



Character Education Strategies in Indonesian Language Instruction for Fostering Politeness and Discipline in Elementary Schools

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ARTICLE INFO	ABSTRACT
Keywords: Character education; Discipline; Elementary school; Indonesian language instruction; Politeness;	Character education plays a vital role in fostering politeness and discipline among elementary school students. Indonesian Language instruction provides a strategic context for character development because language use reflects students' attitudes, discipline, and social behavior. This study aimed to describe the strategies of a character education program implemented through Indonesian Language instruction to foster politeness and discipline in an elementary school. A qualitative case study was conducted at SD Muhammadiyah Kadisoka, Yogyakarta, Indonesia, over a four-month period. The participants consisted of one principal, one vice principal for curriculum affairs, one fifth-grade Indonesian Language teacher, and one purposively selected fifth-grade student who participated in the interviews. Data were collected through interviews, classroom observations involving fifth-grade students, and document analysis and were validated using source and technique triangulation. The findings indicate that character education was implemented through three interconnected strategies: (1) integrating politeness and discipline values into lesson planning, (2) implementing learning activities based on teacher modeling, classroom rules, and habitual use of polite language, and (3) reinforcing moral knowledge, moral feeling, and moral action throughout the learning process. Evidence from classroom observations showed that students generally demonstrated polite language use, compliance with classroom norms, and positive communication during learning activities, while the interviewed student's perspectives complemented these observational findings. The study proposes a conceptual model illustrating how Indonesian Language instruction can support the integration of character education within the school context. These findings provide practical guidance for teachers and school leaders in implementing systematic and integrated character education programs.
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INTRODUCTION

Indonesia's national education aims not only to improve students' academic achievement but also to develop individuals who possess faith, noble character, responsibility, and positive moral values. This vision has been reinforced through the implementation of the Merdeka Curriculum, which places character development at the center of the educational process through the Pancasila Student Profile. The profile emphasizes essential character values, including discipline, politeness, responsibility, and social awareness, to prepare students to become responsible citizens who can interact harmoniously within society (Sani & Setiawan, 2020). Consequently, character education is no longer regarded as an additional educational program but as an integral component of all teaching and learning activities.

Character education is expected to be integrated into every subject rather than taught separately. Effective character education is achieved through meaningful learning experiences that combine academic content with moral development, teacher role modeling, positive habituation, and supportive classroom interactions (Ningsih et al., 2025) (Khotimah & Hidayat, 2021). Through this process, students are encouraged not only to understand character values cognitively but also to

internalize and demonstrate them consistently in their daily behavior. Among various character values, discipline and politeness are particularly important during elementary education because they provide the foundation for responsible learning behavior, effective communication, and positive social interaction (Safitri et al., 2020)(Utami & Prasetyo, 2021).

Indonesian Language instruction provides a particularly strategic context for character education because language functions not only as a medium of communication but also as a reflection of attitudes, values, and personality. Students' language choices, speaking manners, and communication patterns indicate their level of politeness and respect for others (Fahma & Purwaningrum, 2021). Furthermore, Indonesian Language learning naturally promotes discipline through structured classroom activities such as listening attentively, respecting speaking turns, completing assignments punctually, and following agreed classroom procedures. Therefore, Indonesian Language instruction offers valuable opportunities to integrate both cognitive and character development within authentic learning situations.

Despite these expectations, the implementation of character education through Indonesian Language instruction has not yet been fully optimized in practice. Preliminary observations conducted at SD Muhammadiyah Kadisoka during the initial stage of this study indicated several challenges related to students' character development. Some students continued to use impolite expressions during peer interactions, rarely greeted teachers upon entering the classroom, interrupted others while speaking, and demonstrated inconsistent compliance with classroom rules, including late assignment submission and limited adherence to agreed learning procedures. Although the school had implemented various character education activities through classroom routines and school-wide programs, these behaviors suggest that the internalization of discipline and politeness had not yet been consistently reflected in students' everyday learning practices (Kamar, Asbari, Purwanto, Nurhayati, Agistiawati, et al., 2020). Similar challenges have also been identified in previous studies examining character education in elementary schools(Sujatmiko et al., 2019)(Sani & Setiawan, 2020).

