

The Implementation of Strengthening Character Education in Secondary Labschool Jakarta (Rawamangun, Kebayoran, Cibubur)

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Received: 11.03.2020 Revised: 12.04.2020 Accepted: 28.05.2020

ABSTRACT: The study aim to obtain information the implementation of strengthening character education in Secondary Labschool Jakarta, including Labschool Rawamangun, Kebayoran, and Cibubur. This study is expected to obtain output in the form of articles that allow it to be published both through national journals and international journals. The benefits of this research are very important and strategic in developing character education effectively, so that efforts to rebuild the character of the nation (nation and character building) as a foundation for a person and nation to achieve their goals and progress can be done effectively as well. This research was conducted with qualitative methods. The data sources of this study are school leaders, teachers, students, and parents. The data collection techniques use documentation, observation, and interviews. The results showed that the implementation of strengthening character education in class VIII students in junior high schools in the Labschool environment was carried out comprehensively and continuously, integrated and synergized through curricular activities (learning), cocurricular activities (activities outside the classroom that support learning activities), and extracurricular activities. In addition, it is also done through exemplary, habituation, and the creation of a conducive atmosphere.

KEYWORDS: Character, Education, School, Labschool

I. INTRODUCTION

At present, Indonesian people and nations are facing what many people call a multidimensional crisis; because the crisis occurs not only in one area but almost in all areas of life of the people, nation and state, both in the political, economic, socio-cultural, and legal fields. The crisis did not only occur among ordinary people at the grassroots level, but also extended to the political elite, professionals, community leaders, educated people, educators, and even the leaders of the nation and state. And based on expert analysis, the crisis stems from the weak character possessed by our society and nation (Marini, A., et.al., 2020). situation on the one hand shows the lack of character building done by the world of education, and on the other hand is a challenge that encourages us to immediately try to find the right formulations, strategies, methods and learning models so that in the future, character education will be more effective (Ibrahim, N., et.al., 2020).

Labschool as an educational institution, can be called an exception; because it is not only not contaminated by the above problems but even able to educate, guide, direct, and prepare and equip students with a variety of knowledge, abilities, and especially characters. This situation is a very important factor so that Labschool becomes an educational institution that is considered by the community and recognized as a good educational institution while achieving. And by the government, Labschool was awarded as a School of Excellence and High Achievement Integrity.

Interesting and important to study is, how is character education carried out, what factors influence, and how the results. This study and research is increasingly important because through understanding about these issues it is possible to disseminate and refract to other educational institutions so that an education community with integrity and achievement will be formed. Thus it can accelerate the realization of a quality national society and in the end, will deliver to a better life of the people, nation, and country in the future.

Based on the results of previous studies in class VII (seven), character development in Labschool Middle School in Jakarta was carried out comprehensively and continuously, integrated and synergized through curricular activities (learning), kokurikuler activities (activities outside the classroom that support learning activities), and extracurricular activities. In addition, it is also done through exemplary, habituation, and creating a conducive atmosphere. Further questions that deserve to be examined are, whether the character development that has been carried out in the seventh grade is then maintained, maintained, strengthened or even increased in the following periods, namely in class VIII or in class IX?

On the basis of the above thoughts, it is very necessary to do research on what efforts are being made by SMP in the Labschool (Jakarta, Kebayoran, Cibubur) environment in strengthening character development in class VIII? How is the implementation of strengthening character education in class VIII SMP students in the Labschool environment?

II. LITERATURE REVIEW

The Concept of Character Education

Understanding the character according to the Ministry of Education Language Centre is "innate, heart, soul, personality, character, behavior, personality, character, character, temperament, character". The character is personality, behavior, character, character, and character ". According to the Tadkiroatun Musfiroh (2008: 27), character refers to a series of attitudes, behaviors, motivations, and skills. Character education is a system of planting values to school citizens which includes components of knowledge, awareness or willingness, and actions to implement these values. Character education can be interpreted as "the deliberate use of all dimensions of school life to foster optimal character development". In character education in schools, all components (education stakeholders) must be involved, including the components of education itself, namely curriculum content, learning and assessment processes, subject matter management or management, school management, implementation of co-curricular activities or activities, empowerment infrastructure, funding, and work ethic for all school members / the environment.

