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Student Management as an Effort to Improve Character Education

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ABSTRACT

Background

The phenomenon of character degradation of students at various levels is a serious challenge for the world of education today. Advances in technology and information, as well as changes in social values, often cause negative behavior that affects the development of their character.

Purpose

This study aims to explore in depth the management of students in improving children's character education.

Design/method/approach

The method used in this study is a literature review, by reviewing various relevant academic sources, such as books, journal articles, and education policy documents.

Results

The results of the study show that planned and systematic student management, including behavioral supervision, counseling guidance, the formation of a conducive learning environment, and the involvement of parents and the community, contribute significantly to the formation of children's character. A collaborative approach between teachers, parents, and the social environment has also been shown to strengthen character values such as responsibility, discipline, and tolerance.

Contribution/value

The implications of this study indicate that character education is not only the responsibility of individual educators, but also requires systemic support from the entire education ecosystem. The implementation of holistic student management-based policies is expected to produce a generation that is not only academically intelligent, but also has a strong character.

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INTRODUCTION

Currently, Indonesia is in a global era marked by the rapid development of technology and information. Although this progress brings many benefits, it also brings significant negative impacts, especially on students. One serious problem that arises is the improper use of the internet, which can result in cases such as kidnapping and molestation through social media. This is a serious problem that threatens the safety and well-being of students. In addition, students also face challenges in the form of juvenile delinquency, promiscuity, and drug abuse. Juvenile delinquency can include behaviors such as brawls that can endanger them and the surrounding community. Promiscuity can also affect students' moral and ethical values. Cases of drug abuse can damage students' physical and mental health.

Low social sense and tolerance are often the cause of brawls between students or schools. Brawls between students or schools involving junior high school, high school, or vocational high school students are still quite common in Indonesia. Lack of ability to control emotions and interpersonal conflicts, so that students are easily provoked and end up violent. This could be one of the causes of brawls still often occurring in Indonesia.

According to a report by the Ministry of Education and Culture (Kemendikbud), in 2020 there were at least 153 cases of brawls between students in Indonesia. This figure has decreased compared to 2019 which recorded 232 cases of brawls between students. According to a report by the Central Statistics Agency (BPS), throughout 2021 there were 188 villages/sub-districts throughout Indonesia that became arenas for mass brawls between students. West Java is the province with the most cases of student brawls, which occurred in 37 villages/sub-districts. Followed by North Sumatra and Maluku with 15 villages/sub-districts each experiencing similar cases. Based on data from the National Commission for Child Protection (Komnas PA), in 2020 there were 57 cases of brawls between students involving minors throughout Indonesia.

The importance of the character of the younger generation is one of the vital factors in determining the direction and success of national development. A noble character will form a young generation that has integrity, responsibility, honesty, courage, discipline, tolerance, and independence. This is a strong capital for the younger generation to become future leaders who are able to lead the nation towards sustainable progress. In this regard, Althof & Berkowitz (2006) argue that the role of schools in forming moral citizens in a democratic society requires a focus on moral development, character development, citizenship education, and skills development.

According to Lickona (1999), thinking and discussing are important but the most important thing is behavior which is considered the most basic measure of character. Character educators try to help students to do good, polite, and self-disciplined actions repeatedly, until it becomes relatively easy for them to do so. While Bates (2019) views character education as having to be seen in a broader social context as a manifestation of recognition, where character education needs to pay more attention to interpersonal relationships, because these relationships provide the context in which character is formed.

Character education should focus on a deeper understanding of why character and virtue should be a fundamental aspect of education. Character education should go beyond simply teaching norms and rules, but should also involve the formation of a deep understanding of morality and fundamental values. In addition, character education should take place in a supportive and inclusive learning environment, where children can experience positive personal development and have the opportunity to develop good judgment (Curren, 2017). Thus, character education should be an integral part of education that creates individuals with strong character and can contribute positively to society.

21st century character education is an effort to shape and strengthen ethical values. To achieve effective results, character education must involve all parties involved in the school community and must be reflected in the school atmosphere and curriculum. The concept of character education includes various aspects such as creating a positive school culture, developing moral understanding, creating a just society, promoting a caring school community, supporting social-emotional development, advancing positive youth development, teaching citizenship values, and involving service-based learning (Singh, 2019).

In a study conducted by Hoon (2014) it was stated that comprehensive character education must cover both moral and social dimensions, so that students can become good and responsible individuals in a diverse and complex social environment. Character education that involves social issues such as class inequality can also help students understand the importance of social justice and how they can play a role in creating better change in society.

