

## STRENGTHENING NATIONAL CHARACTER IN ISLAMIC ELEMENTARY SCHOOL

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### Abstract

This research is based on the importance of building national character through education in schools, including the learning process in the classroom. This has been seen in Indonesia's national education goals that intellectual intelligence, emotional intelligence, and spiritual intelligence assessment in a proportional position. Therefore, the purpose of this research is to see how far strengthening national character is applied to students, especially at Galudra Elementary School. This type of research approach uses qualitative methods with a library research approach. The value of the nation's educational character is referred to in research data., and the data source is class II MI. Thematic books that employ data collection techniques are documentation, and data analysis is content analysis. The results of this study indicate that the strengthening of national character in Madrasah Ibtidaiyah is contained in thematic books, especially on the learning theme of PPKn MI/SD class II, semester 1 of the 2013 curriculum. That is done through 1) starting a discussion of knowledge material, 2) after discussing knowledge material, 3) on pictures/stories specifically for attitude development, and on attitude assessment. Then the national character contained in the class 2 thematic book of MIS Galudra includes the characters: Religious, respect and appreciation, discipline, independence, democracy, social care, love for the motherland, defending the country, responsibility, friendship, and tolerance.

### Keywords

Education, Elementary School, Islamic Elementary School, MIS Galudra, National Character



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## INTRODUCTION

One of the most crucial aspects of human life is education. Humans can improve their life by getting an education. The importance of education is frequently viewed as a "strength" which is following (Zaman & Salatiga, 2019), which claims that it is crucial. For instance, Socrates believes that power is knowledge (knowledge is power). Education is the primary value of progress in nations that currently exalt the scientific creed. According to (Anwar & Salim, 2019), education can enhance the quality of life, even when used as a director of power.

Education in Indonesia is carried out according to the mandate of the constitution that intellectual intelligence must be balanced with spiritual intelligence and emotional intelligence. For this reason, Indonesian national education aims to educate the life of the nation and develop Indonesian people, with people who believe and are devoted to the Almighty and have noble character, have knowledge and skills, are physically and spiritually healthy, have a strong personality and are independent and sense of social and national responsibility. This means that they are not only smart in science, but they must also carry a strong national character. This is reinforced by the stipulation in Law Number 20 of 2003 concerning the National Education System article 3, which states that "National education functions to develop abilities and form dignified national character and civilization in the context of educating the nation's life, aiming at developing the potential of students to become human beings who believe and fear God Almighty, have a noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens." In addition, global diversity encourages Indonesian students to be nationalist, maintain noble culture, locality, and identity on the one hand, and on the other hand, be open-minded and interact with other cultures globally (Irawati et al., 2022). This is the main foundation of the Indonesian nation in building human resources with character.

Therefore, it is important to instill national character from an early age, including in Islamic school, which incidentally is a place of education that provides religious knowledge as well as general knowledge (Zuhdi, 2015). Madrasah Ibtidaiyah requires national character because the institution has an important role in shaping the personality of students who do not only focus on academic aspects but also on good character and morals. National character is very important to maintain and develop because it is the core of national identity, which includes values such as tolerance, cooperation, honesty, courage, and the spirit of devoting oneself to the common good.

Through education that is oriented towards a national character, students in madrasas are taught to appreciate and respect cultural, religious, and linguistic differences, as well as to strengthen solidarity and a sense of togetherness as Indonesians. In addition, the national character also includes social awareness, concern for the environment and others, as well as an attitude of discipline and responsibility. In the context of madrasah, national character is also very important to foster the personality of students who have a noble character, have a noble character, and uphold religious values. This is in line with the goals of Islamic education, which focuses on the formation of *karakul Karima* (noble morals) and devotion to Allah SWT. Thus, national character is indispensable in the formation of quality young people who can contribute positively to society and the nation (Ichsan, 2019).

