

## **Analysis of Religious Character Value In Literacy Programs Based on Critical Pedagogic**

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### **ABSTRACT**

*This study aims to analyze the character values instilled through literacy programs implemented at the elementary school level. This analysis is based on a critical pedagogic approach. This study uses content analysis research methods on the literacy program documents of the Ministry of Education, especially those implemented at the elementary school level. The research findings show that there is an integration of instilling character values in students through literacy activities so that students become individual lifelong learners; character values instilled through literacy programs are one way to achieve real educational goals. In addition, based on an analysis with a critical pedagogic approach, integrating character values in literacy programs is an educational process to make humans become integrating character values in literacy programs. It is an educational process to make humans fully human in dealing with the problems they face. It can be concluded that the integration of character values in the literacy program is one of the efforts of the government to strive for the humanization of education. Integrating to integrate these character values, and the government can develop the character and manners of students so that they become lifelong learners with good character.*

**Keywords: Religious Character Values; Literacy Programs; Elementary School; Critical Pedagogy**

## A. INTRODUCTION

Education has been the most important aspect for humans throughout its history. Because only through education will humans achieve everything that is the goal of their life, since humans are born in a state of helplessness and standing alone. Therefore, it takes the help of other people to help people achieve all their desires. Education is essentially a maturing process or, in other words, ; adults to immature children give guidance, do adults to immature children do give guidance. Adults to immature children do adults give guidance to immature children give guidance to reach maturity (McGrath et al., 2022; Rockenbach, 2020). Meanwhile, in a broad sense, education is a process of growth and development that occurs due to the interaction of individuals with their environment, both physical and social, which begins at birth and lasts a lifetime. Education is also a tool to develop human potential to be better. It can be explained further if it is adjusted to the characteristics at school age, which are considered as students that we must assist in their efforts to reach maturity (Chen & Lawless, 2019; Watson, 2019). It is said that education is a process of growth and development resulting from the interaction between individuals and the social and physical environment, which lasts from birth to throughout his life. The social aspect is part of the community environment that humans use as a tool to develop properly and intelligently to improve life's welfare. From this opinion, some statements are interesting material for further in-depth study. Humans through social heritage as a tool used by humans to develop into the best and smartest humans. This implies that the aim of education is not only on aspects of human intelligence, but the essence of education itself is very broad and concerns all aspects of human personality. the examining it means that it relates to values, character, morals, personality, and morals, so that you can do good to become the best human being (Peterson, 2020; Watson, 2019). Because, in essence, humans have a conscience, which means an ability to distinguish between good and bad, ugly and beautiful, right and wrong, fair and unfair, and so on.

One of the conditions humans need to become the best human being is instilling character values. Steps built to instil human character values must be started as early as possible, in formal education starting from elementary school, middle school, and up to the tertiary level. This is intended as an effort taken by the government regarding the issue of character education, which has recently become a hot topic for education practitioners according to the curriculum used in schools (Bredemeier & Shields, 2019; Hadiano et al., 2021b; Maharani et al., 2018). ,haracter education is not only ritual in nature which only fulfils the demands of the curriculum, but more than that, character education is integrated

into every educational activity and learning process. Education until now has become a program in the 2013 curriculum content and has begun to be applied in many schools. This is in line with what was conveyed by the Minister of Education, who explained that "The Movement to Strengthen Character Education for students must be the foundation and main spirit in every implementation of education," further emphasizing by the direction of the President of the Republic of Indonesia that character education at the basic education level gets a larger portion. greater than education that teaches knowledge (Chen & Lawless, 2019; Metcalfe & Moulin-Stožek, 2021).

Elementary schools are the main target for strengthening character education, but the general orientation that is expected not only occurs in the formal education environment but that character education in informal and non-formal environments must also run optimally. It's not without reason that the government is so aggressive in strengthening character education, especially in elementary schools. Many social problems, such as immoral acts, bullying, and acts of violence, occur in school-age children. According to KPAI (Indonesian Child Protection Commission), bullying cases currently occupy the top public complaint ranking. From 2020 to August 2022, KPAI recorded 400 complaints about this problem (Maharani et al., 2018; Zafirah et al., 2018). That number is around 25% of the total complaints of 1,480 cases. Bullying, KPAI calls, is a form of violence in schools, defeating student brawls, educational discrimination, or complaints of extortion (KPAI, 2020).

Furthermore, the National Economic Survey from the Central Bureau of Statistics (BPS) shows an increase in the number of smokers who start smoking at the age of under 20 years, from 70% in 2019 to 80% in 2020. This survey also shows th at the age of initiation of smoking is becoming increasingly early, namely 5-9 years. Smokers who started smoking at 5-9 years experienced the most significant increase, from 0.4% in 2019 to 2.7% in 2020 (Jerome & Kisby, 2022; Paul et al., 2020).

