



Implementation of character education management in improving the quality of learning at SD Inpres 2 Tumaratas, West Langowan District

Syerri Yullita Sumual¹, Jeffry S J Lengkong², Elni Jeini Usoh²

¹ Department of Education Management Masters Study Program, Manado State University, Tondano, Indonesia

² Department of Education Management Study Program, Manado State University, Tondano, Indonesia

Abstract

This study aims to explore and analyze the implementation of character education management in improving the quality of learning at SD Inpres 2 Tumaratas, Langowan Barat District. This study uses a qualitative approach with a case study design to deeply understand the process, supporting factors, and obstacles faced in implementing character education at the school. Data were collected through in-depth interviews with the principal, teachers, and direct observation of classroom learning activities and the character programs being run. The results of the study indicate that the implementation of character education management at SD Inpres 2 Tumaratas is carried out through the integration of character values in daily learning activities, both through the curriculum and extracurricular activities. The main focus of character education at this school is on developing the characters of discipline, honesty, and responsibility. Supporting factors that support the implementation of character education include full support from the school, parental involvement, and the availability of adequate resources. However, this study also found obstacles, such as a lack of understanding of the importance of character education among some parents and challenges in maintaining consistent application of character outside the classroom. The evaluation system implemented at this school focuses on assessing changes in student attitudes and behavior, as well as the involvement of teachers and parents in providing feedback. Overall, the implementation of character education management at SD Inpres 2 Tumaratas has a positive impact on the quality of learning, with improvements in student attitudes and learning motivation. This study recommends the importance of ongoing training for teachers and strengthening cooperation between schools and parents to support more effective character education.

Keywords: Character education management, learning quality, elementary education, evaluation

Introduction

Education is a means for someone to continue to exist in society through the transmission of culture, norms, traditions, rules from one generation to another (Adoesemowo & Sotonade, 2022:2). According to Law No. 20 of 2003, education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have spiritual religious strength, self-control, personality, intelligence, noble morals, and the skills needed by themselves, society, nation, and state. Education is an investment and the main capital for humans that can affect the level of productivity of the group or the individual itself (Ramadhani, Subakti, Masri, Brata. 2022: 337). Education can be obtained not only at school, but also at home and in the community. Education is a human investment, where education is a source of driving development which is seen as a productive force both as a subject and as a target of national development of a country. The role of education in improving a person's personality through fostering his personal potentials both physically and spiritually (Rahman, Suryadi. 2022) ^[20]. The role of education in producing human investment that is ready to face the challenges and changes of an era. According to Atmanti (2005) that education has the following roles: a) fostering humanity through the development of the whole human person and preparing humans as members of society, nation and state. b) developing human capabilities in facing a new era that is more competitive and employability (Tilaar, Atmanti 2005). Education also plays a role in the quality of education itself through how to fully combine talent, character, ability and

conscience in creating creative and innovative products (Putra, 2015). Education becomes human capital and investment in achieving welfare and quality of life. Human capital and its investment in education provide many opportunities to find work according to their skills, the drive to work and the capacity to contribute through ways of fulfilling needs as a result of demands within themselves, such as social, economic and psychological recognition (Carmen, Barber. 2012: 3585) ^[4]. Education is a word that we often hear in everyday life, sometimes we do not understand what is called education, what is the basis of education and so on. The need for education that is able to accommodate and provide learning to be able to create a new culture and be tolerant of other cultures is very important or in other words, education that has a multicultural basis will be one of the solutions in developing human resources that have a strong character and are tolerant of other cultures (Ibrahim, 2013:131).