As a result, schools are allowed the freedom to cultivate national identity through integration in all subjects. Character education can be integrated into the learning process by developing learning tools that include character values in the syllabus, lesson plans, and learning scenarios, as well as developing teaching materials that include characters, the learning process, and character-based assessment. According to (Winarni, 2013), character education can be integrated by adding character values into planning (syllabi and lesson plans), teaching materials and media, classroom implementation, assessment, monitoring, and evaluation of activities.

The ministry has published themed textbooks for thematic learning in SD/MI following the implementation of the 2013 curriculum. The themed textbooks for students are learning materials translated from the Elementary Civics curriculum and syllabus. This textbook is intended to serve as a resource for PPKn teachers when instructing pupils. As a result, it will be easier for teachers to develop character in pupils, in addition to the teacher creating it through the learning process. Considering that notion, this article focuses on the Civics learning process as it relates to the development of national character in grade II elementary school pupils. The primary focus of this research is on how to strengthen national character in schools through the process of learning activities.

Character Education as a Base for the Mental Revolution of Madrasah Aliyah Teachers in Demak Regency (Mujab, 2020). In this study, more emphasis on the formation of teacher character as a form of mental revolution echoed by the government. The difference with this research is that the research object places more emphasis on textbooks to improve national character.

Internalization of Character Education in Madrasah Diniyah Takmiliah. (Marzuqi, 2022) This study emphasizes more on the results of character building through the internalization of extracurricular activities, namely congregational prayer activities, learning the yellow book, habituation, and exemplary. The difference with this research is from the cultivation of character through learning activities, especially from the textbooks used.

Problems of Cultural and National Character Education in Islamic Education Institutions in the Middle of Muslim Minority Communities (Study at Min 1 Minahasa). (Hadirman, 2022) This study emphasizes the focus of its research on problems in instilling national character in students. Meanwhile, in this research, the emphasis of the research focus is on how textbooks can help shape the national character of students.

Religious Values and National Character in Madrasah Tsanawiyah Al Falah Jatinangor Sumedang. (Marzuki & Haq, 2018). This research focuses on the development of religious character values at MTs Al Falah Jatinangor Sumedang. The distinction in this study is that it focuses on textbooks as a source resource for assisting educators in shaping the national character of students in the school environment.

Character education in Islamic schools/schools. (Riadi, 2016) this study explains the role of schools in implementing character education for students. The difference in this study explains how textbooks can be used to shape the national character of students at school.

Conducted research (Mujab, 2020) that emphasized the formation of the teacher's character. Emphasizes (Hadirman, 2022) research on problems of instilling national character in students, whereas (Marzuqi, 2022) emphasizes character building through the internalization of extracurricular activities. This study (Marzuki & Haq, 2018) emphasizes the development of religious character values (Riadi, 2016). Explain the role of schools in the implementation of character education for students. The difference between this research and the previous research mentioned above is that this research focuses on how textbooks that serve as study guides for students include strengthening national character education. Students can learn these values and internalize them as part of their character through textbooks.

As a result, the goal of this research is to maximize textbooks as part of the classroom learning process in terms of developing students' national character. Textbooks can be used to convey and reinforce national values that are important for the formation of national character. Textbooks that include stories, texts, or examples that describe values such as unity, diversity, a sense of love for

the homeland, a spirit of cooperation, and respect for the nation's culture and history. Students can learn and internalize these values through textbooks.

## **METHOD**

This study employs a qualitative approach to describe and describe the strengthening of national character in Islamic schools through thematic textbooks published in 2017 by the Republic of Indonesia's Ministry of Education and Culture. This book is used as a research source because it is required as a textbook for SD/MI students in class II based on the Ministry of Education and Culture's 2013 curriculum. A variety of literature extracted from information presented in books, scientific journals, newspapers, magazines, and documents is used to describe and decipher the data. So, in this approach, library research is used because the data object sought by researchers in this study is literature related to strengthening national character found in textbooks. By reading various appropriate references, the author seeks data to answer the problems raised. The author conducts a review of library data that can provide solutions or answers regarding national character strengthening.

