

Implementation of Al-Islam Kemuhammadiyah Character Education through the Merdeka Curriculum in Class VI of Muhammadiyah 1 Elementary School, Sorong City

Tarmizi Tahang¹, Misriandi², Ambo Tang³

^{1,2} Universitas Muhammadiyah Jakarta, ³Universitas Pendidikan Muhammadiyah Sorong
tarmizitahang.ums1@gmail.com¹, misriandi@gmail.com², amboabuaenun@gmail.com³

Abstract

Forming the character of students from an early age is an important foundation in creating a generation with dignity and value. This research aims to describe the implementation of character education based on Islamic and Muhammadiyah values through the Merdeka Curriculum approach at Muhammadiyah Elementary Schools 1 and 2, Sorong City. The research uses a descriptive qualitative method with a literature study and field observation approach. The results show that the integration of character values through ISMUBA subjects and extracurricular activities such as Duha Prayer, Tahfidz Qur'an, and Hizbul Wathan Scouting has a positive impact on changes in student behavior, such as increasing discipline, responsibility, and awareness of worship. Supporting factors in implementing character education include the availability of facilities, teacher involvement, and the flexibility of the Independent Curriculum. However, obstacles such as limited resources, teachers' understanding of the curriculum, and the negative influence of the digital environment are still challenges that need to be overcome. Overall, character education integrated with Islamic values has proven to be effective in shaping students' positive behavior, as long as it is supported by synergy between school, family and community.

Keywords: Effectiveness of Character Education, Elementary School, Supporting Factors

Introduction

Forming a child's character into a dignified and valuable student requires a long process. Early childhood to adolescence is the right time for character education. Education in Indonesia currently only conveys knowledge without sufficiently instilling character values, causing moral problems. Character education must go through school culture so that children develop better in a positive way.

The aim of character education through school culture is to create a comfortable atmosphere with healthy communication and interaction between Primary School of Muhammadiyah 1 Sorong City, students, parents, community and government. The national education system is still being questioned in alleviating backwardness. Indonesia as a large archipelagic country still faces problems of poverty, illiteracy and underdevelopment.

Character education is a solution to face the negative impacts of globalization, especially for students in the Muhammadiyah environment. Islamic values, nationality, integrity, togetherness and excellence must be developed in every Muhammadiyah educational institution. The Muhammadiyah organization has an enlightening mission, with ISMUBA (Al Islam, Muhammadiyah, and Arabic) as a distinctive subject that differentiates it from other schools.

The implementation of Al-Islam Kemuhammadiyah character education learning at Muhammadiyah 2 Elementary School in Sorong City within the framework of the Independent Curriculum is still faced with several problems that need to be considered, namely in terms of Limited Resources. One of the main problems is limited resources, including textbooks, learning materials and adequate facilities to support Islamic character learning. This can affect the quality of teaching and students' understanding of the values of Al Islam Kemuhammadiyah. Next is Teachers' Understanding of the Independent Curriculum Concept: There may be obstacles in teachers' understanding of the Independent Curriculum concept, especially in integrating the values of Al Islam Kemuhammadiyah. Lack of understanding can hinder the effective implementation process, due to the mismatch of learning materials with local context: the Merdeka Curriculum must be appropriate to the local context and student needs.

Incompatibility of learning materials with local realities in Sorong can cause irrelevance and lack of student interest in learning the character of Al Islam Kemuhammadiyah, as well as less systematic evaluation and monitoring: The evaluation and monitoring process for learning the character of Al Islam Kemuhammadiyah may not be carried out systematically. The lack of evaluation can make it difficult to identify students' development and success in internalizing these values, and the involvement of parents and the community in supporting the learning of Al Islam Kemuhammadiyah characters at Primary School of Muhammadiyah 2 Sorong City may not be optimal. Good cooperation between schools, parents and the community is very important to ensure the effective implementation of these values in students' daily lives.

To overcome these problems, it is necessary to carry out a comprehensive evaluation of curriculum implementation, training for teachers in understanding and integrating Islamic values, as well as increasing the involvement of parents and the community in supporting character education at Primary School of Muhammadiyah 1 Sorong City. Next, the main challenge is how to optimally integrate Al-Islam and Muhammadiyah values within the Independent Curriculum framework which has a flexible and project-based approach. This approach requires adapting learning materials to make them relevant to religious and organizational values.

