in their lives, they can practice what they get from the education and for that character education is needed to build self-image in children.

Human character has been attached to a person's personality and is shown in the behavior of his daily life. Since birth, humans have had character potential shown by their cognitive abilities and innate traits. Innate characters will develop if they get a touch of learning experience from their environment. The family is the first learning environment that children get and will be a strong foundation for forming character after adulthood. The results showed that about 50% of the variability of adult intelligence had occurred when the child was four years old. The next 30% increase occurs at the age of eight years, and the remaining 20% in the middle or late second decade. Intelligence development is accompanied by other mental personality developments until adolescence. After adulthood, intelligence and personality behavior are relatively stable, therefore if you want to form intelligence and character, the most appropriate time is from the age of children to teenagers.

Character education has long been a government concern. In Law number 20 of 2003 concerning the National Education System in article 1 (one), it is stated among other things that education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, control self, personality, intelligence, noble character, and skills needed by himself, society, nation and state. In addition to the law, positive characters are also widely written in the vision and mission of educational institutions. In general, educational institutions develop a vision that is not only charged with making graduates intelligent but also noble.

Character education is a strategic issue in the context of education in Indonesia, this is related to the recent moral crisis. Where, almost all cases that occur related to moral decadence are suspected to be due to the failure of character education provided by educational institutions. Many national-scale cases, for example, are triggered by the lack of depth in the internalization process of moral education provided in schools and in the family environment. How is character education in an Islamic perspective, especially for elementary school students? The formation of the character of elementary school students must be carried out jointly by all parties.

Character formation can be done by using example. Exemplary begins with an imitation between humans. Exemplary in the world of education is often attached to a teacher as an educator. Exemplary in the world of education can be interpreted as the behavior and attitudes of teachers and educators in the school environment and outside the school who are used as examples by their students (Ministry of National Education, 2010). Teachers are said to be exemplary teachers who are closely related to good and professional teachers. Becoming a good and professional teacher must meet the criteria and requirements to become a teacher.

In Law no. 14 of 2005 concerning Teachers and Lecturers explained that the requirements to become a teacher are that a person must have a diploma, be physically and mentally healthy, fear God Almighty, have good behavior, be responsible and have a national spirit. The statement has clearly stated the terms and conditions to become a good and professional teacher. The statement also mentions the actions that must be taken by a teacher in teaching, such as having good behavior, being responsible and having a national spirit. Teachers who are kind and professional are very influential on the teaching and learning process and the atmosphere of the school environment.

Lately, one of the important issues of education that is often studied from various perspectives is the formation of character in children. Character is a container of various psychological characteristics that guide children to be able to adapt to the variations in the environment they face. In other words, the character will "lead" himself to do something that is right and not do something that is not right. This can be seen in the way children behave which is an accumulation of various aspects of the formation of a good self. When viewed from the point of view of Developmental Psychology, of course the character that is formed is not something that suddenly exists, but is the result of the process of a child's life journey which is formed from biological maturity and psychological development. Maturity refers to changes that occur naturally and spontaneously, meanwhile, changes related to psychological development are related to learning experiences obtained from the surrounding environment. Therefore, one thing that needs to be considered is how the process of education and care that children get, so as to form a meaningful learning experience for him.

Elementary school students' character can be built in various ways in learning mathematics, namely by training students to be consistent in thinking, consistent in using terms, consistent in calculations, and consistent in applying agreements. Another way can also be done by training students to be disciplined in using time, tolerance by respecting the opinions of others in learning. These events can occur in the interaction of students with students and students with teachers both in class discussions, and group discussions. This also corresponds to the character of the mathematics. train students to think critically and logically. There are several things related to the management of the teaching and learning process in the field of mathematics in elementary school, including teacher knowledge, limited funds and facilities to create or organize and use media, including teaching aids in learning mathematics. In addition, the role of teaching aids in teaching mathematics in elementary schools is important and it has been recognized by most education managers.

