

EVALUATION OF THE IMPLEMENTATION OF CHARACTER EDUCATION IN SCHOOL CULTURE

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ABSTRACT

This research aims to evaluate the implementation of character education in school culture at Pondok Bahar 5 Public Elementary School in terms of context, input, process, and product. This research method is a qualitative research method with the CIPP model. The results showed that in terms of context, character education planning was contained in the vision, mission, and goals of SD Negeri Pondok Bahar 5 which were then integrated into the curriculum. In terms of focus, the school provides support for all teachers and staff provided by the principal every three months, as well as supervision and support from the principal. In terms of the process, the implementation of character education at SD Negeri Pondok Bahar 5 has been as expected by the school, although in its implementation there are still obstacles. In terms of results, the evaluation of the character education program products illustrates that character education in the school culture at SD Negeri Pondok Bahar 5 has good results, even though there are obstacles in its implementation. The implementation of character education will be more efficient if there is good cooperation between the school and parents so that good habits carried out at school can also be applied at home.

Keywords: *Character Education; School Culture; CIPP Model.*

INTRODUCTION

Pondok Bahar 5 State Elementary School was founded in 1981. This school has the aim of educating students to have good character and character. The definition of character according to the Big Indonesian Dictionary (KBBI) in 1989 is a behavior, temperament, and character and character. Epistemology, character consists of two words, namely character and character. Budi in Sanskrit means awareness, understanding, mind, and intelligence. Meanwhile, character is appearance, behavior, and actualization. Therefore, if you want character education to be successful, its implementation must start from childhood and elementary school age. Some actions that reflect the low character education in this school, such as cheating, being late for school, skipping classes, dressing untidy, littering, fighting, and the lack of parental roles in character education. This indicates that formal education has not been fully successful in shaping the character of students.

Based on the results of initial interviews in character education conducted on 200 students in grades 4, 5, and 6 at Pondok Bahar 5 Public Elementary School, it can be concluded that the problems

faced by Pondok Bahar 5 State Elementary School in character education are still not evenly distributed among students. All students. Behavioral problems that arise: There are still students who do not know how to discipline in time, the importance of hygiene, some students still do not clean, go to the toilet with socks and do not clean shoes Culture S (smiles, greetings, courtesy and courtesy) All students do not do this without the teacher's reminder and lack of job responsibilities.

Pondok Bahar 5 State Elementary School has daily habituation activities. This is done in order to reinforce the character values of students and existing school members. Some of the habituation activities that have an impact on character education such as flag ceremonies that strengthen the nationalist spirit, the implementation of dhuha prayers and dzuhur prayers which strengthen the religious spirit. Character education in daily activities is expected to change the behavior of students for the better. Based on the results of observations made by researchers on schools, it appears that schools have a commitment to building a culture of character in schools. This can be seen from the vision and mission of the school which embodies outstanding, skilled, morally and environmentally friendly students who are trying to be planned and realized at SD Negeri Pondok Bahar 5. So this research focuses on evaluating the implementation of strengthening character education, the implementation process, and educational values. The roles studied apply the values of the roles that the school has introduced in planning and implementation and continue to emphasize the values of discipline, hard work and integrity, which are the preferred values in our SD Negeri Pondok Bahar 5 General Chat Chat Room

If the school provides good character education, students will apply and imitate according to the character values given. Based on this understanding, it is very important to research further about the implementation of character education in the school culture at SD Negeri Pondok Bahar 5. On the school handling field or in which school management field is compatible. Some of the activities that include character building at SD Negeri Pondok Bahar 5 include religion (reading and writing the Koran, memorizing hadith and prayer, worship, etc.), cultural arts (dancing, singing, painting, tambourine, etc.) marawis), scouting (scouts / Hizbul Wathan), and the Youth Red Cross / Little Doctor.

Character education is integrated in the learning process, which means Introduction to values Understand the importance of values and the internal organization of values of student behavior through the learning process in all disciplines, both in and out of the classroom. In school management, shared learning is implemented with role management in school management or school management.

The definition of evaluation (Anas Sudijono, 2015), which is The word appreciation comes from the English language: appreciation; Arabic: التقدير; In Indonesia they mean: Diagnosis. The true meaning of the word is; Arabic: Al-Kamekh; Indonesia means; Degrees. In terms described by Edwin Wandt and Gerald W. Brown (1977): Evaluation refers to the process or process of determining the value of something. According to this attribute, words refer to valuation: an action or process used to determine the value of something. In general, the concept of evaluation is the process of providing information about the purpose of a given activity, how benefits differ from a specific standard, to determine if there are differences and how benefits flow. General Chat Chat Lounge What has been done has been compared to the expectations achieved.