Student involvement in project-based learning often faces obstacles, such as students' lack of understanding of the concept of character that they want to instill or limited resources that support learning. The need for facilities and learning media that support the implementation of Al-Islam and Muhammadiyah-based character education in schools is still limited, thus preventing maximum results from being achieved, and assessments of the success of character education are not yet fully standardized, especially in measuring the extent to which Al-Islam and Muhammadiyah values are internalized by students in everyday life.

The aim of this research is to explore the implementation of Al Islam Kemuhammadiyah (AIK) Character Education learning in the Merdeka curriculum at Muhammadiyah 1 Elementary School, Sorong City. The main aim of this research is to evaluate the effectiveness and relevance of the integration of Islamic Kemuhammadiyah character values in the learning process at the school. This research also aims to explore obstacles that may arise during the implementation of character learning, as well as provide recommendation for improvements that can improve the quality of character education at Primary School of Muhammadiyah 1 Sorong City.

The expected benefit from the results of this research is to serve as a guide for schools in optimizing the learning strategies that have been adopted, as well as providing recommendations for improvement if deficiencies or obstacles are found in implementation. Apart from that, this research can make a real contribution to the understanding of how character education can have a positive impact on student development, both from an academic and social-emotional aspect. Through data analysis and research findings, empirical evidence can be found that supports the benefits of Al Islam Kemuhammadiyah character education in shaping student character. This research can also be a reference for other educational institutions that have similar goals in integrating Islamic values in their curriculum. Thus, this research not only provides a local contribution at Primary School of Muhammadiyah 1 Sorong City but can also be a reference for curriculum development and implementation of character education in various Islamic education institutions in Indonesia.

Character Education is a deliberate effort to help someone so that he can understand, pay attention to and implement core ethical values. Character education emphasizes values that students need to understand, pay attention to and apply, such as responsibility, honesty, caring, fairness, and so on. Character education according to (Ausop, 2014) explains the essence of character education is the process of guiding students so that changes in behavior, changes in attitudes and changes in culture occur which will ultimately create a civilized community. In the Islamic context, it turns out that the implementation of character education in forming good moral values, ethics, good manners, responsibility, honesty and others is already stated in the

Al-Quran. In surah Al Ahzab verse 21, namely. In this quote, it can be interpreted that in fact, there is someone who is our role model, namely the Prophet Muhammad SAW in his attitude and behavior, in this case the context is character education. Pendidikan Karakter Dalam Kurikulum Merdeka

Education which indicates that the curriculum is an important part of every educational effort. This shows that the process of interaction between teachers and students, resources, and the environment is the core of every educational activity. The curriculum is the core of education in the intrinsic sense, which means that all aspects of education are based on the curriculum. The curriculum determines all school activities and events. Therefore, the curriculum functions as the basis and controller of educational activities. Meanwhile, environmental factors are things that are within the reach of society and individuals. So efforts to develop or educate a person's character can be carried out by society or individuals as part of the environment through engineering environmental factors. Based on the theory above, the Independent Curriculum launched by the Indonesian government emphasizes developing student competencies through a project-based approach and contextual learning. One important aspect of the Merdeka Curriculum is strengthening character education. In the context of Al- Islam and Muhammadiyah (AIK) education, this is in line with Islamic and national values which are the main pillars of Muhammadiyah.

Character education in the Merdeka curriculum takes a holistic approach, where character values are not only taught through special learning, but are also applied in students' daily lives. The Merdeka curriculum integrates character education into all aspects of school life, including extracurricular activities, social activities, and student-teacher interactions. This is in accordance with research results (Iis Nurasiah1 2022). It was found that students who took character education in the Merdeka curriculum showed increased moral understanding, empathy and social skills. This research shows that character education integrated into the Independent Curriculum can contribute to the overall development of students.

Character education in the Merdeka Curriculum is very relevant to Al-Islam and Muhammadiyah education. With this, the author will take an integrated approach, AIK education can become a strong foundation in building a young generation who have faith, knowledge and noble character in accordance with Islamic values and the vision of Muhammadiyah. Creative and adaptive implementation will make AIK a key element in supporting the goals of the Independent Curriculum.

In an effort to shape the character of students so that they become religious individuals, Primary School of Muhammadiyah Kademangaran Tegal Regency has created a hidden curriculum in the form of a habit in the form of every morning before Teaching and Learning Activities (KBM) begin, all students make it a habit to read the Asmaul Husna, memorize prayer readings according to the Tarjih Muhammadiyah manhaj, and read and memorize the 30th juz of the Al- Qur'an. Apart from that, students. The implementation of charitable science and scientific charity during learning at Primary School of Muhammadiyah Kademangaran, Tegal Regency is in the form of the KBM process for ISMUBA subjects. In the ISMUBA subject, religious teachers provide the basics of practices worth worshipping in accordance with the hadith or sunnah contained in the Tarjih Muhammadiyah Decision Collection. So that students when performing worship can understand the legal basis.

