Implementation of Positive School Culture in Developing Student Character: A Literature Review Study in Indonesian Elementary Schools

Edi Sumarno[1]*, Nurul Istiq'faroh[2], Mochamad Nursalim[3]
*[123]Master's Program in Primary Education, Faculty of Education, State University of Surabaya, Indonesia

[1] 24010855035@mhs.unesa.ac.id ; [2] nurulistiqfaroh@unesa.ac.id ; [3]mochamadnursalim@unesa.ac.id

*Corresponding Author

Keywords

Positive School Culture, Character Education, Elementary Education, Student Development, Indonesian Education

Abstract

This study investigates the implementation of positive school culture and its impact on character development in Indonesian elementary schools through a systematic literature review of studies from 2019-2024. Using qualitative analysis, the research identifies key components of successful character education programs and their integration into school environments. The findings reveal that effective character education is achieved through systematic implementation of five core values (Religious, Independent, Mutual Cooperation, Integrity, and Nationalism), supporting infrastructure, classroom reinforcement programs, and literacy culture development. Research shows that structured approaches to character education, combined with daily activities and teacher modeling, significantly impact student character formation. Additionally, proper facilities and positive cultural elements such as effective communication, teamwork, and inclusivity create conducive learning environments. The study concludes that positive school culture substantially influences student character development and academic achievement, providing practical insights for educational stakeholders.

Introduction

Education represents human endeavor to acquire knowledge that forms the foundation of attitudes and behavior (Kibtiyah et al., 2023). In the Indonesian educational context, education plays a fundamental, essential, and value-laden role (Istiq'Faroh, 2020). Through education, individuals not only acquire knowledge but also understand important values in daily life. Education helps develop critical thinking abilities, which are essential for facing various future challenges. Additionally, education hones creativity, enabling individuals to find innovative solutions in various situations and develops their character formation process gradually.

Education functions as a means of knowledge transfer and character building, as stated by Dewi & Istiq'faroh (2023), who emphasize that education is not merely about creating intellectually intelligent individuals. The educational process goes beyond academic instruction to prepare individuals to become responsible and integrity-driven citizens. Character development has become increasingly crucial in modern education systems, particularly in addressing the challenges of the digital era. Education must balance intellectual achievement with moral development to create well-rounded individuals. The transformation of students through education involves both cognitive and affective domains, ensuring comprehensive development.

In contemporary times, student attitudes and behavioral characteristics have been weakening, prompting the education world to increasingly emphasize the importance of character value formation in the educational process (Naufal et al., 2024). Character education has shown positive impacts in shaping student character in the digital era (Yuliwinarti & Istiq'faroh, 2023). Research indicates that character education is crucial in addressing declining morality and ethics among students (Solihin et al., 2024). Character in education is reflected through students' behavior in their interactions as social beings (Maulana, 2023). The implementation of character education must be systematic and continuous to achieve optimal results.

Character formation should ideally begin at the elementary school level, as changing character later in life becomes more challenging (Saragi & Nugrahanta, 2023). A supportive environment and consistent habituation, alongside role modeling by teachers, are crucial for maintaining student character in the digital era (Aryani et al., 2024). The collaboration between teachers and parents is vital in strengthening character education, ensuring that students apply these values in daily life (B. Muttaqin, 2024). Educational institutions must create comprehensive programs that support character development. The integration of character education into the curriculum requires careful planning and execution to ensure effectiveness.

The Indonesian National Education Law No. 20 of 2003, Article 3, establishes that national education aims to develop students' potential to become individuals who are faithful and pious to God Almighty, possessing noble character, knowledge, capability, creativity, independence, and democratic citizenship. This legal framework emphasizes the holistic

development of students as its primary objective. The educational system must balance academic excellence with character development. The law recognizes the importance of spiritual and moral values in education. Implementation of these educational goals requires coordinated efforts from all stakeholders.

Anwar et al. (2024) emphasize that the desired outcome of Indonesia's educational process is a young generation excelling not only in science and technology but also possessing good character aligned with religious norms and Pancasila values. Schools serve as crucial venues for educational processes in producing responsible, moral, and independent students, making them essential components of educational development in Indonesia (Utomo & Nursalim, 2019). The educational system must adapt to changing societal needs while maintaining core values. Technology integration in education must support both academic and character development. The balance between tradition and innovation in education requires careful consideration.