Early childhood. Early childhood education is a fundamental form of education in a child's life and education at this time will determine the sustainability of the child itself as well as for a nation. Thirty years from now, the Indonesian nation will be very dependent on the early childhood that exists today. Therefore, character education is an important stage for the development of a child, even something that is fundamental to the success of the development of further character formation. Therefore, a teacher should not ignore the presence of early childhood for the sake of future interests for the next generation.

A teacher is required to understand the characteristics of early childhood, the importance of learning for early childhood, learning objectives for early childhood, and learning activities for early childhood. The formation of early childhood character can be done through routine activities, programmed activities, spontaneous activities, and example. The formation of the character of early childhood can follow a certain pattern, namely an orderly, disciplined, and standard behavior (according to standards) meaning that various types and patterns of behavior can be developed through continuous scheduling until the expected behavior is firmly attached to the child and Be a part of positive behavior.

In schools, teachers are obliged to set an example for students, this requires teachers to be role models. There are two kinds of exemplary, namely intentional and unintentional. Unintentional exemplary is exemplary in science, leadership, sincerity, and the like, while intentional exemplary is like giving an example of good reading, doing the right prayer. Deliberate example is an

example that is accompanied by an explanation or command to imitate it, an unintentional example is carried out informally, intentional example is carried out formally. Showing exemplary also means that teachers must be able to show students figures who deserve to be imitated, because the current problem is the occurrence of an exemplary crisis where students find it difficult to find good examples (uswah hasanah) or living moral exemplary in their environment school.

### Strengthening of Local Wisdom-Based Character in Elementary School

Based on the research results, there are five main character values originating from Pancasila, which are the priorities for the development of the KDP movement; namely religious, nationalism, integrity, independence and mutual cooperation. Each value does not stand and develop independently, but interact with each other, develop dynamically and form a personal whole.

Religious character values reflect faith in God Almighty which is manifested in the behavior of carrying out religious teachings and beliefs, respecting religious differences, upholding a tolerant attitude towards the implementation of religious worship and other beliefs, living in harmony and peace with adherents of other religions. The implementation of these religious character values is shown in an attitude of love of peace, tolerance, respect for differences in religion and belief, firm stance, self-confidence, cooperation between adherents of religions and beliefs, anti-bullying and violence, friendship, sincerity, not forcing the will, loving the environment, protecting small and isolated.

Nationalist character values are ways of thinking, acting, and acting that show loyalty, concern, and high appreciation for the language, physical, social, cultural, economic, and political environment of the nation, placing the interests of the nation and state above the interests of themselves and their groups. The nationalist attitude is shown through an attitude of appreciation for the nation's own culture, maintaining the nation's cultural wealth, being willing to sacrifice, excelling, and achieving, loving the homeland, protecting the environment, obeying the law, discipline, respecting cultural, ethnic and religious diversity.

The character values of integrity are values that underlie behavior that is based on efforts to make himself a person who can always be trusted in words, actions, and work, has commitment and loyalty to human and moral values. The character of integrity includes an attitude of responsibility as a citizen, actively involved in social life, through consistent actions and words based on the truth. A person with integrity also respects individual dignity (especially persons with disabilities), and is able to show an example.

The value of independent character is an attitude and behavior that does not depend on others and uses all energy, thought, time to realize hopes, dreams and ideals. Independent students have a good work ethic, are tough, fighting, professional, creative, courageous, and become lifelong learners. The value of the gotong royong character reflects the act of appreciating the spirit of co-operation and working together to solve common problems, establish communication and friendship, provide assistance/help to people in need. It is expected that students can show respect for others, be able to work together, be inclusive, be able to commit to joint decisions, reach consensus, help, have empathy and a sense of solidarity, anti-discrimination, anti-violence, and volunteerism.