The definition of evaluation (Rusydi Ananda and Tien Rafida, 2017) is that Evaluation is derived from the word "evaluation", which is inserted into the word in Indonesian with the aim of retaining the original word with Indonesian pronunciation adjustments (Arikunto and Jabar, 2009). Furthermore, both explained that Diagnosis is the activity of gathering information about the function of something, which is then used to determine the right choice when making decisions..

(Scriven in Stufflebeam and Shinkfield, 2007) defines evaluation, namely: Evaluation is the action of commitment and assessment and evaluation process - this product product. Assessment is the process of determining the advantage and the value of something, and the evaluation is the product of this measure. In other words, the product is diagnosed to determine the advantage and values of

something. Product in the form of a written appearance of a report.

"Exercise means performing someone who has an impact or affect the action on something. It has acted an object's actions. (Earnadid Allies) explains that practice can be interpreted as a practice or application. As in a large number of room analysis means using the training body. Brown and Diocousi Reason "Performance - It is up to the end." "Performance is an engineering system for a Schbert's assertion." The definition of the above indicates that the term for the business or mechanism. The mechanism indicates that the execution is not only an activity but is an objective measure and a purpose and based on the action process. From the definition of exercise, you can explain a program or work to achieve a program or work. Mulyilitage 2016 Term It describes the Islamic view that the world revealed by the Islamic view of the world language. Mohammed to improve the ethical person (character) by Mohammad Many program. Islam is excluded to Eidualision, which is insure the system, but unless the strategy for the fact, without strategy. The complete practice of Islamic teachings (kaffah) is a character model for a Muslim, even personified by the character model of the Prophet Muhammad SAW, who has the characteristics of Shidiq, Tabligh, Amanah, Fathonah (STAF).

According to (Barnawi and M. Arifin, 2017) character education is education about character, or education that teaches the nature of character in the three realms of creativity, taste, and intention. From some of the above perspectives, it can be concluded that behavior is education an effort made deliberately by educators, carried out continuously and continuously to instill morals, feelings and behavior of students so that they become more responsible, ethical and caring through exemplary and character teaching. It is good and emphasizes a global price to make the degree of civilization that understands the value of the non-nation. Each article may contain a character of a character in the study. Elephant material in each subject or values is prepared to the education material, with the context of daily life. Therefore, the role cost is not only in a sense, it still affects internal and practical experience in society.

According to Mulyasa (2016), the first step that must be considered in the success of character education in schools is to understand the nature of character education well. This is important, because character education moves from awareness, understanding, concern, and commitment to doing or acting. Therefore the success of character education in schools really depends on whether there is awareness, understanding, concern, and commitment from All school members participate in the pedagogical practice. Killpatrick claims that human disability is one of the causes behave well even though he already has an understanding of goodness (moral understanding) is due to not being trained to do it (moral doing). Therefore, character education should be taught through various practical actions in the learning process, not too theoretical, and not limiting learning activities a lot, let alone limited in the classroom.

Character education (Mulyasa, 2016) The results of the quality of education and the purpose of educating and the consequences of the individual forms of individual forms of an individual and the quality of the education and unified and balanced entity. Expected to use free from independent education and personal education and personal knowledge and personality, and therefore they have been expressed in their behavior. As a result of education levels of education / metraja's culture, the cost of the daily traditions and the daily traditions of the daily traditions. School / Madrid cultural school, road, character, character, roles, history, character, character, character, role, character, role in the opposite of a society. According to (Barnawi and M. Arifin, 2017) the process and purpose of education through learning is nothing but a change in the quality of three aspects of education, namely cognitive, affective, and psychomotor.

From the above, it can be concluded that the purpose of character training is to make people aware as they grow up and become a knowledgeable animal. The purpose of character training is also to create a full Indonesian personality, i.e. a person who is creative, likes to work but has self-confidence, creates a sense of responsibility, is mentally harsh, has a wrong or contradictory attitude .

Do not lose Leadership. Great character and moral value.