Previous studies have demonstrated that character education can be integrated into classroom learning through teacher modeling, habituation, classroom management, school culture, and learning activities. Several researchers have specifically examined the implementation of character education within Indonesian Language instruction, while others have investigated the influence of school culture on students' discipline and politeness. However, most existing studies primarily describe instructional practices or report general outcomes without explaining how the processes of character formation are systematically developed throughout instructional planning, classroom implementation, and reinforcement activities. More importantly, limited attention has been given to the integration of Lickona's three dimensions of character formation moral knowing, moral feeling, and moral action within a coherent instructional framework for Indonesian Language learning. Consequently, the relationship between instructional strategies and the comprehensive development of students' character remains insufficiently understood.

To address this gap, the present study examines character education as an integrated instructional process that connects lesson planning, classroom implementation, and reinforcement strategies with the development of moral knowing, moral feeling, and moral action. Unlike previous studies that mainly focus on describing classroom practices or evaluating general character education outcomes, this study proposes a conceptual model illustrating how Indonesian Language instruction can systematically foster students' politeness and discipline through interconnected instructional strategies. This model extends the application of Lickona's theoretical framework by contextualizing it within Indonesian Language learning in elementary schools and provides both theoretical and practical contributions to character education research.

Therefore, this study aims to describe the strategies of character education programs implemented through Indonesian Language instruction to foster students' politeness and discipline in elementary schools. The findings are expected to contribute to the development of character education theory while providing practical guidance for teachers and school leaders in designing systematic, integrated, and sustainable character education programs.

METHOD

This study employed a qualitative case study design to obtain an in-depth understanding of the implementation of character education program strategies in Indonesian Language instruction for fostering students' politeness and discipline within an elementary school context. A qualitative case study was considered appropriate because it enabled the researchers to explore the implementation process, participants' experiences, and contextual factors influencing character education in its natural setting (Simbolon, 2020)(Innovation & Environment, 2020)(Hasanah & Zuhaery, 2025).

The study was conducted at SD Muhammadiyah Kadisoka, Yogyakarta, Indonesia, from February to May 2025. The participants consisted of the school principal, the vice principal for curriculum affairs, one Grade 5 Indonesian Language teacher, and one purposively selected Grade 5 student. The student was selected because of active involvement in the school's character education activities and the ability to describe personal learning experiences related to politeness and discipline during Indonesian Language lessons. Rather than representing all Grade 5 students, the student provided an individual perspective that complemented evidence obtained from school leaders, classroom observations, and supporting documents. Thus, the student served as a key informant whose perspectives complemented other sources of evidence rather than functioning as the sole source for understanding students' behavioral development (Fathinnaufal & Hidayati, 2020).

Data collection continued until sufficient information had been obtained to address the research objectives. During the later stages of data collection, interviews, classroom observations, and document analysis yielded recurring information without substantial new insights regarding the implementation of the character education program. Considering the limited number of participants in this single-case study, this condition is more appropriately described as contextual information redundancy rather than complete theoretical data saturation (Amelia & Dafit, 2023).

Data were collected through interviews, classroom observations, and document analysis during the research period from February to May 2025. These three techniques were used to obtain information from different sources and to develop a detailed understanding of the implementation of the character education program in Indonesian Language instruction.

Semi-structured interviews were conducted with the school principal, the vice principal for curriculum affairs, the Grade 5 Indonesian Language teacher, and one purposively selected Grade 5 student. The interviews focused on the implementation of character education, strategies for developing politeness and discipline, classroom practices, teacher guidance, and the student's learning experience. Each interview lasted approximately 90 minutes, and the interviews were conducted two to three times during the research period. The interviews were conducted in a quiet setting at the school to allow the participants to explain their experiences and perspectives freely. The interview information was recorded and transcribed for further analysis.

Classroom observations were conducted during Grade 5 Indonesian Language lessons over a two-month period within the February to May 2025 research period. Each observation session lasted approximately 90 minutes. The observations focused on students' use of polite language, classroom discipline, interactions with the teacher and peers, participation in learning activities, compliance with classroom rules, and the teacher's use of modelling, habituation, and reinforcement. Field notes were recorded systematically during and immediately after each observation session to document relevant classroom activities, interactions, and behaviours.