The school environment, which includes teachers, students, and parents, is a role model that can help students build good character. Teachers can provide examples of good behavior to students and guide students to understand important values, such as respect, honesty, and responsibility. Parents can also play an important role in helping students understand the importance of character education. In addition, schools can also hold extracurricular activities that aim to help students build character. These activities can be youth activities, social activities, or nature learning activities. By participating in these activities, students will learn about responsibility, teamwork, and also build self-confidence. The theories of several experts above

also explain that character education is not only important for individuals, but also important for the progress of society, because by having good character, students will become responsible individuals and can become effective leaders in the future. They will understand the importance of paying attention to the interests of others and also understanding the values valued by society, overall, character education is a very important aspect in the learning process in schools, by paying attention to character education, students will grow into individuals who have good morals and high social responsibility, and are able to lead society towards a better future, therefore, schools should give the same attention to character education as they do to academic knowledge. Character education is not only the responsibility of the school, but also the responsibility of parents and society. Parents must set a good example for their children and provide appropriate support so that children can understand the importance of character education. Society must also understand that character education is one of the factors that can help improve the quality of life in the future, thus, character education is one aspect that should not be ignored in the learning process in schools. Character education not only aims to shape students into individuals who have good morals and social responsibility, but is also a factor that can help students become effective leaders in the future. Therefore, schools, parents, and society must give the same attention to character education so that the future generation can be better.

Character education can be an approach in education that aims to shape and develop moral values, ethics, and positive personality in students. The lack of implementation of character education in schools can affect the quality of the school, from some of the interviews that I found at SD Inpres 2 Tumaratas, it was found that there were several cases of violence between students, which sparked interest in conducting research at SD Inpres 2 Tumaratas, in addition to violence there is also a curriculum that focuses on academics where many schools tend to prioritize academic subjects such as mathematics, science, and language, so that time and resources for character education are limited, besides that there is also a priority for parental education, where character education should also be supported by the values taught at home, however, if these values are not emphasized or are inconsistent at home, then implementation at school can be less effective, then the understanding and readiness of teachers also have a great influence, where teachers need to have a good understanding of the character values that they want to instill and the best way to teach them, if there is a lack of training or understanding about this, the implementation of character education can be hampered. The pressure of academic results in schools, often measured by students' academic results in exams and tests that can lead to a primary focus on academic achievement and neglect aspects of character development. Assessment of character development is often more difficult and subjective than academic assessment, the lack of effective tools or methods to evaluate character can reduce the motivation of schools to implement it.

According to Lickona (1991), in character education there are three components of good character, namely knowledge of morals, feelings about morals and moral actions. Knowledge of morals is an important thing to teach.

Character education can be an important part of forming a generation that is not only academically intelligent, but also has strong morality and good ethics when pursued properly so that it will have an impact on the quality or quality of learning in schools concerning the quality of the process and the quality of learning outcomes.

Elementary School Inpres 2 Tumaratas, West Langowan District has also integrated character education management or strengthening of character education (PPK) in all aspects of learning in schools, this has been done in accordance with the instructions of the Minahasa district education office to integrate the strengthening of Character Education (PPK) in each school, which is integrated into all school residents, at Elementary School Inpres 2 Tumaratas, West Langowan District, character education management is implemented which is integrated with the current independent curriculum, including in learning planning, learning processes, and learning evaluations carried out to improve the quality of school learning. The results of a brief interview with the school leader in May 2024 found information that in the implementation of character education for students of SD Inpres 2 Tumaratas there are several factors that support and also hinder the process of implementing character education management in improving the quality of learning in the school, that is why the importance of implementing this character education management provides space for researchers to conduct further research so that it can be a reference and example for other schools, therefore, researchers focus on the implementation of character education management in improving the quality of learning in schools, this state school is a state school that aspires to create a school that has students with good character.

