

STRENGTHENING STUDENT CHARACTER EDUCATION IN JUNIOR HIGH SCHOOL

Sri Wahyuni

Universitas Pendidikan Indonesia
muhammadfitriyansyah.mf@gmail.com

Received: 03, 2022. Accepted: 06, 2022.
Published: 06, 2022

Abstract

Character education is very important in everyday life, both in school and society. If character education does not go well, it will cause problems for students. problems related to the declining character of students are evident from the records of the Indonesian Child Protection Commission (KPAI). During the Covid-19 pandemic, the world of education experienced a lot of learning loss and a decline in student character, including many students who did not do the assignments given by the teacher, did not greet each other between students and teachers, denied the advice given by the teacher, were not disciplined in learning, and the like.

This study uses qualitative data collection techniques of observation, interviews, and documentation. The data were then analyzed by combining the Creswell model and Mathew and Hubermen, performing three stages: data reduction (data reduction), data display (date display) / description, and interpretation/verification of data. Triangulation, member checking, and observation extension were carried out to check the validity of the data.

The study results show that strengthening character education at Indralaya 1 Public Middle School includes class, school culture, and community-based. The teacher's role in strengthening student character education at Indralaya 1 Public Middle School includes: as a learning manager, role model, facilitator, evaluator, and counselor. Factors that influence the strengthening of character education include: a) internal factors, including instincts, will, customs/habits, conscience, and heredity b) external factors, including schools and society.

Keywords: Educator, Character, Student

Corresponding Author:

Sri Wahyuni
Universitas Islam Negeri Raden Fatah Palembang
muhammadfitriyansyah.mf@gmail.com

INTRODUCTION

Indonesia's education world is still often colored by cases of good cheating committed by students. The editor of Sloops reported that the act of cheating students when carrying out exams seemed to be a culture that was difficult to change (Andila et al., 2021, pp. 68–79).

One of the things that can show the dilapidated character of the nation caused by the development of education that is less than optimal in character education carried out by educational institutions is that there is often negative behavior among adolescents and the community in implementing character education, all parties should be able to play a role, both principals, vice principals, teachers, administrative staff, and school residents, especially parents at home (Kusuma & Doni, 2007). Therefore, character education is often seen as a solution that can be chosen to overcome various demoralizing problems of the nation's successors, as developed by Thomas Lickona.

There are ten signs to watch out for today, namely: (1) the more widespread violence that occurs among adolescents, (2) often use of bad language and words, (3) *peer groups* that have a strong influence on violence, (4) the more widespread self-destructive behavior which such as the use of alcohol, drugs and even the practice of free sex, (6) the decline in existing work ethic, (7) children who have less respect for parents and teachers, (8) humans as individual beings and citizens have low responsibility, (9) dishonesty is often cultivated, (10) hatred and suspicion often arise among others (Lickona & Thomas, 2019)

If observed more deeply, these ten signs have often been found in Indonesia; both print and electronic media often provide about events related to the decline in morale. So, it shows that the character is declining among adolescents, which is the students themselves. Nevertheless, some of the students who commit demoralization have lost their shame because they think that the mistakes made are a "natural" thing which has often been done by many people (Muslich & Masnur, 2013).

The explanation above gives a broad meaning to building one's character, and the school has space and time to instill and strengthen its students (Aiadah & Siti, 2020). As educational agents, schools present themselves as places of learning

interactions that allow students to learn anything, anywhere, anytime, and with anything. Through technological sophistication and ease of information dissemination, learners will gain more insight than in books or learning processes. Other information in cyberspace can broadly enrich students' scientific repertoire, thus enabling them to develop critical and creative ideas (Widodo, 2019). Schools must also play their roles and responsibilities to instill and develop values to form good character. Character education must emphasize honesty, fairness, respect, and responsibility. The most important thing is understanding, paying attention to, and practicing these values in everyday life (Wijaya & Hendra, 2021).

SMP Negeri 1 Indralaya realizes how important it is to strengthen students' character education as a guideline or provision for them in society both in the family, school and state environments. Therefore, as one of the schools that has special characteristics that are very different from other educational institutions both in science and the application of values that have a large portion in shaping the character of students, SMP Negeri 1 Indralaya was able to make a major contribution in shaping the character of the nation. Thus, SMP Negeri 1 Indralaya has a very important role in managing student morale by providing students with an understanding of the negative impacts of behavior produced by students, where student behavior is influenced by mass media that almost dominate students' daily lives. To anticipate these negative impacts, SMP Negeri 1 Indralaya provided knowledge and skills to think creatively and direct students to apply moral values and piety to the Creator.