From some of the empirical data above, some problems problems or obstacles can cause the current education system network not to work properly. Particularly in inculcating character education, it turns out that there are still several obstacles encountered in cultivating character education, namely: the character values developed in schools have not been translated into representative indicators. These non-representative indicators cause difficulties in measuring the achievement of student learning outcomes. Teachers' understanding of character education is still not comprehensive (McGrath et al., 2022; Metcalfe & Moulin-Stožek, 2021) with a variety of teacher characters in each region that varies. So, it needs a more focused understanding, ,teachers in urban areas. Teachers do not

yet have sufficient competence to integrate character values into the teaching subjects. The program has been implemented, while the training attended by teachers is still very limited, causing limitations in integrating character values into the subjects they teach (Dobson & Dobson, 2021; Veldhuijzen van Zanten et al., 2012). Teachers have not been able to become role models for the character values they choose.

The most serious problem is the role of the teacher to be a role model in realizing character values, specifically the character values of the subjects and general character values in schools. The teacher is the most important aspect in instilling character values in students. Therefore, teachers must master pedagogic competence. Pedagogic is seen as one of the competencies that must be possessed by a teacher as mandated by the Teacher and Lecturer Law No.14 of 2015. However, in this article, pedagogic competence will not be one of the basic considerations for instilling character values in literacy programs (Carl et al., 2022; Singh et al., 2015). In elementary schools, it examines the concept of instilling student character values through literacy programs, especially in elementary schools, which are based on a critical pedagogical view. Pedagogy is a science of education which it focuses more on thinking and contemplating education. A thought in guiding and educating children. At the same time, the term Critical Pedagogy is a critical analysis built as the basis for various social conditions that occur in education (Farokhzadian et al., 2021; Wortmann, 2019). Therefore, the view that educational conditions should be ideal is far from the goal of education itself. As a preventive step taken especially at the elementary school level, in addition to strengthening character education, the government has also launched a literacy program in elementary schools. The author believes this will be a vehicle for strengthening character by instilling optimal character values for students in elementary schools.

## **B. METHOD**

The research method used in this research is cash analysis. Content analysis is a theoretical study of a scientific discipline that needs to be continued empirically to obtain empirical truth about the content of certain documents. In addition, the content analysis also analyzes all research objects philosophically or theoretically and is related to validity, guided by linguistic theory and the work or document being studied (McGrath et al., 2022; Rockenbach, 2020). In this case, the discipline studied is the concept of student character values, followed by literacy programs in elementary schools in the literacy program documents and the last analysis, namely critical pedagogy. The source and type of data used are primary data. Primary data is the first source where data is generated. The primary data

used in this study are the books on the Development of Cultural Education, National Character, School Literacy Programs, and Critical Pedagogy. Meanwhile, secondary data supports data for primary data. In this study, secondary data was in the form of supporting books from primary sources, books related to literacy, character education, pedagogy, and moral and character education handbooks.

The data collection technique used is the literature review. A literature review has three different meanings. a) literature review is all reading material that may have been read and analyzed, both published and private collections; b) literature review is often associated with a theoretical framework or theoretical basis, namely the theories used to analyze the object of research. Therefore, some researchers combine literature reviews with theoretical frameworks; c) Literature reviews are reading materials specifically related to the research object being studied, for the final stage in a very important research method, namely data analysis techniques. In this study, the stages of the data analysis technique consisted of three stages, namely 1) the orientation stage is the activity carried out at this stage. The researcher orients or introduces the structure of the problem under study its aspects and dimensions. The results of this orientation activity are known to the structure of the problem in this study. 2) The exploratory stage is where the researcher begins to prepare himself to conduct research intensely: seeks to obtain data in a more selective manner more, selectively, and selectively. Thus, researchers are more focused on the problem and the dimensions, which are the -sub-structure of the problem. 3) The member check stage, namely confirming the data obtained by checking the correctness of the data by the data source to provide responses and comments as a re-check; carry out activities that are triangulation in nature, namely finalizing the correctness of the data by asking for responses regarding the correctness of the data obtained from relevant parties and are believed to be able to provide information. This stage cannot be carried out because this research is non-interactive.