In essence, character education seeks to shape ethical values that will guide students' behavior and actions. It is not just about theory or lessons in the classroom, but also about creating a school environment that supports the development of good character. By involving all stakeholders, such as students, teachers, parents, and administrators, character education seeks to help students become responsible, caring, and integrity-based individuals in all aspects of their lives.

Talking about educational development, it is inseparable from monitoring the quality aspect. The quality can be seen from the achievements obtained referring to how the management process and output of the educational process. Likewise in terms of education, the quality of education can be seen from input, process, and output that are well managed. One of the factors that influence the quality of education is the student factor.

Student management (student affairs) is one of the substances of education management and occupies a strategic position because it is the center of education services. Various activities, both inside and outside the school institution, are aimed at students. All educational activities related to academic management, academic support services, human resources, financial resources, facilities and infrastructure and school relations with the community, are always attempted to become reliable education services for students.

According to Alhuda (2020), student management in character formation can be done through (1) disciplinary development, (2) character development through habituation, namely first by integrating into subjects by including character education values in learning devices, second integration into local content subjects, third through self-development (habituation). Based on this, the purpose of this study is to explore in depth the management of students in improving children's character education through literature reviews.

LITERATURE REVIEW

Student Management

Student management according to Santriati (2019) is an activity related to student issues in schools. The goal is to organize the student process starting from recruitment, participating in learning, and graduating in accordance with institutional goals that can take place effectively and efficiently. Through students, educational institutions can improve the quality of schools. Basically, students in an educational institution are inputs that will be managed to become the expected output for the school.

Student management is one of the areas within the scope of school management operations. This includes the arrangement and organization of activities related to students. Through student management, it is not only about managing individual students, but also

management with a broader scope, namely helping to improve and progress students in schools (Sulistiyorini, 2009).

Student management is one of the operational areas of School-Based Management (SBM). Student management is the entire process of activities that are planned and carried out intentionally as well as continuous coaching of the entire process of students so that they can follow the teaching and learning process effectively and efficiently (Amin et al., 2022). Student Management is the regulation of activities related to students, from entering to leaving the school. Student management is not only related to student data, but also other aspects that can help develop student skills (Dullah & Munir, 2020).

Student management is all activities that are directly related to students, starting from the selection process until the students complete their education. Astuti (2021) stated that student management is the process of managing all matters related to students, school development starting from planning student admissions, development while students are at school, until students complete their education through the creation of a conducive atmosphere for the effective teaching and learning process.

The explanations above can be synthesized that student management is an effort to organize, supervise, and serve various things related to students so that students are able to achieve learning goals at school, starting from when students enter school until students graduate from school.

Character building

Character is a distinctive feature possessed by an object or individual. Bohlin (2005) states that, Character is that distinctive mark of our person; the combination of these distinguishing qualities that make us who we are. Character is deeper than appearance and reputation and constitutes more than our personality or temperament.

Arthur (2019) defines character as a multi-faceted aggregate of ideas and qualities that vary significantly between individuals – it is what makes us different from each other, and like 'personality' it constitutes our distinguishing attributes. Today, character is often confused with personality or personal growth. Gaps in character formation clearly correlate to gaps in income, family function, education and employment. Character is also an evaluative concept for its use can be of a commendable or culpable nature. Character qualities in the popular mind are often viewed through a lens with descriptive adjectives in order to distinguish types of character: good or bad, stable or unstable, noble or base, strong or weak, high or low and odd or no character.

According to Pala (2011), character education is a national movement creating schools that foster ethical, responsible and caring young people by modeling and teaching good character through emphasis on universal values that we all share. Kisby (2017) proposes that the focus of character education is on personal ethics rather than public ethics, and by addressing important moral or political issues at the level of the individual rather than at any other level. Likewise, Walsh (2018) has proposed that proponents of character education appear to concede that social context matters, but they conclude that it is more pragmatic to change individuals than it is to change society.

Character education according to Lickona (1999) has three goals: good people, good schools, and a good society. The first goal states that we need good character to be fully human. We need the strength of mind, heart, and will to be able to love and work, two of the characteristics of human maturity. The second goal states that we need character education to have good schools. Schools are much better suited to teaching and learning when they are civil, caring, and purposeful communities. The third goal states that character education is essential in building a moral society. Social problems such as violence, dishonesty, greed, family breakdown,

the number of children living in poverty, and lack of respect for life, both born and unborn, have deep roots and require systematic solutions.

Character education is a systematic effort to develop positive values, attitudes, and behaviors in individuals. Its main goal is to form a good, responsible, ethical person who contributes positively to society.