Document analysis was conducted to obtain additional information about the implementation of character education in Indonesian Language instruction. The documents examined included the teaching module and classroom records related to students' polite behaviour and discipline. The documents were reviewed to identify how politeness and discipline were incorporated into learning activities and classroom practices. The information obtained from the documents was then compared with the interview and observation findings.

The three data collection techniques were used complementarily. Interview data provided information about participants' perspectives and experiences, observation data showed the implementation of character education during classroom activities, and document analysis provided supporting information from the teaching module and classroom records. The use of these techniques supported source and technique triangulation and strengthened the credibility of the findings.

The trustworthiness of the findings was established through the criteria of credibility, transferability, dependability, and confirmability. Credibility was enhanced through source triangulation, technique triangulation, prolonged engagement, and member checking with all interview participants. Transferability was supported by providing a rich description of the research context, while dependability and confirmability were maintained through an audit trail documenting every stage of data collection, coding, analysis, and interpretation (Susanto & Jailani, 2023).

Data analysis followed the interactive model of Miles, Huberman, and Saldaña, consisting of data condensation, data display, and conclusion drawing, conducted iteratively throughout the research process. Interview transcripts, observation notes, and documentary evidence were organized and analyzed using ATLAS.ti 24. The analysis began with open coding to identify meaningful units of data, followed by grouping similar codes into categories and subsequently developing broader themes. These themes were then interpreted using Lickona's framework of moral knowing, moral feeling, and moral action to explain how character education strategies were implemented through Indonesian Language instruction (Murdiyati, 2020)(Nur et al., 2023)(Julianti, 2023). The final stage of the analysis involved developing a conceptual model illustrating the relationship between instructional planning, classroom implementation, reinforcement strategies, and the development of students' politeness and discipline.

Ethical principles were observed throughout the study. Before the research began, permission to conduct the study was obtained from the school. All participants voluntarily agreed to participate after receiving a clear explanation of the study's objectives and research procedures. Written informed consent was obtained from all adult participants. For the Grade 5 student, written consent was obtained from the student's parent or legal guardian, and permission for participation was also granted by the school. To protect confidentiality, all participants' identities were anonymized, and the research data were used exclusively for academic purposes.

RESULTS AND DISCUSSION

The findings indicate that the implementation of the character education program in Indonesian Language instruction at SD Muhammadiyah Kadisoka was integrated into lesson planning, classroom implementation, reinforcement, and evaluation activities. Data were analyzed using ATLAS.ti 24 through open coding, category development, and theme generation based on interview transcripts, classroom observations, and document analysis. Source triangulation involving the principal, vice principal, Indonesian Language teacher, fifth-grade student, classroom observations, and school documents ensured the credibility of the findings. The coding process generated four major themes, namely Moral Knowing, Moral Feeling, Moral Action, and the Conceptual Model of Character Education, as presented in Figures 1–4.

Table 1. Themes, Categories, Representative Initial Codes, and Data Sources

Theme	Categories	Representative Initial Codes	Data Sources
Moral Knowing	Integration of character values into lesson planning; Explicit instruction on polite language; Understanding classroom rules	lesson planning, polite greetings, turn-taking, classroom norms, language ethics	Principal, Vice Principal, Teacher, Student, Observation, Documents
Moral Feeling	Empathy; Emotional awareness; Internalization through teacher modeling	appreciation, respect, empathy, discomfort with harsh language, reflection	Teacher, Student, Observation
Moral Action	Habitual polite communication; Disciplined classroom behaviour; Reinforcement through habituation	greeting teachers, saying <i>please, sorry, thank you</i> , orderly participation	Teacher, Student, Observation

Theme	Categories	Representative Initial Codes	Data Sources
Conceptual Model	Integration of instructional planning, implementation, reinforcement, and school culture	lesson planning, role modelling, habituation, reinforcement, evaluation	Synthesis of all data sources

