

Character Education Values of Primary School Students in the *Denias Senandung di atas Awan* Movie by John De Rantau

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ABSTRACT

The background of this research is related to several deviations in the character of primary school students. Thus, it is necessary to provide educational media that can be imitated. This study analyzes the values of character education from *Denias Senandung Di atas Awan* movie by John De Rantau that primary school-age students can imitate. Qualitative research is a research approach used with the type of documentary research, which is one type of research in qualitative. Documentation technique is used for collecting data which contain writings related to the plot of the story in the movie under study. Data analysis in this study uses content analysis. Ten character values were found in the movie as the content of character education values which were the character values of honesty, disciplined, creativity, independence, democracy, national spirit, patriotism, friendly/communicative, peace-loving, and responsible. Children from the movie *Denias Senandung Di atas Awan* can imitate these 10 points of character education

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1. INTRODUCTION

Education is a sector that is always updated in order to achieve quality human resources. Therefore, education is the main foundation for the progress of a nation (Mustoip, 2018). Education is a planned effort to humanize humans through socialization to improve their character and train students' intellectual abilities. Improvements in human resources need to be enhanced so that intellectual, skilled, creative, independent and moral human resources are continuously pursued through the educational process. In simple terms, education is a conscious effort made by a person to carry out the process of change for the better, such as changes in behaviour and changes from ignorance to becoming more knowledgeable.

The era of globalization demands that the education system in Indonesia must continue to develop in order to prevent lag. According to (Nahak, 2019), the era of globalization can cause changes in

people's lifestyles to a more modern one. Education must be in line with the latest technology and knowledge in accordance with human needs. Thus, humans become better in their lives. Quality human resources are valuable assets in national development, specifically education development. According to (Susan, 2019), human resources are productive individuals who work as drivers of an organization in institutions and companies that have a function as an asset; hence, their abilities must be trained and developed. In response to the challenges of the globalization era, education, where human resources are placed, must be qualified and able to compete with developed countries in the world of education. Quality education will produce good outputs or outcomes if the management of the system is carried out in an organized manner. Therefore, human resources are very influential in the success of Indonesia's educational environment. In line with (Sutiyaningrum et al., 2021), who state that the character of the nation is very dependent on the quality of the character of human resources (HR). According to (Zubaedi, 2015), character education is the deliberate effort to cultivate virtue that is objectively good human qualities that are good for the individual person and good for the whole society.

The Constitution of the Republic of Indonesia unequivocally states that education aims to shape human beings into people with character and dignity, not just academic intelligence through information. Character education, as defined by (Alwi & Irwandi, 2019), could be seen as an initiative to foster the growth of moral principles in students as they progress through their formal education. Human morality is impacted by the increasingly complicated issues of educational development in a society where globalisation and education go hand in hand. Irwandi et al. (2019) argue that the proliferation of digital communication technologies has had far-reaching consequences for how people of different cultures interact with one another. Character education must be the foundation for improving the quality and morale of the nation and finding solutions to all existing educational difficulties if we are to achieve the purposes and objectives of national education as prescribed by the Constitution. According to the research (Safitri, 2020), the most pressing need in the field of education today is to provide a curriculum that combines the best of traditional academics with a focus on character development.

The increasing incidence of social aberrations among the nation's youth, especially among students, has made character education a popular topic of discussion among education professionals, but we acknowledge that character education has been around for quite some time. According to the view (Fahdini et al., 2021), it is stated that without realising it, there is a serious and worrying moral crisis it impacts school-age children and teenagers, which raises the problem of social deviation in the community. In response to this growing trend, Indonesia's minister of education and culture rethought and bolstered character education 12 years ago, and this mandate was formalised in the Presidential Decree of the Republic of Indonesia Number 1/2010, which mandated the inclusion of character education in all Indonesian schools.