METHOD

The research method used in this study is a literature review which aims to identify, analyze, and synthesize various scientific sources related to student management as an effort to improve character education. Data sources used include scientific journals, textbooks, research reports, and other academic articles relevant to the research topic. The selection of literature was carried out purposively with certain criteria, such as relevance to the topic, publications in the last five years, and has guaranteed scientific quality. The research steps include: (1) determining the purpose of the study, namely to understand the concept and implementation of student management in the context of character education; (2) collecting data by searching for literature from academic databases such as Google Scholar, PubMed, and Scopus using specific keywords such as "student management" and "character education"; (3) critical analysis of the selected literature to identify key findings, research gaps, and practical implications; (4) data synthesis by connecting various findings to obtain holistic conclusions; and (5) compiling a final report containing findings, discussions, and recommendations for the implementation of student management in supporting character education.

RESULTS

Research in student management and character education has reached various fields and contexts in several literatures as in table 1. *First*, research explores the approach to moral education in Japan and how schools and teachers plan moral education. *Second*, research highlights the importance of character education rooted in local values, such as Acehese culture or the Samin community. *Third*, the role of teachers in implementing character education is also a focus in several studies, both in the context of health, social and individual personality formation. *Fourth*, research integrates character values into the curriculum that is relevant to the Industrie 4.0 era and sustainable development goals. *Fifth*, research highlights the need to develop affective aspects in education, where character education is important in complementing education that focuses on cognitive aspects.

Based on research findings conducted by Susilo et al (2022), it is explained that the trend of implementing character education in schools tends to be oriented towards the formation of *akhlakul karimah* (moral education) combined with government regulations. According to him, the instillation of character values embedded in social attitudes and spiritual attitudes as provisions in students' daily lives. Character education can be carried out through integration into each subject such as extracurricular programs as a means of self-development and habituation activities, school culture and community participation, all of which are based on religious values.

Another study conducted by Jeynes (2019) proved that character education has a positive impact on various student behavioral outcomes, including increased self-control, appreciation, compassion, honesty, decreased acts of violence, increased moral judgment, decreased bad behavior, and increased social skills. This shows the importance of character education in shaping positive behavior and values among students.

To implement the formation of the main character in accordance with the objectives of character formation, planning is carried out by involving all parties involved in the school. The planning considers the components of the education system such as students, resources, environment, education process, results, and impacts. Character education is implemented in integrated activities that include teaching, training, care, and guidance. The four educational processes are carried out with the principle of "Among" (the principle of care) which emphasizes meaningful interactions between teachers and students (Sukendar et al., 2019).

Table 1 Previous Research Review

No	Author	Article Title
1	(Bamkin, 2020)	The taught curriculum of moral education at Japanese elementary school: the role of class time in the broad curriculum
2	(Birhan et al., 2021)	Exploring the context of teaching character education to children in preprimary and primary schools
3	(Rachmatsyah et al., 2023)	Integration of Character Education Values for Students through Learning Peusijek Traditions Based on Local Wisdom
4	(Safitri et al., 2021)	The Role of Teachers in Implementing Social Care Education Character at Primary Schools
5	(Goddess & Nature, 2020)	Transformation model for character education of students
6	(Birhan et al., 2021)	Exploring the context of teaching character education to children in preprimary and primary schools
7	(Hidayati et al., 2020)	Exploring the Implementation of Local Wisdom-Based Character Education among Indonesian Higher Education Students
8	(Nurtanto et al., 2020)	Problem Based Learning (PBL) in Industry 4.0: Improving Learning Quality through Character-Based Literacy Learning and Life Career Skills (LL-LCS)
9	(Suhartini et al., 2019)	Social Construction Of Student Behavior Through Character Education Based On Local Wisdom
10	(Susilo et al., 2022)	Character education trend in Indonesia

Student management is a regulation of students in schools, from when students enter until they graduate, even after becoming alumni. Activities in schools should consider all potentials, both physical and spiritual, as well as their capacities. This uniqueness cannot be standardized with the same rules between other students, educators and school administrators. Therefore, every student in an educational unit has the right to receive educational services according to their talents, interests and abilities. Some of the objectives of student development according to the Minister of National Education Regulation Number 39 of 2008 concerning Student Development are to develop student potential optimally and in an integrated manner, including talents, interests, and creativity, and to strengthen student personalities in order to realize school resilience as an educational environment so that it is free from negative efforts and influences and is contrary to educational goals.

The Ministry of Education and Culture, Directorate General of Basic Education, explains that the purpose of student management is to organize student activities in the learning process

at school to achieve optimal school goals and educational goals. Student management also organizes student activities from the time they enter school until they graduate. The arrangement of student activities is directed at improving the quality of learning activities, both intra and extracurricular, so as to contribute to the achievement of the school's vision, mission, and goals as well as overall educational goals (Santriyati, 2019).