Moral Knowing

The thematic analysis identified three categories within the Moral Knowing dimension: the integration of character values into lesson planning, explicit instruction on polite language use, and students' understanding of classroom norms. These categories consistently emerged from interviews, classroom observations, and document analysis. Teachers intentionally introduced the values of discipline and politeness through listening, speaking, reading, and writing activities by explaining appropriate diction, greeting expressions, turn-taking rules, and classroom regulations before students engaged in language practice. The principal emphasized that "language is the key to character. From the way children speak, we can see their politeness, respectfulness, and personality," while the fifth-grade Indonesian Language teacher explained that students first learned the distinction between appropriate and inappropriate language before practicing communication skills. These findings indicate that Indonesian Language learning provided students with a cognitive understanding of discipline and politeness as the foundation of character development, consistent with Lickona's concept of moral knowing. The coding relationships among the initial codes, categories, and themes are presented in Figure 1 (Alhidri, 2025).

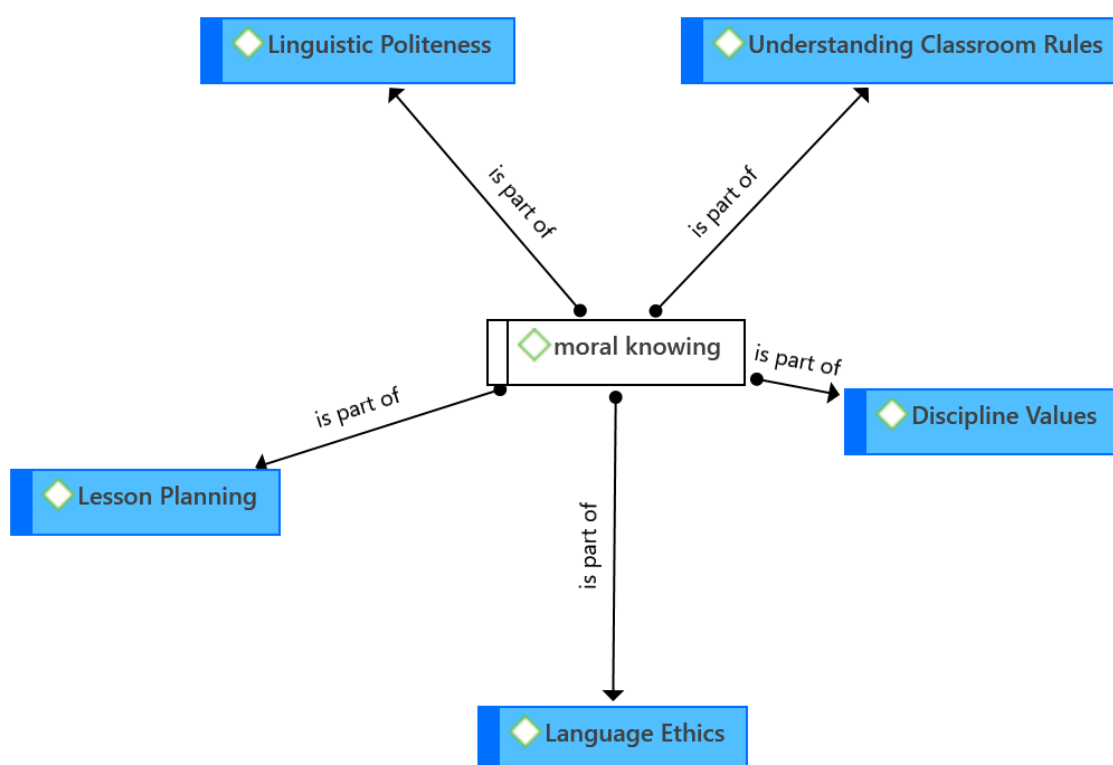


Figure 1. Moral Knowing: Students' Understanding of Discipline and Linguistic Politeness

Figure 1 illustrates the coding relationships among the initial codes, categories, and the Moral Knowing theme derived from interviews, classroom observations, and document analysis. The figure shows that students developed an understanding of discipline and polite language through lesson planning, explicit instruction, classroom rules, polite greetings, turn-taking, and language ethics. These findings indicate that Indonesian Language instruction helped students build a cognitive understanding of appropriate language use and classroom behaviour as the foundation of character development.

