



## The Effectiveness of the Group Tutoring Service Model Based on "Ngapak" Cultural Listing to Increase Character Values in Students at Purbalingga Lor 2 Elementary School

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**Abstract:** Education plays a central role in shaping individual character, especially through formal education in the school environment. Character education is very important in forming moral values, ethics, and positive attitudes in individuals. However, obstacles arise due to students' different characters and diverse backgrounds, so some students may not fully appreciate the value of different cultural characteristics. A person's ability to understand and appreciate local culture, such as the traditions and values of their area. The problems that arise from student problems include low student character scores regarding student religious values regarding Tawhid/Aqidah; Worship; Al-Qur'an, Hadith, prayer and dhikr; Manners and morals; Avoid prohibited actions; Dress in line with Sharia law, which is an important aspect in forming a positive personality. This research aims to determine the effectiveness of group guidance based on cultural literacy "Ngapak" to improve character values in students at Purbalingga Lor 2 Elementary School. This type of research was quantitative research with experimental methods. One group pretest-posttest research design. The population of this study was class VI students at Purbalingga Lor 2 Elementary School classes VI A and VI B, totaling 50 students. The research sample consisted of 8 students categorized as low in student character scores. The sample was determined based on a purposive sampling technique using a Likert scale instrument. Test the validation of this research using product moments and rehabilitation tests using Cronbach's Alpha. Research analysis used the Wilcoxon test with the help of SPSS 26 for Windows. The research results show a significant increase in students' character scores after participating in the cultural literacy-based group guidance program "Ngapak". This can be seen from the results of the experimental class pre-test. The pre-test results obtained a score of 438, with an average score of 54.75. After being given service, students experienced an increase in their score on the post-test by 770 with an average of 96.25. The Wilcoxon test using SPSS 26 showed that the Z count in the experimental class was -2.527, and the significance level was 0.05. which is  $0.012 < 0.05$ , then  $H_0$  is rejected, and  $H_a$  is accepted, meaning there is a significant difference between the students' character scores after being given the "Ngapak" cultural literacy-based group guidance service model. Thus, it can be concluded that the "Ngapak" cultural literacy-based group guidance service model effectively increases the character scores of students at Purbalingga Lor 2 Elementary School. This is proven by seeing the post-test scores which have increased.

**Keywords:** culture, group tutoring services, *ngapak*, character values

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### Introduction

Education has an important role in shaping individual character, especially in the formal education environment at school. A strong and positive character is a valuable asset for individual development and society in general (Surya & Rofiq, 2021). However, one of the main challenges in education is

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students' very diverse character and background, especially in terms of understanding and appreciating the values of different cultural characters. A person's ability to understand and appreciate local culture, including traditions and values that develop in their area, is an important factor in forming a positive personality (Selly Lindayani et al., 2019).

According to Adya Winata & Hasanah (2021), it is hoped that this nation's character crisis can be overcome immediately through internalized character education at various levels of education. More than that, character education itself is one of the goals of national education (Musyawir Musyawir, 2022). Apart from that, character education also positively correlates with students' academic success. Apart from that, instilling character values starting in early childhood is very influential in dealing with various phenomena in the future (Fitri & Na'imah, 2020). In the educational context, cultural differences, backgrounds and diverse life experiences among students often become challenges for teachers and supervisors in creating an educational environment that supports positive character development (Astawa et al., 2020). Meanwhile, the ability of Indonesian children, especially as the next generation, to understand the diversity and responsibility of citizens in aspects of national character values, one of which is the low level of religious and moral values, which are increasingly in crisis in the generation 5.0 era.

Generation 5.0 is driven by increasingly sophisticated technological developments, presenting new challenges in terms of character and cultural values (Zis et al., 2021). The intense digital life and deep connectivity in this era can impact the decline of traditional and religious values in culture (Yuki, 2020). One of the main issues is the low religious values of students in the Generation 5.0 era. Despite all the convenience and information available at the fingertips, religious values and adherence to religious moral principles may be increasingly eroded (Pakpahan & Habibah, 2021). Therefore, cultural literacy is becoming increasingly important in this era.

