

Development of Character Education Module Based on Culture Degrees to Grow Nationalism Attitude at Junior High School of Pati Regency

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Abstract: The purpose of this research are 1) analyzing the need for cultural title-based character education modules to foster nationalist attitudes, 2) developing cultural title-based character education modules, 3) analyzing the effectiveness of implementing cultural title-based character education modules to foster nationalist attitudes, 4) describing the impact application of cultural degree-based character education. This research includes research and development (Research and Development). The subjects of this study were class VIII students and teachers in Junior High School of Pati regency in Sub Rayon 04 Jakenan Pati. The product of research and development is a character education module based on cultural degrees to foster nationalism. The research results obtained: 1) data from observations of module requirements for students averaged 2.17% and data from observations of module requirements for teachers amounted to 1.90%, 2) the feasibility of cultural degree-based character education modules was obtained from the results of material expert validation 91 % and the results of module expert validation were 90%, 3) the effectiveness of the module was obtained from the percentage of student responses with an average of 85.48% and teacher responses with an average of 85.13%, 4) the impact of implementing cultural degree-based character education modules can foster an attitude of nationalism , obtained from the results of observations showed that the average student character between before and after using the module had increased from initially 49.64% to 86.43% .

Keywords: Module, character education, cultural degree, nationalist attitude

1. Introduction

There is a period of globalization, education one of the most important things to prepare for future success. Education is expected to be able to give birth to an educated society with noble morals and be able to increase public awareness to live harmoniously, tolerant in pluralism, democratic national insight and global insight. Triwiyanto (2021) education is defined as an effort to humanize humans, namely an effort in order to help humans (students) to be able to live in accordance with human dignity. According to Sujana (2014) said the education is an effort to help the souls of students, both born and mental, from their nature towards a better human civilization.

Ki Hajar Dewantara has explicitly emphasized that education is an effort to promote the growth of ethics (inner strength, character), mind (*intellect*) and child growth. These parts must not be separated so that we can promote the perfection of our children's lives. Law number 20 of 2003 concerning the national education system has affirmed that national education has the effect of developing the ability and shaping the character and civilization of the nation that is useful in order to educate the nation's life, aims to develop the potential of students to become human beings who believe and are devoted to God Almighty, have noble character, healthy, knowledgeable, capable, creative, independent and become democratic and responsible citizens (Sudrajat, 2011). In connection with this, the implementation of national education, especially primary and secondary education, is on the right track, because it has provided character education while forming intellectuality in the form of competence (Isbandiyah & Supriyanto, 2019).

Hikmasari et al. (2021) define character education as a component of science, willingness and behavior that is grown to carry out character or personality values, either vertically to God or horizontally, namely to oneself, fellow humans and the surrounding environment. Wulandari and Kristiawan (2017), argue that character education is an activity that has

a movement to educate individual humans as the successors of the nation in the future. According to Setiawati (2015) character education is a science given to create a country that can be viewed by the international world and God, that the nation is moral, ethical and dignified. According to Suhardi (2018), character education as a serious effort to help someone understand, care, and act with a core foundation of ethical values" Based on the description above, it can be concluded that character education is an activity to instill character values in the younger generation in order to become a moral and dignified nation.

Character education is a joint effort of all school residents to create a new culture in schools, namely character education culture (Jalil, 2016). Schools are required to play their roles and responsibilities to instill, develop good values and help students shape and build their character with noble values. Character education is a variety of efforts made by various school personnel, even those carried out together with parents and community members to help children and adolescents to become or have a caring, opinionated, and responsible nature (Fathinnaufal & Hidayati, 2020). Character education at the level of educational units leads to the formation of school culture, namely the values that underlie behavior, traditions, daily habits and symbols practiced by all school residents, and the surrounding community (Farhani, 2019). The purpose of character education. According to Trahati (2015) character education aims to form individuals who are moral, have good personalities, have morals and dignity through the education system