SD Inpres 2 Tumaratas establishes a vision and mission that guides teaching and learning activities to produce quality students. These efforts require cooperation from all educational components in realizing the school's ideals. SD Inpres 2 Tumaratas, West Langowan District is an educational institution that is clear in its vision and mission. Where the vision is: "The realization of quality SD Inpres 2 Tumaratas students who are faithful, pious to God Almighty, and responsible". The mission of SD Inpres 2 Tumaratas is: improving the quality of learning, increasing student interest in learning, improving human resources, and being qualified and well-mannered. Character education has become an important focus in the education system in various countries, including Indonesia. Character education is expected to not only equip students with academic knowledge, but also with moral and ethical values that can shape their personality and attitudes. At the elementary school level, this period is a crucial period in the development of children's character. The effective implementation of character education is expected to improve the quality of learning and prepare students to become individuals who are not only academically intelligent, but also have integrity and social awareness, however, in practice, the implementation of character education in elementary schools often faces various challenges. One of the main problems is the lack of understanding and training for educators on how to integrate character education into the existing curriculum and teaching methods. There are also variations in the implementation of character education in various schools, which are often caused by limited resources, uneven support from the school, and lack of systematic evaluation and

monitoring. The quality of learning in elementary schools is also influenced by various factors such as the teaching methods applied, student motivation, and support from parents and the community, therefore, it is important to evaluate how character education can be implemented effectively to improve the quality of learning and how it affects learning outcomes and student character development. This study aims to explore and analyze the implementation of character education in elementary schools, as well as identify its impact on the quality of learning. With a deeper understanding of the challenges and solutions in the implementation of character education, it is hoped that recommendations will be obtained that can help schools in designing and implementing more effective character education programs, which in turn can improve the quality of learning and student learning outcomes. This background provides context about the importance of character education, the challenges in its implementation, and the purpose of the research to improve the quality of learning in elementary schools through the implementation of character education.

Method

This study uses qualitative research, where the research used in collecting information and data with the help of various parties, qualitative research is descriptive research and tends to use analysis. The process and meaning (subject perspective) are more emphasized in qualitative research. The theoretical basis is used as a guide so that the focus of the research is in accordance with the facts in the field. The reason for using this qualitative research approach is because the problem is not yet clear and complex so it is better to use a qualitative approach in order to explore the situation and obtain a solid theory and hypothesis.

This research was conducted at SD Inpres 2 Tumaratas, West Langowan District. Located in Tumaratas Village, West Langowan District, Minahasa Regency, North Sulawesi Province. In this study, the objects of research were the Principal and Teachers at SD Inpres 2 Tumaratas, West Langowan District, to find out how the implementation and application of character education management was carried out.

The data used in this study is qualitative data. Qualitative data is data presented in the form of descriptive words and not in the form of numbers. Qualitative research, the quality of research is very dependent on the quality and completeness of the data produced. Questions that are always considered in data collection are what, who, where, when, and how. Qualitative research relies on data triangulation resulting from three methods of interviews, observation, and documentation. In qualitative research, data collection usually uses interview, observation, and documentation methods.

Analysis in a study is very much needed and even becomes one of the elements that determines several stages that have been carried out previously. In qualitative research that is inductive in nature, data analysis is carried out according to the information and experience that has been obtained in the field. Then from the results of the processing and analysis that have been carried out, it can produce a picture and conclusion regarding the implementation of character education management in improving the quality of learning in terms of graduate standards at SD Inpres 2 Tumaratas,

Langowan Barat District. Data analysis in this study is in accordance with the concept of Miles and Huberman 2014 which consists of three main things, namely condensation, data presentation and drawing conclusions.

In research, each data must be checked for validity so that its truth can be accounted for and its validity can be proven. To get maximum research results, to check this validity, the technique used by the researcher is triangulation. According to Moleong, triangulation technique is a technique for checking the validity of data that utilizes something else. The triangulation technique is triangulation with sources, triangulation with methods, triangulation with theories.

Results and Discussion

1. Character Education Management Planning in Improving the Quality of Learning at SD Inpres 2 Tumaratas

Character education is an important foundation in forming a generation of the nation that is not only academically superior, but also has good integrity, ethics, and morals. The findings of this study reveal that character education management planning at SD Inpres 2 Tumaratas has a strategic role in improving the quality of learning. This discussion will cover aspects of the concept of planning, implementation, obstacles faced, and their impact on the quality of learning.

