

TRANSFER OF CHARACTER IN THE DIGITAL ERA (HOLISTIC ANALYSIS OF EDUCATION INSTITUTIONS IN INDONESIA)

Syaifulloh Yusuf ¹⁾*
Nurkhamimi Zainuddin ²⁾

¹ Program Sarjana Pendidikan Agama Islam, Universitas Islam Indonesia (UII), Indonesia

² Fakultas Pengajian Bahasa Utama, Universiti Sains Islam Malaysia (USIM), Malaysia

* E-mail: syaifulloh.yusuf@uii.ac.id^{1*}; khamimi@usim.edu.my²

Abstract

This study aims to reveal the phenomenon of learning in the digital era and examine the steps, obstacles, and results of the transfer of character in educational institutions in Indonesia. This research was conducted at Candirejo Elementary School, Sardonoarjo, Ngaglik, Sleman, Yogyakarta, Indonesia. This research method is qualitative with a phenomenological approach, and the data of this research was analyzed with holistic analysis. The results of this study indicate that the learning phenomenon at Candirejo Elementary School always follows government policy. Currently, the learning is carried out using PTMT (Limited Face-to-face Learning). Furthermore, the transfer of character at Candirejo Elementary School is carried out in several steps, such as sending material through the WhatsApp application, YouTube videos, and playing videos in class. Although the three strategies are still not maximally carried out, the teachers still attempt to provide character education values. The problem is that teachers cannot directly supervise when students study at home, so the role of parents is needed to help students study at home.

Keywords: Character, Learning Phenomenon, Digital Era

Abstrak

Tujuan penelitian ini untuk mengungkapkan fenomena pembelajaran di era digital dan untuk mengetahui *transfer of character*, langkah, hambatan dan hasilnya pada Lembaga Pendidikan di Indonesia. Penelitian ini dilakukan di SDN Candirejo, Sardonoarjo, Ngaglik, Sleman. Metodenya adalah kualitatif dengan pendekatan fenomenologi. Analisis data penelitian ini menggunakan analisis holistik. Hasil penelitian ini menunjukkan bahwa fenomena pembelajaran yang terjadi di SDN Candirejo, Sardonoarjo, Ngaglik, Sleman selalu mengikuti kebijakan pemerintah. Saat ini pembelajaran dilakukan dengan PTMT (Pembelajaran Tatap Muka Terbatas). Selanjutnya *transfer of character* yang dilakukan di SDN Candirejo ini dengan beberapa Langkah, misalnya mengirimkan materi melalui aplikasi *WhatsApp*, video Youtube dan pemutaran video di kelas. Walaupun ketiga langkah tersebut masih belum maksimal dilakukan, namun guru tetap berusaha memberikan nilai-nilai Pendidikan karakter. Kendalanya adalah guru tidak dapat mengawasi langsung ketika murid belajar di rumah, sehingga peran orang tua sangat dibutuhkan untuk membantu murid dalam belajar di rumah.

Kata kunci: Karakter, Fenomena Belajar, Digital Era

INTRODUCTION

The discussion about character education has always been part of the debates in the dynamics of education. In the context of character education, teachers and students are

required to have a close relationship. Students may have a good character because of the role model of the teacher (Nuraeni 2018:57). Thus, when the students have bad character, the quality of the teacher or educator may be questioned. In other words, teachers have a vital role in the success of the character of their students. Students' success is determined by the role and quality of the teacher (Saneba et al. 2021:48). The concept of character has been widely discussed in vast academic discussion, ranging from literature studies, books, novels, including 'kitab kuning' (yellow books) in Islamic institution that serve as guidelines of education (Siregar et al. 2021:529; Syafi'i and Yusuf 2021:107; Umah, Wahyuni, and Yusuf 2020:343; Yusuf and Imawan 2020; Yusuf and Saputra 2021:207).

However, the conduct of education in digital era often ignore the importance of good character for the students. The contemporary process of education mostly only develop the skills of the students and neglecting the attitude or the character of the learners. Several classical 'kitab kuning' or yellow books (traditional Islamic texts used in Indonesian Islamic education institutions' educational curricula, particularly in madrasah and pesantren) discuss about the issue of character and morality. Some of the references are Ta'limul Muta'allim by Imam Al Jarnuzi, Riyadhus Shalihin and Al-Adzkar by Imam An-Nawawi, Yahya Ulumuddin and Bidayatul Hidayah by Imam Al-Nawawi. Ghazali, and Muawanah by Imam Al-Haddad. There is even a book that is considered very thin and can also be used as a reference in the digital era in terms of character education, namely the Washaya Al-Abaa' Lil Abnaa' by Sheikh Muhammad Syakir (Yusuf 2019:17).