This research fills the gap of previous researches that only focused on the character education. Meanwhile, the novelty of this research is about how the implementation of Al-Islam Muhammadiyah Character education through the Merdeka Curriculum in elementary school.

Research Methods

This research uses descriptive qualitative research using library research literature. Literature study is a method carried out by collecting data and taking notes, literature study by reading various sources as reference material including articles, journals that are accurate and relevant as well as observations to support the author's arguments using descriptive analysis methods. The sources used in this research also come from journals from Google Scholar which are related to character education with Al Islam Kemuhammadiyah Education with a combination of the two ISMUBA curricula and the Merdeka Curriculum which emphasizes quality learning with the character of the Pancasila student profile so that they have skills that are ready to face global challenges, but while still upholding Islamic religious values in accordance with the Muhammadiyah understanding stated in Al Islam Kemuhammadiyah learning.

The research population that will be used in this research is divided into four parts, namely one class VI, the Deputy Head of Curriculum, and the Deputy Head of Student Affairs are trying to be in the class of the 2024/2025 academic year as research participants.

Data analysis in qualitative research is a systematic process carried out to understand, interpret and organize data obtained during research. This process involves an in-depth study of data in the form of interviews, observations, or documents with the aim of finding patterns, themes and meanings that are relevant to the phenomenon being studied. In qualitative research, data analysis is inductive, where the researcher seeks to build understanding from the data directly, without relying on a strict initial hypothesis. This process usually includes coding data, grouping themes, and creating interpretations based on the research context. The results of qualitative data analysis are expected to provide in-depth and holistic insight into the problem or phenomenon that is the focus of the research.

Results and Discussion

1. Implementation of Character Education

Character education successfully integrates Islamic values in the learning process, with the aim of providing education that is balanced between academic and spiritual. Activities both inside and outside the classroom support the formation of student character.

Extracurricular activities provide practical experiences that enrich character learning. Teachers have an important role in implementing character education, by providing real examples and conducting learning evaluations to ensure the internalization of values by students.

Based on the results of observations made at Primary School of Muhammadiyah 1 Sorong City, the implementation of character education at this school shows a systematic and comprehensive effort. The character education taught integrates the values of Al Islam Kemuhammadiyah in every learning process. This does not only focus on academic aspects, but also on forming students' characters in accordance with religious and cultural values. Teachers at this school use a variety of appropriate methods to deliver character education, ensuring that students not only understand but also internalize these values.

The implementation of character education at Primary School of Muhammadiyah 1 Sorong City has also proven effective. Students show changes in behavior that reflect character values such as honesty, responsibility and discipline. This is not only visible in their daily behavior, but also in their interactions which reflect the Islamic values of Muhammadiyah. Teachers also carry out learning evaluations to ensure that students can understand and apply character values in their lives, which is an important step in improving the quality of character education

1) Implementation of Character Education through Observation

Character education at this school integrates the values of Al Islam Kemuhammadiyah in the teaching and learning process. This shows that student character formation does not only focus on academic knowledge, but also on

strengthening religious and cultural values. Teachers at this school have used appropriate methods to teach character education. This appropriate method will ensure that students not only understand, but also internalize the character values taught. Students are involved in various activities that support character formation, both inside and outside the classroom. This activity helps students to apply character values in their daily lives. Apart from formal learning, there are activities outside the classroom that strengthen character formation. This reflects the importance of practical experience in supporting students' character development. Teachers are expected to provide real examples in implementing character values. This is very important because students tend to imitate their teachers' behavior in shaping their personal attitudes and character.

2) Effectivity of Character Education

One of the goals of character education is to see changes in student behavior. Based on observations, students at this school show behavior that reflects character values such as honesty, responsibility and discipline. This shows that character education has a positive impact on students. Interactions between students also reflect the values of Al Islam Kemuhammadiyah. This indicates that character learning does not only occur in the classroom, but is also reflected in students' social relationships and daily interactions. The teacher reflects or evaluates the character learning that has been taught. This evaluation is important to find out the extent to which students absorb the values given and to improve the quality of character education teaching in the future.