The character values that are priorities for implementation in character education at SMP Negeri 1 Indralaya include religion, honesty, tolerance, discipline, hard work, creativity, independence, democratic, curiosity, national spirit, love for the country, respect for achievements, friendly/communicative, love of peace, love to read, care for the environment, social care, and responsibility. One example of the implementation of strengthening religious, honest, disciplined, and independent values in SMP Negeri 1 Indralaya includes praying according to their respective beliefs at the beginning and end of learning activities, the existence of a student control book in the form of a journal where the journal is filled honestly by students and known by parents in doing the five daily obligatory prayers, Sunnah

prayers, compulsory fasting, sunnah fasting, memorizing the holy verses of the Qur'an, selected letters, daily prayers, helping the elderly, and others as well as Diniyah activities, where students are expected after finishing from SMP Negeri 1 Indralaya to have memorized the Qur'an 5 Juz. The application of the value of love to read includes school literacy activities (instilling reading habits for students), namely a) before starting learning students read books, b) Friday reading activities (Fiction: short stories, comics, and others). Social care organizes voluntary donation activities if students are affected by disasters (house fires, parents dying, and the like) and visits to orphanages and nursing homes.

This can take place optimally by using strategies and methods to strengthen character values, including instilling character values in every learning activity and optimizing cooperation between the school and parents. Parents play a role in maintaining, caring, protecting, and educating children to grow and develop properly (Zainuri & Ahmad, 2018). Here the role of parents, especially mothers, is very influential in the child's development. Family education is called primary education because, in this environment, all the potential possessed by humans is formed and partially developed. There is even some growing potential in family education. Children will grow into individuals with character if they can grow in an environment of character so that the nature of every child born holy can develop optimally. Teachers and parents are expected to be able to provide strengthening of character education and accompany and monitor student activities while at home.

Based on the results of field observations conducted by researchers from August 31 to September 14, 2021. After one year and seven months of students carrying out online learning activities, it can be seen that students of SMP Negeri 1 Indralaya experience *learning loss and* deterioration in character in students, including many students who do not do the assignments given by the teacher, do not greet students and teachers, refute the advice given by the teacher, are not disciplined in learning, daydream a lot when asked by the teacher, do not know the name of the teacher who teaches and others.

This prompted the author to research at SMP Negeri 1 Indralaya to see how to implement strengthening student character education. This study aimed to analyze and determine the forms of strengthening character education, the role of

teachers, and influencing factors in strengthening character education. Based on previous research studies conducted by Rohmatun Lukluk Isnaini in a thesis entitled "*Penguatan Pendidikan Karakter Siswa Melalui Manajemen Bimbingan dan Konseling Islam*". The type of research used was qualitative research, which described the cultivation of character education values through Islamic guidance and counseling management. The study explained that (1) strengthening student character education in schools is a must how education can produce graduates who are more qualified and ready to face the future world full of problems and challenges and can produce graduates who have noble character. Graduates can have intelligence as well as intelligence, high creativity as well as politeness and courtesy in communicating, and honesty and discipline while having high responsibility; The research has similarities with the research design that the author has done, which discusses strengthening character education. Nevertheless, there was also the difference, which was the research focus, as it saw the management aspect of Islamic guidance and counseling. In contrast, the research planned by the author focuses more on forms of strengthening character education.

RESEARCH METHODS

This qualitative research used observation, interview, and documentation data collection techniques (Arikunto, 2010). In addition, the presentation of data used a phenomenological approach. The author examines and analyzes the forms of strengthening character education in this study. The primary data sources in this study were the entire academic community of SMP Negeri 1 Indralaya, which includes the principal, vice principal for curriculum, deputy head for student affairs, deputy head for public relations, deputy head for infrastructure, school committee, teachers, students, education staff, school guards, garden officers, *cleaning service* (janitors), parents of students, residents living around the school, documents, documentation of photos of activities carried out by SMP Negeri 1 Indralaya. Secondary data sources were obtained from books, previous research, articles, scientific journals, and opinions that reveal and examine forms of strengthening character education.