The integration of technology, knowledge, and moral values in the educational system is expected to create a more harmonious and advanced society, as technological advancement consistently parallels the development of student morality (Nursalim, 2017). Schools must adapt their teaching methods to accommodate technological changes while preserving essential values. Educational institutions need to develop strategies that effectively combine traditional values with modern approaches. The role of technology in education must be carefully balanced with human interaction. Character development in the digital age requires new approaches while maintaining fundamental principles.

Studies show that schools with strong positive cultures tend to have more disciplined students who behave well and maintain good relationships with each other. Saifudin et al. (2024) note that student success lies not only in mastering knowledge and technical skills but also in their ability to manage themselves and interact with others. Educational institutions must create environments that promote both academic and social development. The school culture significantly impacts student behavior and academic performance. The development of social skills requires structured programs and consistent implementation.

Although the importance of positive culture has been recognized, there is limited research specifically examining the impact of positive education on various aspects of elementary school student development. Research must investigate how different elements of school culture affect student outcomes. The relationship between school culture and student achievement needs further exploration. Long-term studies on the effects of positive school culture are necessary. The impact of school culture on different student populations requires investigation.

The purpose of this literature review is to examine previous research focusing on positive school culture and its influence on various aspects of education and student development. The study will analyze different educational dimensions including academic achievement, emotional well-being, and students' social relationships. This research will also explore factors

supporting the creation of positive school culture. The findings aim to contribute significantly to developing more effective and inclusive educational policies and practices. The comprehensive analysis will provide insights for educational stakeholders at all levels.

Method

Research design

This research employs a qualitative literature study with a case study approach to investigate specific issues within defined boundaries through in-depth data collection from various information sources (Murdiyanto, 2020). This method was chosen to comprehensively analyze and synthesize existing research on positive culture in elementary schools. The approach enables a systematic examination of patterns, trends, and insights across multiple studies while maintaining focus on the specific context of elementary education.

Research sample

The sample for this study consists of scientific journals and articles published in peer-reviewed academic journals focusing on positive culture in elementary schools. The selection criteria for the literature include: (1) publications from reputable academic journals published between 2019-2024, (2) research specifically focused on elementary school settings, (3) studies examining aspects of positive school culture and its impacts, (4) research conducted in various geographical and cultural contexts to ensure comprehensive coverage, and (5) articles published in both English and Indonesian languages to capture local and international perspectives.

Research procedure

The research procedure follows several systematic steps. First, relevant literature is identified through comprehensive database searches using specific keywords related to positive school culture, elementary education, and character development. Second, the identified literature is screened based on the established selection criteria to ensure relevance and quality. Third, selected articles are thoroughly reviewed and analyzed to extract relevant information, patterns, and findings. Fourth, the extracted information is organized thematically to identify key concepts and relationships. Finally, the findings are synthesized to develop comprehensive insights into the role and impact of positive culture in elementary schools.

Data analysis

The data analysis process employs a systematic qualitative content analysis approach. The analysis begins with careful reading and coding of selected literature to identify key themes, patterns, and findings. These codes are then categorized and organized to identify broader themes and relationships between different aspects of positive school culture. The analysis focuses on understanding how positive school culture influences various aspects of student development, including academic performance, character formation, and social relationships. The findings are then synthesized to develop comprehensive insights and recommendations for educational practice and policy. Throughout the analysis process, particular attention is paid to maintaining the validity and reliability of the findings through systematic documentation and cross-verification of sources.
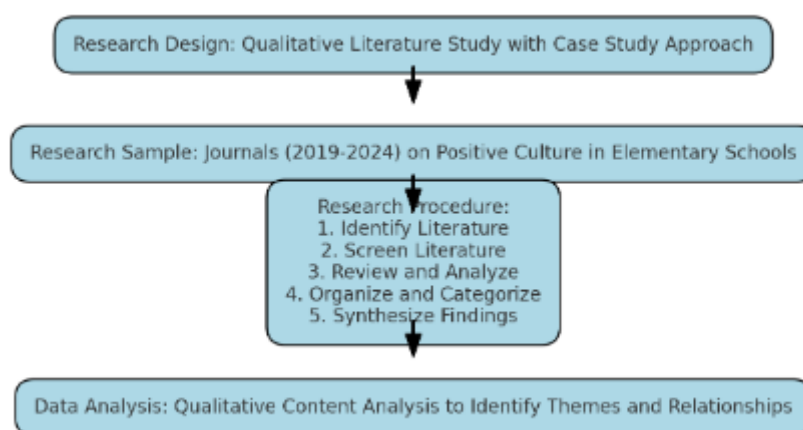