Moral Feeling

The analysis of the Moral Feeling dimension generated three interconnected categories: empathy toward others, emotional awareness of respectful communication, and the internalization of politeness values through teacher modelling and habituation. Interview, observation, and documentary data consistently showed that students gradually developed empathy and respect during classroom interactions. Classroom observations indicated that students increasingly avoided harsh language and routinely used polite expressions such as "please," "sorry," and "thank you" during Indonesian Language learning and daily school activities. Teachers reinforced these behaviours through appreciation, reflective feedback, and consistent role modelling rather than punishment. One student explained that "when someone else speaks harshly, it feels uncomfortable and hurtful," indicating the development of emotional awareness toward respectful communication. In addition, narrative texts, classroom discussions, and reflective learning activities helped students understand the emotional consequences of language use in social relationships. These findings suggest that discipline and politeness were not only understood cognitively but were also internalized within students' affective domain, reflecting the Moral Feeling dimension of Lickona's character education framework. The coding relationships supporting this theme are presented in Figure 2 (Ningsih et al., 2025).

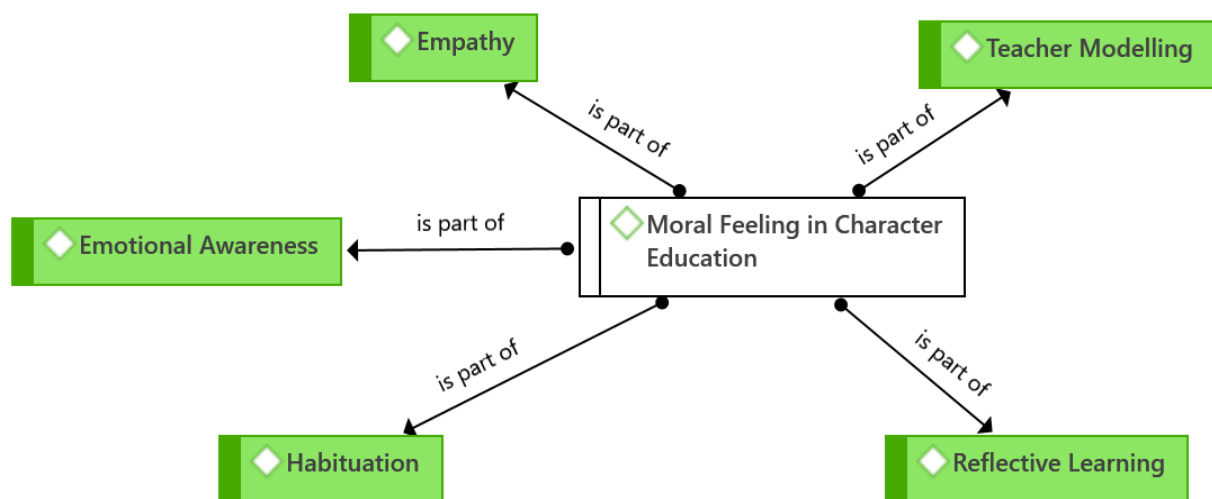


Figure 2. Moral Feeling in Character Education: Fostering Students' Affective Awareness and Politeness Values

Figure 2 illustrates the relationships among empathy, emotional awareness, teacher modelling, and habituation within the Moral Feeling theme. The findings show that students gradually internalized the values of discipline and politeness through reflective learning activities, positive teacher role models, and repeated classroom practice. These experiences encouraged students to respect others, communicate politely, and become more aware of the emotional impact of their language during classroom interactions.

Moral Action

The Moral Action dimension produced three dominant categories: habitual polite communication, disciplined classroom behaviour, and continuous reinforcement through teacher guidance. Classroom observations revealed that students consistently greeted teachers, followed classroom rules, waited for their turn during discussions, and selected appropriate language when expressing opinions. Teachers strengthened these behaviours through praise, reflective reminders, and consistent role modelling whenever impolite language occurred. One student stated, "when I want to ask for help, I say 'please'; when I make a mistake, I say 'sorry'," demonstrating that politeness had become an observable behavioural habit rather than merely conceptual knowledge. These findings indicate that sustained reinforcement, authentic language practice, and continuous teacher support contributed to the development of students' disciplined and polite behaviour in everyday

classroom interactions. This progression reflects the Moral Action stage, where moral knowledge and emotional awareness are translated into consistent behaviour. The coding relationships among the categories and themes are presented in Figure 3 (Pendidikan et al., 2025).