In schools, the Strengthening Character Education movement occupies a foundational and strategic position when the government launched a revolution in the nation's character as stated in Nawacita which stirred up a national movement of mental revolution. Firdaos (2017) stated that efforts to strengthen character education have also long been carried out by the government, including by carrying out the National Movement for National Character Education in 2010 which was then followed by the Strengthening Character Education program in 2016. This is in accordance with one of Nawacita's points through the Mental Revolution Movement of the Ministry of Education and Culture the Strengthening Character Education movement places character values as the deepest dimension of education that cultivates and civilizes educational actors. There are five main character values, namely religious, nationalist, independent, mutual aid and integrity that are interrelated to form a network of values that need to be developed as a priority of the Strengthening Character Education movement.

Adriani et al. (2018) stated that one of the government's efforts on character education is the Strengthening of Character Education which is integrated in the National Movement of Mental Revolution, namely changes in the way of thinking, behaving and acting for the better. Permendikbud Number 20 of 2018 PPK refers to the school culture-based approach as referred to in paragraph (1) point b carried out by a) emphasizing the habituation of main values in school daily life; b) provide an example between school residents; c) involving all education stakeholders in the school; d) establish and comply with school norms, regulations, and traditions; e) develop school uniqueness, excellence, and competitiveness as a school characteristic; f) provide ample space for students to develop their potential through literacy activities; and g) especially for students at the basic education level or secondary education level education units are given ample space to develop potential through extracurricular activities.

Five main values in Strengthening Character Education include: 1) religious; 2) nationalist; 3) independent; 4) mutual aid, and 5) integrity. Among the five main values, researchers take the character of nationalism which according to researchers is very fundamental in fostering an attitude of love for the motherland. Indicators that the characteristics of being nationalist or love the land include appreciating the services of national figures/heroes; willing to use domestic products; appreciate the natural beauty and culture of Indonesia; memorize national anthems; choose to travel within the country. According to (<https://materibelajar.co.id/pengertian-nasionalisme>) nationalism is an understanding that creates and maintains the sovereignty of a country by realizing a concept of common identity for a group of people who have the same goals and desires in realizing national interests. There are also those who define that nationalism is a political attitude of the people of a nation that has similar cultures, and regions and similar goals and ideals or desires, with that the people of a nation will feel loyalty to the nation.

The younger generation is beginning to see signs of leaving local culture and switching to western culture, such as in the fields of art, fashion, hobbies, food tastes, entertainment, language, lifestyle, children's interaction with parents, children's interactions with teachers. The waning of nationalism can threaten and destroy the Indonesian nation. If not cultured, the values of local wisdom will fade which results in the degradation of the nation's morals. In this case, moral goodness becomes the philosophy of life of society, and a guide to carry out the process of life. If the value of local wisdom decreases, it becomes a threat to the existentialism of a generation (Sari et al., 2015).

The waning of nationalism can threaten and destroy the Indonesian nation. Many factors cause fading nationalism, one of which is globalization. Triwiyanto (2021) states that the process of globalization can have a negative impact, namely a shift in personality orientation. The challenges of global life have had an impact on the lives of Indonesian people. Maulana (2022) in the impact of globalization on education stated that globalization has a positive impact on education, namely 1) a learning system that is not always face-to-face; 2) ease of access to educational information; 3) improving the quality of educators; 4) improving the quality of education; 5) exchange students; 6) encourage students to create innovative work. And the negative impact is 1) decreased moral quality of students; 2) increasing social inequality; 3) the erosion of local culture; 4) the emergence of fast-paced and instantaneous traditions; 5) commercialization of education. According to Widiyono (2019) the cause of waning nationalism and patriotism among the younger generation is external factors: a) the rapid flow of globalization has an impact on youth morale. They prefer

