Building Students Character: Planning and Implementation in Junior High School

by Umi Chotimah

Building Students Character: Planning and Implementation in Junior High School

*Umi Chotimah[1], Nyimas Aisyah [2], Meryansumayeka[2]

[1]*Pancasila and Civic Education, Sriwijaya University, Palembang, Indonesia*
[2]*Mathematics Education, Sriwijaya University, Palembang, Indonesia*
Corresponding author Email: umichotimah@fkip.unsri.ac.id

ABSTRACT

Character building is a process or effort carried out to foster, improve and or shape the character, morals, and human beings (society) so that it shows good temperament and behavior. Building student character is a part of the responsibility of a teacher. This article describes the teacher's of Junior High School in building the character students and its implementation in Civics learning. It starts from planning: preparation which includes the activity of making learning plans to evaluation.

Keywords: Student, Character, Junior high school.

1. INTRODUCTION

Education is a process of changing one's behavior and abilities towards progress and improvement. It can change a person's mindset to make innovations and improvement in all aspects of life towards improving self-quality. Education is a conscious and planned effort to provide guidance or assistance in developing the physical and spiritual potential provided by adults to children to reach maturity and achieve goals to carry out their life tasks independently.

The definition above indicates how significant the role of education is in realizing a complete and independent human being and being a noble and beneficial human being for the environment. With education, humans will understand that they are endowed with advantages compared to other creatures. For the state, education makes a substantial contribution to the progress of a nation and is a vehicle for translating constitutional messages and building nation character building.

The primary purpose of education is to educate individuals within society, prepare and qualify them for work in the economy, and integrate people into society and teach them the values and morals of society. The role of education is a means of socializing individuals and keeping society smoothing and remains stable.

In other words, the function of education is to shape students' character, including moral character and works

character. Moral character shapes students to become human beings with noble character, while work character is defined as the character needed to work hard, be diligent, thorough, and follow occupational health and safety. Among the goals of education are to shape students to grow up with moral and work character, and to have the ability to meet their daily needs, both personal and community needs. In order to carry out functions and achieve educational goals, the educational process must be organized systematically. The educational process is related to the formation of students' character and abilities so that they can live together socially, ethically, morally, and meet their daily needs.

Character building is a word that we are familiar with. What does character building mean? The word character-building consists of two syllables, namely building and character. The building has the meaning of repairing, fostering, establishing. Meanwhile, the character is character, morality, or character that distinguishes a person from others. Character can be interpreted as the fundamental values that build a person's personality, formed either because of the influence of heredity or environmental influences, which distinguishes it from others and is manifested in attitude and behavior in everyday life. Similarly, definition is delivers the opinion, that character is a way of thinking and behavior that characterizes each individual to live and work the same, whether in the sphere of family, society, on, and state [1].

The character is related to the concept of moral (moral knowing), moral feeling, and moral behavior. Character is supported by the knowledge of goodness, the desire to do good things, and good deeds. A person's character can be seen from the reflection of a person's attitude in his life, if he does much good, then he is considered to have good character, and conversely, people who do evil are considered to have bad characters. All assessments cannot be separated from the perspective of others on the attitudes shown by the person concerned [2] mentioned seven essential and main character elements that must be instilled in students, which include: 1. Sincerity or honesty (honesty); .2. Compassion; 3. Courage; 4. Affection (kindness); 5. Self-control (self-control); 6. Cooperation (cooperation); 7. hard work (diligence or hard work).

Currently, the nation's character development is faced with various problems. This problem is very complex, namely the development of a very dynamic society as a result of globalization, the rapid progress of communication and information technology, of course, is a separate problem in people's lives.

In the other words, nowadays, asnati the impact of advances in technology, it has a significant influence on society's culture and character, especially the younger generation. The rapid exchange and dissemination of information have become a hot topic of discussion in the mass media, both electronic and print. The tendency of value orientation in student life is now shifting and tends to be hedonistic and more egotistical. Many problems solving tends to end in anarchist actions. The action of brawls between students that have caused victims and damaged the environment, immoral acts against other students, cheating on exams that have been rife recently are concrete examples of shifting cultural and social values among students. All these events result because of the lack of success of character education in our education system.

