



Class Teacher Strategies in Shaping Students Characters in Elementary Schools

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Article Info	Abstract
Article History Received: 2024-04-09 Revised: 2024-05-27 Published: 2024-06-19 Keywords: <i>Strategy; Classroom Teacher; Shaping Character; Learners.</i>	The purpose of this study is to identify the strategy used by educators in grade IV SD Negeri 03 Pondok Ranji to build student character, factors that support and hinder the implementation of learning approaches used by educators to build student character and efforts made by educators to overcome challenges that hinder the implementation of this approach. This research uses qualitative approach and descriptive method because it utilizes words from field informants directly. Data collection methods through observation and interviews, as well as documentation They conduct interviews with principals, homeroom teachers, teachers, students, and parents. with a paper tool with a list of questions and a phone to record. The results showed that first, the classroom teacher's strategy to build student character consists of examples or models of positive behavior, habituation, second integration in teaching activities, mentoring and supervision, and third creating a conducive learning environment, involving active student participation, assigning assignments, and improving students' social and emotional skills. and last fourth, a number of efforts are made to overcome challenges, such as incorporating character education into learning and establishing relationships with parents of students.
Artikel Info	Abstrak
Sejarah Artikel Diterima: 2024-04-09 Direvisi: 2024-05-27 Dipublikasi: 2024-06-19 Kata kunci: <i>Strategi; Guru Kelas; Membentuk Karakter; Pelajar.</i>	Tujuan penelitian ini adalah untuk mengidentifikasi strategi yang digunakan pendidik di kelas IV SD Negeri 03 Pondok Ranji dalam membangun karakter siswa, faktor-faktor yang mendukung dan menghambat pelaksanaan pendekatan pembelajaran yang digunakan pendidik untuk membangun karakter siswa dan upaya yang dilakukan pendidik untuk mengatasinya. tantangan yang menghambat penerapan pendekatan ini. Penelitian ini menggunakan pendekatan kualitatif dan metode deskriptif karena memanfaatkan kata-kata dari informan lapangan secara langsung. Metode pengumpulan data melalui observasi dan wawancara, serta dokumentasi. Mereka melakukan wawancara kepada kepala sekolah, wali kelas, guru, siswa, dan orang tua. dengan alat kertas dengan daftar pertanyaan dan telepon untuk merekam. Hasil penelitian menunjukkan bahwa pertama, strategi guru kelas dalam membangun karakter siswa terdiri dari contoh atau model perilaku positif, pembiasaan, kedua integrasi dalam kegiatan mengajar, pendampingan dan supervisi, dan ketiga menciptakan lingkungan belajar yang kondusif, melibatkan partisipasi aktif siswa, memberikan tugas. , dan meningkatkan keterampilan sosial dan emosional siswa. dan keempat, sejumlah upaya dilakukan untuk mengatasi tantangan tersebut, seperti memasukkan pendidikan karakter ke dalam pembelajaran dan menjalin hubungan dengan orang tua siswa.

I. INTRODUCTION

Indonesia is currently experiencing character degradation or demoralization, which is indicated by an increase in criminal acts and various social deviations that affect everyone, both young and old. According to Thomas Lickona, there are ten symptoms of eroding morality or national character that have an impact on student character. The following are some of them: 1) Increased violence among teenagers. Violence is increasing among teenagers, and is even more common among university students, who are intellectuals. 2)

Increased levels of dishonesty Stealing behavior, cheating culture, and various other forms of dishonesty are still common. What is even more disturbing is that students consider dishonesty as a natural thing, even something that must be done. 3) Decreased respect for parents and teachers Among the various causes are inappropriate parenting, as well as the inability of teachers or parents to act as examples for their children. 4) Damage to language The use of abbreviations and slang, as well as inappropriate language and words, is increasing in society. 5) Increased sense of selfishness and lack of civic

responsibility. Behavior without responsibility. 6) Declining work morale. 7) A surge in self-destructive behaviors, such as drug use, casual sex, substance abuse and alcohol consumption. 8) Suspicion and distrust. 9) Peer violence is increasing. Many new gangs have emerged and committed acts of violence for no apparent purpose, which is very disturbing to the community. 10) Accelerated sexual development and abuse Children who spend a lot of time watching adult movies, television shows and commercials are particularly at risk for loss of innocence coupled with rapid sexual development (Thomas Lickona, 2019).