First, strengthening the three education centers. This PPK is an entry point to make a comprehensive improvement to our education, the Minister of Education and Culture conveyed to the PPK Implementation Team consisting of various elements of education stakeholders some time ago. According to the Minister of Education and Culture, KDP does not change the structure of the curriculum, but strengthens the 2013 Curriculum, which already includes character education. In its application, a few intracurricular modifications were made to have more character education content. Then added activities in co-curricular and extracurricular. The integration of the three is expected to foster character and strengthen the positive character of students.

In principle, school-based management involves more students in activities than the lecture method, then a broad-based curriculum that optimizes the use of learning resources," said the Minister of Education and Culture. KDP encourages the synergy of three educational centers, namely schools, families (parents), and communities (communities) so that they can form an educational ecosystem. According to the Minister of Education and Culture, so far the three seem to be running independently, even though if they work together they can produce something extraordinary. It is hoped that school-based management will strengthen, where schools play a central role, and the

surrounding environment can be optimized to become learning resources.

Second, restoring teacher's identity. The role of the teacher is very important in education and he must be an enlightening figure, who opens nature and the mind and soul, cultivates the values of compassion, exemplary values, behavioral values, moral values, the values of diversity. This is actually character education which is the core of real education," said President Joko Widodo at the opening of the 2017 National Conference on Education and Culture some time ago.

According to the Minister of Education and Culture, the key to the success of character education lies in the role of the teacher. As Ki Hajar Dewantara taught, "ing ngarso sung tuladho, ing madyo mbangun karso, tut wuri handayani", a teacher ideally has a close relationship with his students. Teachers should be attached to their students so that they can know the development of their students. Not only the intellectual dimension, but also the personality of each student.

Not only as a subject teacher, but the teacher is able to act as a facilitator who helps students achieve learning targets. Teachers must also be able to act as gatekeepers who help students filter out various negative influences that have an adverse impact on their development. A teacher is also able to act as a liaison for students with various learning resources that do not only exist in the classroom or school. And as a catalyst, teachers are also able to explore and optimize the potential of each student.

Currently, through the revision of Government Regulation Number 64 of 2008 to Government Regulation Number 19 of 2017, the Ministry of Education and Culture encourages a paradigm shift for teachers to be able to carry out their role as professional educators who are not only able to educate students, but also shape their positive character to become Indonesia's golden generation. with 21st century prowess.

Based on article 15 of PP No. 19 of 2017, the fulfillment of the workload of teachers can be obtained from the equivalent of the workload of additional tasks. Other activities outside the classroom related to learning can also be converted to face-to-face hours. Teachers no longer need to look for additional teaching hours outside of their schools to meet the teaching workload. They must be responsible for the development of their students.

### Supportive Learning Environment

Learning is an activity carried out by a person in order to have competence in the form of the necessary skills and knowledge. Learning can also be seen as a process in an individual's search for meaning. The learning process is basically done to improve personal abilities or competencies. In other words, learning is a change in behavior caused by experiences or exercises and not caused by growth or maturity. To achieve learning success, of course the environment is one of the supporting factors. A comfortable study room and environment can make it easier for students to focus more on learning. By preparing the right environment, students will get better results and can feel the learning process that students are doing. The environment in a general sense is things or something that can affect human development. Influential in a meaningful sense, and plays a role in the growth and development of students.

We know that every living being will experience what is called learning, especially human beings themselves. For example, when a new born human being will slowly learn to adapt to his environment. Likewise, if we give an example to students, of course he also wants the changes that occur in these students to be planned and purposeful changes. Students will learn from a goal that he previously set, namely good learning outcomes.

In the learning process, a student will automatically interact with his environment. The environment can provide stimulation to the individual and vice versa, the individual responds to the environment. In the process of this interaction there will be a change in the behavior of the individual. Positive and negative changes can occur because of changes in behavior. To get good learning outcomes, of course, it is necessary to have a conducive learning environment that can be seen from the home, school or community environment, of course, it will create calm and comfort for students in learning so that students can more easily understand and study learning materials or materials to the fullest. It is necessary to strive so that a good environment can have a positive impact on children or students so that they can learn as well as possible.