According to David Elkind & Freddy Sweet, in Suwito (2004: 23), character education is interpreted as follows: "Character education is the deliberate effort to help people understand, care about, and act upon core ethical values. When we think about what we want for our children, it is clear that we want to be able to judge what is right, care about what is right, and then do what they believe to be right, even in the event face of pressure from without and temptation from within". Further explained that character education is everything that teachers do, which is able to influence the character of students. Teachers help shape the character of students. This includes exemplary how teacher behavior, how teachers talk or deliver material, how teachers are tolerant, and various other related things.

According to T. Ramli (2010: 4), character education has the same essence and meaning as moral education and moral education. The aim is to shape the child's personality, to be a good human being, a citizen, and a good citizen. The criteria for good people, good citizens, and citizens who are good for a society or nation, in general are certain social values, which are much influenced by the culture of the people and the nation. Therefore, the essence of character education in the context of education in Indonesia is the education of values, namely the education of noble values derived from Indonesian culture in fostering the younger generation. Character education is based on basic human character, which comes from universal moral values (absolute) derived from religion which is also referred to as the golden rule. Character education can have a definite purpose, if it is based on these basic character values. According to psychologists, some of the basic character values are: love for God and His creation (nature with its contents), responsibility, honesty, respect and courtesy, compassion, caring, and cooperation, self-confidence, creative, hard work, and never give up, justice and leadership; kind and humble, tolerance, peace of mind, and love of unity. Another basic opinion that human character consists of: trustworthy, respect and attention, caring, honest, responsibility; citizenship, sincerity, courage, diligence, discipline, visionary, fair, and have integrity.

Character Formation Process

Moral behavior is a tangible result of applying moral knowledge and feelings. People have a good intelligence quality and moral feelings about the tendency to show good moral behavior. Moral ability is a habit to realize moral knowledge and feelings in the form of real behavior. Moral will is the mobilization of energy or power and energy to be able to give birth to moral actions or behavior. While moral habits are conscious repetition of the realization of moral knowledge and feelings in the form of continuous moral behavior. Interrelation between moral knowing, moral feeling and moral doing (Lickona, 1992: 36)

Identification of Character Values

Character education without character identification will only be an endless journey, adventure without maps. Any organization in the world that pays great attention to character education is always-and should- be able to identify the basic characters that will become pillars of individual behavior. The Indonesia Heritage Foundation formulates nine basic characters that are the goals of character education. The nine characters are; 1) love for God and the universe and its contents, 2) responsibility, discipline and independence, 3) honesty, 4) respect and courtesy, 5) compassion, caring, and cooperation, 6) confidence, creativity, hard work and never give up, 7) justice and leadership, kind and humble, and 9) tolerance, peace and unity (<http://kajiislam.wordpress.com/tag/character-education/-ftn43>).

While the Character Counts in America identify that the characters that become pillars are; 1) trustworthiness, 2) respect and respect, 3) responsibility, 4) fairness, 5) caring, 6) citizenship, sincerity (honesty), courage (courage), 9) diligent (diligence) and 10) integrity. Then Ari Ginanjar Agustian with ESQ theory offered the idea that every positive character would actually refer to the noble qualities of Allah, namely al-Asmâ al-Husnâ. The noble qualities and names of God are the source of inspiration for every positive character formulated by anyone. Of the many characters that can be imitated from the names of Allah, Ari summarizes them in 7 basic characters, namely honesty, responsibility, discipline, visionary, fair, caring, and cooperation (<http://kajiislam.wordpress.com/tag/character-education/-ftn44>).

Likewise, Covey offers 8 habits in developing characters, namely: habit-1, vision or being proactive (principles of personal), habit-2, starting with the end in mind (principles of personal Leadership), habit-3, prioritizing the Main (Principles of Personal Management), habit-4, thinking of winning (principles of interpersonal leadership), habit-5, trying to understand first (Pathos) before being understood (logos), (Principles of Emphathetic Communication), habit-7, habit Principles of Balanced Self-Renewal, Habit-8, Exploring and discovering one's potential and inspiring others to discover their potential (Nafiah, M., et.al., 2020).