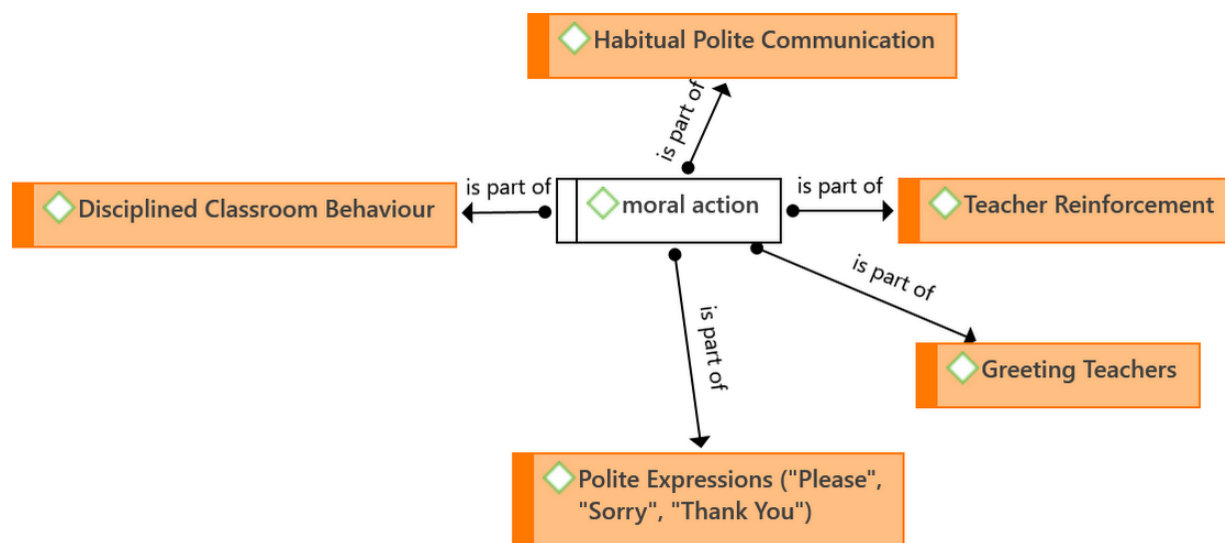


Figure 3. Moral Action: Students' Disciplined and Polite Classroom Behaviour

Figure 3 illustrates the relationships among the initial codes that form the Moral Action theme. The analysis shows that students demonstrated disciplined and polite behaviour through habitual polite communication, orderly participation in classroom activities, respectful communication, and continuous teacher reinforcement. The consistent use of polite expressions such as "please," "sorry," and "thank you," together with compliance with classroom rules, indicates that moral knowledge and moral feeling were translated into observable behaviour during Indonesian Language learning.

Conceptual Model of Character Education

Based on the thematic analysis, a conceptual model of character education in Indonesian Language instruction was developed by integrating the sequential dimensions of Moral Knowing, Moral Feeling, and Moral Action. The model illustrates that students first acquire knowledge of discipline and politeness through explicit instruction, subsequently internalize these values through teacher modeling, reflection, and habituation, and finally demonstrate them through consistent language behavior in authentic classroom situations. The model also highlights the interconnected roles of instructional planning, classroom implementation, reinforcement strategies, school culture, and teacher role modeling in supporting sustainable character development. Figure 4 presents the relationships among these components derived from the thematic analysis.

Figure 4 presents the conceptual model developed from the thematic analysis. The model illustrates how lesson planning, classroom implementation, teacher modelling, reinforcement strategies, and school culture work together to support the sequential development of Moral Knowing, Moral Feeling, and Moral Action. The model suggests that integrating these components within Indonesian Language instruction can contribute to the development of students' discipline and politeness in elementary school classrooms (Azizah, 2024)(Kamar, Asbari, Purwanto, Nurhayati, & Sudiyo, 2020)(Afidati & Nur Malasari, 2023).

This conceptual model emphasizes that developing discipline and politeness cannot be achieved instantly but rather through a continuous process involving the roles of teachers, schools, and the learning environment. Therefore, Indonesian language learning functions not only as a means of developing language skills but also as a strategic instrument for character education in elementary schools (Nur et al., 2023).