In terms of data collection, the authors first investigated the concept of national character originating from the Ministry of Education and Culture about the 18 national character values. The author then delves deeper into the concept of national character with the help of several experts and some of the findings of previous research. So that the author can sort and interpret the document literature that is appropriate for use in this study. The data for this study came from a variety of sources, including the author's main source, a class II semester 1 thematic textbook from themes 1-4 for SD/MI published by the Ministry of Education and Culture of the Republic of Indonesia in 2017 and other textbooks as a form of comparison. The supporting data sources are obtained after the main sources from various sources that contain various information related to the title of this research. This study's supporting data come from scientific journals about national character and thematic books in elementary schools, books containing theories about national character and textbooks, and sources of regulations about strengthening character and textbooks.

In addition, the author's data collection technique employs the documentation method, which entails studying and searching for data in the form of notes, documents, transcripts, books, magazines, and so on. This method is used to collect the information needed to answer a research question. The author employs content analysis to analyze the content related to what is being

studied. The content in question is literature or reading material from various information sources, such as books, magazines, newspapers, and scientific journals.

## **FINDINGS AND DISCUSSION**

### **Findings**

#### **Integrating National Character in Class II Elementary/MI Civic Learning Semester 1**

The findings of this study are based on the fact that the application of national character can be inserted into each subject with notes that it must be supported by several aspects that need to be considered in strengthening one's character apart from teaching material, first attitude: positive attitudes such as hard work, confidence, discipline, responsibility, and empathy can help strengthen one's character. Therefore, this attitude needs to be instilled and strengthened. Second experience: A person's life experience can also shape character. Positive or negative experiences can help a person learn to overcome challenges and build mental toughness. The three environments: The environment around a person can also shape character. Therefore, a positive and supportive environment needs attention to help strengthen one's character.

Therefore, strengthening one's character is indeed not only through in-depth material but also needs to pay attention to other aspects that can help build a good and strong character. National character can be incorporated into any subject in the world of education as long as the school environment supports and exemplifies good behavior.

It was found that in the 2013 curriculum, the character to be developed was included in the formulation of Core Competency 1, namely spiritual attitudes, and the formulation of Core Competency 2, namely social attitudes, which were further elaborated in each of the Basic Competency subjects. In the PPKn MI class II semester 1 subjects, character values were identified that needed to be developed based on the existing formulations of Core Competencies 1 and 2, including:

**Table 1.** Competency Development and Character Value

No.	Core Competency Development	Character Value
1.	KI.1 Receiving, applying, and appreciating the teachings of one's faith.	Religious
2.	KI. 2 Interact with family, friends, teachers, neighbors, and the country in an honest, disciplined, courteous, confident, compassionate, and responsible manner.	Honest, Disciplined, Responsibility, Care Tolerance, Love Peace, courteous

*Source: Processed from Permendikbud No. 57 of 2014, PPKn SD/MI subjects*

The characters contained are religious, compassionate, honest, disciplined, peace-loving, and responsible when coupled with the character messages to be produced based on the Core Competency formulation above. According to the book Development of Cultural Education and National Character: School Guidelines, the character qualities that pupils must cultivate are as follows:

**Table 2.** Character Qualities and Description

No.	Value	Description
1.	Religious	Obeying the commandments of the religion to which they belong, being tolerant of other religious worship, and living in harmony with followers of other religions.
2.	Honest	Effort-based conduct to establish oneself as a trustworthy person through words, acts, and work.
3.	Tolerance	Respect for differences in religion, ethnicity, ethnicity, beliefs, attitudes, and behaviors of others who are different from oneself.
4.	Discipline	Actions that demonstrate orderly conduct and abide by numerous laws and regulations.
5.	Hard Work	Behavior demonstrating real effort in overcoming different learning and assignment barriers and completing assignments to the best of one's ability.
6.	Creative	Consider and act to generate new approaches or outcomes from something you currently have.
7.	Independent	Attitudes and actions make it difficult to rely on others to complete tasks.
8.	Democratic	It is the same style of thinking, behaving, and acting when someone appreciates his own and others' rights and duties.
9.	Curiosity	Attitudes and behaviors constantly attempt to learn more profoundly and extensively from what is learned, seen, and heard.
10.	Spirit of Nationality	A manner of thinking, doing, and seeing that prioritizes the interests of the nation and state over the interests of the individual or group.
11.	Love of the Motherland	Thinking, acting, and behaving in ways that demonstrate loyalty, care, and high regard for the nation's linguistic, physical, social, cultural, economic, and political