The data collection tool used in this study was an observation, by observing directly the place to study (Moleong, 2012), especially looking at the forms of strengthening character education, the role of parents and teachers in providing character education reinforcement and influencing factors in strengthening character education. The next data collection tool was an in-depth interview technique with respondents. Namely, the entire academic community of SMP Negeri 1 Indralaya, which includes the principal, vice principal for curriculum, deputy head for student affairs, deputy head for public relations, deputy head for infrastructure, school committee, teachers, students, education staff, school guards, garden officers, *cleaning service* (janitors), parents of students, residents living around the school is carried out orally (directly or indirectly). The next data collection tool is documentation, by collecting data related to research through written data in the form of books and structure boards, namely data on lists of students and teachers and employees, as well as matters related to forms of strengthening character education.

RESULTS AND DISCUSSION

In strengthening student character education at SMP Negeri 1 Indralaya, results were obtained: *first*, strengthening classroom-based character education. Effective classroom learning will bring changes to students, including cognitive, affective, and psychomotor aspects. The focus of character education on students was interaction in the learning process. In learning activities in the classroom, there was an overall interaction between teachers and students, learning dynamics, deepening the content of learning materials, choice of learning methods and media, how to evaluate, and assessment during learning activities depending on teacher creativity and adjusted to the theme of each learning. Then the strengthening of special character education does not exist, and the strengthening of character education through the literacy movement has been implemented, including "reading corner" activities where students can write in the form of articles, short stories, poems, and others in the classroom reading corner. Mini libraries, where teachers and students collaborate to publish scientific papers as books. Literacy in class was carried out 10 minutes before learning activities. Friday reading, where every

Friday, students read short stories, make conclusions, and collect them with the teacher. This activity aimed to feel students' empathy, tolerance, and sympathy. Strengthening character education through counseling guidance services is not only for students with problems but also provides coaching for outstanding students.

Second, strengthening character education based on school culture. The implementation of strengthening school culture-based character education at SMP Negeri 1 Indralaya shows a 5S culture (Smile, greetings, greetings, politeness, and courtesy). When students enter the school gate, students will be greeted by the teacher. Then students will greet and shake hands with the teacher. Not only that, but when at the gate, students were checked for the neatness of their uniforms and invited to work together to clean up the garbage before entering the classroom. As an effort to internalize the strengthening of character education based on school culture, based on observations made on the classroom wall emblazoned with the words: *keep it clean, say no bullying, smoking, drugs*, and others. This proves that the school culture at SMP Negeri 1 Indralaya prohibits students from smoking, immoral acts, consuming liquor, and other prohibited acts. If students violate school rules, they will not be left alone but will get sanctions or punishments, ranging from verbal reprimands, coaching, calling parents, suspensions, and being returned to parents. The sanctions aim to enforce regulations agreed upon and obeyed jointly by all school residents. Sanctions will also bring a deterrent effect on students who violate. The sanctions applied by the school are one of the efforts to realize the main values of character education, especially independence, responsibility, and discipline. The character of discipline will grow in an atmosphere where friendship between teachers and students comes from mutual respect, trust, and affection. This means that discipline in learning activities can be used as a way to instill good cooperation, students with students, students with teachers, and students with the environment.

Third, strengthening community-based character education, in principle, was the cooperation carried out by the school with communities, institutions, and communities outside the school to achieve the crystallization of character values.

The community plays a role in the implementation of character education activities. Each individual from the community is responsible for creating a

comfortable atmosphere in supporting the growth and development of character in the community. That is, if students are in a good community environment, it will also have a good impact on the personality or character of students. Conversely, if students are in a bad environment, it will impact student character.

SMP Negeri 1 Indralaya is an inseparable part of the community in implementing character education strengthening; the school always involves and establishes cooperative relationships with the community, both with parents and other communities. As stated on the *website* of SMP Negeri 1 Indralaya, among others: the regular meeting of Dharma Wanita Persatuan (DWP) which was held on Tuesday, March 1, 2022, Operation Bina Kusuma Musi 2022, organized by the Ogan Ilir Regional Police. The Police Goes to School education program will be held on Monday, March 21, 2022. Student coaching in March and distribution of prizes for students who get the highest try-out scores organized by the prima game course institution on Wednesday and Thursday, March 30 and 31, 2022, HIVE SMP Negeri 1 Indralaya. Socialization of New Student Admission or *Penerimaan Peserta Didik Baru* (PPDB) for the 2022/2023 academic year on April 11 - 14, 2022. The PPDB team of SMP Negeri 1 Indralaya visited several elementary schools to provide information about PPDB. The declaration of child-friendly schools was held on Thursday, April 14, 2022, at the ceremony grounds. The Ramadan 1443 H iftar activity between the school and the committee management, Al-Ihsan mosque administrators and the Ogan Ilir Regency Education Office were held on Saturday, April 23, 2022, in the meeting room of SMP Negeri 1 Indralaya. Workshop on Assistance in Preparing Classroom Action Research or *Penelitian Tindakan Kelas* (PTK) Proposals for Teachers. The workshop was held three days, May 23 - 25, 2022, at the SMP Negeri 1 Indralaya meeting room. This workshop is very useful for teachers, especially in improving students' processes and learning outcomes in the classroom. In addition, writing PTK for teachers is carried out as continuous professional development. Martinawati, S.Pd., M.H. from the South Sumatra Education Quality Assurance Center accompanied the workshop. Visit the elderly social institution "Harapan Kita" in South Sumatra province on Friday, July 26, 2019. social care activities for fire victims in Karanganyar, Tanggabuntung