and like the culture of other countries, rather than the local culture of their own nation, for example young people feel more proud if they use the language of other countries, prefer and proud when knowing and updating about the culture of other nations, and also prefer to use minimal clothes rather than using batik as a characteristic of the Indonesian nation; b) Liberalism that easily entered Indonesia due to globalization caused the emergence of individualism that was only selfish without caring about the surrounding environment and government; c) the fading of the attitude of love for domestic products. Because of the rise of foreign products in Indonesia in the form of clothing, food, and so on. The youth feel that when using foreign products feel more modern and when using local products feel old school and old-fashioned. According to Widiyono (2019) various problems resulting from the fading spirit of nationalism and patriotism that have occurred lately are that many young people have experienced mis-adjustments and are involved in an interest that is only selfish and sometimes does not care and does not want to know how our heroes fought hard to gain independence.

The implementation of student character building through nationalism culture program is the principal's strategy in building student character through nationalism culture program (Trihantoyo, 2019). The implementation of character education through nationalism cultural programs is realized in the form of activities to integrate education and culture through cultural degrees. With culture-based character education, they will love their local culture more, so that they will strengthen their love for the nation's culture, and national resilience will be stronger because the foundation is getting stronger (Triwiyanto, 2021).

The form of activity to integrate between education and culture is through a cultural degree. The school holds cultural degrees to introduce the richness of Indonesian culture to students. For example, regional clothing degree, traditional food degree, traditional music degree, traditional performance degree. PPK based on cultural degrees focuses on the formation of a culture that presents nationalism values, including love for the motherland, appreciating the services of heroes, willing to sacrifice for the interests of the nation and state, prioritizing unity and unity, having a reformer spirit and tireless, having a tolerant attitude towards fellow humans.

To facilitate the implementation of cultural degree-based Character Education Strengthening, a cultural degree-based Character Education Module was designed to foster nationalism character. The development of character education modules is carried out as one of the efforts to support the achievement of the 2013 curriculum. The development of the character education module is an effort made to describe the specifications of the activity design to be realized, so as to produce a new product, namely the character education module. Through the development of character education modules, students can be formed by referring to the character education strengthening program of the Ministry of Education and Culture. Although the character of students is different, it is hoped that the character education module developed can be used as an alternative reference in fostering nationalism attitudes.

According to Tjiptiany et al. (2016) modules are teaching materials that are arranged systematically and interestingly that contain material content, methods, and evaluations that can be used independently. According to Daryanto (2013) modules are a form of teaching materials that are packaged completely and systematically, consisting of a set of planned learning experiences and designed to help students master specific learning goals. According to Septyenthi et al. (2014) that modules are one form of mold-based teaching materials designed for independent learning by learning participants, therefore modules are equipped with instructions for independent study.

The character education module contains guidelines in organizing cultural degrees by schools so that they can foster nationalism attitudes in Junior High School of Pati Regency. The character education module explains about the implementation of cultural degrees in schools in one semester with the theme of batik culture and traditional food degrees, cultural degrees in semester 2 with the theme of heroic stories and national and regional songs, retired cultural degrees with the theme of archipelago culture.

In this study, researchers imply cultural degree-based character education to foster nationalism attitudes with the effectiveness of using modules. The character education module is one of the most important aspects for schools in fostering nationalism. By using the cultural degree-based character education module, it will be able to motivate teachers and principals to be able to foster nationalism attitudes in Junior High School of Pati Regency. The character education module contains guidelines in organizing cultural degrees by schools so that they can foster nationalism attitudes in Junior High School of Pati regency. The character education module explains about the implementation of cultural degrees in schools in odd semesters with the theme of batik culture and traditional food degrees, cultural degrees in semester 2 with the theme of heroic stories and national and regional songs, retired cultural degrees with the theme of archipelago culture. The objectives of this study are as follows: Analyzing the need for cultural degree-based character education modules to foster nationalism attitudes in Junior High School of Pati Regency. Testing the design of cultural degree-based character education modules to foster nationalism attitudes in SMP Pati Regency. Determine the effectiveness of the cultural degree-based character education module to foster nationalism in Junior High School of Pati Regency. Describe the impact of the implementation of cultural degree-based character education on nationalism attitudes in Pati Regency.

