

# **The Implementation of Student Character Model at Public High Schools In Tanjungbalai City**

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## **ABSTRACT**

This research examines the implementation of the student character development model based on the Pancasila Student Profile Project (P5) in State Senior High Schools in Tanjungbalai. The study finds that the character development model utilizes Problem-Based Learning, Project-Based Learning, and Discovery Learning approaches, highlighting the importance of developing the Operational Curriculum for Educational Units to maximize students' potential. The implementation is integrated across subjects, significant event programs, and P5 projects, aiming to instill values such as religious devotion, global diversity, cooperation, independence, critical thinking, and creativity. This research employs a qualitative field research method to explore the implementation of the student character development model based on the Pancasila Student Profile Project (P5) in State Senior High Schools in Tanjungbalai. However, several challenges impede effective implementation, including a lack of understanding and support for P5, limited resources, diverse interpretations of Pancasila, difficulties in content delivery, and inadequate monitoring and evaluation processes. These challenges underscore the necessity for enhanced understanding, resource allocation, and comprehensive evaluation to optimize the P5 implementation and ensure the successful character development of students. The findings emphasize the need for strong collaboration among government, schools, teachers, students, and the community to overcome these challenges and achieve the intended educational goals.

***Keywords: Character Development, Pancasila Student, Learning***

## A. INTRODUCTION

According to Law No. 20 of 2003 on the National Education System, Article 13, Paragraph 1, the educational pathways consist of formal, non-formal, and informal education, including family and community education. Informal education, in particular, plays a significant role and contributes substantially to the success of education. Students spend only about 7 hours per day in school, which accounts for less than 30% of their time; the remaining 70% is spent within the family and community environment. In terms of time, school education contributes only around 30% to the overall educational outcomes of students (Sudrajat, 2011).

(Fathurrohman, 2013; Zahri Harun, 2015) The national character education movement, which has been intensively promoted since 2010, has led to the establishment of pilot schools capable of implementing character formation contextually, in line with the local environment's potential. The 2010 National Action Plan for Character Education also received support from civil society and local governments.

(Munawwaroh, 2019) At a macro level, character development is divided into three stages: planning, implementation, and result evaluation. During the planning stage, character frameworks are developed, crystallized, and formulated using various sources, including national ideology, relevant legislation, theoretical considerations, brain theory, psychology, values and morals, education, sociocultural aspects, and empirical considerations derived from experiences and best practices from cultural figures, groups, Islamic boarding schools (pesantren), and others.

(Furqon & Hidayatullah, 2010) There are several fundamental reasons underlying the importance of character building, from philosophical, ideological, normative historical, and sociocultural perspectives, as it is considered crucial for the life of the nation. Character development is of vast importance and is multidimensional in nature. Its vastness lies in its relation to the multi-aspect development of superior potentials, and it is multidimensional in its scope.

Despite various shortcomings in the practice of education in Indonesia, when viewed from the national education standards that serve as references for curriculum development (KTSP), the previous Curriculum 2013, and the Merdeka Curriculum, the goals of education at all levels and stages can actually be well achieved. Character education is also included in the materials that must be well taught, mastered, and realized by students in their daily lives. The problem is that character education in schools has so far only touched on the level of introducing norms or values and has not yet reached the level of internalization and real action in daily life.

The Merdeka Curriculum is currently being widely introduced by the Ministry of Education and Culture to all educational institutions in Indonesia. This curriculum is not mandated to be implemented simultaneously across all schools, considering that schools' readiness levels vary. However, it is expected that the Merdeka Curriculum can gradually be implemented uniformly across all educational institutions, starting from primary levels such as elementary and junior high schools, then high schools/vocational schools, and up to higher education institutions. The implementation of the Merdeka Curriculum is regulated in the Minister of Education, Culture, Research, and Technology Decision No. 162/M/2021 concerning the Driving Schools.

In this situation of moral crisis and degradation, it is evident that all the religious and moral knowledge acquired in school has not impacted behavior change. It is often observed that many members of society are inconsistent, saying one thing and doing another. Many believe that this condition may stem from what has been produced by the educational system.

Based on field observations, the character development model in SMA Negeri Kota Tanjungbalai utilizes strategies such as lectures, discussions, and assignments. However, character education in the learning process, which should shape students' ability to work together, has not yet been effectively realized, despite collaboration being a crucial need for human survival. Without cooperation, there would be no individuals, families, organizations, or schools.