Palembang, on October 25, 2019. Diniyah Religious Tourism of SMP Negeri 1 Indralaya to Alqur'an Akbar Palembang on Sunday, February 10, 2019, and others.

CONCLUSION

The forms of strengthening character education at SMP Negeri 1 Indralaya include: a) classroom-based, at SMP Negeri 1 Indralaya has been integrated into the Learning Implementation Plan (RPP) that teachers have implemented. Classroom management involves the selection of media, methods, models, and learning strategies in the classroom. KDP through literacy activities and counseling guidance. Example: In learning activities, students have applied religious character, saying greetings and praying before and after learning in class. However, the integration could have been more optimal. Because not all character education values were contained in the Learning Implementation Plan (RPP) and authentic assessment, not all touch on cognitive and psychomotor aspects. b) based on school culture, which has been implemented, namely the existence of 5S (smiles, greetings, greetings, courtesy and courtesy) between students and teachers and between students and students themselves. In addition, they were also accustomed to the discipline of dressing in school uniforms, throwing garbage in its place, literacy activities, and others. Forming and habituating school cultural values is the main percentage of strengthening character education. This was inseparable from the example of teachers in schools. SMP Negeri 1 Indralaya has also enforced school discipline through school rules and violation points if they violate these regulations. Sanctions are applied through verbal and written reprimands, parent summons, *and suspensions*, and students are returned to their parents. Furthermore, the strengthening of character education has run optimally, as evidenced by a list of attendance at each activity so that in quantity and quality progress can be known in an activity. c) community-based, where SMP Negeri 1 Indralaya always establishes partnerships and cooperation with the community, parents, government institutions, the private sector, and other communities. Examples: inviting the Quality Assurance Center to be a resource person in the Workshop on Assistance in the Preparation of Classroom Action Research Proposals or *Penelitian Tindakan Kelas*

(PTK) for Teachers, *the Police goes to school* program, religious tourism in order to increase faith and piety, visits to social institutions, and others.

Therefore, the suggestions researchers can convey include: a) SMP Negeri 1 Indralaya should better complement facilities that do not yet exist in schools. For example, learning media for Science, Mathematics, Social Studies, Sports, and others. b) Training is needed to strengthen classroom-based character education so that all teachers can compile character education-based lesson plans. c) There needs to be supervision of the main values of the priority of strengthening character education. For example, the religious value of dhuha prayer, dhuhr prayer, and Friday prayer. The school makes a picket schedule of teachers who supervise students. So, it was not only religious teachers, BK, and homeroom teachers who supervised. d) The principal and all school residents must remain stable in maintaining and developing policies to strengthen the character education that characterizes SMPN 1 Indralaya. Such as welcoming students, visiting social institutions, establishing partnerships with third parties, religious tourism, and others. e) For the government, especially the Education and Culture Office of Ogan Ilir Regency, the results of this research can be used as an example for surrounding schools. f) for the next researcher to continue development research to enrich knowledge, especially in strengthening character education.