The group guidance service model is used in guidance and counselling to help individuals or groups overcome various problems, develop skills, increase self-understanding, and achieve certain goals through group interaction and support (Ningsih et al., 2021). According to Prayitno (2017) group guidance services are guidance services that are provided to students together or in groups so that the group becomes large, strong and independent. Group guidance provides assistance or guidance to individuals or students through group activities (Nisa & Ridhani, 2022). In group guidance services, group activities and dynamics must be realized to discuss various useful things for developing individual problems to become service participants. Group guidance services are an effort to help individuals who have problems using group dynamics.

Group tutoring aims to help participants understand themselves, develop social and emotional skills, increase independence, build healthy social relationships, and get emotional support (Towards & Self, 2019). The principles in group guidance services are the principles that guide interactions and dynamics in groups (Safitri & Moesarofah, 2020). These principles include openness, trust, confidentiality, active participation, respect for differences, mutual support, and process continuity. Openness and trust create a safe and honest environment, while the principle of confidentiality protects participants' privacy.

Cultural literacy is understanding and behaving towards Indonesian culture as a national identity (Maimun M. et al., 2020). Cultural literacy allows students to understand the complexity of technology-induced cultural changes and consider how religious and ethical values can be integrated into their digital lives (Ahsani & Azizah, 2021). This is an effort to ensure that in the Generation 5.0 era, character values such as honesty, integrity, and obedience to religious values remain relevant and applied in students' daily lives, as well as introducing a deeper understanding of cultural diversity and values (Sulistiawan & Kamaruzzaman, 2021). Cultural literacy means understanding the diversity of national identities (Maimun M. et al., 2020).

Based on the Program for International Student Assessment (PISA) survey, Indonesia was ranked 69th out of 76 countries studied, of course the state of literacy in Indonesia is very low. And there are still many surveys that say, such as from the World's Most Literate Nations compiled by Central Connecticut State University in the United States in 2016, which states that literacy in Indonesia is ranked the second lowest of the 61 countries studied (Ahsani & Azizah, 2021), this reveals that literacy in Indonesia is very worrying, but this does not mean that there are no opportunities for Indonesian students to implement literacy (Safruddin & Ahmad, 2020). This cultural literacy must be introduced from the start because students must know Indonesian culture, customs, beliefs, race and ethnicity. Not

only that, but students must also be instilled with love for their homeland and continue to preserve existing culture, that way students will have a patriotic spirit and respect each other (Izza, 2023).

The culture raised in this research is the "Ngapak" culture. The "Ngapak" culture is of cultural origin from the Banyumas area, which includes the Cilacap, Purwokerto, Purbalingga and Banjarnegara areas, part of the cultural heritage of Central Java, Indonesia (Al Farobi et al., 2022). Starting from the students' problems at Purbalingga 2 Elementary School, it was found that the interviews with students revealed various understandings about religious and cultural character values. The fact is that there are students from different cultural backgrounds, so they admit that they need to learn more about local culture and need to understand how the "Ngapak" culture has character values. This encourages researchers to conduct in-depth research on how guidance and counselling teachers handle student problems when adapting to different environments and cultures to form students' character values. The guidance counselor interviewed said that cultural differences between students are a significant factor in character formation. They highlight the importance of integrating local culture into character education programs. Guidance teachers also identify the need for more creative and targeted approaches in helping students understand and appreciate their local culture

Religious values are noble values that should be conveyed from an early age to society so that they become the foundation for actions and behavior (Fitriani & Ardiansyah, 2021). So, it is important to carry out daily life based on moral, cultural and religious values which are the basic capital in navigating life and existence. Some students may face difficulties internalizing the values of cultural characteristics that differ from their own culture (Astuti et al., 2023). One of the problems that arises among students is the low value of students' religious character.

These aspects of religious values are a key part in forming a positive personality and contribute to the development of competitive and ethical individuals (Khurur et al., 2021). According to Sampoerno (2021), aspects of religious values include Tauhid/Aqidah; Worship; Al-Qur'an, Hadith, prayer and dhikr; Good manners and morals; Avoid prohibited actions; Dressing according to sharia, the striking cultural differences among students complicate efforts to understand and internalize the values of diverse characters.