As a result of these various incidents, some people think that education is seen as not having succeeded in creating a cultural climate and character for students. In the other words they think that education has failed in building character based on a large number of school graduates and scholars who are intellectually intelligent but are not mentally tough and behave inconsistently with educational goals [3]. The cases of violence and bullying that often occur in school environments, as broadcast in various mass media, do not reflect being educated teenagers at all. This situation is compounded by student brawls' behavior, being involved in drug networks, both as dealers and users, or committing immoral acts. Another problem that is often encountered is a phenomenon that shows the lack of strong character of students. For example, many students still cheat during

tests, do not do assignments given by the teacher, and lack confidence in participating in learning [4]. Although in fact, these statements are not all true because many factors influence a person's character.

Recently the problem of student character at school has been questioned, including the incident of the death of a teacher at SMAN 1 Torjun, Sampang Madura because of being mistreated by students, which reflects the low character education as reported [5], a student action challenging his teacher in Gresik, East Java a few year ago. This article was published on Kompas.com [6] with the title "There is a Case of Students Challenging Teachers, the Deputy Regent of Gresik Asking Schools to Strengthen Character Education". Many schools rarely apply Pancasila's noble values so that the relationship between teachers and students is not very close. Likewise, many students are indifferent to the existence of the teacher; do not respect the teacher and others. Therefore, the school needs to pay attention to fostering each student's attitude and character by fostering and increasing intellectualism and professionalism. In building students' character, the school needs to pay attention to the rules and regulations that apply at school.

In the context of education, the notion of character building is a process or effort made to foster, improve and shape character, character, psychiatric, morals (character), human beings (society) so that they show good temperament and behavior based on sound values. Good value. In the context of education in Indonesia, fair values are none other than the values of Pancasila.

In connection with, the government has initiated the solution to these problems through character education. Character education will be more effective if it can be implemented and developed by all components of education. According to Article 13 of the National Education System Law [7], it states that there are three pathways of education in Indonesia, namely formal, informal, and non-formal. Character education is nearly emphasized more on the formal path. This is based on the Regulation of the Minister of Education and Culture of the Republic of Indonesia (Permendikbud) Number 20 of 2018 concerning Strengthening Character Education in Formal Education Units Article 1 [8] which states that: "Strengthening Character Education (PPK) is an educational movement under the responsibility of the education unit to strengthen the character of students through harmonization of heart, feeling, thought, and sports with involvement and cooperation between education units, families and communities as part of the National Movement for the Mental Revolution (GNRM)."

Indonesia's national education mandates that learning is entirely directed at developing the realm of attitudes,

knowledge, and skills holistically, meaning the development of the realm one cannot be separated from the other. This aims to create a balance between intellectual abilities and character. Thus, the whole learning process to personal qualities encompasses all three domains. However, in order to produce learners which is superior, and it is hoped that the educational process that has been carried out so far is considered not yet fully succeeded in building Indonesian people with character.

One of the compulsory subjects studied at the basic education level (in this case is junior high school) is Pancasila and Civic education (called PPKn). In the 2013 curriculum [9], it is stated that the objectives of the PPKn subject are aimed at producing students who have faith and noble morals as directed by the philosophy of life of the Indonesian people, namely Pancasila in order to act as effective and responsible citizen's answer. The full discussion includes the four pillars of nationality which are related to each other another, namely Pancasila, the Constitution of Indonesia called Undang-Undang dasar Negara Republik Indonesia (UUD NRI 1945), the Unitary State of the Republic of Indonesia (NKRI), and Bhinneka Tunggal Ika [10]. The purpose of this PPKn learning is very relevant to today's reality, with the development of Science and Technology in the field of informatics very advanced and the acceleration of the era of globalization, developments learners face the challenge of obstacles which is full of turmoil in the world community in the future. This development is expected by the educators can provide provisions for attitude, knowledge and skills in attitude a life that is always changing all the time to learners. Change it will happen so rapidly without any who can stop it.

There are several obstacles for teachers to apply character values to teaching. First, teachers are not familiar with the application of these character values, so they have difficulty finding the right activities for the cultivation of these moral values. Actually, the inculcation of the value of general education does not have to be explicit in the form of special activities or materials. Teachers can internalize these values through the use of questions/contexts or through the use of effective learning strategies/models. The results of Matchett [11] research show that moral values can be integrated into teaching using open-ended questions with a small group learning setting (cooperative). Even in the Junior High School Character Education Guide [12], it is explicitly stated that character values can be integrated into subjects through the Contextual Teaching and Learning approach. Jailani also states that problem-based learning can integrate character values in this approach [13]. This shows that the integration of character values into subjects is not impossible. In this integration process, the teacher can start with the preparation of lesson plans and character-based teaching materials, implement, and evaluate learning, which includes identifying the values that the teacher applies to classroom learning.