1. Character education management planning concept

Character education management at SD Inpres 2 Tumaratas is based on the understanding that character is an integral part of learning. Planning is carried out by involving all components of the school, including the principal, teachers, students, and the community. Some important points in this planning are:

- a. **Identification of main character values:** values such as discipline, responsibility, honesty, and cooperation are the main focus.
- b. **Integration in the curriculum:** character education is not only taught as a separate subject, but is also integrated into all subjects.
- c. **Preparation of supporting programs:** including extracurricular activities, religious activities, and school environmental cleanliness programs.

2. Implementation of Planning

The implementation of this plan is carried out through:

- a. **Teaching methods:** teachers use a collaborative approach, discussion, and direct examples (role modeling) in learning.
- b. **Reinforcement outside the classroom:** character education does not only take place in the classroom, but also through daily activities, such as flag ceremonies, community service, and social activities in the school environment.
- c. **Holistic approach:** character education involves all parties, including parents, who play a role in strengthening the values taught in schools.

3. Constraints in Implementation

Although this program has shown a positive impact, there are several obstacles faced:

- a. **Limited resources:** the lack of teachers trained in character education is a major challenge.

- b. **Lack of parental awareness:** not all parents have the same understanding of the importance of character education.
- c. **Limited facilities:** inadequate infrastructure is often an obstacle in carrying out activities to support character education.

4. Impact on Learning Quality

The results of the implementation of character education management at SD Inpres 2 Tumaratas show a significant increase in the quality of learning:

- a. **Improvement of student attitudes:** students become more disciplined, responsible, and respectful of others.
- b. **Improvement of academic results:** positive character helps students to be more focused in learning, so that their academic results improve.
- c. **Better social relationships:** interactions between students, teachers, and the community become more harmonious, creating a conducive learning environment

5. Recommendations for Development

Based on the research findings, several recommendations can be given:

- a. **Teacher training:** provide intensive training to teachers to integrate character education into learning.
- b. **Parental involvement:** improve communication with parents through parenting programs and regular discussions.
- c. **Facility development:** provision of supporting facilities such as libraries and creative spaces to strengthen character education programs.

Planned and structured character education management has a significant positive impact on the quality of learning at SD Inpres 2 Tumaratas. By strengthening character values through a holistic approach, integration in the curriculum, and community involvement, this school is able to create a learning environment that supports students' academic and moral development. However, the sustainability of this program requires support from various parties, both in terms of human resources and facilities. This discussion emphasizes the importance of collaboration between schools, families, and communities in creating a generation with character and achievement.

2. Implementation of Character Education Management in Improving the Quality of Learning at SD Inpres 2 Tumaratas

Character is an important part of the world of education, because its success can form a generation that is not only intellectually intelligent but also moral and ethical. This study highlights the implementation of character education management at SD Inpres 2 Tumaratas as an effort to improve the quality of learning. This discussion includes implementation, supporting and inhibiting factors, impacts on the quality of learning, and the relevance of findings to previous theories and research.

1. Concept of Character Education According to Lickona (1991), character education is an organized effort to help students understand, care about, and act in accordance with core ethical values. These values include honesty, responsibility, discipline, cooperation, and respect. Character education is also in line with the

concept of Ki Hajar Dewantara, who calls education an effort to advance the character, mind, and body of students, in this context, character education management is a systematic management process to ensure that these character values are integrated into learning. In SD Inpres 2 Tumaratas, this approach is implemented through three main stages: planning, implementation, and evaluation.

2. Implementation of character education management in SD Inpres 2 Tumaratas. This study found that the implementation of character education in SD Inpres 2 Tumaratas was carried out through:

a. Integration in the Curriculum

- **Thematic approach:** character education is integrated into subjects such as Indonesian, Mathematics, and Science. Teachers link values such as responsibility and cooperation to learning materials.

- **Daily activities:** character values are taught through activities such as praying together before and after lessons, lining up, and strengthening discipline through a regular study schedule.

b. Habits and Exemplars

- **The role of teachers:** teachers are role models for students in being disciplined, honest, and respecting others. This real example reflects Albert Bandura's theory (1977) on social learning, which states that students learn through observing model behavior.