## **C. RESULTS AND DISCUSSION**

### **1. School literacy program concept**

The School Literacy Program in Indonesia was originally initiated by the Directorate General of Primary and Secondary Education due to the low competence of Indonesian students in mathematics, science and reading. This has concerned observers and implementers of the education system in Indonesia. The definition of school literacy in the context of the School Literacy Program is the ability to access, understand, and use something intelligently through various activities, including reading, viewing, listening,

writing, and speaking (Jerome & Kisby, 2022; Jones & Christian, 2021). The meaning of literacy program is seen as a comprehensive effort to make the school a learning organization whose citizens are lifelong literate through the involvement of the public, all school members (teachers, students, parents/guardians of students) and the community, as part of the educational ecosystem in efforts comprehensive.

The literacy program strengthens the character-building movement outlined in the Minister of Education and Culture Regulation Number 23 of 2020. The general objective of establishing a literacy program is to develop the character of students through cultivating the school literacy ecosystem, which is manifested in literacy programs so that they become lifelong learners (Hadianto et al., 2022; Veldhuijzen van Zanten et al., 2012). The specific objective of establishing a literacy program is to develop a literacy culture in schools and increase the capacity of residents and the school environment to be literate. c. Making the school a fun and child-friendly learning park so that school members can manage knowledge and maintain the continuity of learning by presenting a variety of reading books and providing a place for various reading strategies. The basic literacy component (Basic Literacy) covers the ability to listen, write, and count related to the analytical ability to calculate, perceive, communicate, and describe information based on personal understanding and drawing conclusions (Chen & Lawless, 2019; Hadianto et al., 2021a).

## **2. Instilling Character Values in the School Literacy Program**

Etymologically, the character comes from the Greek "charassein", which means "to mark" or mark and focus on applying good values in the form of action or behaviour. The character (English: character) comes from the Greek charassein, meaning "to engrave". or "to engrave" can be interpreted as carving, painting, sculpting, or scratch (Rockenbach, 2020; Wang et al., 2022). To further reveal this meaning, character (character) means carve (verb) and virtues (noun) which conceptually are interpreted as the continuous efforts of an individual or group through various means to carve, develop or institutionalize virtues. To himself or others. From a lexical point of view, character is defined as a character; psychological characteristics, morals or manners that distinguish one person from another; character, and according to the Psychology dictionary itself, the word "character" means nature, character, and character has several meanings; (1) A fixed and continuous and lasting quality or trait that can be used as a characteristic to identify a person, an object or event, (2) Integration or synthesis of individual traits in the form of a unit or entity, (3) Personality a person is considered from an ethical and moral point of view (Metcalf & Moulin-Stožek,

2021; Watson, 2019). From a religious point of view, characters in Islamic terminology are known as Akhlaq. The moral structure must be based on the values of divine knowledge, leading to human values and based on science.

Based on the above understanding, a character is synonymous with morals or manners, which continuously, through various ways to be carved, individuals and groups develop good qualities in the context of their relationship with God, relationships with fellow human beings, and relationships with the surrounding environment. If synonymous with morals, manners, and goodness, this can also make the character have a load of good values that make it identical to a word called character. If we examine further, it turns out that character can be a differentiator between a person and other individuals from the aspect of psychological traits, morals or manners (Paul et al., 2020; Rockenbach, 2020). Thus, it can also be said whether someone is good or not is distinguished based on their respective characters. However, the duty as a creature of God is, of course, to always do good because there is no single religion and belief anywhere that does not teach about goodness, therefore in truth, all forms of goodness, morals, character, the highest and first main source are from God. This is in line with the general objective of the literacy program, which is to develop the character of students through cultivating the school literacy ecosystem embodied in the literacy program so that they become lifelong learners.

School should be where students will get a learning atmosphere full of challenges but fun and foster noble character. The Ministry of Education and Culture launched a literacy program in developing character through a series of non-curricular activities, namely a series of mandatory and optional daily and regular activities in developing character to develop positive character values (Metcalf & Moulin-Stožek, 2021; Zafirah et al., 2018). Noble character or character values that are expected to grow through the literacy program, including the internalization of moral and spiritual values in life, a sense of nationality and love for the motherland, positive interactions between students and teachers and parents, positive interactions between students, development of student's full potential, maintaining a school environment that supports a learning climate, involving parents and the community (Halimah et al., 2020; McGrath et al., 2022). Conceptually, it is clear what character values are expected through the literacy program (school literacy program). , think, behave, and act. Virtue consists of many values, morals, and norms, such as being honest, having the courage to act, being trustworthy, and respecting others. The interaction of a person with other people grows the character of society and the nation's character.