Similarly, character education conducted by Jakarta State University identifies the character that will be built in the academic community in the form of 7 Habits, namely: 1) Generating Religiosity; 2) Honesty; 3) open; 4) Discipline; 5) empathy; 6) responsibility; 7) Commitment.

Concept of Character Education Strengthening

In the Character Education Strengthening Module (PPK) published by the Ministry of Education and Culture in 2016, it was stated that Strengthening Character Education is a school education program to strengthen students' character through harmonization of heart, taste, thought, and sports with the support of public involvement and cooperation between schools, families, and communities that are part of the National Mental Revolution Movement (GNRM). This program is motivated by the fact that the Character Education Program was launched as a national movement in 2010, but the echo and implementation of this movement has not been felt. Therefore character education needs to be echoed and strengthened again, especially in educational institutions.

Educational institutions are a strategic tool for the formation of national character because they have structures, systems and devices that are spread throughout Indonesia from the region to the centre. The formation of this nation's character is to be carried out massively and systematically through the Character Education Strengthening (PPK) program which is integrated in the entire education system, school culture and in collaboration with the community. The KDP program is expected to foster a spirit of learning and make students happy to be schooled as a second home.

The aim of the KDP program still massive and effective national character building values through the implementation of the main values of the National Mental Revolution Movement (religious, nationalist, independent, mutual cooperation and integrity) which will be the focus of learning, habituation and civilization, so that education national character can truly change behavior, ways of thinking and ways of acting throughout the Indonesian nation to be better and have integrity. The Character Education Strengthening Program (KDP) is a continuation and revitalization of the national character education movement that began in 2010. The movement to strengthen character education has become increasingly urgent because of various issues that threaten the integrity and future of the nation at a worrying point, such as the rise of terrorism radicalism which threatens the diversity and integrity of the nation, the emergence of separatist movements, violent behavior in the environment of education and in society, sexual crimes, student brawls, promiscuity and the tendency of young people on drugs (Safitri, D. et.al., 2020).

In addition to issues that threaten the integrity and future of the nation, Indonesia also faces the challenge of facing competition on the global stage. The low Indonesian human development index threatens the nation's competitiveness. These various reasons have become sufficiently strong grounds for the Ministry of Education and Culture to re-strengthen national identity and identity through the national education movement by launching a national Character Education Strengthening (PPK) program which will be carried out thoroughly and systematically starting from Early Childhood Education (PAUD) and at the level of primary education, elementary and junior high school.

III. RESEARCH METHODS

This research was carried out using qualitative methods, while this type of research was descriptive. This research was conducted in junior high schools in the Labschool environment, including Labschool Jakarta (Rawamangun), LabschoolKebayoran, and Labschool Cibubur. The time of the study was carried out in the odd semester of the 2018/2019 academic year, around August to November 2019. In this study, the target population was all students in the Middle School in the Labschool Jakarta, including Labschool Rawamangun, Labschool Kebayoran, and Labschool Cibubur. Whereas the affordable population is class VIII students at these schools.

The data sources of this study are school leaders (including principals and deputy principals), teachers (especially teachers involved in student coaching), students, and administrators of POMG SMP in Labschool Jakarta, while the data collection techniques used are through documentation, observation and interview. The data analysis technique used is qualitative analysis techniques.

IV. RESULTS AND ANALYSIS

Implementation of Character Education Strengthening in Middle School in Labschool Jakarta

In the Student Guidance issued by Labschool Management Agency (BPS-Labschool) it is affirmed that, "Educational service activities in student affairs are carried out in order to develop and actualize giftedness and interest, strengthen aspects of personality, and prepare students in their position as part of social society "(2018: 7). The paradigm shows that Labschool, in the implementation of its education, places character development as a priority, in addition to developing talents and interests.

In the elaboration of the aforementioned paradigm, it is stated that the application of education shapes character in the field of student affairs in principle can be applied in various ways. In addition to direct emphasis through advice delivered by educators regarding certain character values as a mandatory part in the implementation of intra- curricular activities, it can also be built through the establishment of specific themes that are embodied in the details of program content to fit the context with topics in the development of values - Special character values. The most important thing in the application of noble character values is by building democratic situations in intra-personal activities and interactions. Presenting a two-way dialogical situation between educators and students and collectively drawing conclusions on a certain value event is one of the other ways that are in accordance with the principles of education to shape character.