Something that can support student learning activities, as well as become a source of learning related to student achievement is called a learning environment. High learning achievement is a condition that is expected by every student. Because many factors influence learning achievement, not all students are able to meet the expected conditions. The learning environment becomes

an external factor that can affect development and influence students in the learning process. It is necessary to pay attention to the comfort and tranquility of the environment so that attention can be focused on the lesson, not just focused on the facilities.

The educational environment or learning environment can be divided into three groups, including: family environment, school environment and community environment. The success of students' learning achievement cannot be separated from supportive interactions in the learning environment. The family environment is the main and first educational center, but can also become a factor in learning difficulties. The family environment consists of three factors, namely: parental factors, household or family atmosphere, and family economic conditions. In the family environment, children born are in the care of their parents, caregivers, mentors, as well as teachers and caretakers of their children. However, parents become the closest example for their children. Without realizing it, children will imitate all the actions they do. Therefore, the attitude of problematic parents must be avoided. The development of children's learning also needs to be done. noticed by parents, because h The relationship between parents and children is very influential in the learning progress of elementary school students.

The second environment is the school environment. School is a formal educational institution that allows a person to increase his knowledge and develop his talents. It is said to be formal education because it is held in schools or in certain places and has levels ranging from basic education, secondary education, and higher education. Law of the Republic of Indonesia No. 20 of 2003) concerning the national education system Chapter VI article 41. The third learning environment is the community environment. The community is a broad and widespread educational field, namely the relationship between two or more parents that is not limited. basic education that aims to develop attitudes and abilities and provide the basic knowledge and skills needed to live.

The school environment has an important role in improving student learning outcomes. Because families cannot only educate children, children need a place to develop their potential, namely schools. The existence of schools will expand students' knowledge. Schools also cannot be separated from parental support. Schools can create a conducive atmosphere for the educational process as long as school management is developed with good planning, implementation and evaluation.

Schools as open systems, as social systems, and schools as agents of change, must not only be sensitive to self-adjustment, but should also be able to anticipate developments that will occur within a certain time. The rapid changes in people's lives are a result of the development of science and technology, as well as various demands from various sectors which greatly affect school life.

The teaching and learning process takes place in the classroom. Learning itself means the process of learning behavior thanks to experience and practice. Or in other words, to carry out activities to change behavior both involving knowledge, skills, attitudes and even covering all personal aspects. The teacher's responsibilities include teaching and learning activities, organizing learning experiences, assessing learning processes and outcomes.

Society is also an educational environment that has a major influence on a person's personal development. Things that will color the state of society such as views of life, national ideals, socio-culture, and the development of science. Children receive education In the community, the third institution that is responsible for the intellectual life of the nation is the community.

Through education in the community, children will be equipped with reasoning and skills. Education in the community is often used as an effort to optimize self-development. Community participation helps the government in efforts to educate the nation's life is highly expected. Society plays an important role in achieving national education goals. The role of the community by providing education in the national education system is called community education.

There are several factors that can affect student achievement, including two factors, namely internal factors that come from the students themselves, and external factors that come from outside the students themselves. The student's ability factor is very large. Clark stated that 70% of student learning outcomes in schools are influenced by students' abilities and 30% are influenced by the environment. In addition to the student's ability factor, there are also other factors such as learning motivation, interest and attention, attitudes and study habits, physical and psychological factors.

The existence of influence from within students is a logical and natural thing. Because the nature of learning activities is a change in behavior that is intended and realized. Students must feel the need to learn and excel. Second, external factors or environmental factors External factors