Based on this understanding, it can be argued that efforts to build character will describe the following main points: first, is a process that is continuously carried out to form, character, character and mental characteristics based on a spirit of devotion and togetherness. Secondly, is refining existing characters to materialize the expected characters in the framework of Governance and implementation of development thirdly, fostering existing character so that it displays a conducive character in the life of the community, nation, and state which is based on the values.

Based on this understanding, it can be argued that efforts to build character will describe the following main points: first, is a process that is continuously carried out to form, character, character and mental characteristics based on a spirit of devotion and togetherness. Secondly, is refining existing characters to materialize the expected characters in the framework of governance and implementation of development- thirdly fostering existing character so that it displays a good character in the life of the community, nation, and state which is based on the values of the nation's philosophy, namely Pancasila.

This article discusses how the efforts that should be taken by education, especially in this case, Pancasila and citizenship education teachers in junior high schools in order to minimize the opinion that the lack of character of youth or students is a result of the lack of success in education.

2. METHOD

This research was conducted using a qualitative approach with descriptive methods. Data were collected using documentation, observation, and interviews. Documentation is used concerning document data, such as lesson plans, student learning outcomes, and others. Observations were made to observe the learning process in observing the emerging values carried out by an observer, namely a PPKn teacher. Meanwhile, the interview was addressed to the PPKn teacher, who was the researcher's observer, to find out how the RPP was made by the researcher, the learning model used, and the learning activities carried out by the researcher. The subjects in this study were students of class VIII with the teaching material "Youth pledge in the framework of Bhinneka Tunggal Ika, the 2013 revised edition of the curriculum in 2017 using the Value Clarification Techniques (VCT) learning method.

3. RESULT AND DISCUSSION

To achieve learning objectives effectively, it is necessary to plan carefully. Moreover, learning that can achieve goals is not only the achievement of the cognitive and psychomotor aspects but also the affective aspects, in this case related to building the character of students. In the other words, for achieving the objectives goal effectively, it is necessary to have good planning, including in achieving the goal, in this case, is to build the character of students.

As previously discussed, learning will be easier to achieve goals. It is necessary to do good lesson planning. As stated by Ely, as quoted by Sanjaya, the importance of learning planning said that planning is a process and way of thinking that can help create the expected results. This opinion illustrates that every planning must start from the determination of goals or targets to set targets to be achieved. Then originating from the goal or target, it will determine how to achieve it or apply it to evaluate it. In other words, planning is the determination of the activities that the group must carry out to achieve specific goals.

In building character, education is an essential part. The strategy can be carried out with character education, learning, facilities. In a macro context, character education implementation includes all planning activities, organizing implementation, and quality control involving all central units in the national education stakeholders' environment.

Education has a very strategic role in character education because education is a strong builder of national integration. Besides, education will be influenced by political and economic factors. However, education will also be influenced by socio-cultural factors, especially in national integration and resilience.

The integration of character education in the learning process is carried out starting from the planning, implementation and evaluation stages of learning in all subjects [14].

In building character, education is an essential part. The strategy can be carried out with character education, learning, facilities. In a macro context, character education implementation includes all planning activities, organizing implementation, and quality control involving all central units in the national education stakeholders' environment.

3.1 Planning
3.1.1 Lesson Plan

At this stage, the lesson plans and teaching materials are competed. Both the lesson plans and teaching materials are designed so that the content and learning activities facilitate/have character education insight. An easy way to make a syllabus, lesson plans, and teaching materials with character education insight is to adapt the syllabus, lesson plans, and teaching materials that have been made by adapting learning activities that facilitate the recognition of values, realizing the importance of values, and internalizing values.

The lesson plans are prepared based on the syllabus developed by the school. The lesson plan is generally composed of Core Competence (KI), Based Competence (KD), learning objectives, learning materials, learning methods, learning steps, learning resources and assessments. As formulated in the syllabus, the learning objectives, learning materials, learning methods, learning steps, learning resources, and assessments developed in the lesson plan are selected to create a learning process to achieve IQ and KD. Therefore, to guide teachers in creating learning that has a character development insight, the lesson plan needs to be adapted in order for the lesson plan to guide teachers. As in the adaptation to the syllabus, the adaptations referred to include: (1) Addition or modification of learning activities so that there are learning activities that develop character, (2) Addition or modification of achievement indicators so that there are indicators related to student achievement in terms of character. (3) Addition or modification of assessment techniques so that there are assessment techniques that can develop or measure character development.