Based on the ten signs mentioned above, it seems that there are problems going on all over the country, such as promiscuous sex, brawls between students, and declining respect for elders. In addition, these problems are also starting to affect elementary school-aged children, which is becoming so alarming that it can even lead to death. On Friday, February 17, 2017, a young man named MK, a 6th grade elementary school student, killed his female friend who lived in Morgorejo Hamlet, Kurungan Nyawa, Pesawaran because he had a grudge because he was often teased and wanted to take the necklace that the victim was wearing. (Wakos Reza Gautama, 2019). In addition, a group of students from SDN 2 Sepang Jaya were almost involved in a brawl with students from SDN 1 Sepang Jaya. Around 30 students from SDN 2 Sepang Jaya stormed SDN 1 Sepang Jaya with the aim of finding one of the students from SDN 2 Sepang Jaya for deliberately mocking them. They attacked with various equipment such as hammers, saws and bamboo. Teachers and police presence finally managed to stop the fight. (Wahid Nurdin, 2019). Everyone is worried about demoralization, and improvements are needed to prevent it from further developing and becoming a culture, especially among students. If one has moral values or positive traits in them, such things will not happen. If someone has a strong positive character, they will often think of doing negative things. Nashikah, as cited by Moh Khaerul Anwar, states that early character education in children is the first step in the formation of children's character, which means that children must be educated early. (Moh. Khaerul Anwar, 2017). Because this is an important period in their personal development, from kindergarten age to elementary school age. On the other hand, facts on the ground show that many schools continue to implement character-

based learning in their curriculum, but still have not achieved the goals of character education. Although schools have made some plans for character education tools, they still have not achieved the expected goals. Khamim, Director of Primary School Development at the Ministry of Education and Culture (MoEC), stated that 4,143 primary schools have implemented character education, but their understanding and implementation need to be re-evaluated. He also stated that, compared to the number of primary schools in Indonesia, which totals 148,244 units, the number of PPK implementers in primary schools is still relatively small. (Neneng Zubaidah, 2019).

In the current era of digitalization, advances in science and technology (IPTEK) have a significant impact on the pattern of human life, especially in terms of the way they think and behave. The use of gadgets in daily life not only affects the behavior of adults but also the behavior of children because many parents give gadgets to their children but are not very strict in supervising them. (Ramdhan Witarsa, et. Al, 2018). Research at Bristol University in 2010 found that gadget use by children can cause adverse effects, such as depression, inattention, bipolar disorder, decreased school performance due to prolonged screen time, which makes children sleepy and unable to concentrate at school, and problematic behavior due to lack of social interaction. (Khofifah, 2019). Character education is still needed to overcome the ongoing moral crisis, but its implementation requires commitment, systematic and sustainable from all parties, both parents and schools. It is hoped that parents will take the character education taught in schools and embed it in their own activities. In the school environment, a teacher himself plays a very important role, especially in shaping character and developing the potential of students. Agus Wibowo argues that the success or failure of character education is in the hands of a teacher, the rest are only supporting factors. According to Agus Wibowo, the presence of a teacher cannot be replaced by other factors. (Agus Wibowo, 2017). Practical experience through interrelated fields to understand the underlying problems as well as mitigating steps and solutions in sustainability education.

