

## Character education with live-in activities: Case study at De Britto College High School

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**Abstract:** The research aims to explain character education at De Britto College High School Yogyakarta. This school has unique characteristics in shaping the character of students. The unique thing about character education at this school is through live-in activities. This type of research is qualitative research. The research approach chosen is naturalistic. The research subjects were: principals, teachers and students at De Britto College High School Yogyakarta. Data collection techniques include: observation, interviews, and documentation. Data validity uses triangulation of data collection techniques. Data analysis uses the Miles and Huberman interactive model. The results of the research show that to shape the character of students, live-in activities are carried out in daily life. The character formation of students is carried out through educational excursions, live ins, and retreats or spiritual retreats. The organization of character education at De Britto College High School goes through 3 main stages, namely: educational excursion for class X, live-in for class XI, and retreat or spiritual practice for class XII. Implementing live-in activities sometimes has problems, including the limited number of teachers, the condition of students, such as the health of students when carrying out live-in activities.

**Keywords:** *character education, live-in activities, De Britto College high school*

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### INTRODUCTION

Character education in Indonesia is an important urgency to be implemented in educational units. Character education is able to build students' attitudes in responding to social changes that exist in society. Cultivating character education is a way that can be done to prepare students to be able to face social changes that are starting to lead to the threat of character decline. News related to the decline in the character values of Indonesian youth is often found and published in the Indonesian mass media. As quoted in (Zubaidah, 2013) as many as 68% of elementary school (SD) students are familiar with pornographic sites. Furthermore, on the news site (Adi, 2022) it is explained that minor criminal acts in the city of Solo have increased compared to minor criminal cases in 2020. Several types of minor criminal cases that have increased are the practice of prostitution, drinking, gambling, and juvenile delinquency. The next criminal case was also discussed in (Hardani, 2020) according to the Head of the Sumbawa Regency National Narcotics Agency through the Head of Rehabilitation Section, Ellyah Andriany SKM during a press conference, Thursday (3/12/2020), of the 60 clients there were two minors who still in SD, he was caught in a

drug abuse case. Some of the criminal cases above show a decline in character that befell students in educational units.

Survey data on character decline in Indonesia was also confirmed and revealed by the Research and Development and Education and Training Agency of the Ministry of Religion of the Republic of Indonesia (Murtadlo, 2021). The student character survey carried out by the Research and Development Centre for Religion and Religious Education in 2021 showed the average character index score Indonesia experienced a decline. In 2021 the character index of students at secondary education level will be at 69.52%. The indicative percentage figure in 2021 shows a decrease of two points from the indicative figure in 2020 which amounted to 71.41%. Data on the percentage of character decline in 2021 shows that the problem of character decline in the Indonesian nation needs to be of concern to all parties, including formal educational institutions such as schools. In solving problems resulting from the decline in the quality of students' character, character education is one solution that can be used and implemented by schools and educators. Lickona (Samani & Hariyanto, 2013) explains that character education can be an effort that can be designed to improve the character of students and can be implemented in educational units. The government has made all efforts to strengthen character education in educational units, one of the efforts made by the Minister of Education and Culture of the Republic of Indonesia, Muhadjir Effendy in the Indonesian education curriculum is the establishment of the Strengthening Character Education (PPK) program, the PPK program is regulated in a Presidential Regulation PPK No. 87 of 2017 (Perpres, 2017). However, as time goes by, many other alternatives are used by educational institutions to improve character formation in educational units. Providing direct experience and providing a positive influence on character can be done through scouting (Hapsari, 2022). Another way to shape character can also be through various teaching materials (Murniyudi & Sujarwo, 2021). Instilling values in the godly dimension is also positive for shaping the character of students, starting from an early age (Harun, Jaedun, Sudaryanti, & Manaf, 2021). Another praxis is through live-in activities.

One of the schools that instills character education with live-in activities to support character strengthening activities is De Britto College High School Yogyakarta. According to Tafsir, live-in activities provide children with the experience of living with other people directly in everyday life (Tafsir, 2009). The function of live-in activities is basically to teach a life of empathy and caring for others, especially caring for society, which is intended as a means of internalizing character education which is carried out outside learning hours at school. The aim of holding live-in activities includes introducing customs, culture, traditions and providing students with the opportunity to see and experience firsthand the life that occurs in the countryside.