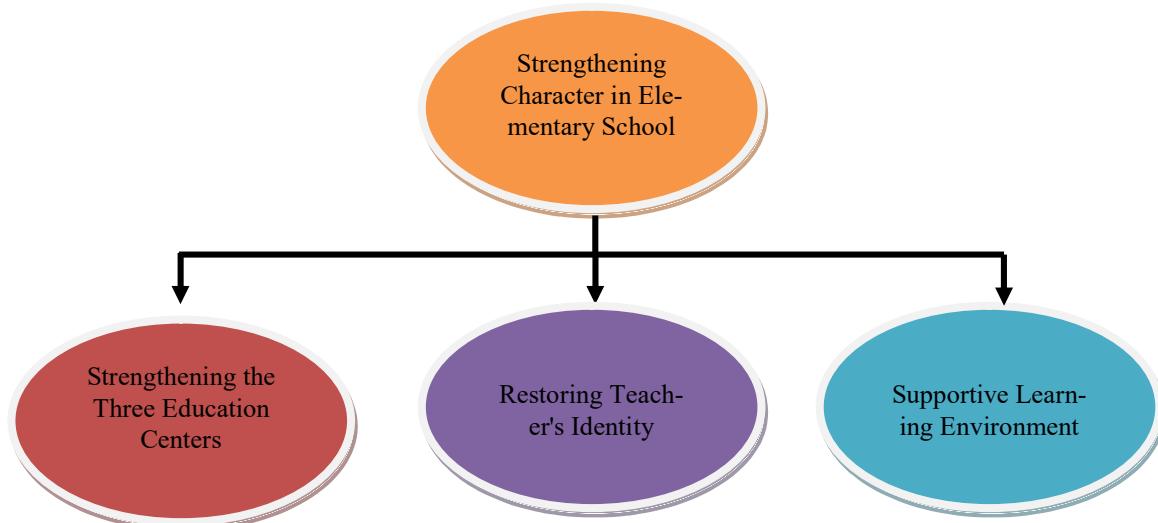
that influence learning outcomes are the quality of teaching. The quality of teaching is the high or low or the effectiveness of the teaching and learning process in achieving the goals.

Meanwhile, according to Carroll, student learning outcomes are influenced by 5 factors, namely: learning talent, time available for learning, time required for students to explain lessons, teaching quality and individual abilities. Teachers, administrative staff and classmates are a school environment that is conducive to learning. can affect students' enthusiasm for learning. Teachers who can show sympathetic attitudes and behavior, for example diligently reading and discussing can be a positive impetus for student learning activities. Friends who study hard can encourage a student to be more enthusiastic in their learning activities.

Factors affecting the school environment are first, the physical environment of the school such as learning facilities and infrastructure, learning resources, and learning media. Second, the social environment which concerns the relationship between students and their friends, teachers, and other school staff. And the third, the academic environment, namely the school atmosphere and the implementation of teaching and learning activities and various co-curricular activities.

The school environment is also related to teacher teaching methods, curriculum, teacher-student relations, student-student relations, school discipline. The school environment includes the state of the school environment, school atmosphere, building conditions, school community, school rules and facilities. The school environment also plays an important role in the learning development of students. This environment includes the school's physical environment such as the school environment, learning facilities and infrastructure. available, learning resources and learning media and so on.

**Figure 1 of Character Strengthening Strategy**



Character education is considered very important to be instilled in elementary school age children because character education is an educational process aimed at developing values, attitudes and behaviors that exude noble character or noble character.

The potential for good character has been possessed by every human being before being born, but this potential must be continuously fostered through socialization and education of children from an early age. Character is the moral and mental quality of a person whose formation is influenced by innate (natural-natural) and environmental (socialization or natural-educational) factors. Teachers can be inspiration and role models who can change the character of their students into humans who know their potential and character as God's creatures and social.

Character education is considered very important to be instilled in elementary school age children because character education is an educational process aimed at developing values, attitudes, and behaviors that exude noble character or noble character. Positive values that should be possessed by a person according to the teachings of noble character are pious deeds, trustworthiness, anticipatory, good-natured, hard working, civilized, brave to do right, dare to take risks, disciplined, broad-hearted, soft-hearted, faithful and pious., initiative, strong willed, personality, foresight, unpretentious, passionate, constructive, grateful, responsible, tolerant, wise, intelligent,

careful, democratic, dynamic, efficient, empathetic, persistent, thrifty, sincere, honest, chivalrous, committed, cooperative, cosmopolitan (worldwide), creative, strong-hearted, straightforward, independent, humane.