In elementary schools, teachers have the responsibility to oversee everything that happens both in the classroom and outside the classroom. The role of the classroom teacher is crucial in shaping students' character at school as

they interact directly with their students and spend a lot of time with them. Research has shown that character can influence a person's success. One study from Harvard University found that soft skills, or the ability to manage oneself, are more important than knowledge and technical abilities (hard skills). This study found that hard skills determine a person's success by only 20%, and soft skills by 80%. (Kuswara & Yena Sumayana, 2017). In addition, research conducted by Dr. Marvin Berkowitz from the University of Missouri-St. Louis found that school students' motivation for academic achievement increased in schools that implemented character education. (Juli Andriani et al., 2018). In addition, classes that comprehensively implemented character education showed a significant decrease in students' misbehavior, which could hinder their academic success (Dianna Ratnawati, 2016).

Effective education will reduce crime and social deviance and improve academic performance as students feel empathetic, forgiving and motivated to improve themselves. The Ministry of Education states that the purpose of character education is to encourage the birth of good children. If children grow up with good character, they will have the ability and commitment to do everything well and tend to have a purpose in life. Effective character education is found in schools that allow each student to demonstrate their potential to achieve important goals. (Ahmad Syaikhudin, 2014). SD Negeri Pondok Ranji 03 East Ciputat, South Tangerang City is one of the leading schools in South Tangerang City Banten. The school is committed to forming students into a Qur'anic generation, with character and achievement, as indicated by its vision, "The realization of a Qur'anic Generation, with Character and Achievement." As a result of an interview conducted with Mrs. Aisah, a fourth grade teacher at SD Negeri Pondok Ranji 03 East Ciputat, South Tangerang City, researchers found that the school has been implementing character education since its inception. In addition, teachers have attended trainings such as *Aku Dan Diriku (ADD)* and *Towards Resilient Youth (MRT)* Training, which teach how to instill character and understand student conditions. In an effort to build character, researchers found many slogans posted in almost every school. Slogans such as "Cultures of Shame", "Responsible Slogans Create Intelligence", and "The Race to Do Good" are all examples of slogans posted in schools since the beginning of

the academic year. Rules and slogans such as "We must build a generation that is self-reliant and self-aware. In an effort to build character, researchers found many slogans posted in almost every school. Slogans such as "Cultures of Shame", "Responsible Slogans Create Intelligence", and "The Race to Do Good" are all examples of slogans posted in schools since the beginning of the academic year.

Rules and slogans such as "We must build an independent and open generation". The data above shows that grade IV students at SD Negeri Pondok Ranji 03 East Ciputat, South Tangerang City are mostly religious, disciplined, and caring. Researchers found that the character values of students in class IV of SD Negeri Pondok Ranji 03 East Ciputat, South Tangerang City can be categorized as good with the largest percentage. The value of students in the good category reached 47%, the good category reached 49%, the moderate category reached 15%, and the category that needed guidance reached 1.1%. With this acquisition, the character value of. The researcher also witnessed some students who helped their teacher when the motorcycle fell in the parking lot without being asked for help by the teacher; this rarely happens in other elementary schools. Nevertheless, it cannot be denied that there are still students who behave badly, such as being undisciplined, talking dirty, etc. One of the teachers in class IV of SD Negeri Pondok Ranji 03 East Ciputat, South Tangerang City said.

II. METHOD

Researchers conducted research with a qualitative approach, and the type of research was descriptive. Sugiono said in his book entitled "Understanding Qualitative Research" that qualitative research methods are used to research in a natural environment, with researchers as the main tool, data collection techniques are triangulated, data analysis is inductive, and the results emphasize meaning rather than generalization. (Sugiyono, 2016). Descriptive research is a type of research that is able to collect data and try to describe a symptom, event, or event that occurs when the researcher tries to photograph events and events that are the center of attention to then be described as they are. Interview scripts, field notes, photographs, videos, personal documents, memos, or other official documentation can be sources of data. This research uses a descriptive design to facilitate the process of data analysis and research discussion. In addition, this

descriptive qualitative study can be considered as a goal to systematically and accurately describe or describe population data. The results of descriptive research are presented in this way. (Kurniawan A, 2018). Primary data comes from the main informants, namely the people involved in the research through direct observation and interviews in the field, such as at SD Negeri Pondok Ranji 03 East Ciputat, South Tangerang City. Secondary data is additional data obtained from informants, books, journals, articles, and the internet that are considered to have information relevant to this research. (Koyan, I. W, 2014).