The teacher becomes the spokesperson of character education to attract students' attention to improve their attitude. Students may have an inspiration in their life when they have role model such as their teacher. Teachers who have high discipline can be imitated by their students. Before teachers improve the character of their students, it is more important to improve their character (Saneba et al. 2021:48). The all-digital era, coupled with the COVID-19 pandemic that hit educational institutions, requires students and teachers to change learning from offline to online. The big challenge faced by character education actor is how to nurture the character of the students during the covid-19 pandemic.

In this research, early observations were made at the end of 2019 at Candirejo Elementary School, Sardonoarjo, Ngaglik, and Sleman. Several things and phenomena occurred in learning. The learning at the elementary school uses several methods and tools that support it, for example, laptops, projectors, whiteboards, and other facilities. The weakness is that every teacher has not been able to maximize the operation of these tools (Murniati 2019).

In 2021, researchers re-examined the elementary school's development and related it to the teachers' and students' characters. Islamic character is a value that must exist in students with several activities oriented to Islamic values. Islamic values are not only values that are believed to be for the good of Muslims alone. However, these Islamic characters are Islamic character values that are beneficial to others. The culture in Islamic boarding schools provides an example that Kyai is an exemplary figure that must be followed (Febriandika and Natus 2021:12). The problem is, is the state elementary school the same as the culture in Islamic boarding schools in giving examples from their teachers? Meanwhile, teacher qualifications are not by their field of knowledge. For example, Islamic Education alumni become school operators, administration, and computer teachers (Rohmah 2021b).

Another difference between Islamic boarding schools and schools is that during the COVID-19 pandemic, the Candirejo, Sardonoarjo, Ngaglik, and Sleman State Elementary Schools implemented an online system (Rohmah 2021a). Meanwhile, on average, Islamic boarding schools continue to carry out learning activities offline or by conducting face-to-face meeting. Aspects of success, one of which is the existence of a kyai as a figure who must be emulated in face-to-face learning. Meanwhile, in-state schools, based on government regulations, students lose a role model because they must study online.

The big challenge of character education is faced by students who do not live in dormitories or Islamic boarding schools. Mirza's research shows that students' success in character is based on three things, the habit of praying at dawn in the congregation, the existence of Ramadan Islamic boarding schools, and memorizing Juz 'Amma (Wijaya and Yusuf 2021:1). Therefore, the fundamental problem is how to improve the Islamic character, especially in State Elementary Schools with strict government regulations during this COVID-19 pandemic. Candirejo State Elementary School, Sardonoarjo, Ngaglik, and Sleman have followed the government's rule that the face-to-face method is carried out twice a week (Rohmah 2021a). However, there is no guarantee that students have a strong Islamic character with face-to-face meetings twice a week.

There are several alternative solutions to overcome this problem. First, all students must attend face-to-face classes normally a week. Second, the change in mindset that the new normal does not mean the same as the new era. New normal is a new normal life that is still learning (adapting) with the selection of students who enter class face-to-face. However, the new era is a new life (a new era) to deal with post-covid-19 digital technology and continue to carry out face-to-face activities in class. Islamic characters will be easier to obtain if students and teachers meet face-to-face, and teachers can provide concrete examples of their behavior.

From some of the problems above, this research is very useful in revealing the depth of recent cases about Islamic character in today's digital era. Therefore, the purpose of this study is to see the phenomenon of learning in the digital era and to find out the steps for transferring character in educational institutions in Indonesia.

METHODS

Type of research

Research This research is a type of qualitative research. The approach that researchers use is phenomenological. Martin Packer in Creswell said, "Phenomenology is the reflective study of the essence of consciousness as experienced from the first person's point of view." Meanwhile, David Woodruff sees phenomenology differently from the point of view of the person who experiences it. Therefore, researchers seek to uncover phenomena from events, activities, and responses to a symptom caused by environmental situations (Creswell 2015:9).

Time and Place of Research

When this research was conducted in 2021, the place of this research was Candirejo State Elementary School, Sardonoarjo, Ngaglik, Sleman.

Target/Subject of Research

This research's main targets/subjects are Islamic Religious Education Teachers and School Operators at SDN Candirejo, Sardonoarjo, Ngaglik, and Sleman. The principal is a source of supporting data in the research.

Procedure

The procedure carried out in this study begins with making initial observations of the school to be studied. Researchers conducted research by looking for data sources, observations, interviews, and documentation.