3) Supporting and Inhibiting Factors

The facilities provided by the school support the implementation of character education. With adequate facilities, the character education process can run more smoothly and effectively. The school principal and staff provide strong support for the implementation of character education. This support is very important in creating a conducive climate for character education in schools. No significant obstacles were found in implementing character education. Even though challenges always exist, it seems that this school can overcome the obstacles that arise well.

4) Questionnaire Result

This high average score provides strong evidence that the curriculum has been successful in delivering character education that is not only theoretical but also practical and relevant, supporting students in the formation of strong and comprehensive character. This reflects the effectiveness of teaching methods that are interactive and relevant to students' lives, allowing them to internalize the values taught. Apart from that, the support of a conducive school environment and effective evaluation and feedback also contribute to increasing student understanding.

Based on the results of an interview with Mrs. Imas Masuroh, S.Pd, Deputy Principal for Curriculum at SD Muhammadiyah 2 Sorong City, a descriptive analysis can be carried out regarding the implementation and effectiveness of Al Islam Kemuhammadiyah character education in the Merdeka Curriculum. The implementation of the Independent Curriculum at Primary School of Muhammadiyah 2 Sorong City is being carried out in stages, starting in the 2023/2024 school year with implementation in grades 1 to 5, and continuing in the 2024/2025 school year in grades 5 and 6. This shows that the school is making adjustments and careful planning in implementing the curriculum. Al Islam Kemuhammadiyah character education is integrated through the development of education and learning models at all grade levels. This approach focuses on understanding Islam and commitment to the progressive Muhammadiyah movement, showing that religious and Muhammadiyah values are an integral part of the curriculum. Teachers play an important role in implementing character education by reminding students about attitudes or actions that do not meet expectations, as well as being role models and facilitators. This reflects the important role of teachers in forming student character. There is special material designed for Al-Islam Kemuhammadiyah character education, which refers to the values of the Koran, As-Sunnah, and Muhammadiyah

principles. This confirms that the school has a specific approach to forming a strong Islamic character.

2. Effectivity of Character Education

There are positive behavioral changes among students, reflecting values such as honesty, responsibility and discipline, which indicates the effectiveness of character education. The teaching methods applied by teachers are proven to be effective in conveying character values, with ongoing evaluation helping to perfect the teaching process. The success of character education is measured through changes in student behavior, such as good manners and character practice which is the focus of the school. This suggests that concrete attitude change-based measurement is the method used to assess effectiveness. The Merdeka Curriculum is considered to provide sufficient flexibility to strengthen character education, with school principals having the space to adapt the character to be achieved according to school conditions. This illustrates the adaptation of the curriculum to suit local needs. There have been significant changes in behavior, such as students starting to practice good eating and drinking etiquette, and more students voluntarily praying in congregation. This shows that character education has had a positive impact in shaping student behavior. Facilities and infrastructure such as prayer rooms for congregational prayers and a classroom environment that supports learning are the main supporting factors in implementing character education. This reflects the importance of facility support in supporting character education activities. The main obstacle faced is limited time, which makes building student character limited. Nevertheless, the school is trying its best

3. Supporting and Inhibiting Factor

Facilities and infrastructure such as prayer rooms for congregational prayers and a classroom environment that supports learning are the main supporting factors in implementing character education. This reflects the importance of facility support in supporting character education activities. The main obstacle faced is limited time, which makes building student character limited. Nevertheless, the school is trying its best.

The integration of Islamic and Muhammadiyah values is carried out through the development of learning models and the active role of teachers as role models. Special materials have also been designed to support character education based on the Koran and As-Sunnah. The Merdeka Curriculum provides flexibility in implementation, which has proven effective in changing student behavior such as increasing awareness of etiquette and independence in carrying out worship.

In its implementation there are several challenges, including students' lack of awareness and understanding of *Ismuba*, lack of support from the family environment, as well as the negative influence of using gadgets. To overcome this, the solutions implemented include increasing students' awareness and understanding through various programs, as well as strengthening the role and support of the family environment. Overall, although there are several challenges, good coordination between teachers and student affairs staff, as well as support from various parties, are important factors in implementing this character education in schools. 100% of extracurricular activities such as *Duha Prayers*, *Congregational Prayers*, *Tahfids Qur'an*, and *Hizbul Wathan Scouting* are used to support the implementation of character education. 100% of additional activities for class VI, such as *Tahfids Qur'an* and *Malam Qur'ani*, are designed to support student character formation. 100% of the indicators used to evaluate effectiveness are increased understanding of Islamic values, implementation of noble morals, and mastery of Arabic. 100% of student activities, such as congregational prayers and *Qur'an tahfids*, are in line with the expected character education values. 100% of the influence of the Merdeka Curriculum can be seen in the emphasis on the six dimensions of Pancasila student character, namely: faith and devotion to God Almighty, independence, mutual cooperation, global diversity, critical reasoning, and creativity. 100% of the factors that support the implementation of character education through student activities are an integrated curriculum, the role of teachers and students, and active student participation. 100% of the challenges faced are related to students' lack of awareness about *Ismuba*, lack of family support, and the influence of gadget use. 100% of the solutions implemented to overcome challenges are increasing students' awareness and