- **Positive habits:** students are taught to maintain cleanliness, respect teachers, and work together in group activities.

c. Extracurricular and Co-Curricular Activities

- Activities such as scouts, sports, and arts and culture are used as a means to strengthen character values such as leadership, responsibility, and cooperation.
- Special programs, such as community service and community service, support social values such as empathy and mutual cooperation.

d. Collaboration with Parents and the Community

The school collaborates with parents through regular meetings and parenting programs, and involves the community in school activities such as commemorating national holidays. Bronfenbrenner (1979) emphasized that micro environments such as family and community play an important role in the development of children's character.

3. Supporting and Inhibiting Factors for Implementation

Supporting Factors:

- **Principal leadership:** a visionary principal who supports character education programs is the main driver of successful implementation.
- **Teacher commitment:** teachers are committed to not only teaching but also educating students' character.
- **School culture:** a conducive school environment creates an atmosphere that supports the application of character values.

Inhibiting Factors:

- **Time constraints:** a busy learning schedule makes it difficult for teachers to pay more attention to character education.
- **Differences in student backgrounds:** the diversity of students' family backgrounds often affects the application of character values in schools.
- **Lack of resources:** limited facilities, such as libraries and learning media, are obstacles in implementing character education.

4. Impact of Implementation on Learning Quality

The research findings show a positive impact of implementing character education management on learning quality:

- a. **Improving Student Attitudes and Behavior:** Students become more disciplined, honest, and responsible. This is relevant to Thomas Lickona's theory (1991) which emphasizes that character education shapes students' attitudes and behavior.
- b. **Improving Learning Outcomes:** With a more positive attitude, students become more focused and motivated to learn, so that learning outcomes improve.
- c. **Strengthening Social Relations:** Students are better able to work together in groups, creating a supportive learning environment.

5. Recommendations for Development

Based on the research results, several recommendations can be given:

- a. **Strengthening Teacher Training:** Teachers need to receive intensive training to improve their ability to integrate character education into learning.
- b. **Infrastructure Development:** The government and schools need to provide supporting facilities, such as libraries and laboratories.
- c. **Improving the Role of Parents:** Schools can hold parenting programs to strengthen the role of families in character education.

The implementation of character education management at SD Inpres 2 Tumaratas has made a significant contribution to improving the quality of learning. With a systematic and integrated approach, the school has succeeded in creating a learning environment that supports students' academic and character development. This finding confirms that character education is not just an addition, but an integral part of learning.

3. Evaluation of Character Education Management in Improving Learning Quality at SD Inpres 2 Tumaratas

Evaluation of character education management is an important step in ensuring that programs designed to improve learning quality are effective and in accordance with their objectives. This study evaluates character education management at SD Inpres 2 Tumaratas, covering aspects of planning, implementation, and supervision, as well as its impact on learning quality. This discussion integrates research findings with relevant educational management and character education theories.

1. Character Education: Theoretical Basis

According to Lickona (1991), character education is an organized effort to help students understand, care about, and act in accordance with core moral values. These values include discipline, honesty, responsibility, cooperation, and respect. Character education management is the process of managing human resources, materials, and programs to create a learning environment that supports the development of student character. In this context, George R. Terry (1972) emphasized that management functions include planning, organizing, implementing, and supervising. Evaluation is part of supervision to assess program effectiveness.

2. Evaluation Components of Character Education Management at SD Inpres 2 Tumaratas.

This study revealed that the evaluation was carried out on three main components:

a. Planning

- **Research Findings:** Character education planning at SD Inpres 2 Tumaratas was carried out through the identification of main character values such as discipline, responsibility, and cooperation. This planning also includes the integration of character education into the curriculum and daily school activities.