In the Journal of Islamic Studies (Syaiful Anwar, 2014) the word "culture" is very commonly used in everyday language. Most often culture is associated with the notion of race, nation, or ethnicity. The word culture is sometimes associated with art, music, rituals, or relics of the past. In the Oxford dictionary, culture is seen more as art and all the results of human intellectual achievements carried out collectively. The word culture is used in various discourses and this is recognized because of the breadth of aspects of life that are touched. Berry describes culture in eight categories of life activities, namely (1) general characteristics; (2) food and clothing; (3) housing and technology; (4) economics and logistics; (5) individual activities and family activities; (6) societies and governments; (7) religious and scientific prosperity; And (8) sex and life cycle.

The above categorization shows how complex culture is as a concept. Culture touches all aspects of life and life. Drennan said in Sanusi, culture is how things are done around here. In a broader perspective, culture is the totality of human life, sufficient physical and spiritual elements. Koentjaraningrat formulates culture (culture) which includes the entirety of (1) ideas; (2) behavior; and (3) behavior results. This attribute shows that what is created in human consciousness, which is created by human behavior, is culture, culture is creation.. Thus, here culture is believed to be a product, whether it is in the form of an idea or already in the form of a visible or material behavior. Although a fantastic product, but a vibrant life and an interconnected human home.

The description above proves that culture is a very complex concept, which touches all aspects of life so that it may become life itself. Every culture also seems to understand what culture means in a way that is not always the same, it really depends on the aspects that are emphasized in that culture. What first appears in the minds of Indonesians when they hear the word culture, perhaps directly referring to dances, traditional arts, certain rituals or something inherited from the past. This is very likely different from what European-Americans first think when they hear the same word, perhaps more as a way of life, behavior, or speech. From this, it can be seen that an understanding of culture that is universal is a seemingly difficult step.

METHOD

This research is an evaluation research. Evaluation research intends to collect data on policy implementation. According to Arikunto, The goal of the evaluation study is to determine the implementation of inapplicable or inapplicable policies. At the same time, the method is the quality of the review. Not in the rules, only data, things, and other official documents come from a single actual document. Therefore, the purpose ability must be proved by facts thoroughly.

Qualitative research (Sugiyono, 2017) It is called the new method because it has become popular recently, and it is called the post-positivist method because it is based on the philosophy of post-positivism. This method is also called an artistic method because the research process is more artistic (less patterned), and it is called an explanatory method because the research data focuses more on the interpretation of the data found on the spot. Qualitative research methods are usually called naturalistic research methods because the research is conducted in natural conditions (natural environment); It is also called the minority method, as it is in fact widely used in cultural and anthropological research. This is called the quality method because the data and analysis collected are of good quality.

In standard research, tools are tools of people or people, respectively of the researchers themselves. As a musical instrument, the researcher must have the theory and understanding to be able to ask analytical questions., take pictures, and construct a clearer and more meaningful social situation under study. Qualitative research methods are research methods used on the basis of positivist philosophy used to study the state of natural products (as opposed to experiments), the main tools of which are researchers. The data collection technique is performed using trigonometry and data analysis. Index / General Quality of Chat Chat Lounge. The results of the qualitative study emphasize meaning,

not general.

Qualitative methods are research methods used to study the state of natural products, namely SD Negeri Pondok Bahar 5 which is located on Jl. Ciledug Indah II Kp. Poncol Kel. Pedurenan Kec. Karang Tengah, Tangerang City.

The diagnostic model used in this study is the CIPP (competition, process and product) diagnostic model. The CIPP diagnostic model is a related diagnosis, i.e. a related diagnosis. Input evaluation is the input data evaluation, process evaluation is the process evaluation and product evaluation is the evaluation of the results. Researchers use the CIPP model because the evaluation process is done in two steps: process evaluation and evaluation of results. The two results of this evaluation will see and evaluate the achievement of a policy and decision making, the obstacles and obstacles that are found, as well as the weaknesses and strengths for further development. This study will evaluate character education in school culture using the CIPP evaluation model.

According to Eko Putro Widoyoko (Rusdiana, 2017) The CIPP diagnostic model is more complex than other diagnostic models, as the purpose of evaluation is not only results, but also references, inputs, processes and results. (Widoyoko, 1980). In addition to these advantages, on the one hand, this evaluation model also has limitations. Among them, if it is not modified, the implementation level of this model in the field of classroom learning projects is low.

Description of the implementation of the CIPP evaluation research design steps: Context, This study presents school objectives, policies, and supportive environmental conditions as several indicators in the study. Because the school is a formal educational institution that strives for the maximum achievement of the objectives of learning. Schools as places for teaching and learning activities are certainly more organized than non-formal educational institutions. One of them is education at SD Negeri Pondok Bahar 5 which implements character education in school culture.