Data, Instruments, and Data Collection Techniques

Data is divided into two kinds. Primary data were obtained from interviews with Islamic Religious Education teachers and school operators at SDN Candirejo, Sardonoarjo, Ngaglik, and Sleman. Secondary data is supporting data obtained to add to the existing primary data.

Furthermore, the data collection techniques were direct or online interviews, observation, and documenting of some of the existing data.

Data Analysis Techniques

The analysis that researchers use is holistic. This means that the data that has been collected is analyzed in-depth, described in detail, contextualized to the times, applied with various patterns, and arranged according to the place where the phenomenon exists (Creswell 2015:10).

RESULTS AND DISCUSSION

Overview of School Atmosphere as a Place for Education

A school environment is a place where students develop their potential and achievements. The school's atmosphere must also have certain advantages or characteristics to display differences from other schools. This general description of SDN Candirejo can be seen from the quality of the vision and mission and the human resources in it. Candirejo Elementary School is a school located at Jalan Kaliurang km 13, Candirejo, Sardonoharjo, Ngaglik, Sleman Regency. This school has been officially registered in the Primary School Directory of the Sleman District Education Office (Direktori Sekolah Dasar Kabupaten Sleman 2021).

A comfortable, safe school not too close to the crowd supports a learning atmosphere for students (Yusuf 2021). The school's geographical location in the DIY province with the label student city deserves the attention of the local Education Office. Due to the increasing number of students, there should also be an increase in the quantity and quality of teaching staff as human resources for teachers. The fact is that the teacher human resources at Candirejo Elementary School are still very lacking. The total number of teachers is 11, with only three civil servant teachers (PNS) (Azizi 2021; Rohmah 2021b). In addition, all teaching staff and education staff have honorary status (Rohmah 2021b).

This school with B accreditation is a school under the Ministry of Education and Culture of Sleman Regency. This school's infrastructure has used a Tri card provider with good signal quality in the Ngaglik area, Sleman. The electricity facilities for teaching and learning activities are also well available (SekolahKita 2021). To strengthen its quality, SDN Candirejo has a vision of "Excellent in Achievement based on Faith in Taqwa and Culture" (SDN Candirejo 2021). This vision also aligns with SDN Candirejo by promoting faith and piety, implementing character, and improving extracurricular activities to attract the wider community to cooperate in advancing the school (SDN Candirejo 2021).

Islamic Religion Education in the Digital Era

Before discussing the pandemic period, Candirejo Elementary School had used 4.0 technology media, but it was not optimal. The real steps taken by the teacher are learning by playing a video and various pictures about Islamic education. The content taught is also adapted to the existing media. Every day and not every teacher uses 4.0-based learning because they see different and varied materials. The school has provided supporting facilities and infrastructure for 4.0-based learning; for example, every classroom has a projector available (Murniati 2019).

Schools have a vision and mission so that students and teachers can face the industrial revolution 4.0. However, there are several obstacles to implementing the 4.0-based "Islamic Education" learning strategy. Among them is the lack of assistance for students in the use of technology, there are still students who use technology in inappropriate places, and the use of cell phones is not controlled. From the teacher's point of view, there are still some who have not mastered technology, especially Islamic Religion teachers. Even though the efforts of

instruction or direction from the school have been carried out at any time, it is still an obstacle for schools (Murniati 2019).

The Covid 19 pandemic that has hit for almost two years has changed all kinds of life in the form of a new normal (Abdusshomad 2020; Hanafi et al. 2021; Irawan et al. 2020) to protect the right to life, in Indonesia in particular (Amri et al. 2021; Cahyadi and Newsome 2021; Dahlan et al. 2021). All aspects of students' lives have also changed, both in their studies and in their social attitudes in society. The government policy that requires students to study from home is global, so students avoid Covid-19 (Sukendro et al. 2020). This study on home policy lasted more than one year. Furthermore, based on the policy of the Sleman district government, learning is carried out face-to-face for two days a week (Rohmah 2021b). Despite the public's view that COVID-19 has ended, we cannot eliminate technology-based learning. Moreover, learning to use laptops, cellphones, and internet networks will still be carried out.

Technology-based learning has a positive impact as well as a negative impact. For example, children's religious character decline during COVID-19 is due to learning from home (Atmaja and Yusuf 2021:143). The negative impact was also felt in several countries other than Indonesia, for example, Afghanistan, where almost all students stated that the presence of COVID-19 had a very negative impact on learning (Noori 2021:7). So that at the beginning of the odd semester of 2021, the Sleman regional government applies face-to-face learning for two days a week. Although face-to-face, Candirejo Elementary School continues to carry out strict health protocols. The decision to open this school was also based on several FGD activities with teachers, parents, and students (Amri et al. 2021). According to Murniati, if the local government enforces different regulations or updates on learning, Candirejo Elementary School will follow the government's policy (Azizi 2021).