Character education certainly has a positive impact on the world of education. Character building for students in primary schools is an indivisible aspect of knowledge. Knowledge will go hand in hand with character formation in the learning process in formal education, especially primary school, which is the beginning of formal education itself. In line with the statement (Pradana et al., 2021) that character education is a science or learning process that includes changes in the attitudes or behavior of individuals. Meanwhile, according to (Swadayani, 2014), character education is education that develops cultural values and national character in students so that each student has values and character as his character and applies these values in his life as a person. Members of the society, and citizens who are religious, nationalist, productive, and creative. Character education is important for students in shaping their character. Character formation is not only carried out in the family environment but from the surrounding environment that affects the character of the child. Character education must, of course, be implemented from an early age in order to form a moral and dignified human being. The formation of character education from an early age is certainly not only carried out in the school environment; the family and community environment certainly takes part in the formation of attitudes, traits and

character of children. For this reason, it is necessary to cooperate with all aspects of the child's environment in producing quality character education for primary school children.

Especially in primary schools, character education should involve all aspects of the school to foster meaningful learning and put an end to character flaws. In accordance with findings from studies (Marzuki, 2012) on the incorporation of character education in the classroom, we can say that character education is a teaching that is carried out to instil good habituations so that students comprehend, are able to feel, and want to do good things. Students are expected to take responsibility for and grow in their understanding of character education. Character education, as stated by (Fahdini et al., 2021), serves an essential purpose in helping students realise their full potential. Students can be shaped into strong, upright, courageous, empathetic, and tolerant human beings through character education in a school setting. Negative student behaviour may result from a moral crisis brought on by the under-investment in character education. Consequently, in this age of globalisation, schools are not just places to acquire knowledge but also to cultivate positive qualities that will affect students' daily lives in the future.

The rapid development of communication technology with various kinds of digital technology that has become so familiar in the midst of society, especially students who are increasingly familiar with communication media due to the Covid-19 outbreak, which requires students to take part in the online learning process, provides a large gap to be used as a learning medium in terms of character education. The proliferation of various mass media in the current era of globalization greatly affects character education in primary school students. The positive impact of the mass media is that character education is not only obtained in schools but the mass media has a very large impact also in building children's knowledge and character. One of the communication media that can be used is movie. However, not all movies can be used as educational media.

Movies that can be used to teach people must be able to do both intellectual and character education. So, watching what shows kids watch is very important and has an effect on how kids turn out. Effendi says in (Alfatra et al., 2019) that a movie is both a cultural product and a form of art. Here, the movie is seen as a form of mass communication. It is a mix of different technologies, like photography and sound recording, as well as the arts, both fine arts and theatre arts, literature, architecture, and music. A movie is a picture that moves. Children in elementary school who are good at copying will pretty much do what they have seen. So, the movies that first graders watch should teach them something and help them become better people. Sutiyaning et al. (2021) say that a good movie will have a message for the audience. This message is usually not just about everyday life but also about education and good values as lessons for life. Movies are made and sent out to the public with different kinds of messages that the audience is expected to accept (Luhur, 2017).

Movies are presented in a neat and fun way with entertaining elements so that children do not feel bored and can take moral values or draw their own conclusions from what they have seen. In line with the opinion (Afrilia, 2020) that shapes the character of a child and must be accompanied by examples of good behavior so that children can imitate them. Therefore, the movie will give a deep impression that can affect students and is considered effective in educational media, primarily in teaching character education to students. A movie can be understood easily by all students, is very good at explaining the process, overcomes the limitations of space and time efficiency, can be stopped and repeated as desired and has various other advantages. Mainly with stories that are based on true stories that are very close to everyday life.

The true story movie entitled *Denias Senandung di Atas Awan* by John de Rantau is an educative-themed movie full of motivation and positive values that are relevant in life. *Denias Senandung di Atas Awan* by John de Rantau is a movie based on the true story of a Papuan boy named Janias. This movie presents how the struggle and enthusiasm of tribal children from the hinterland of Papua is to get a proper education. Despite the proliferation of non-educational films, *Denias Senandung di Atas Awan* is full of positive values that are exemplary for children. Besides showing the sad side of education in the interior of Papua, this film also presents the cultural side inherent in the Papuan people. Based on the

description above, the researcher is interested in conducting a study entitled "Character Education Values of Primary School Students in the *Denias Senandung di atas Awan* Movie by John De Rantau".