Often the progress of a nation is measured by the extent to which its people receive education. The higher the education a society has, the more advanced the nation will be. So that an educated and virtuous society is achieved that can bring progress in various fields. With education, it can improve the quality of morals, knowledge and technology. Therefore, it is necessary to have a synergy between education and human resources.

Character education is basically an educational process that aims to build the character of students. As we know that education is carried out not only to give children knowledge but also to instill and socialize the values and norms that exist in society so that they can grow by understanding these values and norms. Character education is a strategic issue in the context of education in Indonesia, this is related to the recent moral crisis. Where, almost all cases that occur related to moral decadence are suspected to be due to the failure of character education provided by educational institutions.

Schools are strategic places for character education because children from all walks of life will receive education in schools. In addition, children spend most of their time in school, so what they get at school will affect the formation of their character. Teaching character in schools such as, as a teacher must play a good role in acting in front of their students, teachers should not be bad because children will imitate what the teacher does. Teachers also need to teach religious values so that children understand that even in religion it is not permissible to do negative things, if they are violated, they will get sin. The formation of the character of elementary school students must be carried out jointly by all parties. Character formation can be done by using example. Exemplary begins with an imitation between humans. Exemplary in the world of education is often attached to a teacher as an educator.

Exemplary in the world of education can be interpreted as the behavior and attitudes of teachers and educators in the school environment and outside the school who are used as examples by their students (Ministry of National Education, 2010). Teachers are said to be exemplary teachers who are closely related to good and professional teachers.

### 5 CONCLUSION

The three goals of character development described by Lickona show that to form a good character and in accordance with the prevailing morals in society cannot be done in an instant way. Everything requires a process to cultivate students themselves through togetherness and concern between students with one another so that a complementary social life bond is formed. Character development of students since elementary school also trains students to start giving an assessment of what is good and what is not good or what action to take if responding to a problem.

This character development can be the basis for students to face their future in the modern era where all information can easily be obtained. Teachers, schools, and even parents will not always be able to continuously accompany the growth and development of students, therefore, a strong basic introduction can train students to control themselves based on the character education that has been embedded in them. The objectives of operational character education in schools proposed by are as follows.

Character education facilitates certain strengthening and development so that student behavior is formed both while still in school and after graduation. Education in schools is not a dogmatization of values, but a process that brings students to understand and reflect on the importance of realizing good values in behaving in everyday life. Based on the results of character education carried out in schools, school graduates will have a number of distinctive behaviors as the values used as references for the school.

Correcting student behavior that is not in accordance with the values developed by the school. This goal has a goal to straighten various negative student behaviors into positive behavior. Straightening this behavior is interpreted as a pedagogical process, not a coercion or uneducational conditioning.

Building a harmonious connection with family and society in playing the responsibilities of a shared character. This goal means that the character in school must be related to the pattern of parenting in the family. If education in schools only relies on interactions between students

and teachers in classrooms and schools, but is not accompanied by the same character that applies in the family and community, then the expected character formation will be difficult to achieve.

Schools are not only a means for studying but also the first social environment for students to learn to socialize with their environment before they face the wider community. Character education as a reference for schools will be achieved optimally if the character of the family and community supports each other with character education in schools. This situation shows that character education for students cannot run alone. Every environment has a role in character education and everything must go together and support each other.