III. RESULT AND DISCUSSION

1. Concept of Character Education

According to Lickona, character is the deepest trait that enables a person to respond to situations in a good and moral way. Character consists of three interrelated components: moral knowledge, moral feelings, and moral behavior. (Marzuki, 2017). According to Livio, character is an overall trait, a good quality. In addition to referring to values, morals, and ethics, character can also be defined as the distinguishing qualities of a person that can show who that person really is. Character can further be developed to change behavior, empower attitudes, and impartiality; character is more profound than reputation and more institutionalized than the term temperament. (Yunus Abidin, 2016). The way of thinking and behaving that characterizes each person to live and work together, whether in a family, community, nation, or country, is character. People of good character have the ability to make decisions and are prepared to take responsibility for their choices. (Yenni Fitra Surya, 2017)

Character education is an effort to understand, build, and sustain moral principles for oneself and everyone in the community or country as a whole. (Zubaedi, 2017). Character education is the education of values, ethics, morals, and character that helps students become better at making good choices, keeping what is good, and doing good in everyday life. (Yulia Siska, 2018). Ernawati argues that character education itself is a type of education in which students are asked to consciously develop the values and traits that have been instilled in themselves both at school and in their surrounding environment. (Juanda, 2018). Marzuki argues that the

purpose of character education is the same as the purpose of moral education. (Marzuki, 2018). T. Ramli also agrees that character education is as important and meaningful as moral education or moral education, which aims to build the character of children to become good people. (Agus Wibowo, 2017). The Six Pillars of Character, developed by The Character Counts Coalition, consist of six character traits: trustworthiness, fairness, caring, respect, responsibility, and citizenship. These characters help individuals become more integrity, honest, loyal, fair, caring, respectful, responsible, and responsible citizens, ensuring good schools, community involvement, legal compliance, and environmental protection (Uswatun Hasanah, 2015).

2. Purpose of Character Education

According to Chapter 2 Article 3 of the National Education System Law Number 20 of 2003, "National education serves to develop and shape the character and civilization of a dignified nation in order to educate the nation's life, with the aim of developing the potential of students to become human beings who are faithful and devoted to God Almighty, noble, healthy, knowledgeable, capable, and creative." Character education is built into education. In schools, character education is intended to improve the quality of education implementation and results, which lead to the formation of a whole, integrated, and balanced character and character of learners in accordance with the competency standards of graduates. Character education is also expected to give learners the ability to improve and use their knowledge independently, examine and internalize character values, and personalize these values into their own lives. (Imas Kurniasih & Berlin Sani, 2017). To achieve this, all parts of the tri-center of education, especially the family, must cooperate with each other. The family is the non-formal education environment closest to learners and contributes significantly to their academic success. Based on the quantity of time, school education contributes only 30% of the learner's educational outcome, while the rest, about 70%, is in the family and surrounding environment. (Agus Wibowo, 2018).

3. Factors Affecting Character Building

A person's character is not just formed; there are many factors that can influence it. According to the review of moral science, every human action and action, which has a different style, is basically caused by influences from within the human being (instinct) and motivation from outside him, such as environment or environment, education, warotsah or heredity.

Instinct: Instincts, also known as instincts, are various patterns of reflection on human attitudes and actions that are driven by a person's instinct-driven potential will. Instinct itself is a collection of traits that have existed since birth, making it inseparable from human life. Instincts are naturally present in everyone without needing to be learned first. such as the instinct to eat, the instinct to mate, etc.