### **3. Embedding Character Values in a School Literacy Program Based on a Critical Pedagogic Perspective**

Critical pedagogy is educational theory and learning practices designed to build critical awareness about oppressive social conditions. In this case, it means that critical pedagogy is a critical analysis built on the basis built on built based on existing built on various social conditions that occur in education. Quality education open the eyes of the human mind and heart to various inequalities in society and is obliged to eliminate these inequalities and develop oneself creatively and productively (Chen & Lawless, 2019; Danvers, 2021). Therefore, a critical pedagogical perspective is needed to analyze educational issues based on existing facts. ,According to experts. Several critical pedagogical views are outlined based on critical thinking and educational praxis, emphasizing the importance of educational ethics in the formulation and implementation of Indonesian education policies, emphasizing the Spirit of the 1945 Constitution, and improving the nation's life. Schools are the most strategic educational institutions for cultivating values, abilities, and attitudes. The pedagogic the spirit of the 1945 Constitution is a critical pedagogic that is progressively transformative. An independent, a school as a children's recentre is a form of humanistic alternative education. Educational technology contains ethical considerations.

Educational technology does not stop at technology as a learning medium but continues with the question of what education uses that technology for. This is an ethical aspect of the development of educational technology. Education only produces generations of memorization and manipulation experts, not creative and ethical human beings (Carl et al., 2022; Rockenbach, 2020). The need for teaching critical literacy as an alternative against the siltation of learning in schools today. The essence of learning is not to provide as much information as possible but to provide skills to students so they can find and process information or knowledge independently. Critical pedagogy is one of the right approaches to building critical awareness for foreign language learners who always face and are in a world full of social, cultural and political injustice (Halimah et al., 2020; Singh et al., 2015)—fighting corruption in education or at school. Anti-corruption education in schools is not by making "honesty stalls", "honest canteens", or "honesty porridge", but by growing democracy in schools.

From the views above. The author draws a common thread that the essence of educational praxis is to cultivate character in humane ways, including when it is connected with the process of cultivating character in humane ways, including when it is connected with cultivating character values through literacy programs in elementary schools. From a



critical pedagogical perspective, instilling character values in literacy programs should not only be discussed or programmed in the contents of various curricula but instead has become an inseparable part of the content of the curriculum itself (Carl et al., 2022; Jones & Christian, 2021). At the beginning of the article, it was explained that character values must be up to the meaning and purpose of education. In addition, it is not imposed on just one or two subjects, but all subjects taught in schools contain character values. This is none other than so that the teacher is not only interpreted as a transferor of various knowledge, but further than that, he fosters, develops, and facilitates so that all the potential and personality of students develop into human beings who believe and fear God Almighty, have noble character, healthy, knowledgeable, competent, creative, independent, and a democratic and responsible citizen, as mandated by the educational objectives stated in the National Education System Law No. 20 of 2003 (Paul et al., 2020; Peterson, 2020). Another view, which we found as an analysis of the cultivation of character values through a literacy program in elementary schools, based on a critical pedagogical view, is if literacy is reading and writing itself and the space for movement is narrow. the form of literacy is a pile of books and many stationery, some how unfortunate is the life of children in remote hamlets? If the reading movement aims to boost international literacy rankings, how petty and trivial is the ambition? I agree with the notion of literacy conveyed by the Education Development Center (EDC).

Literacy is not just the ability to read and write. More than that, literacy is an individual's ability to use all the potential and skills he has in his life. Literacy includes the ability to read words and read the world. Based on this statement, the literacy program has a wide and deep scope of meaning, not just a habit to acquire reading skills. More than that, literacy has substance, meaning, scope, goals, and broad and varied objects (Rockenbach, 2020; Wang et al., 2022). Reading books and writing is the umpteenth stage of the effort to "read", which is far more spiritual, substantive and meaningful. In addition, as proof that literacy programs in elementary schools are not seen as merely ceremonial for the obligations of tasks that must be carried out in and academic units but must be integrated and instilled character values through literacy programs in elementary schools. Strengthened by the guidelines for the school literacy program, which explains the targets that must be achieved through a literacy program in elementary schools so that character values arise and are based on critical pedagogy, the literacy program in elementary schools creates an educational ecosystem in elementary schools that is literate. A literate education ecosystem is a fun and learner-friendly environment, thereby fostering the enthusiasm of its citizens in learning; all

citizens show empathy, caring, and respect each other, fostering a spirit of curiosity and love of knowledge, enabling its citizens to be able to communicate and be able to contribute to their social environment; and accommodate the participation of all school members and the external environment of the elementary school (Metcalf & Moulin-Stožek, 2021; Peterson, 2020). Therefore, the government, through the Center for Curriculum Research and Development, has formulated values and descriptions of National Character and Cultural Education Values as a result of the development of the six pillars of human character to measure character.