### References

1. Agboola, A., & Tsai, K. C. (2012). Bring character education into classroom. *European journal of educational research*, 1(2), 163-170.
2. Ahmed, N., Devitt, K. S., Keshet, I., Spicer, J., Imrie, K., Feldman, L., ... & Rutka, J. (2014). A systematic review of the effects of resident duty hour restrictions in surgery: impact on resident wellness, training, and patient outcomes. *Annals of surgery*, 259(6), 1041.
3. Arisetyawati, S. K. (2017). The Effect of Directed Reading Thinking Activity In Cooperative Learning Setting Toward Students' Reading Comprehension Of The Eleventh Grade Students. *Journal of Psychology and Instruction*, 1(2), 88-96.
4. Astuti, R. W., Waluyo, H. J., & Rohmadi, M. (2019). Character Education Values in Animation Movie of Nussa and Rarra. *Budapest International Research and Critics Institute-Journal (BIRCI-Journal)*, 2(4), 215-219.
5. Bonn, M. A., Joseph-Mathews, S. M., Dai, M., Hayes, S., & Cave, J. (2007). Heritage/cultural attraction atmospherics: Creating the right environment for the heritage/cultural visitor. *Journal of Travel Research*, 45(3), 345-354.
6. Chmar, J. E., Ranney, R. R., Guay, A. H., Haden, N. K., & Valachovic, R. W. (2004). Incorporating Bioterrorism Training into Dental Education: Report of ADA-ADEA Terrorism and Mass Casualty Curriculum Development Workshop. *Journal of Dental Education*, 68(11), 1196-1199.
7. Dewantara, J. A., & Nurgiansah, T. H. (2021). Strengthening Pancasila Values During the Covid-19 Pandemic. *Edukatif: Jurnal Ilmu Pendidikan*, 3(4), 2411-2417.
8. Durkheim, E. (2012). *Moral education*. Courier Corporation.
9. Elliott, R., & Timulak, L. (2021). *Essentials of descriptive-interpretive qualitative research: A generic approach*. American Psychological Association.
10. Feuer, H. N., & Hornidge, A. K. (2015). Higher education cooperation in ASEAN: building towards integration or manufacturing consent?. *Comparative Education*, 51(3), 327-352.
11. Frankel, J. A., & Wei, S. J. (1996). *ASEAN in a Regional Perspective* (No. 1554-2016-132535).
12. Gennari, J. H., Musen, M. A., Fergerson, R. W., Gross, W. E., Crubézy, M., Eriksson, H., ... & Tu, S. W. (2003). The evolution of Protégé: an environment for knowledge-based systems development. *International Journal of Human-computer studies*, 58(1), 89-123.
13. Guénon, R. (2001). *The crisis of the modern world*. Sophia Perennis.
14. Howard, R. W., Berkowitz, M. W., & Schaeffer, E. F. (2004). Politics of character education. *Educational policy*, 18(1), 188-215.
15. Inkeles, A. (2017). *National Character: A Psycho-Social Perspective*. Routledge.
16. Kemendikbud, R. I. (2013). Buku Pendidikan Anti-Korupsi Untuk Perguruan Tinggi.
17. Krashen, S. D., & Terrell, T. (1983). *Natural approach* (pp. 20-20). New York: Pergamon.
18. Lamb, H. H. (2002). *Climate, history and the modern world*. Routledge.
19. Marhayani, D. (2016). Development of character education based on local wisdom in indigenous people Tengahan Sedangagung. *Journal of Education, Teaching and Learning*, 1(2), 66-70.
20. Mayer, J. D., & Cobb, C. D. (2000). Educational policy on emotional intelligence: Does it make sense?. *Educational psychology review*, 12(2), 163-183.
21. Muchtar, D., & Suryani, A. (2019). Pendidikan karakter menurut kemendikbud. *Edumaspul: Jurnal Pendidikan*, 3(2), 50-57.
22. Muchtarom, M. (2013). Islamic education in the context of Indonesia national education. *Jurnal Pendidikan Islam*, 28(2), 323-338.