Input, input evaluation focuses on gathering important information such as school concepts, curriculum with the application of character education and school habituation, human resources, the availability of facilities and infrastructure in schools so that they can support the achievement of the goals set, and financing that supports the implementation of character education.

Process, Process evaluation (can be called monitoring) is concerned with the study of how far the implementation of character education in schools has been running effectively. Character education is an educational action to shape one's self-improvement continuously which aims to bring about better change. The main hope in character education at SD Negeri Pondok Bahar 5, namely sanping the formation of character, morals, and discipline is also expected to be able to change the mindset of students to be better and wiser in making decisions.

Product, Product evaluation, namely the evaluation of output (output). Output evaluation leads to direct results from character education. Both character changes such as character, attitude, and student decision making which can be seen in terms of academic and non-academic achievements observed at the end of the implementation of character education at Pondok Bahar 5 State Elementary School.

FINDINGS AND DISCUSSION

1. Context Evaluation

Judging from the context, the vision, mission, and goals of SD Negeri Pondok Bahar 5 are relevant to the implementation of the character education curriculum. The relevance of the SD Negeri Pondok Bahar 5 curriculum based on government regulation number 19 of 2005 regarding the national education standard article 6 paragraph 1 states that the curriculum at the primary and secondary education levels consists of five subject groups, namely groups of religious subjects and

noble morals, group citizenship and personality, science and technology subject groups, aesthetics group, and physical, sports, and health subject groups. Furthermore, paragraph 4 states "each group of subjects is carried out holistically so that the learning of each group of subjects affects the understanding and / or appreciation of students". Paragraph 5 states "all subject groups are equally important in determining the graduation of students from education units in primary and secondary education". Then paragraph 6 states "elementary school curriculum and syllabus or other forms of the equivalent emphasize the importance of reading and writing skills and fondness, numeracy skills, and communication skills". From the group of subjects above, it can be concluded that the implementation of strengthening character education achieves the goals described in the vision and mission at SD Negeri Pondok Bahar 5.

2. Input Evaluation

In the input component, the curriculum model applied at SD Negeri Pondok Bahar 5 in the development of character education and national culture is not formulated as a separate subject, but is integrated into subjects, self-development, and school culture. In the subject matter, the teacher integrates the values developed in character education and national culture into existing syllabus and lesson plans documents and is implemented in the teaching and learning process. There are two types of indicators for the values of national character and culture, They are schools and classes and articles. A. On the sides and classes as interior school and technical school and a chosen and gentinally terrible were used as a cultural school. Hint also belongs to school activities and daily school activities (traditional procedures). Subject indicator Describe the student's effective behavior in the student's specific titles. This behavior is more complicated in the area of an attitude and cultural signals, the teacher can be, teachers free, teachers free, the teacher can be free, the teacher can decide, release the teacher, release the teacher, drop the teacher, the teacher made the teacher. Time. Before the behavior is improvised, the behavior was originally initially developed.

3. Process Evaluation

In the learning process component, character education at SD Negeri Pondok Bahar 5 on character education and national culture Use active and learner-centered learning process methods, and through various activities in the classroom, school and community. In the classroom, it is developed through learning activities. These activities are usually carried out by teachers in combination with the Learning Implementation Plan (RPP). These activities are developed in accordance with the subsections of the learning theme. In schools, it is established through adjustments or planning efforts from the beginning of the school year, and is included in the academic calendar, Make it a part of school culture every day, so that students have the opportunity to develop behaviors that show national character and cultural values. In the community, through extracurricular activities, visit places where patriotism is cultivated, develop community services, and cultivate social awareness. Self-development consists of two forms of activity, namely programmed and unprogrammed. Planned self-development activities are specially planned within a certain period of time to meet the needs of individuals, groups and/or classical learners:

Tabel 1. Programmed Self-Development Activities

| Activities | Implementation |
|---|---|
| Counseling support services and activities | <ul style="list-style-type: none"> - Individual - Group - Classical (implemented by homeroom teacher and teacher in the classroom) |
| School Characteristic Activities | <ul style="list-style-type: none"> - Dhuha prayer (led by a teacher and homeroom teacher outside the classroom) - Joint gymnastics is held outside class - Tadarus - Flag Ceremony - Donations for orphans |
| Extracurricular | <ul style="list-style-type: none"> - Scouts, Paskibra - Futsal - Little Doctor - Marawis, Dance |