Another important thing in the application of character building education is to position educators and education staff in Labschool as a living model related to noble character values and individually build motivation and promote self-esteem. The principles, attitudes and ways in which educators and education personnel apply and act are the best examples. In other words, character formation is not enough to only present text in certain discourses that have noble character values in all subjects or student program development, but also in attitudes expressly indicated by educators as models of students' character strengthening. "(2018: 18-19).

The formation and development of character in Labschool is carried out based on values based on piety and noble values of the nation, carried out synergistically between mindfulness, thought, thought and sports, based on the motto: Faith, Science, Charity. These basic values are translated into derivative values which include: religious, honest, tolerance, discipline, hard work, creative, independent, democratic, curiosity, national spirit, love for the country, respect, friendship, peace of mind, love to read, care for the environment, social care, responsibility, etc. These values are expected to internalize and guide students.

Substantially the value virtues are formulated as 5 (five) Labschool life guides as follows:

- 1) Personal best: people who work by involving themselves in the best possible process to produce the best results;
- 2) Trustworthiness: people who try to be as optimal as possible to become trusted people because of their competence and integrity;

- 3) Active listening: people who try to be personal who are willing to listen with the eyes, ears, and heart to get input information to progress themselves and institutions achieve better things;
- 4) Respect - no put down: people who respect fellow teachers, employees, and students as fellow learning subjects;
- 5) Truthfulness: people who make every effort and ability to appear as individuals who think, behave, and behave properly, so that they can be role models for others.

The values prioritized by Labschool as mentioned above are integrated as part of Labschool's participation and contribution in realizing mental revolution as one of the pillars of national development. The mental attitude in question includes: 1) Religious: loving the environment, clean, faithful, pious, 2) Nationalist: love for the homeland, spirit of nationality, respect for diversity, 3) Mandiri: hard work, creative, disciplined, courageous learners, 4) Mutual cooperation: cooperation, solidarity, mutual help, family, and 5) Integrity: love for truth, politeness, exemplary, honesty.

Through commitment to synergize with government policy (Wahyudi, A. et.al., 2019), Labschool strives to be part of and the subject of national education development in preparing future leaders with character. In the development of the character Labschool also paid attention to the global demands of 21st Century education. By making the global demands of 21st Century education as the principle of development value, Labschool made itself part of preparing and directing the capacity of students to become part of the global lives of citizens who not only need skills, but also able to excel in competing in it (Hartati, S., et.al., 2020).

In the Labschool Middle School Student Guidance Book, it is stated that, "The organization of student activities is divided into six development areas. The six domains are: 1) Student Organization, 2) Spiritual Development, 3) Development of Student Activities, 4) Literacy, 5) Curricular Development, and 6) Extracurricular Development. In its operations, it often does not only intersect with academic programs, but also with each other not separate." (2018: 7)

Based on observations made by researchers, it can be stated that the character development of students in junior high schools in the Labschool environment, especially class VIII, is conducted in an integrated and synergistic manner through curricular activities (learning), co-curricular activities (activities outside the classroom that support learning activities), and extracurricular activities.

Furthermore, it is emphasized in the book that "as an integrated activity, the development of student activity programs in general has a good relationship as intra-curricular activities which are then consolidated by co-curricular activities and special fields, accommodated in extracurricular activities which are generally intertwined with each other so as to create services education that is holistic, intact, and oriented towards optimizing personality, interests, and giftedness. In addition, it is also carried out through example, habituation, and creating a conducive atmosphere.

Character development of students at Labschool Middle School can thus be said as a system consisting of sub-systems: curricular activities, co-curricular, extracurricular, exemplary, habituation and creating a conducive atmosphere, where each sub-system is an integral part of other sub-systems and interact and influence one another.