REFERENCES

- Aiadah, N., & Siti. (2020). *Pembelajaran Pendidikan Karakter*. KBM Indonesia.
- Andila, K., Yuliani, H., & Syar, N. I. (2021). Pengembangan E-Modul Berbasis Kontekstual Menggunakan Aplikasi eXe-Learning Pada Materi Usaha dan Energi. *Kappa Journal*, 5(1), 68–79.
- Arikunto, S. (2010). *Prosedur Penelitian Teori dan Praktek*. Rineka Cipta.
- Alimron, A., Syarnubi, S., & Maryamah, M. (2023). Character Education Model in Islamic Higher Education. *AL-ISHLAH: Jurnal Pendidikan*, 15(3), 3334-3345.
- Ali, M., & Syarnubi, S. (2020). Dampak Sertifikasi Terhadap Kompetensi Pedagogik Guru (Studi Pemetaan (PK) GPAI On-Line Tingkat SMA/SMK Provinsi Sumatera Selatan. *Tadrib*, 6(2), 141-158.
- Arisca, L., Karoma, K., Syarifuddin, A., & Syarnubi, S. (2020). Pengaruh Kompetensi Kepribadian Guru PAI Terhadap Kecerdasan Emosional Siswa di SMP Negeri 06 Palembang. *Jurnal PAI Raden Fatah*, 2(3), 295-308.
- Ballianie, N., Dewi, M., & Syarnubi, S. (2023, August). Internalisasi Pendidikan Karakter pada Anak dalam Bingkai Moderasi Beragama. In *Prosiding Seminar Nasional 2023* (Vol. 1, No. 1, pp. 44-52).
- Fauzi, M., Andriani, H., & Syarnubi, S. (2023, August). Budaya Belajar Santri Berprestasi di Pondok Pesantren. In *Prosiding Seminar Nasional 2023* (Vol. 1, No. 1, pp. 140-147).
- Febriyanti, E., Ismail, F., & Syarnubi, S. (2022). Penanaman Karakter Peduli Sosial di SMP Negeri 10 Palembang. *Jurnal PAI Raden Fatah*, 4(1), 39-51.
- Fitriyani, E. D., Mansur, A., & Syarnubi, S. (2020). MODEL PEMBELAJARAN PESANTREN DALAM MEMBINA MORALITAS SANTRI DI PONDOK PESANTREN SABILUL HASANAH BANYUASIN. *Jurnal PAI Raden Fatah*, 2(1), 103-116.
- Hawi, A., & Syarnubi, S. (2018). Remaja Pecandu Narkoba: Studi tentang Rehabilitasi Integratif di Panti Rehabilitasi Narkoba Pondok Pesantren Ar-Rahman Palembang. *Tadrib*, 4(1), 99-119.
- Hartati, J., Achadi, W., Syarnubi, S., & Naufa, M. M. (2022). Hubungan Prokrastinasi dan Dukungan Sosial Teman Sebaya Pada Mahasiswa Pendidikan Agama Islam FITK UIN Raden Patah Palembang. *Al-Mada: Jurnal Agama, Sosial, dan Budaya*, 5(4), 608-618.
- Harto, K., & Syarnubi, S. (2018). Model pengembangan pembelajaran pai berbasis living values education (lve). *Tadrib*, 4(1), 1-20.
- Kusuma, & Doni. (2007). *Pendidikan Karakter*. Grasindo.
- Lickona, & Thomas. (2019). *Educating For Character: How Schools Can Teach Respect and Responsibility*. Bumi Aksara.
- Moleong, J. L. (2012). *Metodologi Penelitian Kualitatif Edisi Revisi*. Remaja Rosdakarya.
- Muslich, M. (2013). *Pendidikan Karakter Menjawab Tantangan Krisis Multidimensional*. Bumi Aksara.
- Malta, M., Syarnubi, S., & Sukirman, S. (2022). Konsep Pendidikan Anak dalam Keluarga Menurut Ibrahim Amini. *Jurnal PAI Raden Fatah*, 4(2), 140-151.
- Martina, M., Khodijah, N., & Syarnubi, S. (2019). Pengaruh lingkungan sekolah terhadap hasil belajar siswa pada mata pelajaran pendidikan Agama Islam Di