Hereditary factors: Parents influence the physical and spiritual nature of a person, so that more or less the character, posture, and temperament of the child becomes the character and has something in common with the parents. Heredity can influence the formation of a person's character directly or indirectly.

The habit or custom factor: A habit is any action performed repeatedly in the same way. Habits that create character will become strong habits in a person. To become a habit, actions must be performed with fondness and inclination, not just repeatedly.

Environmental factors: A person's environment is very closely related to him, so his nature can be influenced by the environment in which he is active. One's natural environment as well as social environments such as school, home, and others are some examples. (Zubaedi, 2018)

4. Primary School Student Development

Primary school is considered to be the end of childhood, where the child is considered easy to nurture and direct compared to the phase before or after. It is also referred to as the intellectual phase because of the child's openness and desire to continue gaining knowledge and experience. Children are considered to be ready for school education because they are perceived as. At elementary school age, children begin to understand what obedience, order, and being recognized by others are, Having different opinions, Show a

different appearance, Speak in different ways and tend to imitate adults, Begin to recognize their hobbies. Have a desire for self-recognition. (Farida Hanum, Arif Rohman, Sisca Rahmadonna, 2017). According to Iskandar Wassid and Dadang, cited by Nurul Hidayah, primary school-age children are expected to acquire skills such as play skills, social skills, school skills, and self-help skills. (Nurul Hidayah, 2015). The core of character value cultivation is accommodated in the National Curriculum through Permendikbud and contained in Core Competencies. Fulfillment of Core competencies that include religious characters and include the character values of discipline, honesty, responsibility, courtesy, confidence and also care. (Dyah Sriwilujeng, 2017).

5. Classroom Teacher Strategies in Shaping Student Character

The term "strategy" was first only known in military circles, especially war strategies where in a war or battle there is someone (commander) whose job is to strategize in order to win. Over time the term strategy was adopted in the world of education, in the context of education strategy can be interpreted as a plan that contains a series of activities designed to achieve educational goals. (Suyadi, 2015). In the context of teaching and learning, strategy can also be defined as a general pattern of activities carried out by a teacher or student to achieve predetermined goals. (Riris Nur Kholidah Rambe, 2019). Joni says that strategy is knowledge and guidelines on how to use all available resources or can be used to achieve certain goals. Achieving these goals is the basis for determining the strategy. (Sri Anitah, 2014). A learning strategy can be defined as an outline of learning directions to achieve predetermined goals; it can also be defined as general patterns of teacher activities in fostering students through learning activities to achieve outlined goals. (Zainal Asril, 2017)

Forms of Character Building Strategy. The teacher's ability to have learning strategies is very taken into account (Sintha et.al., 2023). According to Zubaedi, there are several strategies that can be used by teachers to shape character, namely: using learning methods that involve active student participation; creating a conducive learning environment; providing character education

explicitly, systematically, and continuously; and teaching methods that consider the uniqueness of each child. According to Zubaedi, strategies can be used by educators to enable character education to achieve their goals. These strategies include at least three principles: 1) Exemplary; 2) Continuity/routine (habits in all aspects); and 3) Awareness to act in accordance with the character values taught. (Zubaedi, 2018).