- **Analysis:** The evaluation showed that although character values had been well identified, there were still shortcomings in involving all parties, especially parents, in the planning process. This is in line with Bronfenbrenner's theory (1979) on the importance of the involvement of micro environments such as families in the formation of children's character.

b. Implementation

- **Research Findings:** The implementation of character education was carried out through a thematic learning approach, positive habits, and extracurricular activities such as scouts and social activities. Teachers became role models in the application of character values.

- **Analysis:** The evaluation results showed that the implementation of character education had gone well, but there were obstacles such as limited time to integrate character values into subjects. This is relevant to Albert Bandura's view (1977) which states that learning through observation (modeling) requires consistency.

c. Supervision and evaluation

- **Research Findings:** Supervision is carried out through the principal's observation of the learning process and students' daily activities. Program evaluation is carried out periodically through teacher meetings and meetings with parents.

- **Analysis:** The evaluation shows that the supervision and evaluation mechanism is in place, but is still not structured enough. This affects the school's ability to measure the impact of character education on the quality of learning.

3. Impact of Evaluation on Learning Quality

Evaluation of character education management at SD Inpres 2 Tumaratas showed a positive impact on learning quality, including:

- **Improved Student Behavior:** Students become more disciplined, responsible, and able to work together. This is in line with the findings of Suyanto (2013) who emphasized that character education contributes to the formation of positive student behavior.
- **Improved Learning Outcomes:** Students' positive attitudes help them focus more on learning, so that academic learning outcomes improve. Thomas Lickona (1991) emphasized that effective character education can improve learning outcomes.
- **Conducive Learning Environment:** By strengthening character values, social relations between students, teachers, and the community become more harmonious, creating a supportive learning environment.

4. Constraints in Character Education Management Evaluation

This study also identified several constraints in evaluation, including:

- a. **Limited Resources:** Lack of time, energy, and facilities are the main obstacles in supervision and evaluation.
- b. **Inconsistency of Implementation:** Some teachers have not been fully consistent in implementing character values.
- c. **Lack of Parental Participation:** Not all parents are actively involved in supporting character education programs.

5. Recommendations for Development

Based on the evaluation results, several recommendations can be given:

a. Strengthening Planning

- Involving more parties, including parents and the community, in the character education planning process.
- Integrating character values more systematically into the curriculum.

b. Increasing teacher capacity

- Providing training to teachers on teaching methods and evaluation of character education.
- Encouraging teachers to be more consistent in implementing character values.

c. Development of Supervision System

- Improving supervision mechanism through the use of structured evaluation instruments.
- Involving principals, teachers, and school committees in the supervision process.

a. Strengthening the Role of Parents and the Community

- Increasing parental awareness of the importance of character education through parenting programs.
- Involving the community in activities that support character values, such as community service and social activities.

Evaluation of character education management at SD Inpres 2 Tumaratas shows that although this program has had a positive impact on the quality of learning, there is still room for improvement, especially in planning, implementation, and supervision. By strengthening the involvement of all parties and developing better evaluation mechanisms, character education can continue to make a significant contribution to the formation of a generation with character and achievement.

Conclusion

Based on the results of the research that the researcher has conducted, the researcher can conclude that the implementation of character education management in improving the quality of learning at SD Inpres 2 Tumaratas is by carrying out various stages of the process so that the process of implementing character education management in improving the quality of learning at SD Inpres 2 Tumaratas runs efficiently and effectively. The processes begin with:

1. Character education planning consists of the process of determining goals, namely producing a generation that is knowledgeable and has good character, compiling programs or activities in the form of daily, weekly and monthly activities, and the process of developing a curriculum by integrating character values. The values developed at SD Inpres 2 Tumaratas are spiritual, independence, social and love of the country.
2. The implementation of character education consists of integrating character values in all subjects, routine activities (habituation and exemplary behavior), daily, weekly, monthly, annual activities and extracurricular activities.
3. Evaluation of character education consists of written evaluations (journals, scoring records, report cards) and non-written evaluations (observations of students) and the results are presented in the form of independent curriculum report cards.

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