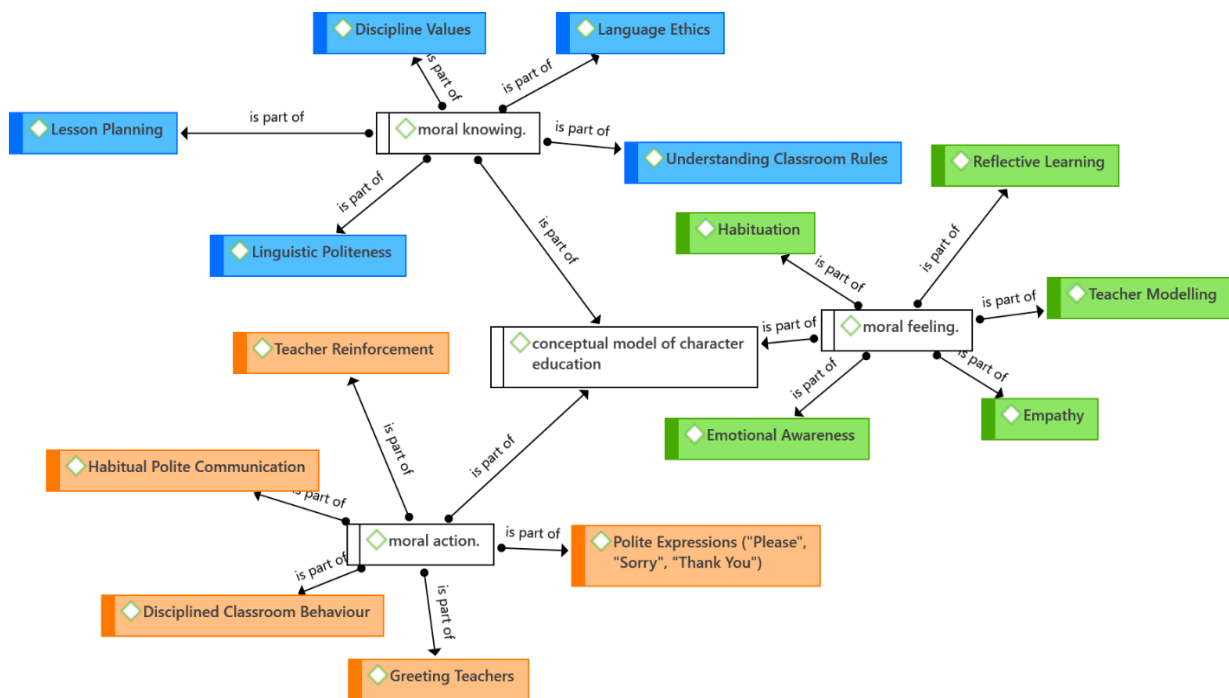


Figure 4. Conceptual Model of Character Education in Indonesian Language Learning for Developing Students' Discipline and Politeness

The findings demonstrate that Indonesian Language instruction serves not only as a medium for developing students' language skills but also as an important context for strengthening discipline and politeness through integrated character education. Character values were systematically incorporated into lesson planning, classroom interaction, teacher modelling, reinforcement practices, and school culture. As a result, students experienced character education through authentic learning activities rather than through separate moral instruction. This integration indicates that language learning provides meaningful opportunities to develop both communication skills and positive character simultaneously (Faizn et al., 2022).

The findings support Lickona's framework of character education, which emphasizes the interconnected dimensions of moral knowing, moral feeling, and moral action. Students first developed an understanding of appropriate language use and classroom rules through explicit instruction (moral knowing). They then developed empathy, emotional awareness, and respect for others through teacher modelling, reflection, and classroom interaction (moral feeling). Finally, these values were reflected in students' consistent use of polite language, compliance with classroom rules, and respectful behaviour during classroom activities (moral action). These findings suggest that character development is a gradual process that requires continuous guidance, reinforcement, and meaningful learning experiences rather than immediate behavioural change (Siswa & Dasar, 2022). The present findings are consistent with previous studies highlighting the importance of teacher modelling, classroom habituation, and a supportive school culture in promoting students' character development (Safitri et al., 2020).