3.1.2 Materials/textbooks

Materials/textbooks are the learning components that have the most influence on what happens in the learning process. Many teachers teach by merely following the order of presentation and learning activities (tasks) that have been designed by the author of the textbook, without making significant adaptations. In line with what has been designed in the syllabus and lesson plans with character education insight, teaching materials need to be adapted. The adaptation that is most likely to be carried out by the teacher is by adding learning activities, which at the same time can develop character.

3.1.3 Learning Media

Stimulus media in the learning process which aims as a tool to help bring out the values of love for the country and the spirit of nationality so that the purpose of this learning process is achieved, the stimulus media used in this study is the stimulus media for the youth oath text at the first meeting because this first meeting discussed Regarding the meaning and meaning of the youth oath and want to see the love of the motherland from students, the stimulus media at the second meeting was a short historical video of the previous youth oath because the material discussed was about the values contained in the spirit of the previous youth oath and wanted to see an

attitude of enthusiasm the nationality of the students, then the stimulus media at the third meeting, namely the media story presented in the form of printed paper, the story presents a story about a child who has never participated in a flag ceremony and is intended so that students can analyze the values contained in In the story and want to see the love for the motherland attitude of the students, the stimulus media at the fourth meeting was cardboard media which has been affixed with Indonesian state symbols consisting of Indonesian symbols, Indonesian national symbols, Indonesian flags and Indonesia Raya songs and want to see the love of the motherland attitude of students.

3.1.4 Students Sheets

The student sheet or Lembar Kerja Peserta Didik (LKPD) is used for the task of analyzing values in the material being taught. The first LKPD is a sheet for analyzing the values contained in the youth oath text. The second, LKPD is a sheet for writing down the names of fighters and forms of struggle found in previous youths, and the third LKPD is to analyze the values contained In the story that has been presented, the fourth, LKPD g is to analyze the usefulness of the existence of symbols in the country of Indonesia.

3.2 Learning Process

Implementation Stage is carried out, starting with apperception activities related to daily life with the material to be studied and the expected value of honesty from students. *Apperception* is to prepare students before learning. After that, the stimulus media is displayed. It provides opportunities for students to have a dialogue with themselves and their fellow friends. The activities carried out are that students are divided into several discussion groups regarding the tasks given from this activity, which aims to see the values of tolerance and friendly/communicative characters from learners.

Next is to carry out a guided dialogue with students and activities carried out, namely presenting the analysis results to the front of the class and being asked by the teacher from this activity to see the value of friendly/communicative character. Determining arguments and clarifying the stance of students and the activities carried out, namely teachers and students asking questions and answers about the responses of the discussion results and answers to the questions that have been given, and this activity aims to see the valuesof tolerance, democratic and friendly/communicative characters.

Discussion or proof of arguments and activities carried out. Namely, the teacher explains things that are not clear from what has been discussed in the discussion of this activity to see the value of a friendly /communicative character. The final step concludes the lessons and activities carried out. Namely, the teacher and students conclude the essence of the material discussed at the meeting from this activity to see the value of friendly/communicative character.

Character education is a system of instilling character values to school members through activities to achieve competencies determined according to the level and type of school. In every effort to achieve competence, including affective, cognitive, and psychomotor aspects [15] Bloom, there are materials of character values that must be instilled in students.

Five main characters will be measured in this study: love for the country, tolerance, national spirit, democratic, friendly/communicative. From each of these character values are measured by several descriptors, as follows:

3.2.1 Love the country

 The character of love for the country, with the first descriptor, namely the use of good Indonesian, the first descriptor can be seen through students' activities in communicating, reading the youth pledge text, with researchers and their friends in class. The third descriptor when discussing material related to the Indonesian state symbol consists of the flag, language, the national emblem, and the Indonesian national anthem.

3.2.2 Tolerance

Based on the results of observations made by the observer regarding the descriptor of tolerance values, namely when students discuss doing group assignments in analyzing the values contained in the contents of the YouthPledge, where students can accept group members who have backgrounds of differences in religion, ethnicity, ethnicity, and others. Furthermore, when analyzing the content of the video that has been broadcast. Another thing that can be seen is when students can receive input, opinions, criticism, and others' responses.

3.2.3 National Spirit

Based on the results of observations to observe the character of the national spirit measured by a descriptor, students can imitate the services of national heroes in the history of the Youth Pledge.