Based on research done by (Widiyanto et al., 2020), titled "Analysis of the value of character education and morals of the Koala Kumal film," the results show that the value of character education for creative values is 5, curiosity is 3, honesty is 3, hard work is 2, discipline is 3, and other character education values. Widiyatmika et al. (2019) researched the value of character education in the *kiai's* film." The research results showed that the *kiai's* film has 8 character education values: religion, discipline, hard work, democracy, curiosity, national spirit, appreciation for achievement, and friendship/communicativeness. These values can be seen in every scene of "the *kiai*." (Putri et al., 2021) did research on the values of character education in the animated film upin and ipin. The results showed that character education in the animated film upin and ipin episode "kedai Makan upin and ipin" is as follows: 1) religious, 2) nationalist, 3) independent, 4) willing to work with each other, and 5) honest. Rahmayanti et al. (2021) studied character education in the animated film Riko: The Series production line ten. The results of the study showed that Riko has a good character. (1) They are religious, (2) they are very curious, (3) they work hard, (4) they are creative, (5) they are independent, (6) they appreciate success, and (7) they are responsible. Based on this research, we can say that these good characters can be used to help kids learn more about character during the Covid-19 pandemic. Afni and Taja's (2022) study on the values of religious character education in Omar and Hana Films, found that the animated film Omar and Hana can be used to teach religious character values, such as the value of worship, the value of jihad, the value of trust, the value of sincerity, the value of morals, and the value of discipline.

From the relevant research described above, the update of the research to be carried out is to analyze more broadly and deeply character education that elementary school students can emulate in the film *Denias Senandung di Atas Awan*.

2. METHODS

The approach used in this study is a qualitative approach by categorizing and followed by interpreting in a descriptive analysis (describes the data that has been collected and then takes the necessary data according to the discussion in this study). This present research used a qualitative approach since the data obtained are not in the form of quantitative or numerical data. Thus, according to the study, scientific research aims to study, describe, analyze, and interpret the values of character education in the movie *Denias Senandung di Atas Awan* by John de Rantau.

Since the object of this present research is the movie *Denias Senandung di Atas Awan*, this research is a type of document research which is one type of qualitative research. The researchers examine this movie from an educational point of view by analyzing the character education in the movie. In interpreting the sign in a movie under study, the researchers use the theory of semiotics. The primary data obtained in this study are direct data originating from the main source of *Denias Senandung di atas Awan* movie. In addition, secondary data is supporting or complementary data from the main source data. Secondary data in this study are in the form of documents or literature related to this research, such as movie profiles and others.

Data collection techniques in the context of data collection activities in this study were carried out through documentation techniques containing writing related to the storyline of the film under study. In this case, the researcher conducts the transcription process of conversations or dialogues in the film to make it easier to analyze. Documentation in the analysis of this movie was not only in the form of official documents but also various kinds of written records. The details of the data obtained or data analysis in this study used content analysis. Content analysis is used when conducting research on information enshrined in recordings, pictures, writings and orally. Furthermore, from the content analysis, descriptive interpretation was carried out in the form of a description of the meaning of the data that has been collected.

3. FINDINGS AND DISCUSSION

Since the development of technology, films have become very familiar with life, especially in the daily development process of children. According to (Al Khakim & Sofiana, 2019). The shows on children must contain character values so that children get used to it and need to be supported by habits that are instilled in the family. The movie must be full of meaning in order to be a role model for children. (Haer, 2018) stated that movie is a live image in the frame, where frame by frame is projected through the projector lens mechanically so that it looks alive on the screen. *Denias Senandung di Atas Awan* movie by John de Rantau is a movie that can be watched by all ages, full of motivation and positive values that are relevant in life. *Denias Senandung di Atas Awan* movie by John de Rantau, is a movie based on the true story of a Papuan boy named Janias.

This movie presents how the struggle and enthusiasm of tribal children from the hinterland of Papua is to get a proper education. Denias is a farmer's son in the hinterland of Papua, precisely in the village of Arwanop, who must be willing to walk alone and struggle just to be able to go to school. In his efforts to achieve a proper education, there are always a series of problems he faces, ranging from the death of his mother due to his carelessness which caused a fire that scorched their family's honai (house), the teacher's return to Java and other problems that did not discourage Denias to study. In addition to showing the pathetic side of education in the hinterland of Papua, this movie also presents the side of the cultures inherent in the Papuan people. After the researchers conducted research by analyzing *Denias Senandung di Atas Awan* movie, it contains many character education values. The values of character education found are as follows:

1. Value of Honest Character

In the *Denias Senandung di atas Awan* movie, there was a scene that visually showed the value of honest characters in the storyline with an atmosphere of carrying out a student recruitment system correctly and fairly, the duration of the movie was at 1:19:46 minutes with the background of the school meeting room. The value of honest character shown by teacher Sam was in accordance with the success indicators of character education value developed at the school, which was indicated by the attitude of teacher Sam who wanted a system of recruiting students to be correctly and fairly. This movie conveyed to its audience that honesty must exist, be owned and adhered to by every student because honesty radiates attitudes that are grounded in the truth.