However, unlike earlier studies that mainly described classroom practices or reported general outcomes of character education, this study explains how lesson planning, instructional activities, reinforcement strategies, and school culture interact systematically through the dimensions of moral knowing, moral feeling, and moral action. This provides a more comprehensive understanding of how Indonesian Language instruction contributes to the development of students' discipline and politeness (Ningsih et al., 2025).

An important contribution of this study is the development of a conceptual model illustrating the relationship between instructional planning, classroom implementation, reinforcement strategies, school culture, and the three dimensions of character formation. Rather than presenting moral knowing, moral feeling, and moral action as separate concepts, the proposed model

demonstrates how these dimensions interact continuously throughout the learning process. The model translates Lickona's theoretical framework into practical instructional strategies that can be applied in elementary school classrooms (Mahmuddah, 2025)(Pendidikan et al., 2025).

From a practical perspective, the findings suggest that character education should be intentionally integrated into lesson objectives, classroom interaction, language-learning activities, and assessment practices rather than implemented as a separate program. Teachers should consistently provide positive role models, reinforce respectful communication, and create classroom environments that encourage discipline and politeness. School leaders should also strengthen collaboration among teachers, parents, and the wider school community to ensure that character values are reinforced consistently both inside and outside the classroom (Jaoharoh et al., 2025).

This study has several limitations. As a qualitative case study conducted in a single elementary school, the findings are specific to the research context and are not intended for statistical generalization. The limited number of participants allowed an in-depth understanding of the implementation of character education but may not represent practices in other schools. Therefore, the proposed conceptual model should be interpreted as an analytical framework developed from one school context. Future studies involving multiple schools, different geographical regions, or mixed-methods approaches are recommended to examine the transferability and broader applicability of the proposed model (Sholihah, 2020).

Overall, the findings suggest that integrating moral knowing, moral feeling, and moral action into Indonesian Language instruction may contribute to the development of students' discipline and politeness. The proposed conceptual model highlights the complementary roles of lesson planning, teacher modelling, classroom interaction, reinforcement strategies, and school culture in supporting character development within the observed school context.

CONCLUSION

This study demonstrates that character education can be systematically integrated into Indonesian Language instruction to foster elementary school students' discipline and politeness. The findings indicate that character development occurs through the interconnected processes of moral knowing, moral feeling, and moral action, supported by instructional planning, teacher modeling, habituation, and positive reinforcement. Rather than functioning solely as a subject for developing language competence, Indonesian Language instruction provides a meaningful context for embedding character values into everyday learning activities.

The study contributes by proposing a conceptual model that illustrates how instructional strategies, classroom interaction, and school culture collectively support character development. Although the findings are derived from a single qualitative case study and are therefore context-specific, the model may serve as a practical reference for teachers and school leaders seeking to integrate character education into classroom practice. Future research involving multiple schools and broader educational contexts is recommended to examine the transferability and further refinement of the proposed model.

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AUTHOR CONTRIBUTION STATEMENT

AOF initiated the study, developed the research design, collected and analyzed the data, interpreted the findings, and prepared the first version of the manuscript. DH supervised the research process, provided methodological guidance, verified the findings, and revised the manuscript critically. MZ contributed to the supervision of the study, reviewed and confirmed the analytical results, provided scholarly feedback on the manuscript, and participated in the revision process. All authors reviewed the final manuscript, approved it for publication, and accepted responsibility for its content.

AI DISCLOSURE STATEMENT

In the preparation of this article, the author made limited use of ChatGPT (an artificial intelligence tool developed by OpenAI) to assist in refining grammar, improving the manuscript's readability, enhancing the structure and flow of the writing, and helping organize the analysis results into a systematic narrative based on the primary analysis conducted by the author. The use of ChatGPT did not replace the processes of scientific reasoning, data analysis, interpretation of research findings, or the formulation of conclusions. After using the service, the author thoroughly reviewed, critically evaluated, and edited all generated content to ensure scientific accuracy, consistency with the research data, and compliance with publication ethics. The author assumes full responsibility for the integrity, validity, interpretation, and final conclusions presented in this article.

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