2. Methodology

This research uses a development research model. Sugiyono (2013) explained that research and *development* (R&D) is a process used to develop and validate educational products. The steps of this process are usually referred to as the R&D

cycle, which consists of studying the research findings relating to the product to be developed, developing a product based on these findings, the testing field in the setting where it will be used eventually, and revising it to correct deficiencies found in the proposing testing stage. R&D can also be defined as research methods deliberately, systematically, purposefully or directed to find, formulate, improve, develop, produce, test the effectiveness of certain products, models, methods / strategies / ways, services, procedures that are superior, new, effective, efficient, productive, and meaningful (Putra, 2015). Another explanation by Sugiyono (2013) that the research and development method is a research method used to produce a certain product and test the effectiveness of the product. He also explained that research and development methods can be interpreted as a scientific way to research, design, produce, and test the validity of products that have been produced. This research and development activity based on the above understanding can be abbreviated to 4P (Research, Design, Production, and Testing).

This research uses a research and development model as explained by Sugiyono (2013), where there are 10 steps, namely: 1) Potential and problems, 2) Data collection, 3) Product design, 4) Design validation, 5) Design revision, 6) Product trials, 7) Product revisions, 8) Use trials, 9) Product revisions and 10) Mass production. However, in the research and development of cultural degree-based character education modules to foster students' nationalism attitudes in SMP Pati regency, only seven steps were carried out. To save time, cost and energy, design revisions, usage trials and product trials are eliminated. Based on the need analysis, it is necessary to develop a character education module based on cultural degrees to grow the character of students, especially nationalism attitudes to face the era of globalization.

The data was obtained from observations and interviews delivered to students and teachers at the research site. The assessment of material experts, module experts is also used as a source of data in revising development products. Data collection was carried out by observation, interviews and questionnaires. Data collection techniques use triangulation techniques. According to Sugiyono (2013), triangulation data collection techniques are defined as data collection techniques that combine various data collection techniques and existing data sources. Design the product design to be developed. Products produced in research and development in the form of new work systems / work programs are created so that the implementation of work is easier, faster, economical, comfortable, effective, and attractive and can increase the satisfaction of the parties served (Sugiyono, 2013). The product in this study is in the form of a cultural degree-based character education module to develop nationalism attitudes.

Design validation by experts or internal testing is carried out to assess whether the design/prototype of a cultural degree-based character education module is feasible or not, effective or not. This validation is still an assessment based on rational thinking, not field facts. Product validity can be done by presenting several experts or experienced experts to assess the new product designed (Sugiyono, 2013). Module trials aim to see the effectiveness of the modules developed. Field testing aims to analyze the effectiveness of the implementation of character education modules based on cultural degrees, whether it can have a positive impact on the formation of student character, whether it is effective to be used as a character education program to foster nationalism in students.

Field tests were conducted on grade VIII students in five junior high schools in sub rayon 04 Jakenan. The number of Junior High Schools in sub rayon 04 Jakenan Pati Regency is 8 schools. Sampling will be taken by 5 schools located in one sub-rayon to make it easier to collect data. The data collection technique to be carried out is triangulation or combined, which is a data collection technique that combines various data collection techniques and existing data sources. Researchers used participatory observation, in-depth interviews, documentation and questionnaires for the same data source simultaneously (Sugiyono, 2013). This qualitative descriptive analysis is carried out starting from analyzing needs, research on the implementation of cultural degree-based character education modules, as well as the development stage, namely expert tests and field tests. The data analysis used is qualitative descriptive data analysis. Qualitative descriptive data analysis in testing the effectiveness of using character education modules using the calculation of the percentage of character of students who appear and the percentage of responses of students and teachers. Data collection techniques using observation sheets and questionnaires containing question maps to determine the responses or responses of students and teachers to the use of cultural degree-based character education modules to foster nationalism attitudes in SMP Pati Regency.