Problems that arise among students in the district, according to guidance and counseling teachers, are that there are still many students, especially class VI, whose behavior is not in accordance with religious values, such as regarding their aqidah, worship which is still rarely done in congregation by some students, reading the Koran is also seen as rarely done by students, and Dressing according to sharia for Muslim women is also still not covered enough. This research aims to examine and overcome this problem. This research will explore the effectiveness of the "Ngapak" cultural literacy-based group guidance service model in improving students' character values. This approach aims to help students understand and appreciate character values originating from their local culture. This research also involved interviews with students and BK (Guidance and Counseling) teachers to get their perspective on the obstacles faced in forming character based on students' religious values, especially those related to the local "Ngapak" culture.

## **Methods**

This research employed quantitative experimental research. According to Sugiyono (2019), experimental research is a research method carried out by an experiment that is used to determine the effect of independent variables on dependent variables under controlled conditions. The research design used was one group pre-test and post-test. In the design, the test was carried out twice before treatment (pre-test) and after treatment (post-test). Researchers chose this design because it can compare students' behavior before and after being given treatment.

## **Results and Discussion**

The results of the research "Effectiveness of the Group Tutoring Service Model Based on "Ngapak" Cultural Listing to Increase Character Values in Students at Purbalingga Lor 2 Elementary School". This research was conducted in October 2023. The research results were to determine whether

or not there were differences in students' learning independence before and after being given the "Ngapak" cultural literacy-based group guidance service model.

**Overview of “Ngapak” Culture-Based Group Tutoring Services**

The implementation of research to improve character values in students through a group guidance service model based on cultural literacy "Ngapak" was carried out in class VI of Purbalingga Lor 2 Elementary School, Central Java. The implementation time for the cultural literacy-based group guidance service model "Ngapak" will be in October 2023. The research was conducted in 5 meetings with the aim of producing accurate data conclusions regarding the problems in the research. Each meeting lasts 45 minutes. Before implementing the "Ngapak" cultural literacy-based group guidance service model, researchers conducted a pre-research survey to determine the research sample, namely by conducting interviews with Guidance and Counseling teachers at Purbalingga Lor 2 Elementary School regarding student character values.

After conducting interviews with Guidance and Counseling teachers, it was discovered that several students had problems regarding students' low religious character scores, namely in class VI B. To strengthen the research results, researchers conducted *Pretest* in class VI B. Before the scale was used for the Pre-test, the scale used had been tested in class VI A to produce valid or relevant data. So that the data that has been tested can be used to carry out a pre-test in the experimental class.

Researchers do a *pre-test* by distributing a religious value scale to class VI B with a total of 29 statement items. The pre-test was carried out to obtain research samples and determine the condition of students' religious values before being given the "Ngapak" cultural literacy-based group guidance service model. After distributing the students' religious value scale, the researchers analyzed it. The result was that 8 students in class VI B were categorized as low regarding students' religious values. The following are the results before and after giving treatment to students in implementing the cultural literacy-based group guidance service model "Ngapak" to increase students' religious values.

**Table 1.** Pretest and Posttest Results

No	Subject	Scores and Categories				Gain Score
		Pre-test		Post-test		
1	WS	53	Low	100	Tall	47
2	AR	50	Low	98	Tall	48
3	SK	55	Low	98	Tall	43
4	A A	59	Low	108	Tall	49
5	R.K	50	Low	80	Currently	30
6	PP	50	Low	80	Currently	30
7	D.N	60	Low	102	Tall	42
8	R.K	61	Low	104	Tall	43
<b>Total</b>	<b>N = 8</b>	<b>438</b>		<b>770</b>		<b>∑d = 332</b>
<b>Mean</b>		<b>54.75</b>		<b>96.25</b>		<b>41.5</b>

Based on the table above, the research subjects experienced an increase in students' religious values. On the subject of value research *Pretest* 438 with an average of 54.75 and the post-test score was 770 with an average of 96.25. So it can be concluded that the cultural literacy-based group guidance service model "Ngapak" has increased students' religious values. The results of effective research subjects in providing services can be seen by comparing the gain score values. The average score for research subjects was higher after being given the cultural literacy-based group guidance service model "Ngapak" (54.75<96.25). Furthermore, through the pre-test and post-test calculations that had been carried out, the counselee experienced an increase with an average score of 41.5. So it can be said that the group guidance service model based on "Ngapak" cultural literacy for research subjects effectively increases religious values in students.