Figure 1. Research Design

Results and Discussion

Results

Based on the systematic literature review conducted, several key findings emerge regarding the impact of positive school culture on student development in elementary schools:

1) **Implementation of Character Values through School Culture;** The research reveals that character values are implemented through various systematic approaches in school culture. (Dewi et al., 2019) found that disciplinary character values are implemented through three main channels: routine activities, spontaneous activities, and role modeling from teachers. These structured approaches help students develop consistent and comprehensive discipline. The implementation involves daily flag ceremonies and regular lessons, immediate responses to inappropriate behavior, and exemplary conduct from teaching staff.

2) **Integration of Five Core Character Values;** Research by (Amelia & Ramadan, 2021) identified the implementation of five fundamental character values: Religious,

Independent, Mutual Cooperation, Integrity, and Nationalism. These values are systematically integrated into daily school activities and learning processes. The study demonstrates that character education is conducted methodically and structurally, ensuring these principles become an integral part of student growth rather than merely theoretical concepts.

3) **Facilities and Infrastructure;** Support (Pertiwi et al., 2019) found that character education implementation through school culture at SDN Lawanggintung 01 is realized through character value cultivation supported by appropriate facilities. These facilities create a conducive environment for fostering positive behavior and balanced character development. The research emphasizes the importance of physical infrastructure in supporting character-building activities.

4) **Classroom Reinforcement Programs;** Research by (Kurniawati & Amalia, 2022) revealed that classroom reinforcement programs are implemented through classroom culture activities that align with the school's vision, mission, and objectives. This includes classroom rules formulation, lesson planning, classroom arrangement, student work management, and learning habituation. These structured approaches create an efficient learning environment that supports both academic and character development.

5) **Character Integration through Daily Activities;** (Indrianingrum et al., 2024) found that character education is integrated through repetitive daily activities that become habits. The study shows how the five core values (religious, nationalist, independent, mutual cooperation, and integrity) are implemented through various daily activities, creating a supportive environment for character development.

6) **Impact of School Cultural Environment;** Research by (Istiqomah et al., 2022) demonstrated that the school cultural environment significantly impacts student character formation. The study found that positive school culture elements such as orderliness, togetherness, and moral principles application play crucial roles in shaping student character.

7) **Curriculum Integration and Literacy Culture;** (Sukadari et al., 2015) found that character education can be effectively integrated into subject matters. Additionally, research by (Sari et al., 2021) revealed that literacy culture develops positive characters in students, including discipline, creativity, reading habits, responsibility, and social awareness.

8) **Reading Garden Implementation;** (Hamna et al., 2024) found that maximizing classroom reading gardens positively affects students' literacy quality. The study shows that accessible reading facilities encourage students to make literacy a part of their daily activities, significantly improving their reading skills and literacy capabilities.

9) **Development of 4C Skills;** Research by (Muttaqin & Rizkiyah, 2022) concluded that established literacy culture effectively enhances students' proficiency in 4C skills (Communication, Collaboration, Critical thinking and problem solving, and Creativity and innovation).

10) **Positive Culture Components;** (Palomique, 2023) identified key components of positive school culture: effective communication, teamwork, student support, resilience, and

inclusivity. These elements significantly contribute to creating a conducive learning environment and improving educational outcomes.

Discussion

The implementation of character education through positive school culture in Indonesian elementary schools plays a vital role in fostering student development. As Dewi et al. (2019) explain, the integration of disciplinary character values occurs through three key channels: routine activities, spontaneous activities, and teacher role modeling. This structured approach provides a consistent and comprehensive method for instilling discipline among students, incorporating daily activities such as flag ceremonies and regular lessons, and reinforcing appropriate behavior with immediate responses. Moreover, teachers' exemplary conduct serves as a concrete model for students, demonstrating how disciplinary values can be practiced in real-life situations (Anggraini & Daulay, 2023). Such an approach ensures that discipline is not just a theoretical concept but an embedded part of the school's culture and daily routine.