23. Mulyadi, R. (2015). *Pengaruh Pemanfaatan E-learning Menggunakan "Portal Rumah Belajar Kemendikbud" terhadap Hasil Belajar Siswa pada Mata Pelajaran Ilmu Pengetahuan Alam: Kuasi Eksperimen di SMPN 1 Lembang Materi Pokok Sistem Gerak Pada Manusia* (Doctoral dissertation, Universitas Pendidikan Indonesia).
24. National Research Council. (2012). *Education for life and work: Developing transferable knowledge and skills in the 21st century*. National Academies Press.
25. Nerim, N. (2020). Scrutinizing directed reading thinking activity (drta) strategy on students' reading comprehension. *Journal of Languages and Language Teaching*, 8(2), 128-138.
26. Nguyen, D. H., & Ward, L. (2016). A colorblind discourse analysis of higher education race-conscious admissions in a post-racial society. *NDL Rev.*, 92, 551.
27. Nishimura, S. (1995). The development of Pancasila moral education in Indonesia. *Japanese Journal of Southeast Asian Studies*, 33(3), 303-316.
28. Pala, A. (2011). The need for character education. *International Journal of Social Sciences and Humanity Studies*, 3(2), 23-32.
29. Passmore, J. A. (1935). The nature of intelligence. *The Australasian Journal of Psychology and Philosophy*, 13(4), 279-289.
30. Price, J. C., Walker, I. A., & Boschetti, F. (2014). Measuring cultural values and beliefs about environment to identify their role in climate change responses. *Journal of Environmental Psychology*, 37, 8-20.
31. Quijano, A., & Wallerstein, I. (1992). Americanity as a concept, or the Americas in the modern world. *International social science journal*, 44(4), 549-557.
32. Reed, D. S. (2021). Harlan's Dissent: Citizenship, Education, and the Color-Conscious Constitution. *RSF: The Russell Sage Foundation Journal of the Social Sciences*, 7(1), 148-165.
33. Shaturaev, J. (2021). Education in Indonesia: Financing, Challenges of Quality and Academic Results in Primary Education. *Архив научных исследований*.
34. Singh, B. (2019). Character education in the 21st century. *Journal of Social Studies (JSS)*, 15(1), 1-12.
35. Squelch, J. (2001). Do school governing bodies have a duty to create safe schools? An education law perspective: current issues in education law and policy. *Perspectives in Education*, 19(1), 137-149.
36. Stulberg, L. M., & Chen, A. S. (2014). The origins of race-conscious affirmative action in undergraduate admissions: A comparative analysis of institutional change in higher education. *Sociology of Education*, 87(1), 36-52.
37. Sukma, E., Ramadhan, S., & Indriyani, V. (2020, March). Integration of environmental education in elementary schools. In *Journal of Physics: Conference Series* (Vol. 1481, No. 1, p. 012136). IOP Publishing.
38. Tate, S. A., & Page, D. (2018). Whiteness and institutional racism: Hiding behind (un)conscious bias. *Ethics and Education*, 13(1), 141-155.
39. Timm, J. M., & Barth, M. (2021). Making education for sustainable development happen in elementary schools: The role of teachers. *Environmental Education Research*, 27(1), 50-66.
40. Uchida, K., Yamasaki, K., & Sasaki, M. (2014). Attractive, Regularly-Implementable Universal Prevention Education Program for Health and Adjustment in Schools. *Procedia-Social and Behavioral Sciences*, 116, 754-764.
41. Vernon, P. E. (2014). *Intelligence and Cultural Environment (Psychology Revivals)*. Routledge.
42. Walker, D. I., Roberts, M. P., & Kristjánsson, K. (2015). Towards a new era of character education in theory and in practice. *Educational review*, 67(1), 79-96.
43. Wamsler, C. (2020). Education for sustainability: Fostering a more conscious society and transformation towards sustainability. *International Journal of Sustainability in Higher Education*.
44. Werther Jr, W. B., & Chandler, D. (2010). *Strategic corporate social responsibility: Stakeholders in a global environment*. Sage.
45. Yazdani, M. M., & Mohammadi, M. (2015). The explicit instruction of reading strategies: directed reading thinking activity vs. guided reading strategies. *International Journal of Applied Linguistics and English Literature*, 4(3), 53-60.