Table 1. Character Values Contained in the Literacy Program

<b>Number</b>	<b>Character value</b>	<b>Explanation</b>
1	Religious	Obedient attitude and behaviour in carrying out the teachings of the religion they adhere to, tolerant of the implementation of other religious worship, and living in harmony with adherents of other religions.
2	Honest	Behaviour is based on efforts to make oneself a person who can always be trusted in words, actions and work.
3	Tolerance	Attitudes and actions that respect differences in religion, ethnicity, ethnicity, opinions, attitudes, and actions of other people who are different from themselves.
4	Discipline	Actions that show orderly behaviour and comply with various rules and regulations.
5	Hard work	Behaviour that shows genuine effort in overcoming various learning and assignment obstacles and completing assignments as well as possible.
6	Creative	Think and do something to produce new ways or results from something you already have.
7	Independent	Attitudes and behaviours that are not easy to depend on others in completing tasks.
8	Democratic	Ways of thinking, behaving, and acting that value the rights and obligations of himself and others.
9	Curiosity	Attitudes and actions always seek to know more deeply and broadly from something learned, seen, and heard.
10	Spirit of nationality	A way of thinking, acting and having insight that places the interests of the nation and state above self and group interests.
11	Love of the Motherland	Ways of thinking, behaving, and acting that show loyalty, caring, and high appreciation for the nation's language, physical, social, cultural, economic, and political environment.

12	Appreciate Achievements	Attitudes and actions that encourage him to produce something useful for society and recognize and respect the success of others.
13	Friendly/ Communicative	Actions that show pleasure in talking, socializing, and cooperating with others.
14	Love peace	Attitudes, words, and actions that cause others to feel happy and secure in their presence.
15	Like to read	The habit of providing time to read various readings that provide virtue for him.
16	Environmental care	Attitudes and actions that always try to prevent damage to the surrounding natural environment and develop efforts to repair the natural damage that has already occurred.
17	Social care	Attitudes and actions that always want to assist assist other people and communities in need.
18	Responsibility	The attitude and behaviour of a person to carry out his duties and obligations, which he should do, towards himself, society, the environment (natural, social and cultural), the state and God Almighty.

The teacher is one of the most important aspects of strengthening and cultivating character values for students at school. For a teacher, suppose this is not optimal. In that case, it will backfire for educational institutions and the teachers themselves, so the data above is a small example of a phenomenon that affects school-age students. Therefore, pure educational science must be maximally owned by a teacher if you want to get maximum results in efforts to instill character values, in students through character education, a literacy program. Some examples of educational technical errors from a pedagogic point of view, namely: a. A person who has never received a lesson on didactics, or the science of teaching in teaching, often pays little attention to the psychological (psychological) contact between teacher and student. b. When teaching, the teacher only pays attention to the subject matter and looks more at notebooks than seeing the actions of his students. It is hoped that current school support will not only be carried out directly in implementing implementation and implementing learning. Still, it will start building habits focusing on preparing for all stages: the planning, implementation, evaluation, and monitoring stages.

Indirect support can be provided by carrying out various literacy activities individually in their respective environments by referring to several universal paradigms known and used in various countries (Dobson & Dobson, 2021; Jerome & Kisby, 2022). Some are more national, the conditions of the Indonesian nation. The initial step of the literacy program is to build a literacy culture, both in the physical environment, social and affective

environment, the academic environment. The physical environment that must be prepared is a physical environment that conditions a literacy-friendly physical environment, strives for a social and affective environment, and strives for a school as a literate academic environment (Metcalf & Moulin-Stožek, 2021; Zafirah et al., 2018). Efforts to build change in schools through literacy are important because there is information and knowledge that develops without limits. In this study, some of the essences of the literacy program are considered a good tool in cultivating character values as a manifestation of educational goals.

#### **D. CONCLUSION**

As the final result of what has been analyzed from the concept of instilling character values through literacy programs in elementary schools based on a critical pedagogical view, several conclusions are obtained, namely the following. The literacy program in elementary schools conceptually shows integration to develop character so that students become lifelong learners, and this means the inclusion of character values at each stage of literacy program activities in elementary schools. Instilling character values through school literacy programs is one of the requirements for achieving universal educational goals. Critical pedagogy fundamentally views, i.e. inculcation of student character values through literacy programs in elementary schools as a humanizing process or an educational process in the arena of struggles of various structures of power or activities that occur humans. So, instilling student character values through literacy programs in elementary schools is a process of humanizing education and an effort to develop students character in elementary schools so that they become lifelong learners with good character.

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