### **Process of Implementing the "Ngapak" Cultural Literacy-Based Group Tutoring Service Model**

In the first stage, the researcher conducted a pre-test by giving a scale of religious values to 25 students in class VI B. The pre-test aimed to identify the research subjects' initial level of religious values before they received the cultural literacy-based group guidance service model "Ngapak". Before the pre-test, the researcher had coordinated with the guidance and counseling teacher to determine the scale distribution schedule. The pre-test results will provide an initial picture of the condition of students' religious values and allow researchers to select subjects with the lowest level of religious values.

In the second stage, researchers selected 8 students who had low religious values based on the pre-test results. The meeting began with prayer and introductions, followed by an explanation of the concept of group guidance, group atmosphere, and time agreement. Followed by an "ice breaking" activity to relieve tension. The researcher asked group members to express problems with religious values and asked group members to watch a short video about religious values. Next, give worksheets, encourage group members to talk, discuss the schedule, and close the meeting with prayer and thanks for the presence of group members.

At the third meeting, the researcher greeted the group members with greetings, prayers and thanks. The researcher explained the purpose of the cultural literacy-based group guidance service model "Ngapak", carrying out ice breaking activities to reduce tension, and motivating group members to be active. After preparation, researchers entered the core stage, where they addressed issues of religious values, focusing on three key aspects: understanding of culture, cross-cultural communication, reflection and empathy from video screenings and discussions with peers. The researcher also gave assignment sheets to group members to write down obstacles to students' religious values and explore messages and impressions from the meeting before ending with prayers and greetings.

At the fourth meeting, the researcher opened with greetings, prayer, and asking about how the group members were doing. The researcher explains the topic and purpose of the meeting, which aims to strengthen the group members' thinking regarding students' religious values. Before getting into the main discussion, the researcher provided an ice-breaking activity in the form of a quiz. In the core of the discussion, the researcher continued the topic of cultural understanding "Ngapak" as a bridge to reflect on problems regarding students' religious values, active discussions by prioritizing cross-cultural communication and providing positive reinforcement exercises to increase students' religious values. The researcher said that the activity would end soon, invited group members to summarize the results of the meeting, and evaluate the activities that had been carried out. It is hoped that through this "Ngapak" cultural literacy-based group guidance model, group members can increase their religious values, and the meeting ends with prayer.

At the fifth meeting, the researcher conducted a post-test on the research subjects by distributing the students' religious value scale. Post-test uses an instrument or scale of students' religious values. The post-test is given to determine religious values after being given the cultural literacy-based group guidance service model "Ngapak". The post-test administration ran smoothly and conductively in line with predetermined procedures.

### **Analysis of Research Subject Calculations**

Testing this hypothesis uses the Wilcoxon signed rank test. The Wilcoxon signed ranks test uses SPSS 26 software. This test was carried out to determine whether or not there was an influence from the treatment the researcher gave. The following are the results of the Wilcoxon signed rank test that has been carried out.

**Tabel 2.** Description of Research Subject Data

Ranks			
Post-test - Pre-test	N	Mean Rank	Sum of Ranks
Negative Ranks	0 <sup>a</sup>	.00	.00
Positive Ranks	8 <sup>b</sup>	4.50	36.00
Ties	0 <sup>c</sup>		
Total	8		

a. posttest < pretest

b. posttest > pretest

c. posttest = pretest

From Table 4.5 above, it is explained that the test results *Wilcoxon signed ranks*, there were changes in scores before and after being given the "Ngapak" cultural literacy-based group guidance service model. Positive ranks with an N value of 8, meaning that eight research subjects experienced an increase in their pre-test to post-test religious scores. The mean or positive average is 4.50 and the sum of ranks or negative ranks is 36.00. The tie value is 0, meaning there is no similarity between the pre-test and post-test scores.