## **B. LITERATURE REVIEW**

According to Wiyani, character is the quality or strength of an individual's mental or moral disposition, ethics, or personal virtue that constitutes a unique personality, driving and motivating behavior, and distinguishing one individual from another. Alwisol, on the other hand, defines character as the depiction of behavior that emphasizes values (right-wrong, good-bad) both implicitly and explicitly (Muawwanah & Darmiyanti, 2022).

(Sholihah & Maulida, 2020) Character refers to the distinct traits possessed by an object or individual. These traits are original and ingrained in the personality of the object or individual, functioning as the driving force behind how a person acts, behaves, speaks, and responds to situations. Maksudin explains that character refers to the unique traits of each individual concerning their identity (spiritual essence), which is the core quality of one's inner/spiritual life, way of thinking, way of behaving (attitudes and outward actions), and how one lives and works in various social settings, including within the family, community, nation, and state (Fathurrohman, 2013).

(Lickona, 1991; Supramono & Larasati, 2014) Linguistically, character refers to psychological traits, ethics, or moral virtues that differentiate one person from another—essentially one's temperament or disposition. The term "character" is derived from the English word "character," which means disposition, trait, role, or letter, and "characteristic," meaning distinctive trait. The word "character" has been adopted into the Indonesian language, originating from the English term "character," which itself is rooted in the Greek word "charassein," meaning "to engrave a pattern that remains indelible." Therefore, in terminological terms, character or disposition is "a combination of all human traits that are consistent and serve as a distinguishing mark to differentiate one person from another."

(Suwito, 2008) According to Sudewo, the role of character cannot be overlooked; in fact, it is character that determines the goodness or otherwise of an individual. Character is not merely a complement to competence but serves as its foundation, spirit, or soul. Without character, self-improvement in terms of competence can become unruly, proceeding without guidelines and rules. Character is often associated with personality, hence the formation of character is also linked to the development of personality or behavior. Therefore, character is the sum of an individual's good behaviors that are carried out with awareness and full responsibility.

(Sahid et al., 2021) Simon Philips defines character as a set of values that leads to a system that underpins thoughts, attitudes, and displayed behaviors. Similarly, Doi Koesoema equates character with personality. Personality is regarded as the distinctive trait, characteristic, style, or unique attribute of a person that originates from the influences received from the environment, such as the family during childhood, as well as inherent traits from birth.

(Pattaro, 2016) Naturally, from birth until around the age of three, or possibly up to five years, a child's reasoning ability has not yet developed, leaving the subconscious mind open to receiving any information and stimuli without filtering, mostly from parents and the family environment. It is from these sources that the foundational formation of character begins. Subsequently, all life experiences derived from extended family, school, television, the internet, books, magazines, and various other sources add knowledge, enabling an individual to increasingly analyze and reason about external objects.

## **C. METHOD**

This research is a field research study, which means that data collection is conducted in the field, such as within communities, institutions, and organizations, as well as government agencies. This study is qualitative in nature, aimed at explaining social phenomena or certain events. The type of research employed is descriptive research. Descriptive research is a type of study that provides a detailed depiction or description of a situation as clearly as possible without applying any treatment to the object being studied (Huberman & J, 2014).

The research was conducted in public high schools (SMA Negeri) throughout the city of Tanjungbalai. The data sources in this research are categorized into primary data (which includes school principals, teachers, and students) and secondary data (which includes documentation and observational results).

(Creswell, 2007) Data collection techniques utilized include observation, interviews, and documentation. The data analysis process was carried out in three stages: identification, clarification, and interpretation, using qualitative approaches to analyze the data in order to gain a deep understanding of the subject in question. To ensure the validity of the data, methods such as prolonged engagement, triangulation, and peer debriefing through discussions were employed.

## **D. RESULT AND DISCUSSIONS**

### **Result**

#### **Student character learning model based on the Pancasila profile project at Tanjungbalai City Senior High School**

The character education model for students based on the Pancasila profile project at SMAN in Tanjungbalai involves the implementation of a curriculum that engages various school components in a collaborative effort to apply the curriculum according to the specific needs of the school. The curriculum implementation at SMAN 1 Tanjungbalai aims to achieve successful educational outcomes and enhance the quality of education and graduates at the school.

To develop and advance education and achieve the established educational goals, the curriculum must play a crucial role in realizing these objectives. The teaching and learning activities conducted by teachers in schools always start and end with the curriculum components that have been set. These activities are an integral part of formal education, which fundamentally requires a curriculum as a guide. Therefore, teachers, in designing and implementing learning programs, will always adhere to the curriculum.