The target to be achieved in live-in activities is that students have good character, can become students with noble character, tolerance, respect for each other's ethnicity, culture, customs, traditions and race. Based on the explanation above, it can be seen that the word live in has the meaning of living in a place. Live-in activities are activities designed to find out and appreciate the meaning of life by living in people's homes. Apart from living in people's homes, students who take part in live-in activities also take part in daily activities carried out by residents of the house. Students who take part in live-in activities are expected to be able to experience and learn to understand the situation of people in the surrounding environment which is different from the situations experienced by students every day. In the

research that will be carried out, the researcher intends to look further at the implementation of strengthening character education through live-in activities at De Britto College High School Yogyakarta.

## **METHOD**

The research carried out will use qualitative methods. Van Maanen (1979) states the definition of qualitative research which reads: “Qualitative research is an umbrella term covering an array of interpretive techniques which seek to describe, decode, translate, and otherwise come to terms with the meaning, not the frequency of certain more or less naturally occurring phenomena in the social world” (Merriam, 2009). In the sense that qualitative research is a term for interpretive techniques that attempt to describe, describe keywords, translate, understand the meaning of various naturally occurring phenomena. is in the social phenomena of society. This approach was chosen with the consideration that the research that the researcher will carry out is in accordance with the characteristics of naturalistic inquiry proposed by Lincoln & Guba, including: research carried out in a natural setting, human instruments, utilization of tacit knowledge, purposive sampling, and inductive data analysis (Lincoln & Guba, 1985). The naturalistic inquiry approach was carried out with the consideration that the research was focused on understanding and describing the implementation of character education at De Britto College High School Yogyakarta. Research subjects were determined using purposive sampling and snowball sampling techniques. Purposive sampling according to Sugiyono is a technique for collecting data sources according to certain considerations from the researcher(Sugiyono, 2015).

The object of the research is the social situation at De Britto College High School Yogyakarta which consists of three elements, namely: place, actors, and activities carried out by the principal, teachers, students, parents, and places or spaces in the De Britto College High School Yogyakarta. To obtain data, three data collection techniques were used, including: observation, interviews and documentation. The data analysis technique used is using the data analysis component of the interactive model (interactive model) by Miles and Huberman. Interactive model data analysis consists of three activity flows that occur simultaneously, namely: data reduction, data presentation, conclusion drawing or verification (Miles & Huberman, 1992).

## **FINDINGS AND DISCUSSION**

Practically, character education is a system of instilling behavioral values (character) in school or campus residents which includes: components of knowledge, awareness or will, and actions to implement these values, both towards God the Almighty, oneself, fellow environment, and nationality (Muslich, 2011). Character education values according to Minister of National Education Regulation No. 2 of 2010 include: religious, honest, tolerant, disciplined, hard work, creative, independent, democratic, curiosity, national spirit, love of the country, respect for achievements, friendly or communicative, love of peace, like to read, care for the environment, social care, and responsibility. Character education is a commitment to become a guide for the younger generation to internalize values and policies as a virtuous individual. Through character education, as expressed by Buchori (2002, p. 2), the young generation is guided to place themselves, behavior patterns and behavior patterns that are guided by social norms or values that exist in society. Character education

is an effort to build character (character building). Elmubarok states that character building is an effort to form thought patterns, attitudes and skills that can be differentiated between individuals and other individuals (Elmubarok, 2008). In other words, character education is able to provide moral teaching, values, education, morals and manners to form positive attitudes in individuals.

So, it can be concluded that character education is a reflection of an individual's basic personality which is related to morality, and its relationship with other contexts is very closely related where character education always has a relationship with God, the community environment, and the school environment, where in this character education able to become an internalization of moral values, if these moral values are successfully internalized in a person, then these values will become norms or life references that shape the attitude and character of an individual to prepare themselves to compete and solve problems wisely without abandoning moral ethics in it.

Three educational centers are an educational concept put forward by Ki Hajar Dewantara, the founder of Taman Siswa, who is recognized as the Father of National Education. The Tri Center for Education referred to here is the educational environment consisting of education in the family environment, education in the college or school environment, and education in the community environment (Fudyartanta, 1987). In the family environment, children will receive information in the form of forming basic habits and character, in other words, education in the family helps a lot in laying the foundation for the formation of a child's personality. Due to parents' limitations in carrying out education at home, the education process is ultimately handed over to school. At school, students will receive formal education in the form of the formation of knowledge, skills and attitudes that are instilled in each subject.