3.2.4 Democratic Values

Based on the results of observations made by the observer regarding the descriptions of democratic values, students do not impose their will on others. This first descriptor can be seen through activities during the in-class discussion in the first, second, third, and fourth

session. The second descriptor is about students who exchange information, discuss existing questions. This descriptor is always seen at each session because, at each session, it still carries out discussion activities to analyze the value; this is what makes students appear to be seen discussing the answers in the LKPD or when researchers give questions when students finish reading the results of their discussion to the front of the class.

3.2.5 Friendly/Communicative Value

Based on the results of observations regarding the friendly/communicative value indicator, students who respect each other because in this communication, students respect and respect each other both respecting the opinions of other students and respecting each other. The second descriptor is that during learning that does not maintain distance in communicating, responses, when other groups ask them questions, do not discriminate in communicating with anyone in the class. This descriptor appears at every session because students always accept group members, can accept and complete the assigned task correctly without any difference when doing the assignment.

Based on data analysis regarding the process of implementing character values in the PPKn learning process using the VCT Model Value Analysis through these observations, it can be explained that the application of character education in the learning process is carried out in three stages; namely,

a. Preparation, preparation for implementing character values can be. This is done by planning the practice of a lesson plan which includes the character values that will be applied by the research, preparing the stimulus media and preparing Student Worksheet.

b. Implementation, the implementation of learning in the classroom begins with apperception activities, in which the researcher repeats the previous material, giving questions related to daily life with the material to be studied. Stimulus media presentation. Provide opportunities for students to have a dialogue with themselves and their fellow friends. Conduct guided conversation with students. Determine arguments and clarify the stance of students—discussion or proof of ideas. The final step concludes the lesson. The character values applied in this learning process consist of: love for the country, tolerance, national spirit, democratic, friendly/communicative.

c. Evaluation is carried out in three types of assessments. The first assessment is an attitude competency assessment consisting of the evaluation of spiritual attitudes to assess aspects of the assessment of being obedient to worship, praying, and having good behavior then an assessment of social attitudes to determine aspects of the appraisal of caring for cleanliness, daring to express opinions,

daring to appear in front of the class, and caring for friends. The second assessment is the knowledge competency assessment by giving five multiple choice questions and two description questions. The third assessment is skills competency assessment to assess aspects of presentation assessment, ask questions, answer/defend arguments, and characteristics of appreciating groups who have appeared in front of the class.

Based on the results of this discussion, the researcher sees the relationship between the results of this study with several opinions about character eduction, including according to the theory according to Winton [16] that character education is "an effort made by the teacher concerning all things. which is positive so that it will also have a positive influence on the character that is in students ". Kohn [16] argues that "character education can be defined broadly and narrowly and in a narrow sense, namely as a process of moral training to reflect certain values." Both of the theories show that teachers' character education can be carried out by teachers to form character in students through applying character values in the classroom.

Then the results of this research, if connected with other opinions that can be related to this research, are the results of the research, namely "Value Clarification Technique can be interpreted as a teaching technique to help students find and find a value that is considered good in facing a problem through the process of analyzing the value already exists and embedded in students. This value clarification technique is one of the learning techniques that can meet the goals of achieving value education [17].

That VCT is a technique that is very relevant to learning values education, as well as value clarification VCT, students in schools are not asked to memorize and not "fed" with values that have been chosen by other parties, but rather assisted in finding, analyzing, accounting for, develop, choose, take an attitude and practice the values of his own life. Students are not chosen which values are good and right for themselves but are allowed to make their own choices about which values to pursue, fight for, and practice in their lives". Both of these opinions show that the VCT model, especially the VCT value analysis, can help in the process of applying character values to students because the VCT model is a learning model that does not impose these values to be applied by students, but students are free to make their own choices. Moreover, in line with Komalasari [18], VCT value analysis is a learning technique that develops students' ability to identify and analyze the values contained in event coverage, writing, pictures, and fictional stories.

4. CONCLUSION

Based on result and discussion, it can be concluded that: Preparation, inserting character values into the lesson plan, namely the learning objectives, using the VCT value analysis learning model and the lecture/question and answer/discussion/assignment method, preparing stimulus media, then preparing LKPD for the task of analyzing values in the material being taught.

Implementation, starting with apperception activities related to daily life with the material to be studied, which contains values. Stimulus media presentation. Provide opportunities for students to have a dialogue with themselves and their fellow friends. Conduct guided conversations with students. Determine arguments and clarify the stance of students—discussion or proof of statements. The final step concludes the lesson. The character values applied in this learning process consist of love for the country, tolerance, national spirit, democratic, friendly/communicative.