Student management activities include (1) Planning, which includes curriculum formulation and curriculum determination meetings for student self-development; (b) Organizing, which includes the rationale for the student self-development curriculum; formulation of vision, mission and objectives; determination of program content; selection of learning resources; recruitment of human resources; (c) Implementation which includes guidance and counseling services and smart class activities; (d) Evaluation which includes program monitoring; periodic evaluation meetings; evaluation of student self-development results (Amin et al., 2022).

DISCUSSION

In Indonesia, character education in public schools is in accordance with government regulations in Presidential Regulation Number 87 concerning Strengthening Character Education (PPK). Then, this Presidential Regulation was updated with the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 20 of 2018 concerning Strengthening Character Education in Formal Education Units. PPK is an educational movement that is the responsibility of educational units to strengthen students' character through harmonization of hearts, feelings, thoughts, and sports with the involvement and cooperation between educational units, families, and communities as part of the National Movement for Mental Revolution. PPK is implemented by applying the values of Pancasila (five basic principles of Indonesian state philosophy) in character education, specifically including religious values, honesty, tolerance, discipline, hard work, creativity, independence, democracy, curiosity, nationalism, love of the homeland, respect for achievement, communicative, loving, peaceful, fond of reading, caring for the environment, caring for society, and being responsible (Susilo et al., 2022).

Character should be defined broadly to encompass the cognitive, affective, and behavioral aspects of morality: moral knowing, moral feeling, and moral action. Good character consists of knowing the good, desiring the good, and doing the good - habits of mind, habits of heart, and habits of behavior. We want young people to be able to judge what is right, care deeply about what is right, and then do what is right - even in the face of external pressures and internal temptations (Noddings, 2002).

The implementation of character education in formal schools has the same steps. Starting from planning a character education program that is included in the annual work plan, forming a character education team by issuing a decision from the principal, preparing supporting resources in accordance with the school budget plan, issuing policies for the involvement of all school members, preparing a schedule and implementing it continuously, and periodically evaluating the character education program.

21st-century character education is a deliberate effort to foster and develop core ethical and performance values that are widely recognized and accepted across cultures. To be effective, character education must involve all stakeholders in the school community and must permeate the school climate and curriculum. Character education encompasses a variety of concepts such as positive school culture, moral education, just communities, caring school communities, social-emotional learning, positive youth development, civic education, and service-based learning. All of these approaches promote the intellectual, social, emotional, and ethical development of

youth and share a commitment to helping youth become responsible, caring, and contributing citizens (Singh, 2019).

Student management efforts in improving academic and non-academic achievements include several stages. First, planning is the key to the success of every action taken by educational institutions in achieving common goals and objectives. Student management program planning activities are very helpful so that activities run effectively and efficiently. If planning is not structured, then the activities will not run according to goals and expectations. The things that are done in planning are analyzing student needs which include planning the number of students and compiling student activity programs, then planning the acceptance of new students, planning financing, planning schedules, and planning the facilities and infrastructure that will be needed. Second, the implementation of student management has several stages, including: student recruitment; student selection; student orientation; student placement; student development and development. Third, evaluation is the assessment stage of all activities that have been carried out. The existence of an assessment will be a measuring tool for more or less an activity that has been carried out. If the implementation of the program is not in accordance with what was planned, an evaluation will be held to get better results. Evaluation is carried out according to each field, both academic and non-academic, by supervisors who are experts in their fields. Academic evaluation is carried out every half semester in the form of written tests, oral tests or practical tests. While non-academic is carried out every semester or after completing training and completing competitions (Khasanah & Prasetyo, 2023).

CONCLUSION

Character education is a deliberate effort to cultivate virtue. Schools represent virtues such as respect and responsibility and explicitly promote them at all times. Thinking and discussion are important, but ultimately behavior is considered the ultimate measure of character. One of the core theoretical principles is Aristotle's principle: Virtue is not just a thought, but a habit that we develop through performing virtuous actions. Based on this principle, character educators try to help students perform good, polite, and self-disciplined actions repeatedly - until eventually it becomes relatively easy for them to do so and relatively unnatural for them to do otherwise. Student management aims to organize various activities in the student field so that the teaching and learning process at school/madrasah can run smoothly, orderly, regularly, and be able to achieve the school's educational goals. These goals cover a very longtime dimension, so that student management is not only limited to organizing students when they are participating in the teaching and learning process at school, but also when they are going to leave for further studies to a higher level of education, or if they choose to enter the world of work.

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