Character education in Indonesian schools focuses on five fundamental values: Religious, Independent, Mutual Cooperation, Integrity, and Nationalism, as identified by Amelia & Ramadan (2021). These values are systematically integrated into daily school activities, ensuring their consistent application across the curriculum and student life. For instance, religious activities and flag ceremonies teach Religious and Nationalism values, while group projects and social activities help nurture Mutual Cooperation and Integrity. This consistent reinforcement of values through habitual practice encourages students to internalize these values, leading to the development of positive character traits that influence their actions both in and outside of school. The systematic nature of this approach ensures that character education becomes an integral part of students' growth, not just an abstract idea.

The successful implementation of character education programs also depends heavily on the availability of supporting infrastructure and facilities, as demonstrated by Pertiwi et al. (2019) in their study at SDN Lawanggintung 01. Providing appropriate learning spaces, educational toys, and other resources creates a conducive environment for character development. This infrastructure allows all school members, including teachers, students, and staff, to engage in activities that promote positive behavior and character building. Such facilities ensure that character education is not limited by physical constraints but is instead supported by a well-organized environment conducive to learning and moral growth. The research highlights the importance of creating an environment where values can be easily taught and practiced on a daily basis.

Classroom reinforcement programs are another crucial element in fostering student character development, as highlighted by Kurniawati & Amalia (2022). These programs, which align with the school's vision, mission, and educational objectives, include activities such as

formulating classroom rules, planning lessons, organizing student work, and promoting learning habits. The alignment of these programs with the school's broader goals contributes to creating an efficient learning environment, where both academic and character development can thrive. This systematic and structured approach to reinforcing character values through daily activities ensures that students learn discipline, responsibility, and respect in an organized and intentional manner. When the school's values align with its activities, students experience a more cohesive and supportive educational experience.

The integration of character education into daily activities proves to be highly effective in promoting positive traits, as demonstrated by Indrianingrum et al. (2024). Their research underscores how the five core values; Religious, Nationalism, Independence, Mutual Cooperation, and Integrity are implemented through various daily school activities, fostering an environment that supports character development. Religious activities, such as prayers and ceremonies, help students develop respect for their beliefs, while flag ceremonies and national day observances reinforce Nationalism values. Additionally, independent values are nurtured through tasks that encourage students to take responsibility for their learning, while group work fosters Mutual Cooperation and Integrity. This holistic approach ensures that students are not only academically successful but also develop as responsible, compassionate individuals.

The school culture, particularly its positive elements such as orderliness, togetherness, and moral principles, significantly influences character formation, as shown by Istiqomah et al. (2022). Regular school routines help students learn discipline and responsibility, while group activities and extracurricular programs build solidarity and cooperation. The consistent application of moral principles such as honesty, justice, and fairness teaches students to act with integrity in their daily lives. This research highlights the importance of a well-structured school culture in providing the foundation for positive character development, ensuring that students grow into individuals who respect others and uphold ethical standards.

Integrating character education into subject matter lessons also contributes to student development, as seen in the research by Sukadari et al. (2015). When academic subjects such as history, science, and religion incorporate character-building elements, students not only learn academic content but also internalize values that are applicable in real life. For example, history lessons can teach students about integrity through stories of responsible historical figures, while science lessons can foster cooperation through group experiments. By embedding character education into academic subjects, schools ensure that students see the relevance of these values in their education and everyday lives, reinforcing their importance and helping to shape well-rounded individuals.

The role of literacy culture in character education cannot be overlooked, as found by Sari et al. (2021). Their research demonstrates that literacy programs contribute significantly to the development of various positive traits, such as discipline, responsibility, creativity, social awareness, tolerance, and environmental consciousness. Literacy activities encourage students to read and engage with diverse ideas, which broadens their understanding of the

world and enhances their critical thinking skills. Furthermore, reading fosters curiosity and creativity, qualities that are essential for personal growth and academic achievement. Through literacy programs, students develop the ability to think critically and engage in discussions that promote mutual respect and understanding.

Maximizing classroom reading gardens is another key strategy for promoting literacy and character development, as revealed by Hamna et al. (2024). Schools that prioritize reading gardens provide students with easy access to diverse reading materials, which encourages regular reading habits and enhances literacy skills. These spaces are designed to be inviting and comfortable, making students feel more motivated to read. The strategic placement of these gardens within the school helps create a reading culture where students can explore new ideas, broaden their horizons, and develop a deeper understanding of the world. This approach not only enhances literacy but also contributes to the cultivation of a well-rounded character, as students engage with a variety of perspectives and ideas.