Based on an observation conducted on February 14, 2024, regarding the document on the implementation model of character development for students at SMAN 1 Tanjungbalai, it was found that the activities within the curriculum are divided into three parts: problem-based learning, project-based learning, and discovery learning.

The character development model at SMAN 1 Tanjungbalai, particularly in relation to the Pancasila student profile and the independent attitude of students at SMAN 3 Tanjungbalai, has been well-developed. The effort to instill an independent attitude in students is carried out through both academic and non-academic activities. Academically, this is done through the completion of daily tasks, formative evaluations, subsumative assessments, and summative assessments.

Instilling independence in students is crucial as it significantly impacts the development of other personality traits. A lack of independence can affect creativity, learning motivation, and even the recognition of one's own interests and talents. The independent attitude of students has a significant influence on their knowledge competence.

In conclusion, SMAN 3 Tanjungbalai has implemented the Merdeka Curriculum based on the Pancasila student profile, using project-based learning as the core model for student character development. The Pancasila Student Profile Project aims to develop students who think, act, and behave in ways that reflect the universal values of Pancasila, promoting tolerance, national unity, and global peace. Students are also expected to develop critical thinking, problem-solving, metacognitive skills, communication, collaboration, innovation, creativity, information literacy, piety, moral integrity, and religious moderation.

The implementation of the curriculum in education delivery and the achievement of educational goals requires the curriculum to play a pivotal role. The learning activities in schools, conducted by teachers, always revolve around the curriculum components.

The Pancasila Profile Project is not limited to specific subjects but encompasses everything that can influence students' development, including school buildings, administrative staff, images, school grounds, and other facilities and resources. All of these are vital for the successful implementation of the curriculum in schools.

Based on the explanation above, it can be concluded that the character education model for students based on the Pancasila profile project in Tanjungbalai uses problem-based learning, project-based learning, and discovery learning models. Essentially, secondary education institutions see the need to develop an Operational Education Unit Curriculum (KOSP). The Merdeka Curriculum, through the Pancasila Student Profile Project, prepares students to live and thrive in broader society. This implies that the curriculum is not merely an

effort to enhance education but also an endeavor to nurture individuals (students) with all the potential that needs to be developed.

### **Implementation of the Student Character Learning Model Based on the Pancasila Profile Project at Tanjungbalai City State High School**

The conclusion of the article regarding the implementation of the Pancasila Student Profile (P5) Strengthening Project at SMA Negeri 1 Kota Tanjungbalai indicates that the integration of P5 into intracurricular activities has been effectively carried out through a structured learning model focused on character development. This implementation covers various subjects integrated with projects designed to reinforce the Pancasila Student Profile, aligned with the specified learning phases, namely phases E and F.

The curriculum implementation at SMA Negeri 1 Tanjungbalai demonstrates that the school employs a collaborative approach among teachers to develop Lesson Plans (RPP) that include determining the learning flow and competency achievement indicators. Teacher training and capacity building are prioritized to ensure they possess adequate knowledge and skills to design and implement learning that meets established standards.

In terms of instructional delivery, the school adopts two time systems: the longitudinal system and the block system. The longitudinal system involves regular weekly lessons, while the block system focuses on specific time allocations within the academic year for intensive learning. Both systems are designed to ensure that the allocated instructional time aligns with the applicable curriculum.

The teaching media used at SMA Negeri 1 Tanjungbalai are categorized into mandatory and optional media. Mandatory media, such as Google Classroom and other digital devices, are used in every lesson, while optional media can be employed as needed. These media are optimized to support both digital and conventional learning processes.

The P5 coordinator at SMA Negeri 1 Tanjungbalai emphasizes the importance of student self-development through extracurricular activities and self-development programs such as scouting and learning communities. These programs are designed to help students express themselves, develop talents, and cultivate essential skills needed to face future challenges.

School habituation activities, such as praying before lessons, maintaining cleanliness, and showing mutual respect, are also integral to character formation efforts. The principal and teachers work together to create a conducive learning environment where Pancasila values are applied in students' daily lives.

Evaluation of learning at SMA Negeri 1 Tanjungbalai is conducted continuously, involving both internal and external monitoring and individual reflection to ensure that the operational curriculum goals are achieved. This evaluation also includes feedback from the workforce to ensure that graduates possess the skills and character that meet societal needs.

Overall, the implementation of the independent learning curriculum through P5 at SMA Negeri 1 Tanjungbalai demonstrates that the school has successfully integrated character education into both academic and non-academic activities. Education, recognized as a key national asset, is prioritized, and it is hoped that through educational and school autonomy, positive changes will continue to occur, preparing a young generation with strong character ready to face future challenges.