2. Discipline

In the movie that had been studied, there was an education character of disciplined in the scene at 11.04 minutes explaining that the teacher took firm action to punish children who played truant. Then in the 1:24.33 minute scene, it was explained that teacher Sam's request to make Denias live in the dormitory was rejected by the matron. Furthermore, in the 1:27:29 minute scene, it was explained that Sam managed Denias' behaviour to get used to obeying the rules. The attitude shown by the teacher, the matron and Sam reflects a figure who has the value of a disciplined character.

In this case, it can be seen that *Denias Senandung di Atas Awan* movie informed its audience that discipline must be instilled properly in students so that it will imply the formation of discipline in behaviour. The formation of self-disciplined behavior in students will lead students to behave in accordance with applicable values and norms.

3. Creative

In the scene at 17:22 minutes, it was explained that Maleo let Denias, who was trying hard to take action in rearranging cardboard pieces in the form of islands in Indonesia. The actions taken describe a figure who has a creative character. The value of creative character seen in Denias' behaviour was in accordance with the success indicators character education value developed at school which was shown by Maleo's actions, who built a learning atmosphere that encouraged the emergence of Denias' creativity. This scene had a message of character education in order to develop creative values in the lives of students. The growth and development of creative characters in students will give birth to creativity so that they are able to analyze every job they achieve and have gained value or benefits.

4. Independent

Character education of independency was reflected in the scene at 17:22 minutes showing that Denias and his friends provided answers to the questions Maleo asked about the name of an island depicted on the blackboard. The answers given by Denias and his friends illustrated the attitude of Denias and his friends, showing an independent character. The value of independent character seen in the behavior of Denias and his friends was in accordance with the success indicators of character education value developed in schools which was shown by Maleo's actions in training students to be able to work independently.

Independent character is needed by students in supporting their lives. Independent characters in students will show controlled behavior, and are able to do everything related to their interests independently. Having an independent character will have the characteristics of being confident, being able to do a job independently, being skilled and knowledgeable, having expertise, not wasting time and being responsible.

5. Democratic

In the *Denias Senandung di atas Awan* movie, the scene at 40.45 showed Maleo's attitude of respecting Samuel's explanation for not giving permission for Denias to go to school before his work on building the garden fence was completed. Maleo's attitude and behavior showed a figure who has democratic character values. The democratic character values seen in Maleo's behavior was in accordance with the success indicators of character education value developed in schools which were shown by Maleo's actions of not imposing his will on others.

The message of character education to be conveyed was that democratic character is very important to be instilled in students. With its democratic character, it will grow recognition and respect of students for differences which shows that every student has his own thoughts and feelings which are certainly not the same but also important. In principle, the growth of democracy among students will create a sense of mutual respect and respect for one another.

6. Spirit of nationality

The scene at minute 1:43:57 showed the flag ceremony. The attitude and behaviour of Denias and all students enthusiastically participated in school activities. This illustrated that Denias and other students were figures who had the character values of the national spirit. The character value of national spirit seen in the behaviour of Denias and all students was in accordance with the success indicators of character education value developed in schools which was shown by routinely carrying out ceremonies at school.

This movie conveyed to its audience that the national spirit character should be nurtured in the soul of every student, therefore, later they can become good citizens. With the

encouragement of the national spirit in students, a sense of social solidarity will flow, the spirit of self-sacrifice, and can foster the spirit of patriotism. A sense of social solidarity will strengthen the national spirit of a nation.

7. Patriotism

Based on the researchers' analysis, the scene at 19:07 showed the picture that Denias had displayed on the wall of his house and the scene at 26:18 showed the confession of Denias' father about the loss of *Pambela Tanah Papua*. The attitude and behavior shown by Denias and his father showed a figure who had a patriotism character. The character value of patriotism was seen in the behaviour of Denias and his father was in accordance with the success indicators of character education value developed in schools which were shown by displaying the Indonesian flag, Pancasila, images of the president and other state symbols as well as preserving the nation's arts and culture.