The Three Education Centers are three centers that are responsible for the implementation of education, namely in the family, school and community. In society, children will learn to interact with all members of society in various social orders and structures, children will also understand the various dynamics or social problems within it. Every society will basically continue its existence to the next generation through culture, in which there is internalization of culture through education and social interaction. In Law No. 20 of 2003 concerning the National education system in article 13 paragraph 1, it is stated that educational pathways consist of formal, non-formal and informal education which can complement and enrich each other (UU RI Tentang Sistem Pendidikan Nasional, 2003). Live In is an activity to appreciate and find out the meaning of life which is done by staying in people's homes and participating in all the activities carried out by the families they live with, as well as getting to know the residents and the conditions of the surrounding community. The basis for student involvement in social life is because society is always unique when viewed from an educational perspective. According to Coleman, society is seen as an information poor but experience rich society, an information society but rich in experience (Coleman, 1966). The function of live-in activities is basically to teach a life of empathy and caring for others, especially caring for society, which is intended as a means of internalizing character education. Internalization of character education, as expressed by Selawati, Yasnita, and Sumadi (2019), live-in activities in villages are able to internalize and instill values or noble character attitudes which are felt to be starting to decline.

De Britto College High School Yogyakarta was founded by a community of priests from the Society of Jesus known as the Jesuits. De Britto College High School Yogyakarta is a

college that generally takes a common stance in cultivating and thinking about developing the nation's young generation. This school under the Johannes De Britto Foundation has a unique organization. that is, subject to the College Guidelines created by the owner of the foundation, namely the Priests of the Society of Jesus or called Jesuit Priests who have superiors of the order located in Rome, Italy. The College Guidelines also contain the basic directions for education and development of students at De Britto College High School Yogyakarta, where the main content is to make De Britto College High School Yogyakarta a place to cultivate oneself to form a superior personality and character. Based on the De Britto College High School Student Guidebook 1 (De Britto College, 2013), it provides a general overview of character education carried out at De Britto High School. De Britto High School's character education is not specifically regulated in the curriculum. However, the local content of the De Britto College High School Yogyakarta curriculum includes the "Ignatian Spirituality" program, which is a program that reflects the basic spirit of the Jesuit founder Saint Ignatius. Ignatian is the term for the followers of Saint Ignatius. Other programs with local content are values education and personal mentoring.

Character education at De Britto College High School Yogyakarta has the characteristics of education in educational institutions belonging to the Jesuit community, namely: De Britto College High School Yogyakarta is a Catholic forum and vehicle, De Britto College High School Yogyakarta is a learning center, De Britto College High School Yogyakarta is a forum and vehicle for personality development, De Britto College High School Yogyakarta is a family, De Britto College High School Yogyakarta cares for underprivileged students. Based on these guidelines, De Britto College High School Yogyakarta manages character education for its students with a mature and sustainable program. Based on the vision and mission that has been formulated, education at De Britto College High School Yogyakarta aims to help the process of forming students into service leaders who imitate Jesus Christ with a complete, optimal and balanced personality, honest, disciplined, independent, creative, willing to work hard, humanist, always ready to serve, and brave enough to fight for others. The College Guidelines provide an overview of character education at De Britto College High School. Character education at De Britto College High School Yogyakarta is not specifically regulated in the curriculum. To find out the implementation of character education at De Britto College High School Yogyakarta, the following is an explanation based on the Student Guidebook 1 (De Britto College, 2013): In connection with the question in this research regarding the grand design of character education according to AG's opinion. Prih Ardianto as the headmaster of De Britto College High School Yogyakarta explained that the grand design of character education at De Britto College High School Yogyakarta had started a long time ago or since this school was founded in 1948.

In the 1960s at De Britto College High School Yogyakarta students were given freedom. Because at that time Indonesia was still experiencing economic difficulties due to the change of government from the parliamentary democracy period to the guided democracy period. This causes economic difficulties, especially the impact of which is felt because many students end up not going to school because they don't have uniforms or shoes. Furthermore, in the 1970s, when the economic situation began to improve and all schools wore uniforms, De Britto College High School Yogyakarta continued with its initial policy, namely that the most important thing was that students could go to school. So, the conclusion from the grand design of character education at De Britto College High School Yogyakarta is that education

or character is implemented in accordance with the vision and mission as well as the values of this educational institution.