1) Curricular activities

The intra-curricular activities reflected in the learning process in Secondary Labschool Jakarta are not only oriented to the delivery of knowledge and experience (transfer of knowledge) and are limited to the development of cognitive domains, but are also directed at the development of psychomotor domains (transfer of skills), and as estuaries towards the formation good attitude and behaviour (affective domain through transformation of values). Using the term Student Guidance Guidelines, that "character values are a mandatory part of the implementation of intra-curricular activities".

2) Cocurricular Activities

Character development through learning (intra-curriculum) is supported and synergized with co-curricular activities, namely activities outside the classroom / school that are designed to strengthen the internalization of values and develop the character that has been instilled in learning. Co-curricular activities designed and implemented as character development, especially in class VIII at Secondary Labschool include: a. Industrial Trip, b. Student Management Leadership Training (Jakarta) / Bimensi (Kebayoran) / Labs Smart (Cibubur), c. In Labs (Jakarta) / ACEX (Kebayoran) / LASER (Labschool Art, Sport, and Education Regional (Cibubur), d. Art Performance (Jakarta) / Sky on Stage (SOS, Kebayoran) / PensiCarnaval (Cibubur), e. Writing Work (Jakarta and Cibubur) / Student Work Exhibition (Kebayoran), and f. Labschool Student Social Care (LABSCARE, Jakarta, Kebayoran, and Cibubur)

3) **Extracurricular activities**

In addition to the two patterns (curricular and co-curricular activities) mentioned above, SMP in Labschool Jakarta also develops the character of its students through extracurricular activities. For Secondary Labschool Jakarta, extracurricular activities are not only intended as the development of talents, interests, creativity, and potential of students, more than that it is used as a medium for character development of their students. According to the author's observation, this extracurricular activity was even used as a mainstay in the development of student character. There are three stages in fostering students through extracurricular activities in junior high schools in the Labschool Jakarta, namely: Stage of adaptation (in seventh grade), stage of actualization (in eighth grade), and stage of achievement (in ninth grade).

4) **Exemplary**

There are wise words related to character development, namely: one act, better than a thousand words. This shows how one example of action, is more meaningful in developing the character of students compared to a thousand advice without being followed by examples. At Secondary Labschool Jakarta, the example of school leaders and teachers holds a very important role in the character development of their students. In the author's observation, it is not uncommon for school leaders (principals and deputy principals) to come to the mosque earlier than their students when performing dzuhur prayers in congregation, and lead the reading of the *asmaul husna* directly as a tradition that has long been done in Labschool. Likewise with the teachers, in many activities both co-curricular and extracurricular, they first display certain attitudes and actions (eg discipline, responsibility, working with fellow teachers and others) before training, getting used to, asking and demanding students to disciplined, responsible, and working together in an event or activity and in the daily lives of students.

5) **Habituation**

As stated above, that the activities carried out by students at Labschool Middle School in Jakarta are very crowded. This is indeed designed and used as a strategy to familiarize students with certain attitudes and behaviours. Through many and varied activities, students are trained and accustomed to being disciplined, responsible, caring, working together, helping each other and other characters in accordance with Labschool's vision, in addition to growing and developing their potential.

Thus it can be said that refraction for the growth of character of junior high school students in the Labschool Jakarta, is carried out through various activities (which are numerous in number), both curricular, co-curricular, and extracurricular. Through these activities, the potential of students (spiritual, intellectual, emotional, social, and physical) also grows and develops in the form of expressions, attitudes and actions that reflect certain values. Expressions, attitudes, and actions are so often appeared and repeatedly done, so that it becomes a habit.

Religious characters, discipline, responsibility, caring, working together, helping each other and sharing with others, mutual respect and respect among friends, are some examples of habituation: dzuhur and ashar prayers in congregation, labscare, jogging every Friday and right the start of each activity, the involvement of students and the division of tasks at each school activity (for example in the Performing Arts, In Labs, LDS, Student Council, MPK, ROHIS, Scouts), and others.