3. Results and Discussion

The results of observations of module needs for students from five junior high schools in sub-rayon 04 Jakenan Pati Regency obtained an average of 2.17. Based on Table 1, it shows that schools in SMP Pati Regency really need a character education module based on cultural degrees to foster nationalism.

Table 1. Recapitulation of module requirement observation results

	School Name	Aspects					Average Necessity
		A	B	C	D	E	
1	SMP N 1 Jaken	2.20	2.29	2.46	2.16	2.25	2.27
2	SMP N 2 Jaken	2.13	1.86	2.26	2.06	2.20	2.10
3	SMP N 2 Jakenan	1.94	2.41	2.11	2.29	2.29	2.21

continued

4	SMP N 1 Pucakwangi	1.80	2.15	2.20	2.10	2.25	2.10
5	SMP N 2 Winong	2.25	2.21	2.25	1.89	2.28	2.18
Average of each Score		2.06	2.18	2.25	2.25	2.25	2.17

The results of the observation of module needs for teachers from five junior high schools in the sub-rayon observation of module needs for students from five junior high schools in sub-rayon 04 of Jakenan Pati Regency obtained an average of 1.90. Based on Table 2, it shows that schools in SMP Pati Regency really need a character education module based on cultural degrees to foster nationalism. Based on the results of research on the character of students before the application of the cultural degree-based character education module to foster nationalism attitudes, the initial character of students seen in five junior high schools in Pati Regency averaged 49.64 in the less category. Shows that students in the five junior high schools lack nationalism. This shows that schools in Pati regency really need a cultural degree-based character education module that can shape the character of students, especially the character of strong nationalism and culture. Based on the results of observations, the need for cultural degree-based character education modules for students with an average of 2.17 and teachers with an average of 1.90 in the category often need.

Table 2. Recapitulation of observations on the need for cultural degree-based character

No	School name	Average score	Module requirements
1	SMP N 1 Jaken	2.00	Frequent need
2	SMP N 2 Jaken	1.40	Desperately need
3	SMP N 2 Jakenan	1.60	Desperately need
4	SMP N 1 Pucakwangi	2.40	Frequent need
5	SMP N 2 Winong	2.20	Frequent need
Average score		1.90	Desperately need

The results of the validation of the material test by experts are that the module is feasible in the aspect of content, writing. The validation results reached 91% of the eligible categories for use in Junior High School of Pati Regency. Table 3 shows of material test validation results. Module validation is related to the physical form of the module, carried out by two experts. The results of module validation reaching 90% in the very good category mean that the module is feasible to be applied in Junior High School of Pati regency.

Table 3. Recapitulation of student response results to cultural degree-based character education module based to foster nationalism in junior high school of Pati regency

School name	Percentage (%)	Response criteria
SMP Negeri 1 Jaken	91.66	Very high
SMP Negeri 2 Jaken	80.00	Tall
SMP Negeri 2 Jakenan	76.47	Tall
SMP Negeri 1 Pucakwangi	90.00	Very high
SMP Negeri 2 Winong	89.28	Very high
Average percentage	85.48	Very high

The effectiveness of the module can be seen from the percentage of responses of students and teachers with questionnaires. Questionnaires are distributed to students and teachers individually after the module has been tested in the field. The average percentage of positive responses from students reached more than 75%, reaching 85.4%. The average percentage of positive responses from teachers reached more than 75%, reaching 85.13%. From Table 4, teacher response results in answering closed questionnaires, it shows that culture-based character education is also effective for fostering nationalism character in students.