		environment.
12.	Appreciate Achievement	Attitudes and behaviors inspire him to create something beneficial for society while also acknowledging and respecting the achievement of others.
13	Friendly/ Communicative	Actions that demonstrate enjoyment in conversing, interacting, and working with people.
14	Peaceable	Attitudes, words, and acts make people feel pleased and comfortable while they are in their company.
15	Enjoys Reading	The practice of making time to study diverse texts that fill him with virtue.
16	Environmental care	Attitudes and activities that strive to prevent damage to the surrounding natural environment while also making attempts to remedy natural damage that has already happened.
17	Social Concern	Attitudes and behaviors that are constantly eager to help other individuals and communities in need.
18	Responsibility	A person's attitude and conduct in carrying out his duties and commitments to himself, society, the environment (natural, social, and cultural), the state, and God Almighty.

*Source: Development of National Character and Culture Education: School Guidelines, Ministry of National Education, 2010*

The theme book comprises information for MI Class II Semester I PPKn topics in the form of four volumes with four themes, produced and copyrighted by the Ministry of Education and Culture of the Republic of Indonesia, 2017. These novels are divided into numerous topics, each having its sub-theme and systematics, as follows:

**Table 3.** List of Learning Themes

<p><b>Theme 1</b>                  Living in harmony                  Live in harmony at home                  Live in harmony with playmates                  Live in harmony at school                  Live in harmony in society</p>
<p><b>Theme 2</b>                  Playing in the Environment                  Play around the house.                  Playing at a friend's house                  Play around the school.                  Play on a tour</p>
<p><b>Theme 3</b>                  Daily tasks                  Daily tasks at home                  Daily tasks at school                  Daily tasks as religious people                  My task in everyday social life</p>



**Theme 4**

Me and my school  
 My school assignments  
 My school's extracurricular activities  
 My school environment  
 My school achievement

Based on the examination of the book's contents, several national character values were discovered, the contents of which are as follows:

**Table 4.** Characters in Each Theme

No.	Data	Identify Character Values
1.	Theme 1 (Live in harmony) Peace occurs because of harmony (sub1. p.2). Tell orally about your experience when worshipping with your family (sub-theme 1, page 14). Doing community service to clean up the environment (sub-theme 4, page 173)	Religious, peace, love, tolerance, environmental care
2.	Theme 2 (Playing in the Environment) Why do we need to obey the rules (sub-theme 2, page 103) Illustration of a conversation about the benefits of having rules at school (sub-theme 3, page 159) Picture illustration about the importance of protecting the environment (sub-theme 4, page 215)	Discipline, environmental care
3.	Tema 3 (Daily Tasks) Illustration of a child's work at home (sub-theme 1, page 3) Picture illustration on how to say greetings according to the religion adopted (sub-theme 3, page 83) Stories about the culture of helping each other (sub-theme 3, page 84)	Independent, responsible, Religious, social care
4.	Tema 4 (Me and my school) Singing the Garuda Pancasila song and stories about attitudes that are following Pancasila values (sub-theme 1, page 24) A picture illustration of how students should behave at school (sub-theme 1, page 26)	Spirit of nationality, love of the motherland, responsibility, friendly

According to the data above, the thematic learning materials in the MI class II Semester 1 thematic book include religious, peace-loving, disciplined, independent, social care, environmental care, national spirit, motherland love, responsibility, friendship, and tolerance. The presentation of

character content in the material is structured as follows:

1. Before delving into the sub-theme, the narration begins with an image that depicts the message to be delivered from the sub-material to be covered. In the book subject 1, sub-theme 1, a picture of a family consisting of a father, mother, and two children chatting in a tranquil setting is shown. The image is intended to aid and simplify students' understanding of the topics covered in this sub-theme.
2. After viewing the images conveying the information content, the tale includes national music. "After witnessing the picture of the Garuda bird, the Indonesian state emblem, we sing together in the spirit of the Garuda Pancasila hymn," for example.
3. The narrative is included in the evaluation section. "Tell about your experience implementing the ideals of Pancasila's fourth or fifth precepts in society," for example. Present your experience to the class with confidence.

Strengthening character values cannot necessarily be inserted into the description of MI Civics learning themes which are mostly dominated by knowledge-based material. Learning materials that are attitudinal/affective or character developed by themselves as a character development message for students. Affective learning material can be developed at the beginning of starting to discuss the material, after the description of the knowledge material, and in practice. But with a note that it is necessary to pay attention to other aspects that can help build a good and strong character.

## **Discussion**

### **The significance of the nation's character values**

National character is the identity of a nation, which is the sum of the characters of its citizens. Aristotle's concept of good character is "...the life of right conduct-right conduct about other persons and oneself" (the character can be interpreted as a life of good/virtuous behavior, namely behaving both towards other parties (God Almighty, humans, and the universe) and towards oneself). According to (Wening, 2012), character is a basic value of behavior that serves as a reference for the values of human interaction (when a character is lost, everything is lost). Character is defined as a feature of a person or group of people that includes values, abilities, moral capacity, and resilience in the face of difficulties and challenges (Intan & Handayani, 2017). Peace, respect, cooperation, freedom, happiness, honesty, humility, love, responsibility, simplicity, tolerance, and unity are universally defined as values of living together. Thus, when we talk about "character," we mean the

traits, values, and attitudes that a person possesses in general. Character can be related to a country's or community group's culture, history, traditions, and social environment.

Understanding three relationships that every human being must experience will shape the character: the relationship with oneself (intrapersonal), the relationship with the environment (social and natural surroundings), and the relationship with God Almighty (spiritual). The Indonesian national character embodies these three relationships. Religious values are associated with one's relationship with God Almighty; environmental and social care values, friendship, and tolerance are associated with social and natural relationships; and honesty, discipline, hard work, creativity, independence, democracy, and responsibility are associated with one's relationship (Zulfikar & Permady, 2021). As a result, the appropriate method to apply to students in terms of understanding these relationships will determine how students treat their words (Istati, 2019). As a result, a person of noble character and good personality is formed as the main capital in establishing social relations in the life of the nation and state (Putri Rahayu et al., 2022).

The above description leads to the conclusion that the character's meaning is valuable. The value in question refers to matters concerning behavior that stem from religion, customs, and conventions and are valid, recognized, believed, and agreed upon by all members of society or the state. In this sense, the concept of national character contains noble values that serve as life guidelines for achieving a higher level of humanity, a more useful life, peace, and happiness.

According to the preceding explanation, the character's meaning is value. The value in question refers to concerns of behavior that are derived from religion, customs, norms, and applicable and are acknowledged, believed, and agreed upon by all members of society or the state. In this approach, the idea of national character may be considered to embody noble values that serve as life recommendations for achieving a greater level of humanity, a more useful existence, peace, and happiness.

### **National Characteristics are Mentioned in Thematic Textbooks**

The content of the nation's character values in class II thematic books, semester 1 of the 2013 curriculum, is based on the Ministry of Education and Culture Regulation Number 64 of 2013. The character values that must be developed in every educational unit, from elementary to high school, are explained in the Appendix to Minister of Education and Culture Regulation Number 64 of 2013. Character values for grade II elementary schools are divided into eight categories (J. Galen Saylor, 1981). These character values are outlined in core competencies 1 and 2, and they include religious

values, honesty, discipline, responsibility, courtesy, caring, confidence, and patriotism (Lukmanul Hakim, 2022).