These values are: the most basic Christian value is love. "This is My commandment, that you love one another, as I have loved you" (John 15:12). According to St. Ignatius, love must be expressed more in deeds than in words (LR 230). On the basis of that love, De Britto College education forms students (shapes themselves) into good, compassionate and loyal servant leaders (cf. Psalm 37:3-4) and fighters for truth, justice and honesty.

Second, the value of freedom, education at De Britto College High School Yogyakarta prioritizes freedom which is a concrete embodiment of the value of freedom for God's children (Rom. 8:21). Students are educated to become individuals who are free from the shackles of prestige, materialistic attitudes, and the tendency to go with the flow. As free human beings, students are educated so that they are able to be responsible for their choices and actions, treat others with respect, empathize with the poor and care about environmental problems. According to Dister (1988, p. 47), freedom is defined as a human ability to give meaning and direction to life and what one does, including the ability to accept or reject possibilities and values offered by other parties.

Third, the value of diversity, diversity (pluralism) was also put forward by Wahyono and Suseno (Budiningsih, 2012) as a willingness to accept the fact that in society there are different ways of life, culture and life beliefs. Education at De Britto College High School Yogyakarta is carried out in a community consisting of various ethnicities, cultures, religions and socio-economic backgrounds. Students are helped to develop into adult humans who uphold equality and justice, respect diversity, and care about issues of religious radicalism. The value of diversity (pluralism) is a fact that exists in our students, that at a macro level they come from various cultural, religious, regional, ethnic and customary backgrounds, economic status and educational status as well as imperfections in certain aspects. Berns stated, "Value are qualities or beliefs that are viewed as desirable or important" (Berns, 2004). The quality that is a belief and is seen as primary in the value of diversity, namely the belief that God Almighty created diverse human beings so that they encounter a variety of conditions, is a belief in receiving God's grace.

As time goes by, live-in activities at De Britto College High School Yogyakarta always experience developments from year to year. In the opinion of Mr. AG. Prih Ardianto has had live-in activities for a long time, for example in 2003 live-in activities were only carried out in Yogyakarta, Indonesia. They are in the Turgo area, Sleman, in the Ngablak area, Magelang, Wonosari area, Gunung Kidul. The implementation of live-in activities in this area has been running for two years.

As time went by, these activities began to move to the Giritontro and Pracimantoro areas, Wonogiri. Starting in 2009, the orientation or area or location of live-in activities was changed to major cities in Indonesia. However, even though the implementation was carried out in a big city, the locations chosen were not just ordinary places. For example, students who carry out live-in activities in the capital city of Jakarta. These students are placed in slum residential areas such as: the banks of the Ciliwung River, the port, and the Bantar Gate rubbish dump. In their daily lives, students live in these places, this is done with the hope that students will know, realize, and increase the insight of students who carry out live-in activities that in the middle of a big city, the majority of whom are rich people, and as far as the eye can see, you can see the tall skyscrapers and there is life that is worth paying attention to.