Furthermore, the integration of literacy culture has a profound impact on students' 4C skills; communication, collaboration, critical thinking, and creativity as concluded by Muttaqin & Rizkiyah (2022). Their research emphasizes that literacy programs provide students with opportunities to discuss ideas, collaborate with peers, and think critically about the content they engage with. These skills are essential in the modern world, where the ability to communicate effectively, work in teams, think critically, and be creative are increasingly valued. By promoting literacy and fostering the development of 4C skills, schools ensure that students are prepared for future academic and professional challenges.

Positive school culture also includes various activities that strengthen students' Pancasila profiles, as demonstrated by Wati & Utami (2023) in their study at Muhammadiyah 3 Elementary School Surakarta. Activities such as prayers, singing national songs, collaborative discussions, community service, and building strong relationships among students contribute to the development of students' character in line with Pancasila values. These structured activities teach students discipline, mutual respect, and a sense of responsibility. By integrating these activities into the school culture, students are prepared to become responsible citizens who uphold national values and contribute positively to society.

The components of positive school culture, as identified by Palomique (2023), include effective communication, teamwork, student support, resilience, and inclusivity. These elements play critical roles in creating an environment conducive to learning and character development. Effective communication ensures that students and teachers can exchange important information clearly and timely. Teamwork fosters collaboration between students, teachers, and school staff, enhancing the learning experience. Student support, through both academic and emotional assistance, helps to build confidence and motivation. Resilience and inclusivity ensure that all students have the opportunity to thrive in a supportive and equitable environment.

Integrating technology into character education requires careful balancing of traditional values with modern teaching methods. Research suggests that technology can enhance the learning experience by making it more engaging and interactive, yet schools must ensure that core values remain at the forefront of education. By integrating technology thoughtfully, schools can provide students with new ways to learn while maintaining the essential character-building principles that guide their personal growth. The careful balance between technology and traditional educational methods ensures that character education continues to be a central focus, even in the digital age.

Finally, the success of character education programs depends on collaboration between various stakeholders, including teachers, parents, and school staff. Research indicates that active involvement from all parties is essential in creating a supportive school environment that promotes positive behavior and character development. When teachers, parents, and students work together, the reinforcement of character values becomes a shared responsibility, creating a more effective and comprehensive educational experience. This collaborative approach ensures that character education is consistent both at school and at home, leading to better outcomes for students and stronger communities.

Conclusion

This study concludes that a positive school culture plays a vital role in shaping student character in Indonesian elementary schools. The systematic implementation of character education successfully integrates the five core values; Religious, Independent, Mutual Cooperation, Integrity, and Nationalism into daily activities. Supporting facilities, classroom reinforcement programs, and the integration of values into subjects are key factors in its success. The effectiveness of character education also requires a holistic approach, encompassing literacy culture development, optimization of reading facilities, and the enhancement of 4C skills (Critical Thinking, Creativity, Collaboration, and Communication). Key elements such as effective communication, teamwork, student support, resilience, and inclusivity are fundamental in fostering a school environment that promotes both academic and character development. This study provides practical insights for educational institutions and recommends further research to evaluate the long-term impacts of these programs and to develop innovative approaches to character education that address future educational needs while upholding core values.

References

Amelia, M., & Ramadan, Z. H. (2021). Implementasi Pendidikan Karakter Melalui Budaya Sekolah di Sekolah Dasar. *Jurnal Basicedu*, *5*(6), 5548–5555.