Table 4. Recapitulation of the results of teacher responses to the education module character-based culture degree to cultivate attitudes nationalism in junior high school of Pati

No	School name	Percentage (%)	Response criteria
1	SMP Negeri 1 Jaken	88.88	Very high
2	SMP Negeri 2 Jaken	87.50	Very high
3	SMP Negeri 2 Jakenan	87.50	Very High
4	SMP Negeri 1 Pucakwangi	80.00	Tall
5	SMP Negeri 2 Winong	81.81	Very high
Average percentage		85.13	Very high

The cultural degree-based character education module has a positive impact in fostering nationalism attitudes. Looking at the table of teacher response results in answering closed questionnaires, shows that culture-based character education is also effective in fostering nationalistic character in Pati Regency Middle School students. This can be seen in the character data of learners before the implementation of the cultural degree-based character education module and after the implementation of the cultural degree-based character education module. Before the implementation of the degree-based character education module, the culture of student nationalism character was still lacking, from the observations showed that the average character of students between before and after the use of the module increased from 49.64% to 86.43%.

The character education module based on culture is effective for fostering nationalism attitudes in SMP Pati Regency. It can be seen in Table 5, student response results in answering the questionnaire shows, SMP Negeri 1 Jaken student response reached 91.66%, SMP N 2 Jaken student response reached 80% of students, SMP N 2 Jakenan student response reached 76.4%, SMP N 1 Pucakwangi student response reached 90%, SMP N 2 Winong student response reached 89.2%. The average percentage of positive responses of students reached more than 75%, reaching 85.4%. Looking at the table of teacher response results in answering closed questionnaires, it shows that character education based on culture is also effective for growing nationalism character in students. The results of teacher responses in five junior high schools in sub-rayon 04 Jakenan Pati Regency were, SMP N 1 Jaken teacher response reached 88.88% very high category, SMP N 2 Jaken reached 87.50% very high category, SMP N 2 Jakenan reached 87.50% very high category, SMP N 1 Pucakwangi reached 80.00% high category and SMP N 2 Winong reached 81.81% very high category. The average percentage of positive responses from teachers reached more than 75%, reaching 85.13%. Students and teachers enthusiastically welcomed the application of cultural degree-based character education modules to foster nationalism. After the module was tested in five junior high schools in Pati Regency, it had a positive impact on the formation of nationalism character of students in Pati regency Junior High School. Recapitulation of the results of observations of the character of students after the application of the cultural degree-based character education module to establish an average nationalism attitude of 86.43 in the good category.

Table 5. Recapitulation of student character observation results

No	School name	Visible character of students					Average	Category
		A	B	C	D	E		
1	SMP Negeri 1 Jaken	89.58	82.29	84.38	83.33	88.54	85.62	Good
2	SMP Negeri 2 Jaken	86.67	88.33	83.33	88.33	85.00	86.33	Good
3	SMP Negeri 2 Jakenan	83.82	85.29	83.82	88.24	89.71	86.17	Good
4	SMP N 1 Pucakwangi	88.75	82.50	90.00	83.75	85.00	86.00	Good
5	SMP Negeri 2 Winong	89.29	88.39	85.71	90.18	86.61	88.03	Very Good
Sum							432.15	
Average							86.43	Good

4. Conclusion

Based on the results of research on the character of students before the application of the cultural degree-based character education module to foster nationalism attitudes, the initial character of students seen in five junior high schools in Pati Regency averaged 49.64 in the less category. Shows that students in the five junior high schools lack nationalism. This shows that schools in Pati Regency really need a cultural degree-based character education module that can shape the character of students, especially the character of strong nationalism and culture. Based on the results of observations, the need for cultural degree-based character education modules for students with an average of 2.17 and teachers with an average of 1.90 in the category often need. The product in this research and development is a cultural degree-based character education module to foster nationalism attitudes. The final product that has been validated by material experts and module experts is designed to include aspects of content feasibility, implementation feasibility and school literacy-based movements, aspects of language feasibility, and feasibility of student activities. The number of scores from material expert validators showed 47 with an average score of 3.91 and the number of scores from module expert validators was 54 with an average score of 3.60. If the score is matched with the predicate table, it can be concluded that the product in the form of a cultural degree-based character education module is feasible to be applied in junior high school with good assessment criteria.

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