Thomas Lickona says that teachers can teach character values in three ways: 1) Teachers can be role models for their students, by showing good and exemplary attitudes about morality issues both inside and outside the classroom; 2) Teachers can be moral counselors, providing moral guidance and instruction through explaining or giving advice, telling stories, or speaking in class. 3) Teachers can be good caregivers, love and respect their students, help them succeed in school, build their confidence, and help students understand ethics by seeing how teachers treat them with ethics. (Thomas Lickona, 2014). According to Ridwan Abdullah Sani and Muhammad Kadri, some strategies that can be used to shape character are as follows: 1) Good communication (talking or inviting children to think about good actions, then encouraging them to do good) 2) Showing good examples in behavior 3) Educating children with good habits 4) Telling stories and taking lessons from good examples. (Ridwan Abdullah Sani, 2016). According to Masnur Muslich, 1) Integration in daily activities, which includes examples, spontaneous activities, environmental conditioning, and routine activities; 2) Integration in programmed activities. This strategy is applied after planning the values that will be integrated in certain activities, such as playing dramas, group discussions, etc. Masnur Muslich, 2018). Permendikbud No. 20/2018 stipulates that strengthening character education (PPK) can be implemented in formal education units in the following ways: 1) Integrating character values into lessons thematically or integrated in subjects in accordance with the content of the curriculum; 2) Designing classroom management and learning methods that facilitate students to be able to. (Permendikbud RI Nomor 20 Tahun 2018). Teacher Strategies in Shaping the Character of Learners. Teachers are one of the keys to the success of the teaching and

learning process. It also plays a role in efforts to form potential human resources in the field of Development. A teacher must have pedagogical, personality, professional, and social competencies. In the world of education, everyone knows that a teacher's job is not only to teach and inform students but also to instill character values to their students so that they become human beings of character. As planners, implementers, and evaluators of learning, teachers play an important role. This suggests that teachers' ability To produce high-quality learning is critical to the overall success of education.

The expected characters of students are: Religious character, obedience, and compliance in understanding and implementing religious teachings, including an attitude of tolerance towards the worship of other religions (faiths) and living in harmony and side by side. 2. Honesty, attitudes, and behaviors that reflect the unity between knowledge, words, and actions (knowing the right thing, saying the right thing, and doing the right thing). 3. Discipline, habits, and actions that are consistent with applicable rules or regulations. 4. Hard work, behavior that shows earnest efforts to complete various tasks, problems, jobs, and others as well as possible. The strategies used by teachers to build student character are academic and non-academic activity programs. The development of learning strategies and methods through the learning strategy program plan forms learning discipline and hard work to build student character. The sociodrama method in subjects is considered to foster students' curiosity and mentality. Non-akademic teaching involves mental and spiritual development, as well as knowledge and skills enhancement for YME students through school-based activities, aiming to enhance their religious character and krama. The efforts that teachers can make in instilling noble moral values are as follows: Praying before starting a lesson or starting an activity and giving thanks when achieving success. Saying greetings when meeting with teachers and friends. Respecting the opinions of friends by giving them the opportunity to speak until they are finished and then giving comments. Keeping the classroom environment always clean, raising the index finger before expressing an opinion.

Supporting and Inhibiting Factors of Teachers' Strategies in Shaping Students' Character Some of the supporting factors in implementing strategies in shaping student character are the facilities and infrastructure, and communication between the school and parents. Meanwhile, inhibiting factors include time constraints, lack of attention from parents, and the influence of the outside environment. Teachers' Efforts in Addressing Barriers. Some of the efforts made in addressing obstacles are integrating character education into the learning process and establishing communication with students' parents. If the character building carried out by the teacher can be implemented properly, it will certainly produce students who have strong character.

IV. CONCLUSION AND SUGGESTION

A. Conclusion

Based on the information collected, explained, and analyzed in this study, the researcher reached the following conclusions: 1). Classroom teachers' strategies for building student character are by using models or examples of positive behavior, habituation, integrating into learning activities, providing support and supervision, creating a pleasant learning environment, and actively involving students. 2). Some factors that support the implementation of the approach to shaping student character are the existence of facilities and infrastructure, school communication with parents, and the existence of time constraints, lack of parental attention, and the influence of the outside environment. 3). Some of the efforts made to overcome these obstacles are incorporating character education into the learning process and communicating with parents.

B. Suggestion

The discussion regarding this research is still very limited and requires a lot of input. The suggestion for future authors is to study it more deeply and comprehensively about Class Teacher Strategies in Shaping Students Characters in Elementary Schools.

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