Anggraini, A., & Daulay, N. (2023). Efektivitas Layanan Konseling Kelompok Dengan Teknik

SelfManagement untuk Meningkatkan Kedisiplinan Belajar Siswa. *JPE (Jurnal Pendidikan Edutama)*, *10*(2), 145–156. https://doi.org/10.30734/jpe.v10i2.3200

Anwar, C., Nusantara, T., & Kusumaningrum, S. R. (2024). Penguatan Karakter Berbasis Pelajaran Bahasa Jawa Di UPT SD Negeri Babadan 01 Wlingi Blitar. *Briliant: Jurnal Riset dan Konseptual*, *9*(4), 851–860. https://doi.org/10.28926/BRILIANT.V9I4.1837

Aryani, W. D., Dermawan, O., & Asrofi, I. (2024). *Transformation of Children ' s Character through Digital Approaches in Primary Education*. *8*(5), 957–963. https://doi.org/10.31004/obsesi.v8i5.6116

Dewi, A. K. T., Degeng, I. N. S., & Hadi, S. (2019). *Implementasi pendidikan nilai karakter di Sekolah Dasar melalui budaya sekolah*. State University of Malang. https://doi.org/https://doi.org/10.31004/BASICEDU.V5I6.1701

Dewi, K. R., & Istiq'faroh, N. (2023). Pendidikan dalam pemikiran KH Ahmad Dahlan. *Journal of Contemporary Issues in Primary Education*, *1*(2), 95–106. https://doi.org/10.61476/WJQC0307

Hamna, H., BK, M. K. U., Hasan, H., Astuti, Y., & Widyawati, W. (2024). Analisis Perilaku Budaya Literasi Siswa melalui Pembuatan Taman Baca sebagai Fasilitas Sekolah Dasar. *Jurnal Basicedu*, *8*(1), 36–43. https://doi.org/10.31004/BASICEDU.V8I1.6765

Indrianingrum, M. D., Miyono, N., & Nurhayati, S. (2024). Implementasi Pendidikan Karakter melalui Pembiasaan Budaya Sekolah pada Peserta Didik Kelas III Sekolah Dasar. *Jurnal Inovasi, Evaluasi Dan Pengembangan Pembelajaran (JIEPP)*, *4*(2), 194–201. https://doi.org/10.54371/JIEPP.V4I2.428

Istiq'Faroh, N. (2020). Relevansi Filosofi Ki Hajar Dewantara Sebagai Dasar Kebijakan Pendidikan Nasional Merdeka Belajar Di Indonesia. *Lintang Songo: Jurnal Pendidikan*, *3*(2), 1–10. https://journal.unusida.ac.id/index.php/jls/article/view/266

Istiqomah, I., Dewi, S. E. K., & Kholidin, N. (2022). Pengaruh Budaya Sekolah terhadap Karakter Peserta Didik di Sekolah Dasar. *FingeR: Journal of Elementary School*, *1*(1), 11–19. https://doi.org/10.30599/FINGER.V1I1.94

Kibtiyah, A., Bahrodin, A., & Gunadi, I. (2023). Rapor Orangtua sebagai Alat Evaluasi pada Model Penguatan Pendidikan Karakter Siswa Sekolah Anak Saleh. *Briliant: Jurnal Riset dan Konseptual*, *8*(4), 818–829. https://doi.org/10.28926/BRILIANT.V8I4.1338

Kurniawati, R., & Amalia, A. R. (2022). Implementasi Penguatan Pendidikan Karakter (PPK) melalui Budaya Kelas di Sekolah Dasar. *Jurnal Basicedu*, *6*(5), 8304–8313. https://doi.org/10.31004/BASICEDU.V5I6.1701

Maulana, M. (2023). Penguatan Profil Pelajar Pancasila: Implementasi Pembelajaran Manajemen Pendidikan Karakter. *ELSE (Elementary School Education Journal): Jurnal Pendidikan dan Pembelajaran Sekolah Dasar*, *7*(2), 198–210. https://doi.org/10.30651/ELSE.V7I2.19176

Murdiyanto, E. (2020). *Penelitian Kualitatif (Teori dan Aplikasi disertai contoh proposal)*. Lembaga Penelitian dan Pengabdian Kepada Masyarakat (LP2M) UPN" Veteran ....

Muttaqin, B. (2024). Actualization of Character Education in PAI Learning in Elementary School. *Mutiara: Jurnal Penelitian dan Karya Ilmiah*, *2*(4), 332–340. https://doi.org/10.59059/MUTIARA.V2I4.1546

Muttaqin, M. F., & Rizkiyah, H. (2022). Efektifitas Budaya Literasi dalam Meningkatkan Keterampilan 4C Siswa Sekolah Dasar. *Dawuh Guru: Jurnal Pendidikan MI/SD*, *2*(1), 43–54. https://doi.org/10.35878/GURU.V2I1.342

Naufal, M. Z., Apriyanto, A., & Mudiasih, M. (2024). Analisis Nilai-Nilai Pendidikan Pada Novel A+ Karya Ananda Putri Sebagai Bahan Ajar Pembelajaran Sastra Di SMA. *Briliant: Jurnal Riset dan Konseptual*, *9*(3), 536–551.