**Table 3.** Wilcoxon Test Results for Research Subjects

Test Statistics	
	Post-test - Pre-test
Z	-2.527 <sup>b</sup>
Asymp. Sig. (2-tailed)	0.012

a. Wilcoxon Signed Ranks Test

b. Based on negative ranks.

After carrying out the Wilcoxon signed ranks test, the z count was obtained -2,527 then compared with the Z table 0.05. The Z table of 0.05 is 1.96, so the calculated Z is greater than the Z table -2.527 > 1.96. To see the probability number, Asymp value. Sig. (2-tailed) is 0.012 < 0.05, so H0 is rejected and Ha is accepted. So, the conclusion is that students' religious values in research subjects have increased before and after being provided with services. Based on the results of the scale distributed to class VI B students, it was discovered that 8 students had low scores on religious values. Students with low religious value scale scores will receive the "Ngapak" cultural literacy-based group guidance service model. The group guidance service model is implemented with a duration of 45 minutes. In implementing the cultural literacy-based group guidance service "Ngapak" it is known that students have the same desire, namely wanting to increase students' character values in the form of religious values.

Religious values are values that relate to the concept of God or religious life in the form of a bond or relationship that regulates humans with their God (Simbolon et al., 2022). Religious values are also related to worldly life, apart from that, religious values are also closely related to the afterlife. Aspects of religious values according to Sampoerno (2021) This includes Tawhid/Aqidah; Worship; Al-Qur'an, Hadith, prayer and dhikr; Good manners and morals; Avoid prohibited actions; Dress in accordance with Shari'a. Marked cultural differences among students complicate efforts to understand and internalize diverse character values.

This can be seen from the average Pre-test score of 438 with an average of 54.75 and is categorized as a low religious score. After being given the "Ngapak" cultural literacy-based group guidance service model, there was a change in the Post-test score of 779 with an average score of 96.25 and the character value of the students' religious values was categorized as high. In this study, the data analysis test used the Wilcoxon test. The Wilcoxon test is used to determine whether or not there is an influence from the researcher's services. The researcher used the Wilcoxon test because the number of samples in this study was less than 30, namely 8 samples. Based on the results of the data that has been

analyzed, the research subject data obtained Asymp Sig. (2-tailed) is  $0.012 < 0.05$  and the calculated Z is  $-2.527$ , meaning that students' religious values have increased from before they were given the service and after they were given the service. Significant changes in religious values prove an increase in religious values with the "Ngapak" cultural literacy-based group guidance service model.

### **Conclusion**

Based on the results of research on the effectiveness of the group guidance service model based on cultural literacy "Ngapak" for increasing character values in students at Purbalingga Lor 2 Elementary School, it can be concluded that the effectiveness of the group guidance service model based on cultural literacy "Ngapak" is effective for increasing character values among students at Purbalingga Lor 2 Elementary School, this can be proven as follows.

The cultural literacy-based group guidance service model "Ngapak" to improve character values was given to 8 students, showing that the students were in a low category. This can be seen from the results of the experimental class pre-test. The pre-test results obtained a score of 438 with an average score of 54.75. After being provided with services, students experienced an increase in their post-test score of 770, with an average of 96.25. The Wilcoxon test using SPSS 26 showed that the Z count in the experimental class was  $-2.527$  and a significance level of 0.05. It is known that the Asymp.Sig. (2-tailed) value is  $0.012 < 0.05$ , so  $H_0$  is rejected, and  $H_a$  is accepted, meaning that there is a significant difference between students' character scores after being given the "Ngapak" cultural literacy-based group guidance service model. Thus, it can be concluded that the group guidance service model based on cultural literacy "Ngapak" effectively increases students' character values at Purbalingga Lor 2 Elementary School.

To support the implementation of risk management in higher education institutions, these institutions, as education providers representing the government, must be proactive and trustworthy in transforming implementation management towards good and clean educational institutions, with the support of professional staff who have responded actively to encourage the implementation of risk management in universities by creating superior services in the education sector through effective, efficient and maximum risk management.

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