These character values align with the goals of national character education, which include the following:

1. Demonstrating students' affective potential as human beings and citizens with cultural values and national identity.
2. Demonstrate students' commendable habits and behavior through universal values, cultural traditions, and national character.
3. Instill in students a sense of leadership and responsibility as the nation's future leaders.
4. Recognizing students' ability to become self-sufficient, creative, and national-minded individuals.
5. Portrays the school's living environment as a learning environment that is safe, honest, full of creativity and friendship, and has a strong and high sense of nationality (Rahayuningtyas & Mustadi, 2018).

This demonstrates that these character values should be instilled in elementary school students so that when they reach adulthood, they already have these character values and are not easily swayed by negative associations influenced by their environment.

Character education instilled in students through the learning process includes both Indonesian and universal values (Hartono, 2017). Pancasila's unique Indonesian values will teach ways of thinking and acting that are consistent with state ideology (Hardika et al., 2016). Pancasila's norms and ethical values truly become an integral part of and can be integrated with the personality of every Indonesian human being. As a result, it can form patterns of attitudes, mindsets, and action patterns and provide direction to Indonesians (Mutmainah & Dewi, 2021).

As a result, in semester 1, the process of analyzing character values in class II thematic books focuses on learning that involves students in carrying out activities related to themselves, peers, other people, and society. These activities can be found in a variety of lessons that teach specific character traits, such as preliminary activities, content, and assignments. The contents of these activities are carried out to instill character values in students. A long and continuous process is required for the character to become an integral part of oneself. Several learning activities in thematic textbooks, specifically in the form of good habits that train students to think, speak, and act well, demonstrate this long and continuous process.

Character development elements are included in the learning activities described in thematic textbooks, which train students to think and act by the teacher's directions. Activities designed to instill national character values in students are used. The design is intended to assist students in their studies as well as the formation of the Indonesian people in the formation of a national character, which is expected to lead to the creation of a society that places democracy in the life of the nation and state based on Pancasila, the Constitution, and societal norms (Cahya Permady, Zulfikar, Sulistiono, et al., 2021)

The presented character values are not sufficient as subject matter. The subject matter, on the other hand, incorporates character values. Character values that are presented integrated are prevalent in class II thematic books. Semester one. In essence, the delivery of character values cannot be divorced from the subject matter. This is consistent with Cahya Permady and Zulfikar's (2021) emphasis on character values being presented in an integrated manner because they cannot be separated from other aspects and are the foundation of all subjects. As a result, reinforcement is intended to ensure that education not only makes a student smart but also character-building. As a result, students can put their knowledge to good use. Because as (Risdiyani et al., 2021) explain, the application of national character in the world of education can be incorporated into any subject of study if the school environment is supportive and exemplifies good behavior. Thus, strengthening national character in thematic books cannot be separated from other elements in the learning process for students to internalize it properly.

## **CONCLUSION**

Attempts were made to incorporate character education in the book descriptions of PPKn MI class II learning themes semester 1 of the 2013 curriculum at 1) the beginning of discussing knowledge material, 2) after discussing knowledge material, 3) on pictures/stories specifically for developing attitudes, and 4) on attitude assessment. Religious, peace-loving, disciplined, independent, social care, environmental care, national spirit, love for the country, responsibility, friendship, and tolerance are among the characters included.

Based on the findings above, it is recommended to the Development Team for the 2013 SMA Curriculum PPKn book first research what national characters must be included following the curriculum and other state documents that are still in effect so that the identified and appropriate

characters can be developed in the PPKn learning material you wish to arrange. PPKn teachers who use the 2013 Curriculum PPKn book should be able to identify what character is to be ordered in a theme or sub-theme of the book and give emphasis through the learning process because the character is not taught directly in the form of discussion of themes or sub-themes, but rather how the teacher's creativity inserts the character to be ordered through the learning process.

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