6) **Creation of a conducive atmosphere**

The effort that is not less important in character development in junior high schools in the Labschool Jakarta is the creation of a conducive atmosphere. This initiative can be seen in the nuances developed by the school in interacting among its citizens, both between school leaders and teachers, employees, students, and parents; between teachers and fellow teachers, employees, students and parents; between leaders, teachers, employees with students and parents; between parents and students; also between students and students. The nuances that are developed appear clear and feel mutual compassion, mutual respect, and mutual care, so that their interactions are very thick with an atmosphere of kinship, mutual cooperation, friendship, and harmony. This atmosphere is very conducive to the birth, growth, and development of characters of mutual trust, mutual respect, mutual respect, mutual assistance and support and cooperation between them. It is therefore not surprising that the school organizes an activity for example, the management of POMG (Student and Teacher Parents Association), WOTK (Deputy Parents of Class), and parents, and the OSIS Management (Intra-School Student Organizations), both directly and indirectly directly participate and contribute fully to the activity. On the contrary, if the POMG or the OSIS Management organizes activities (as a realization of their work program), then the school (leaders and teachers) fully supports and backs up these activities. Participation, contribution and support are given and carried out without interfering with their respective duties and authority.

This situation is supported and sustained by the stipulation and implementation of school discipline as a common foundation and reference in association and life in schools.

In the Middle School Student Rules in the Labschool Jakarta, it is regulated how students should behave and behave. And the enforcement of these rules by the school is carried out by applying what is called sanctions and / or points. This means that if students violate an order then to him is subject to certain sanctions as stated in the attachment to the order, and or with points. If the number of points reaches a certain level, then students get certain sanctions, and so on.

The nuances of mutual care, mutual respect, and mutual care, and the upholding of order and consistently, directing and creating a conducive atmosphere for the development of religious attitudes and behaviours, discipline, responsibility, and social (caring and sharing).

V. DISCUSSION

The description in the previous section illustrates that the character development of class VIII students in junior high schools in the Labschool Jakarta, is based on Labschool's vision (which is reflected in the motto: FAITH, AMAL SCIENCE). According to the author this step is very appropriate because the whole school activity is essentially an effort to realize the vision of the institution, in real life. And this means that the vision of the institution must be implemented in a real way in the daily activities of all stake holders, especially school people, from school leaders, teachers, students to parents, and in all educational activities, namely: intra-curricular, co-curricular and extracurricular.

Broadly speaking, the overall school activities in the context of character development can be grouped into activities: curricular, co-curricular, extra-curricular, exemplary, habituation, and creating a conducive atmosphere. According to the observation and observation of the author, all six activities were all used as media for character development of students. On the other hand, the character development of students is carried out in stages, starting from grade 7 (seven), then in grade 8 (eight), and continuing to grade 9 (nine) with various forms of activities and approaches. In class 7 is called the adaptation stage, in class 8 the actualization stage, while in class 9 is called the stage of achievement.

Character development in the eighth grade is at the stage of actualization. Therefore all types of activities carried out and used as a medium for character development emphasize intense involvement of students. At this stage students are invited, guided, directed and involved both directly and indirectly in the whole series of stages of activities, namely starting from planning, organizing, implementing, monitoring and evaluation to reporting. This is reflected in the implementation of activities that place students as the subject of activities (as an executive committee), in addition to being the target / object of activity. This situation allows all the potential possessed by students to experience optimal development so that it is reflected in their attitudes and good behaviour.

Thus it can be stated that the character development of class VIII students in junior high schools in the Labschool Jakarta is done comprehensively and continuously. This is a very strategic and good step for efforts to shape the nation's generation that can be relied upon in realizing a better life for the people, nation, and country in the future.

Therefore it is no exaggeration if the Minister of Education and Culture, which was then held by Anis Baswedan, gave an award to the Jakarta Labschool Middle School as a HIGH-ACHIEVED, HIGH-INTEGRATED SCHOOL. The award shows recognition as well as appreciation that what has been done by the SMP in the Labschool Jakarta produces positive results for students, parents, the community, the nation, and the country.

VI. CONCLUSION

Based on the data obtained and the discussion, it can be concluded that the development of the character of class VIII students in junior high schools in the Labschool Jakarta is carried out comprehensively and continuously, integrated and synergistically through curricular activities (learning), co-curricular activities (activities outside the classroom that support learning activities), and extracurricular activities. In addition, it is also done through exemplary, habituation, and the creation of a conducive atmosphere.

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