understanding, as well as strengthening the role and support of the family environment. This activity aims to shape students' character by instilling Islamic values and noble morals. Even though there are challenges such as lack of student awareness and the influence of gadgets, schools have attempted to overcome this by increasing students' understanding and strengthening the role of families in supporting character formation. The Merdeka Curriculum supports this by focusing on the Pancasila student profile which includes six dimensions of character. After seeing the results of the discussion above, from the research background above, the author tries to formulate the research problem as follows. Based on the research problem above, the author tries to formulate research objectives. To find out what steps need to be taken to implement Al-Islam Kemuhammadiyah Character Education through the Merdeka Curriculum at Primary School of Muhammadiyah 1 Remu, Sorong City. This can be proven by the results of observations, interviews, and giving questionnaires to Class VI students which have been helpful as stated by (Nikmah Sistia Eka Putri* 2023). Strengthening students' character is the result of the educational process they undergo and plays a role in the advancement of a country's civilization

Conclusion

Based on the results of research on the Implementation of Al-Islam Kemuhammadiyah Character Education through the Merdeka Curriculum at Primary School of Muhammadiyah 1 Sorong City, it can be concluded that character education based on Al-Islam Kemuhammadiyah has been implemented quite effectively. This can be seen from the integration of Islamic religious values in learning activities, both intracurricular and extracurricular. Activities such as congregational prayers, tahfidz Al-Qur'an, and Hizbul Wathan scouting are an integral part in forming students' character with noble morals. In addition, this research shows that the implementation of the Merdeka Curriculum gives teachers the freedom to adapt more flexible and project-based learning methods. This approach is in line with the vision of character education which not only emphasizes cognitive aspects, but also affective and psychomotor aspects of students. However, there are several challenges faced in implementing this character education, such as students' lack of awareness in applying the values taught and the negative influence of uncontrolled use of digital technology. Supporting factors for the successful implementation of character education include support from school principals, teachers and parents, as well as the availability of facilities that support learning based on Islamic values. Evaluation of this program shows a positive impact on changes in students' attitudes and behavior, especially in terms of discipline, honesty and responsibility. Apart from that, the results of this research also show that there are several aspects that need to be improved, such as increasing teacher competence in implementing more contextual and experience-based learning methods.

Acknowledgement

-

References

- Ausop, A. Z. (2014). Islamic Character Building: Membangun Insan Kamil, Cendekia Berakhlak Qurani. (No Title).
- Astuti Budi Handayani¹, Hendro Widodo² Waluyo Erry Wahyudi³. 2019. "PENERAPAN KURIKULUM ISMUBA TERHADAP PEMBENTUKAN KARAKTER ISLAMI SISWA SMP MUHAMMADIYAH BANGUNTAPAN." Jurnal Pendidikan Islam 10: 231-243.
- Caesar, A., & Kurniavi, L. (2024). Implementasi Pembelajaran Al-Islam dan Kemuhammadiyah Berbasis Kurikulum Merdeka di SMK Muhammadiyah Bobotsari Kabupaten Purbalingga. 2, 99-112.
- Djauhari, Achmad. 2022. "PENDIDIKAN KARAKTER BERBASIS AL ISLAM DAN KEMUHAMMADIYAHAN DENGAN METODE SHIBGHAH." Jurnal Instruksional 2: 93-102.
- Halimah, L. 2022. "Pengembangan Kurikulum dan Pembelajaran di Era Globalisasi."

Pedagogik Jurnal Pendidikan 182–250.