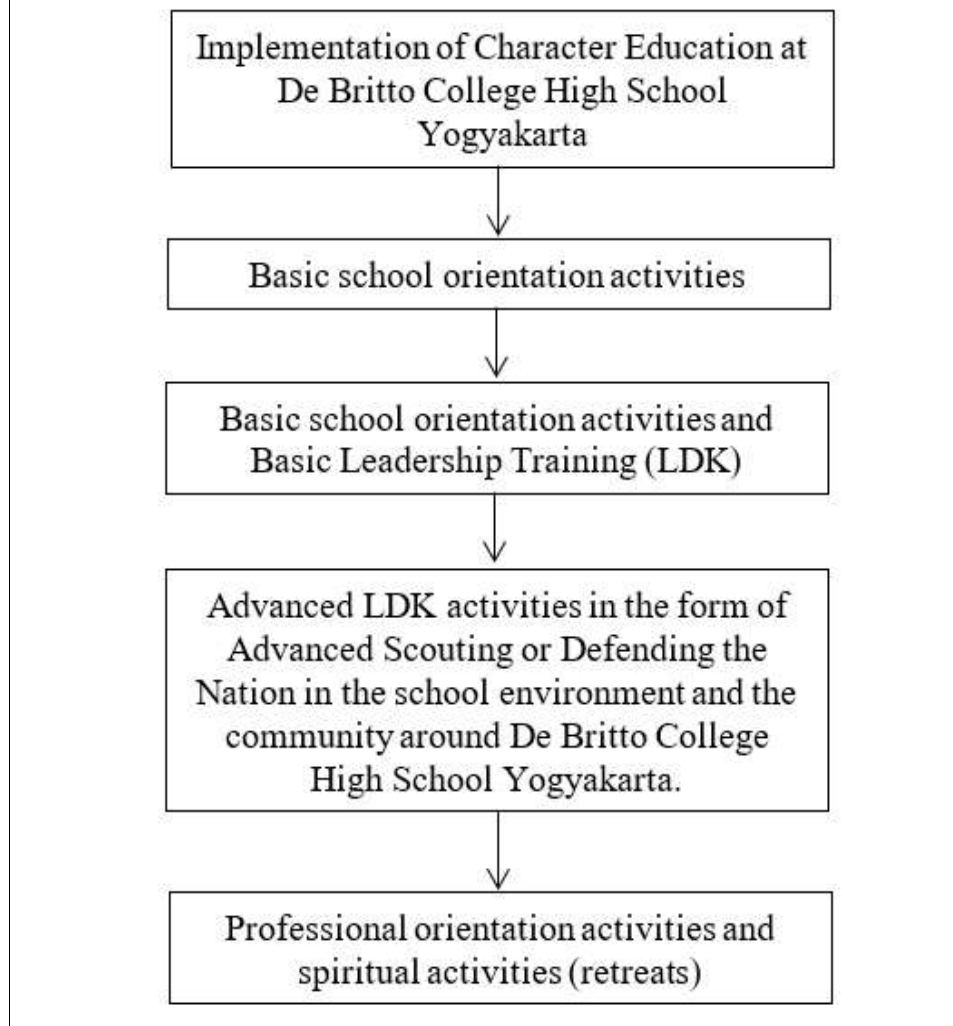
This direct experience is the aim of live-in, namely living with the community. The choice of implementing live-in activities no longer chooses village communities who live hard and still natural lives. However, the choice of De Britto College High School Yogyakarta to carry out this live-in activity is city communities who are marginalized and live with limited lives. Furthermore, the venue for live-in activities organized by De Britto College High School Yogyakarta began to be moved to other big cities in East Java province. These cities include: Surabaya and Malang which are used for live-in activities. For further implementation, the policy of De Britto College High School Yogyakarta regarding the place, facilities and infrastructure for live-in activities is always evaluated. This must be done so that the activity is in line with the purpose of the live-in itself and does not just leave the impression of a holiday.

In efforts to build student character at De Britto College High School, there are various factors that become obstacles through live-in activities. These factors include internal factors and external factors. One of the factors comes from within the school and from within the students themselves. For example, provision for students is still lacking, so that students who find it difficult to adapt to the social environment or who are less sociable will find it difficult to carry out live-in activities in an effort to build character. Another internal factor that is an obstacle to live-in activities is the limited number of teachers. Because there are so many places or areas that are the locations for live-in activities, many activities are sometimes forgotten and not supervised directly. Apart from that, there are other factors that originate from the student's condition, such as the health of the students during live-in activities. Meanwhile, there are many external factors that hinder live-in activities. For example, places used or used for live-in activities are used as business fields. The natural factor of flooding has also been an obstacle to carrying out these activities. This live-in activity was even held in Jakarta during the flood disaster.

In the field of control and supervision or control of character education, it is primarily the responsibility of the principal. The school principal is not directly involved in the management and implementation of character education. All forms of student development and control of character education are carried out by Student Teachers. Pamong is responsible to the principal. Pamong provides recommendations to the Deputy Principal for Curriculum regarding student progress, especially in relation to personal development or the development of students' personal character. In the process of character building in the school environment at De Britto College High School Yogyakarta, apart from through live-in activities, there are many other methods or programs available at this high school. Returning to the grand design of character education, at De Britto College High School Yogyakarta there are three levels or class levels, namely class X, class XI, and class XII.

An explanation of the method or program for the character formation process for each class level at De Britto College High School Yogyakarta is as follows: in class X, the character formation process in class with this orientation, all activities carried out in class to all students. In class X when students start school, of course there is some kind of Student Orientation Period (MOS) and educational excursion activities. Furthermore, after the mid-semester exam there will be a Basic Leadership Training (LDK) program. This LDK was carried out as an implementation of the vision of De Britto College High School Yogyakarta, which is to educate students to become leaders. This leader is not just a leader who just likes to command, but a leader who serves. So, in order to become a leader, you

Figure 1. Flowchart of implementation of character education at De Britto College High School Yogyakarta



must be introduced to the concept of leadership and this must be followed by all students. According to Elkabumaini character formation is the mind because the mind in which there are all programs formed from life experiences is the pioneer of everything (Elkabumaini & Ruhyana, 2016). The program described above then forms a belief system which can ultimately shape students' mindsets which can influence their behavior and character.