The curriculum implemented at the high school level (SMA) has adopted a more flexible approach to teaching and learning activities, offering flexibility in terms of time allocation and subject matter while still focusing on essential content, character development, and student competencies. This includes initiatives like introducing morning breakfast and exercise routines as well as mental and religious guidance.

In the 2023-2024 academic year, SMAN 3 Kota Tanjungbalai has applied the Independent Curriculum (IKM) to its tenth-grade students, emphasizing a project-based learning model rooted in Pancasila (P5). P5 is an interdisciplinary learning approach aimed at observing and developing solutions to problems within the students' local environment. The project-based learning approach used in P5 differs from project-based learning in regular intracurricular programs, often leading to misconceptions in its implementation when schools focus solely on the outcomes or products of these projects.

The real importance of P5 lies not in the final products but in the process each student undergoes while engaging in these projects. The process and sequence of activities that students follow to resolve issues are crucial in fostering critical thinking, independence, and problem-solving skills.

During an interview with principal of SMAN 3 Kota Tanjungbalai, on June 18, 2024, it was explained that this is the first year the school has implemented the "Merdeka Belajar" (Independent Learning) curriculum through activities that focus on both physical and mental well-being, incorporating local wisdom. For the odd semester of the 2023-2024 academic year, the P5 project chosen involved promoting a culture of morning breakfast and physical exercise to enhance physical fitness. This project followed a structured process of introduction, contextualization, action, and reflection.



The culmination of the project involved practical activities, such as regular breakfast sessions and collective exercises conducted every Friday and Saturday, involving all students from grades X, XI, and XII, as well as the teaching staff. These activities were carried out on the school grounds from July to November 2023.

In addition to the project-based activities, the school has effectively developed the independence and critical thinking of its students through both academic and non-academic endeavors. Academic independence is fostered through the completion of daily tasks, formative, subsumative, and summative evaluations. This independence is critical as it significantly impacts other aspects of a student's personality, including creativity, learning motivation, and the ability to recognize personal interests and talents.

Critical thinking, as part of the Pancasila Student Profile, has been well-implemented at SMAN 3 Kota Tanjungbalai. Students engage in discussions, critically analyze various issues, and are encouraged to present well-reasoned arguments during these discussions. Developing critical thinking skills is essential in preparing students for the 21st century, as it enables them to be more discerning of information and less susceptible to misinformation.

The school has adopted a block scheduling approach to organize learning, which allows students to delve deeper into subjects and complete projects thoroughly. This approach provides sufficient time for students to engage in in-depth learning and collaborative projects.

The school's curriculum includes both mandatory and elective subjects, guided by national education regulations. Extracurricular activities, which play a significant role in student development, are also given considerable attention, with students encouraged to choose activities that align with their interests and talents.

In summary, the implementation of the project-based learning model (P5) at SMAN 3 Kota Tanjungbalai represents a significant shift towards interdisciplinary education that emphasizes process over product. By focusing on the development of critical thinking, independence, and character, the school aims to prepare students not only to excel academically but also to navigate and contribute positively to their communities and the broader world.

The conclusion of the implementation of the School-Based Curriculum (KTSP) at SMA Negeri 5 Tanjungbalai for the 2023/2024 academic year indicates that the school has undertaken various efforts to ensure that the curriculum implemented supports the achievement of national education goals. The development of the School Operational Curriculum (KOSP) is carried out by referring to national education standards, particularly the Content Standards (SI) and Graduate Competency Standards (SKL).

The main points of this curriculum implementation include:

1. Curriculum Development Tailored to Student and Community Conditions: The curriculum at SMA Negeri 5 Tanjungbalai is designed with consideration of the local economic potential, students' abilities, and community conditions. The curriculum includes life skills to assist students in entering the workforce, particularly for those who do not continue to higher education.
2. Flexible Learning Approaches: SMA Negeri 5 Tanjungbalai implements both block and longitudinal systems in intramural learning. The block system allows for more intensive learning time during certain periods, while the longitudinal system ensures routine learning with consistent time allocation. The integration of the Strengthening Pancasila Student Profile Project (P5) is carried out across various subjects with a project-based learning approach.
3. Character Development Through the P5 Program: The P5 program at SMA Negeri 5 Tanjungbalai aims to develop students' character, encompassing Pancasila values such as mutual cooperation, independence, critical thinking, creativity, and global diversity. These activities are conducted through the integration of cross-disciplinary learning, extracurricular activities, and personal development programs.
4. Culture of Achievement and Creativity: SMA Negeri 5 Tanjungbalai fosters a culture of achievement through various academic and non-academic competitions and creative activities such as entrepreneurship projects. These programs are designed to encourage students to develop their potential and contribute positively to society.
5. Teacher Evaluation and Professional Development: Teacher mentoring, evaluation, and professional development are carried out systematically to ensure continuous improvement in the quality of teaching. This process involves various activities such as clinical training, focus group discussions (FGD), and regular supervision.
6. Supporting Learning Activities: SMA Negeri 5 Tanjungbalai also organizes various supporting activities, such as commemorations of national holidays, literacy programs, and social activities, to enrich students' learning experiences and reinforce intramural learning.