In this case, it can be seen that the *Denias Senandung di Atas Awan* movie conveyed to its audience that with the embedded character value of patriotism there is a nation's child (protégé) of course later he will try his best with all the abilities he has to protect, maintain sovereignty, honor and everything the country has. Having the character of patriotism can encourage students as children of the nation to build their country with dedication.

8. Friendly and communicative

In character education guidelines, friendly/ communicative character is an action that shows a sense of pleasure in talking, associating, and cooperating with others. The scene at minute 1:07:38 showed Anjel happily and enthusiastically greeting Denias. In the scene at 1:17:38, the behaviour of Sam accepts Denias in a friendly manner at his house. The attitudes and behavior of Anjel and Sam who can communicate well indicated a person who had a friendly/communicative character value. The value of friendly/communicative character seen in the behaviour of Anjel and Sam was in accordance with the success indicators of character education value developed in schools which were shown by mutual respect and do not discrimination in communicating.

This movie expresses to its audience that students need to develop friendly characters within themselves. With the growth of friendly/communicative characters in themselves, students will always show a desire to build good relationships with anyone. A good relationship always wants to be built, such as giving sympathy and empathy to everyone he has just met or he has known. For students who have a friendly character, of course, quickly get attention and response from others. Even students who have friendly characters have the ability to understand the thoughts, attitudes and behaviour of others. That is why students who have a friendly character are very welcome and are expected to be present because they can always show peaceful behaviour.

9. Peace-loving

Peace-loving is the attitude, words, and actions that cause others to feel happy and secure in their presence. The scene at minute 1.22.56 showed Anjel freeing Denias from the school warehouse as an effort to suppress Noel's violent behavior and had reported the incident to the teacher as a form of peace-loving character values in an effort to create a peaceful atmosphere. In the scene at 15:55, Maleo reminded Denias to build a conducive environment. In the scene at minute 1:41:15, Sam was willing to listen to Denias' complaints. Anjel and Maleo's attitudes and behaviour described as having a peace-loving characters. The value of the peace-loving character seen in Anjel and Maleo's attitude was in accordance with the success indicators of character

education value developed in schools which were shown by creating a peaceful atmosphere and building a conducive environment.

In this case, it can be seen that this movie delivered to its audience that a peace-loving attitude can be developed by maintaining close relationships in every activity involving other people. Peace-loving character is very necessary for every student to have. Having a peace-loving character allows students to positively assess the differences around them. That is, the existence of differences is not an obstacle but a potential in framing togetherness.

10. Responsibility

In *Denias Senandung di Atas Awan* movie, the scene at minute 1:49:39 showed Denias' attitude in completing the work assigned by Sam. The scene at minute 1.36.16 denoted Noel's attitude which was shown by his awareness that he did not blame Denias and was ready to take the risk. The attitude of Denias and Noel was a picture of a person who had a responsible character. The character value of responsibility seen in the attitudes of Denias and Noel was in accordance with the success indicators of character education value developed in schools which were represented by doing tasks and working well and being responsible for every action.

The character's education of responsibility is conveyed to the audience that responsibility is actually the courage to answer for their actions. Responsibility in it has risks that must be borne. Having an attitude of responsibility will foster awareness in a person that his actions have good or bad implications. On the other hand, they will form arbitrary attitudes and behaviour if they do not have the character of responsibility.

4. CONCLUSION

Ten character values were found in the movie as the content of character education values which were the character values of honesty, disciplined, creativity, independence, democratic, national spirit, patriotism, friendly/communicative, peace-loving, and responsible. Thus, it can be concluded that the film *Denias Senandung di Atas Awan* can provide positive benefits because it contains many positive characters so that it is very worthy of being an additional source of learning for the world of education. Positive and negative characters that are packaged well allow them to influence the development of children to see the habits of children who like to imitate something they like. Therefore, when children watch, parental guidance is needed so that children can take positive things from what they watch. For further research, it can be recommended to take 10 benefits contained in the humming film, which are the results of this research, both in terms of reflection and expansion. This study found many things that are actually interesting to do further research.

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