- SMP Negeri 9 Tulung Selapan Kabupaten OKI. *Jurnal PAI Raden Fatah*, 1(2), 164-180.
- Misyuraidah, M., & Syarnubi, S. (2017). Gelar Adat dalam Upacara Perkawinan Adat Masyarakat Komering di Sukarami Ogan Komering Ilir Sumatera Selatan. *Intizar*, 23(2), 241-260.
<https://doi.org/https://doi.org/10.19109/intizar.v23i2.2239>
- Nurrahman, N., Oviyanti, F., & Syarnubi, S. (2021). Hubungan Antara Kegiatan Ekstrakurikuler dengan Keaktifan Siswa dalam Berdiskusi di Sekolah Menengah Pertama Muhammadiyah 4 Palembang. *Jurnal PAI Raden Fatah*, 3(2), 166-175.
- Sari, E. I., Sukardi, I., & Syarnubi, S. (2020). Hubungan Antara Pemanfaatan Internet Sebagai Media Pembelajaran dengan Motivasi Belajar Siswa Pada Mata Pelajaran Akidah Akhlak di Madrasah Tsanawiyah Negeri 1 Palembang. *Jurnal PAI Raden Fatah*, 2(2), 202-216.
- Sukirman, S., Baiti, M., & Syarnubi, S. (2023). Konsep Pendidikan menurut Al-Ghazali. *Jurnal PAI Raden Fatah*, 5(3), 449-466.
- Sukirman, S., Baiti, M., & Syarnubi, S. (2023). Pendidikan Agama Islam dan Isu Kekerasan dalam Hak Asasi Manusia. *Jurnal PAI Raden Fatah*, 5(2), 433-448.
- Sutarmizi, S., & Syarnubi, S. (2022). Strategi Pengembangan Kompetensi Pedagogik Guru Rumpun PAI di MTs. Mu'alliminislamiyah Kabupaten Musi Banyuasin. *Tadrib*, 8(1), 56-74.
- Syarnubi, S., Alimron, A., & Muhammad, F. (2022). Model Pendidikan Karakter di Perguruan Tinggi. *Palembang: CV. Insan Cendekia Palembang*.
- Syarnubi, S. (2023). HAKIKAT EVALUASI DALAM PENDIDIKAN ISLAM. *Jurnal PAI Raden Fatah*, 5(2), 468-486.
- Syarnubi, S. (2019). Profesionalisme Guru Pendidikan Agama Islam dalam Membentuk Religiusitas Siswa Kelas IV di SDN 2 Pengarayan. *Tadrib*, 5(1), 87-103.
- Syarnubi, S. (2019). Guru yang bermoral dalam konteks sosial, budaya, ekonomi, hukum dan agama (Kajian terhadap UU No 14 Tahun 2005 Tentang Guru Dan Dosen). *Jurnal PAI Raden Fatah*, 1(1), 21-40.
- Syarnubi, S., Syarifuddin, A., & Sukirman, S. (2023). Curriculum Design for the Islamic Religious Education Study Program in the Era of the Industrial Revolution 4.0. *AL-ISHLAH: Jurnal Pendidikan*, 15(4).
- Syarnubi, S. (2020). Pendidikan Karakter pada Madrasah Aliyah Negeri 3 Palembang. *PhD diss., UIN Reden Fatah Palembang*.
- Syarnubi, S. (2016). Manajemen Konflik Dalam Pendidikan Islam dan Problematikanya: Studi Kasus di Fakultas Dakwah UIN-SUKA Yogyakarta. *Tadrib*, 2(1), 151-178.
- Syarnubi, S., Fauzi, M., Anggara, B., Fahiroh, S., Mulya, A. N., Ramelia, D., ... & Ulvya, I. (2023, August). Peran Guru Pendidikan Agama Islam dalam Menanamkan Nilai-Nilai Moderasi Beragama. In *Prosiding Seminar Nasional 2023* (Vol. 1, No. 1, pp. 112-117).
- Syarnubi, S. (2022). Penerapan Paradigma Integrasi-Interkoneksi dalam Peningkatan Mutu Lulusan. *Jurnal PAI Raden Fatah*, 4(4), 375-395.
- Wulandari, Y., Misdar, M., & Syarnubi, S. (2021). Efektifitas Peningkatan Kesadaran Beribadah Siswa MTs 1 Al-Furqon Pampangan Kecamatan

- Pampangan Kabupaten Ogan Komering Ilir. *Jurnal PAI Raden Fatah*, 3(4), 405-418.
- Widodo. (2019). Penguatan Pendidikan Karakter di SD MUhammadiyah Macanan Sleman Yogyakarta. *Jurnal Lentera Pendidikan*, 22(1).
- Wijaya, & Hendra. (2021). *Karakteristik Pendidikan Karakter di SMA Negeri Sumatera Selatan*. UIN Raden Fatah Palembang.
- Yanti, S. H., Hawi, A., & Syarnubi, S. (2021). Pengaruh Penerapan Strategi Firing Line Terhadap Pemahaman Siswa Pada Mata Pelajaran Pendidikan Agama Islam Kelas VII di SMP N Sukaraya Kecamatan Karang Jaya Kabupaten Musi Rawas. *Jurnal PAI Raden Fatah*, 3(1), 55-65.
- Zainuri, A. (2018). Pendidikan Karakter di Keluarga. *Tadrib*, 4(2).