Nursalim, M. (2017). Peran Konselor Dalam Mengantisipasi Krisis Moral Anak Dan Remaja Melalui Pemanfaatan Media œBARU. *Jurnal Bikotetik (Bimbingan dan Konseling: Teori dan Praktik)*, *1*(2), 59–65. https://doi.org/10.26740/BIKOTETIK.V1N2.P59-65

Palomique, J. (2023). School Culture and Work Responsibility among Teachers in Public Elementary School. *International Journal of Innovative Science and Research Technology (IJISRT)*, *9*(4), 1453–1480. https://doi.org/10.38124/ijisrt/ijisrt24apr1263

Pertiwi, R., Suchyadi, Y., & Handayani, R. (2019). Implementasi Program Pendidikan Karakter Di Sekolah Dasar Negeri Lawanggintung 01 Kota Bogor. *Jurnal Pendidikan dan Pengajaran Guru Sekolah Dasar (JPPGuseda)*, *2*(1), 41–46. https://doi.org/10.55215/JPPGUSEDA.V2I1.994

Saifudin, A., Widiarini, W., Utari, U., & Musilawati, F. A. (2024). Character Values of The Independent Learning Curriculum on The Profile of Pancasila Students in The Burlian Novel. *Briliant: Jurnal Riset dan Konseptual*, *9*(1), 184–192. https://doi.org/10.28926/BRILIANT.V9I1.1653

Saragi, R. C. V., & Nugrahanta, G. A. (2023). Pengembangan buku pedoman pendidikan karakter kecerdasan sosial berbasis permainan tradisional anak usia 10-12 tahun. *ELSE (Elementary School Education Journal): Jurnal Pendidikan dan Pembelajaran Sekolah Dasar*, *7*(2), 186–197. https://doi.org/10.30651/ELSE.V7I2.16180

Sari, M. K., Rulviana, V., Suyanti, S., Budiartati, S., & Rodiyatun, R. (2021). Budaya Literasi Sebagai Upaya Pengembangan Karakter pada Siswa di Sekolah Dasar Muhammadiyah Bantul Kota. *ELSE (Elementary School Education Journal): Jurnal Pendidikan dan Pembelajaran Sekolah Dasar*, *5*(1), 112–126. https://doi.org/10.30651/ELSE.V5I1.6382

Solihin, A., Rachmadyanti, P., & Setiawan, R. (2024). Rancang Bangun Vis.Map Berbasis Engklek Sebagai Media Eksistensi Kearifan Lokal Dalam Fase Digitalisasi di Era Gen Z: Studi Kasus Sekolah Dasar. *Publikasi Pendidikan*, *14*(2), 213. https://doi.org/10.26858/publikan.v14i2.63540

Sukadari, S., Suyata, S., & Kuntoro, S. A. (2015). Penelitian etnografi tentang budaya sekolah dalam pendidikan karakter di sekolah dasar. *Jurnal Pembangunan Pendidikan: Fondasi Dan Aplikasi*, *3*(1), 58–68. https://doi.org/10.21831/JPPFA.V3I1.7812

Utomo, S. B., & Nursalim, M. (2019). Pelanggaran Tata Tertib Sekolah Siswa Kelas X SMA Negeri 1 Menganti serta Penanganannya oleh Guru Bimbingan dan Konseling. *Jurnal BK Unesa*,

10(2).

Wati, N. N. E., & Utami, R. D. (2023). Application of Positive Culture in Realizing the Character of Pancasila Student Profile for Elementary School. *Scaffolding: Jurnal Pendidikan Islam dan Multikulturalisme*, *5*(2), 820–834. https://doi.org/10.37680/SCAFFOLDING.V5I2.3208

Yuliwinarti, E. M., & Istiq'faroh, N. (2023). Implementasi pendidikan karakter Ki Hadjar Dewantara di Sekolah Dasar kelas awal pada era digital. *Journal of Contemporary Issues in Primary Education*, *1*(2), 68–80. https://doi.org/10.61476/ZDGBSB94