- lis Nurasiah¹, Arita Marini², Maratun Nafiah³, Nugraheni Rachmawati⁴. 2022. "Nilai Kearifan Lokal: Projek Paradigma Baru Program Sekolah Penggerak untuk Mewujudkan Profil Pelajar Pancasila." *Jurnal Basicedu (Research & Learning in Elementary Education)* 6: 3639 – 3648.
- Innayah Sabarniati, K., & Istanto. (2024). Implementasi Proyek Penguatan Profil Pelajar Pancasila Berbasis Al-Islam Kemuhammadiyah di Sekolah Menengah Atas Muhammadiyah 2 Surakarta. *Didaktika: Jurnal Kependidikan*, 13(2), 1375–1392. <https://doi.org/10.58230/27454312.584>
- Ineu Sumarsih^{1*}, Teni Marliyani², Yadi Hadiyansah³, Asep Herry Hernawan⁴, Prihantini⁵. 2022. "Analisis Implementasi Kurikulum Merdeka di Sekolah Penggerak Sekolah Dasar." *JURNAL BASICEDU (Research & Learning in Elementary Education)* 6: 8248 – 8258.
- Lestari Sri, B. (2020). Modul pengembangan Kurikulum (Vol. 2507, Issue February).
- Muadz., Mohammad. 2023. "PENGEMBANGAN MODEL OPTIMALISASI PEMANFAATAN PMM DALAM IMPLEMENTASI MERDEKA BELAJAR MELALUI LOKAKARYA BAGI SATUAN PENDIDIKAN JENJANG SD DI KOTA BATU." *Jurnal Pendidikan Taman Widya Humaniora* 2: 680–702.
- Mulyono. 2014. "Implementasi Pendidikan Karakter dalam Mata Pelajaran ISMUBA." *Jurnal Kajian Pendidikan Islam, (Mudarrisa)* 6: 114–140.
- Nikmah Sistia Eka Putri*, Fatimah Setiani**, dan Muhammad Sandy Al Fath***. 2023. "Membangun Pendidikan Karakter Berbasis Kurikulum Merdeka Menuju Era Society 5.0." *Pedagogik Jurnal Pendidikan* 18: 194–201.
- Nurhayani, N., & Wanto, D. (2023). Internalisasi Pendidikan Karakter Dalam Kurikulum Pendidikan Agama Islam Di Min 1 Lebong. *Al-Riwayah : Jurnal Kependidikan*, 15(1), 49–62. <https://doi.org/10.47945/al-riwayah.v15i1.678>
- Ramdhani, M. A. (2017). Lingkungan pendidikan dalam implementasi pendidikan karakter. *Jurnal Pendidikan UNIGA*, 8(1), 28–37.
- Restu Rahayu^{1*}, Rita Rosita², Yuyu Sri Rahayuningsih³, Asep Herry Hernawan⁴, Prihantini⁵. 2022. "Implementasi Kurikulum Merdeka Belajar di Sekolah Penggerak." *JURNAL BASICEDU (Research & Learning in Elementary Education)* 6: 6313 – 6319.
- Ritonga, M. 2018. "Politics and Policy Dynamics of Changing the Education Curriculum in Indonesia until the Reformation Period'." *Bina Gogik Jurnal* 1–5.
- Supriadi, T., Yatim, D., Nofika, I., Handayani, S. G., & Jalinus, N. (2024). Pengembangan Kurikulum Merdeka dalam Satuan Pendidikan. *Jurnal Pendidikan Tambusai*, 8(1), 3222–3230. <https://jptam.org/index.php/jptam/article/view/12895>
- Suyanto, Slamet. 2011. "IMPLEMENTASI PENDIDIKAN KARAKTER." *Cakrawala Pendidikan* 10: 97–109.
- Tebi Hariyadi Purna, . Candra Viamita Prakosom., Ratna Sari Dewi. 2023. "Pentingnya Karakter Untuk Pembelajaran Dalam Meningkatkan Kualitas Pendidikan Di Era Digital." *Jurnal Penelitian Mahasiswa* 2: 192–202.
- Tirtoni, F., Su'udiyah, F. and Susilo, J. 2019. "'Pengembangan Media Smart." *Jurnal Pendidikan Dasar* (doi: 10.29407/jpdn.v5i1.13589.) 5: 191.
- Wicaksana, A., & Rachman, T. (2018). Karakteristik Pembelajaran Pada Kurikulum Merdeka Belajar Di MI. *Angewandte Chemie International Edition*, 6(11), 951–952., 3(1), 10–27. <https://medium.com/@arifwicaksanaa/pengertian-use-case-a7e576e1b6bf>
- Yasin, M. Khoirul. 2020. "Character Education for Environmental Awareness through the Adiwiyata Program." *Islamic Studies Journal for Social Transformation* 3: 127–145.