Evaluation: evaluation activities are carried out in three assessments. The first assessment was an assessment of attitude competence consisting of an evaluation of spiritual attitudes and an evaluation of social attitudes. The second assessment is the knowledge competency assessment by giving questions. The third assessment is a skills competency assessment.

ACKNOWLEDGMENTS

REFERENCES

[1] Muchlas Samani & Hariyanto. Konsep dan Model Pendidikan Karakter. Bandung: PT. Remaja Rosdakarya. 2011.

[2] Agus Wibowo. Pendidikan Karakter: Strategi Membangun Karakter Bangsa Berperadaban. (Yogyakarta: Pustaka Pelajar) 2012, h.33.

[3] Azzet, Akhmad Muhaimin. Urgensi Pendidikan Karakter di Indonesia : Revitalisasi Pendidikan Karakter terhadap Keberhaslan Belajar dan kemajuan Bangsa.Yogyakarta:Ar-Ruzz Media, 2011.

[4] Musfiqi, S., & Jailani, J. Pengembangan Bahan Ajar Matematika yang Berorientasi pada Karakter dan Higher Order Thinking Skill (HOTS). *PythagoraS: Jurnal Pendidikan Matematika*, 9(1), 45–59, 2014..

[5] Syarbini, Amirulloh. Buku Pintar Pendidikan Karakter Panduan Lengkap Mendidik Karakter Anak di Sekolah, Madrasah dan Rumah. Jakarta: Prima Pustaka. Karakter, 2012.

[6] Oktarina, Ririn. Implementasi Kurikulum 2013 Dan Pendidikan Karakter. *JMKSP (Jurnal Manajemen, Kepemimpinan, dan Supervisi Pendidikan)*, 2018, 3.2

[7] Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 20 Tahun 2018. *Permendikbud Nomor 20 Tahun 2018 Tentang Penguatan Pendidikan Karakter pada Satuan Pendidikan Formal*. https://jdih.kemdikbud.go.id/.

[8] Saripudin, Didin; Komalasari, Kokom. Living values education in school's habituation program and its effect on student's character development. The New Educational Review, 2015, 39.1: 51-62.

[9] Matchett, Nancy J. Cooperative learning, critical thinking, and character: techniques to cultivate ethical deliberation. Public Integrity, 2009, 12.1: 25-38.

[10] Kementrian Pendidikan Nasional. Panduan pendidikan karakter di Sekolah Menengah Pertama. Jakarta: Kementerian Pendidikan Nasional, 2010.

[11] Jailani, Jailani; Sugiman, Sugiman; Apino, Ezi. Implementing the problem-based learning in order to improve the students' HOTS and characters. *Jurnal Riset Pendidikan Matematika*, 2017, 4.2: 247-259.

[12] Curriculum Center, Development and Education of Culture & National Character: School Guidelines. 2009

[13] Ramdhani, Muhammad Ali; Muhammadiyah, Hilmi. The criteria of learning media selection for character education in higher education. 2015.

[14] Hariyanto dan Muchlas Samani. Konsep dan Model Pendidikan Karakter. Bandung: PT Remaja Rosdakarya. 2017

[15] Rosdiana, Yosi; Chotimah, Umi; Kurnisar, Kurnisar. Penerapan Nilai-Nilai Kedisiplinan Dalam Kegiatan Mentoring Di SMP Islam Terpadu Raudhatul Ulum Indralaya. 2020. Phd Thesis. Sriwijaya University.

[16] Komalasari, Prayitno Dasim Budimansyah Kokom. Caring And Responsibility Character Development Implementation Through Learning Model Value Clarification Technique (VCT) In Class Iva Sdn Tunjung 1 Subdistrict Burneh Bangkalan. Jurnal *Civicus*, vol. 15. 2.

Building Students Character: Planning and Implementation in Junior High School

6 Arsad Bahri, Irma Suryani Idris. "Development and Validation of Learning Strategy for Metacognitive Skills Empowerment: PBLRQA (PBL integrated with Reading, Questioning, and Answering)", Journal of Physics: Conference Series, 2018
Publication

1 %

7 Submitted to Pohang University of Science and Technology (POSTECH)
Student Paper

1 %

8 Submitted to School of Business and Management ITB
Student Paper

1 %

9 digilib.unimed.ac.id
Internet Source

1 %