In conclusion, the implementation of the character development model at SMA Negeri 5 Tanjungbalai has been carried out through a comprehensive and integrated approach, focusing not only on academic aspects but also on developing students' character and competencies in line with Pancasila values. Thus, this curriculum is expected to produce graduates with noble character, broad knowledge, and readiness to face future challenges.

## **Discussion**

The first finding reveals that the student character education model based on the Pancasila profile project in Tanjungbalai City employs Problem-Based Learning, Project-Based Learning, and Discovery Learning approaches (Wardani et al., 2019). The developed curriculum aims to prepare students to live and thrive in a broader society, focusing on developing individual potential through innovative, student-centered teaching methods. The project-based learning model provides students with the freedom to plan, implement, and produce work products that can be presented, while the discovery learning model encourages students to explore and manipulate situations to understand concepts independently (Khilmiyah & Wiyono, 2021; Yulianti & Sulistiyawati, 2020). However, these models also face challenges, such as the need for sufficient time, costs, facilities, and the teacher's skills in managing complex learning processes (Yulianti & Sulistiyawati, 2020).

The second finding highlights the implementation of the character development model in Tanjungbalai City Senior High Schools through the integration of subjects, special event programs, and the execution of the Pancasila profile project. Supporting factors in this implementation include the quality of human resources, the active role of the principal, and adequate facilities. However, obstacles such as student discipline issues, low learning motivation, and inadequate facility maintenance remain challenges in achieving the desired character education goals (Haerudin et al., 2023).

The third finding identifies obstacles in implementing the student character development model in Tanjungbalai City Senior High Schools, including a lack of understanding and support for the Pancasila profile strengthening project (P5), limited resources, differing interpretations of Pancasila, challenges in delivering content, and ineffective monitoring and evaluation. These obstacles highlight the need for strong collaboration between the government, schools, teachers, students, and the community to ensure the effective implementation of P5 and the achievement of its intended goals (Haerudin et al., 2023; Parwati et al., 2018).

Overall, the implementation of the Pancasila profile project in Tanjungbalai City Senior High Schools requires careful planning, sufficient resource support, and continuous training and mentoring for teachers to overcome existing challenges. By addressing these obstacles, it is hoped that the P5 project can serve as an effective means of shaping student character based on Pancasila values and preparing them to face future challenges.

## E. CONCLUSION

Based on the findings and discussion of the research on the implementation of the student character development model at State Senior High Schools in Tanjungbalai, the following conclusions can be drawn:

1. The student character development model based on the Pancasila student profile project in Tanjungbalai utilizes problem-based learning, project-based learning, and discovery learning approaches. Educational institutions at the secondary level recognize the importance of developing the Operational Curriculum for Educational Units (KOSP) based on the Independent Curriculum and the Pancasila Student Profile Project (P5). The goal is to prepare students to live and thrive in society by maximizing their individual potential.
2. The implementation of the student character development model at State Senior High Schools in Tanjungbalai is carried out through the integration of subjects, programs for significant events, and the implementation of P5 projects. This implementation is expected to instill values such as religious devotion, global diversity, cooperation, independence, critical thinking, and creativity in students.
3. Challenges in implementing the student character development model at State Senior High Schools in Tanjungbalai include:
  - A lack of understanding and support in implementing the P5 strengthening project.
  - Limited resources, such as textbooks, relevant learning materials, and adequate facilities.
  - Diverse interpretations of Pancasila as a state ideology, leading to varied understandings among students and teachers.
  - Challenges in delivering P5 materials to students, requiring simple and easily understandable presentations.
  - Suboptimal monitoring and evaluation, leading to the incomplete implementation of the program.

These conclusions highlight the need for better understanding, resources, and evaluation to optimize the implementation of the Pancasila Student Profile Project in schools across Tanjungbalai.

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