After the LDK activity is completed, there is another exposure study activity or introduction to the surrounding environment, for example students visit home industry, learn crafts and then the students expose the results as part of character development at De Britto College High School Yogyakarta. Apart from the character-building activities or programs that have been explained previously, there are still other activities at De Britto College High School Yogyakarta, these activities are usually called familiarity classes or weekend classes. This activity was due to the large number of students coming from various regions, even in Mr AG's opinion. Prih Ardianto as the principal of this activity is usually



called mini-Indonesia where cultural introduction and character recognition after 3 months of meeting each student is felt to be very necessary. This weekend class was not only attended by fellow students, but also their respective homeroom teachers and teachers at De Britto College High School Yogyakarta in order to create a harmonious atmosphere of relations between educators and students. Character development requires models, role models, concrete examples, and consistency (Zuchdi, 2011). Thus, the model also contributes to the formation of students' character.

In class XI, the process of character formation in class XI De Britto College High School Yogyakarta is oriented towards socialization activities. So, with this socialization, students get to know each other, their friends and their environment, both the school environment and the wider community. Socialization to the wider community is usually one of the live-in programs implemented by De Britto College High School Yogyakarta. Before the live-in implementation, there is usually an Advanced Basic Leadership Training (LDK) activity or often called Advanced Scouting or Defending the Nation. This activity is also a mandatory program at De Britto College High School Yogyakarta which must be followed by class XI students. This program is like the basic leadership training that was followed in class X, but has started with cultivating national characters. This idea agrees with the ideas of Dorothy Low Nolte (Hidayatullah, 2010) who stated that children grow as the environment teaches them. This environment is a means that becomes a habit that he faces every day. One of the sayings is "if a child grows up with friendship, he learns to find love in life."

In class XII, the process of character formation in class XII De Britto College High School lies in the activities of internalizing values. One of the programs is professional orientation, this is because students' study in high school, not vocational school. So, students must be introduced to professions so that after graduating from high school they have the profession that each student wants. Then after the activity is finished, it is closed with a "Retreat" activity, especially for non-Christian students, for example with spiritual rehearsals. So, all the values taught at De Britto College High School Yogyakarta have been internalized before the students graduate from De Britto College High School Yogyakarta.

From the explanation regarding the method or program for the character formation process at each level, apart from the live-in activities, there are many other programs at De Britto College High School Yogyakarta which are related to the character formation process. It can be said that almost every activity or every coaching is mandatory and coaching is managed by students such as the OSIS which is a coaching or character-building program at De Britto College High School Yogyakarta. At the evaluation stage, De Britto College High School Yogyakarta did not assess the success of character education with quantitative values. Evaluation is carried out when students advance to class.

## **CONCLUSION**

Based on the pattern of character education at De Britto College High School Yogyakarta which has been explained above, we found the general characteristics of character education at De Britto College High School Yogyakarta through live-in activities, namely that De Britto College High School Yogyakarta was founded by the Society of Jesus Priest community known as the Jesuits. Character education which is built specifically at De Britto College High School includes several things including: De Britto College High School Yogyakarta is a Catholic forum and vehicle, De Britto College High School Yogyakarta is a learning

center, De Britto College High School Yogyakarta is a place and vehicle for personality development, De Britto College High School Yogyakarta is a family, De Britto College High School Yogyakarta cares for underprivileged students. This character is summarized in the embodiment of values that are applied every day, such as: the values of love, freedom and diversity. The main character education programs are: educational excursions, live ins, and retreats or spiritual retreats. At the level of control or supervision, De Britto College High School Yogyakarta places the Student Teacher as the person responsible for character education. The organization of character education at De Britto College High School goes through 3 main stages, namely: educational excursion for class X, live-in for class XI, and retreat or spiritual practice for class XII. Things that hinder live-in activities at De Britto College High School Yogyakarta internally are the limited number of teachers, the condition of students, such as the health of students when carrying out live-in activities. Meanwhile, for external factors, namely the place used or used for live-in activities which is used as a business field.

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