Self-development activities that are not programmed can be carried out as shown in the following table:

Tabel 2. Self-Development Activities Are Not Programmed

| Nature of Activities | Activity / Behavior |
|---|---|
| <i>Routine</i> , namely activities that are carried out repeatedly and regularly | <ul style="list-style-type: none"> - Class Picket - Noon prayer in congregation - Pray before and after class - Social service |
| <i>Spontaneous</i> , namely activities that are carried out immediately or without being planned in advance, this activity is carried out on impulse | <ul style="list-style-type: none"> - Giving and answering greeting - Apologize - Be thankful - Visiting people who are sick - Throw garbage in its place - Helping people who are in trouble/distress - Break up argument |
| <i>Exemplary</i> , namely actions, behavior, or characteristics that should be imitated or good to be imitated | <ul style="list-style-type: none"> - Teacher performance - Take out the trash and throw it in its place - Speak politely - Respect other people's opinions - Provide opportunities for different opinions - Prioritizing opportunities to parents, people who are weaker or needy - Obey the rules (discipline, obey time, obey the rules) |

4. Product Evaluation

The evaluation of learning products is used to help further decision-making, including the

results obtained and what to do after the program runs. It can be said that product evaluation is to see the success or failure of participants in achieving predetermined goals. Evaluation of Character Education Projects Based on Observation products illustrates that character education in the school culture at SD Negeri Pondok Bahar 5 has good results, even though there are obstacles or obstacles faced by the school in its implementation. For the results of student achievement in non-academic achievements at SD Negeri Pondok Bahar 5 for the 2019/2020 academic year are as follows:

- a. Second winner in a solo singing competition held at the District level
- b. First place in a chess competition held at the District level
- c. 3rd place in the skill competition for weaving from pandanus leaves which was held at the District level
- d. Second place in a futsal competition held at the District level
- e. 1st place in a scouting competition at the level of a rally held in Cipondoh District
- f. Second place scouting competition held at the District level

For obstacles or constraints that occur, there are some students who are still not disciplined, independent, less responsible for their obligations, and less concerned with the environment because there are still many students who litter. In addition, learning that is monotonous and saturates students, school residents have not fully understood character education, as well as the lack of communication between the school and parents.

In general, the findings of this study are slightly different from the research conducted by Yulianti entitled Evaluation of the Implementation of Character Education in School Culture at Muhammadiyah 09 Plus Elementary School, East Jakarta in 2019. The difference is seen from the school background which is entirely Muslim, while this research has public school backgrounds that comprise a wide variety of beliefs. Even though they have different school backgrounds, the results of the research are as expected by the researchers.

CONCLUSIONS

The conclusion of this research is that character education planning is contained in the vision, mission, and goals of SD Negeri Pondok Bahar 5 which are then integrated into the curriculum and implemented through a process of learning and habituation, as well as programmed and unprogrammed Personal development. Then, to prepare suitable teachers for the implementation and implementation of a specific education for students, the school offers all teachers and staff a proposal, which is carried out every three months by the administrators, as well as the supervision of the principal. Pondok Bahar State Elementary School 5. In the implementation process Character education at SD Negeri Pondok Bahar 5, character education material is applied to every subject, especially for the subjects of Religious Education, Citizenship Education, and Character. As for subjects that are scientific in nature and have definite results, the application of character education is only a small part in it. The implementation of teacher monitoring already has a connecting book that is given to all students to monitor the development of character education when students are at home, while assessments at school and in class are carried out with written assessments. In academic and non-academic achievement, students who show good character dominantly have good achievement. When it comes to academic performance, it is seen that every year the number of students undergoing the test increases, which is almost 90% of the number of students entering public schools. Meanwhile, non-academic assessments can be seen in the activeness of students in participating in extracurricular activities and can be proven by awards such as trophies, certificates, or certificates. As for the assessment of character, it can be assessed by providing an attitude assessment in the form of letters at the end of the semester assessment. The implementation of character education at SD Negeri Pondok Bahar 5 has been as expected by the school, although in

its implementation there are still obstacles. These obstacles include the lack of awareness of students, such as not fully implementing 5S culture (smile, greeting, greeting, courtesy, and courtesy), being late to school, forgetting to bring textbooks, throwing garbage out of place, disorderly during flag ceremonies, truancy. when scouting extracurricular activities, there is a different understanding of school members about character education, and a lack of communication between the school and parents.

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