Transfer of Character in the Digital Era

*Rudolph T Ware wrote a book entitled *The Walking Qur'an* from his dissertation. Stories about how the text of the Qur'an should be viewed as behavior in everyday life. Prophet Muhammad SAW was dubbed the running Al-Qur'an because the entire contents of the Qur'an were carried out by the Prophet as if the Qur'anic text was running (Ware 2014). The well-known concept of Character of Education, written by Thomas Lickona, delivers all elements of education to pay attention to students' behavior. Moral Knowing, Moral Feeling, and Moral Acting are Thomas' big concepts that guide experts in the field of character. In general, in the broad framework of character education, teachers are role models for their students (Napratilora, Mardiah, and Lisa 2021; Suyudi and Wathon 2020; Ulfa 2019; Wulandari et al. 2020).*

Therefore, using Rudolph's theory, the students carry out character values according to the teachings of the Qur'anic text, which is perfect. Presidential Regulation number 87 of 2017 concerning strengthening character education is not yet complete in conveying the procedures for character transfer. Technically, the provision of character education lies entirely with the teachers of each educational institution. SDN Candirejo is one of the schools that always provides knowledge about parental awareness in educating their children. During the COVID-19 pandemic in this digital era, we must be aware of each other to provide the best education for our children—no blaming and throwing responsibilities at each other. The task of educating children lies with the trisentra (three centers) of education, parents, teachers, and the environment (Rohmah 2021b).

The reality is that education in Indonesia is transitioning from face-to-face to virtual face-to-face that relies on technology. The Covid-19 pandemic has become a lesson for educational institutions in Indonesia on how difficult it is to deliver children to complete character education. For example, in a week, face-to-face meetings are held twice, while each day is divided into two shifts. Each shift will be filled by one class which is only 50%. Then, spraying disinfectant is carried out routinely at the end of each lesson (Rohmah 2021b). Thus,

The Walking Character or transfer of character cannot occur as in Rudolph T Ware's concept of the Walking Qur'an.

SDN Candirejo teachers can provide knowledge transfer using online learning (on a network) in several subjects. Although some other subjects cannot be given or some extracurriculars cannot be done, such as computer extracurriculars. This cannot be done because the computer laboratory room and equipment are in the school, while students study from home. The learning outcomes from this extracurricular computer experience are void, although learning must continue (Rohmah 2021b). Material giving can still be done even though it is online, for example, via email, zoom meeting, google meet, and WhatsApp. This is different from the transfer of character, which must involve the teacher as the main character.

Islamic religious education lessons are one of the main subjects in the transfer of character for students. PAI (Islamic Religion Education) teachers are the main actors in supporting the achievement of character values. Some character values, for example, are religious, responsible, honest, and love to read. These four characters must be attached to students with the challenges of technological sophistication in this digital era. The religious and honest character can be described in several activities, for example, reporting the results of daily diaries in worship, reports on memorizing the Qur'an, picking up on time, praying, praying, fasting, and so on (Setyaningsih and Sabiq 2021:10). There are other ways to increase the value of honesty. For example, the teacher tells stories of the Apostles who hold the principle of honesty (Umami and Matroni 2020:34). In another study, it was stated that there was a very positive relationship between Madrasah Ibtidaiyah Education and the honest character of students (Lutfiyah and Rabbanie 2020:81). Religious values and honesty are applied at Candirejo Elementary School by using several assignments from the teacher. For example, the teacher asks students to watch YouTube videos that have been prepared with the theme of religious subjects (Azizi 2021).

The character of liking to read is also one of the important characteristics that must be instilled in elementary school-age students. Because of liking (likes), reading will provide much knowledge and can think and act critically. The love of reading can also improve students' language style. Language style will affect students' politeness in speaking and speaking (Febriandari 2019:211). To assess the character of reading fondness, the teacher, as the main character, has obstacles. These obstacles include; (1) the use of tools (mobile phones) has not been maximized, (2) the response of students in accepting assignments is very slow, and (3) teachers cannot directly supervise students' activities at home. Therefore, the role of parents at home in educating children is highly expected during the current COVID-19 pandemic (Azizi 2021). However, parents busy with their work become the main obstacle in supporting the child's learning process at home.

One development of the VCT model fosters a sense of responsibility in students. VCT (Value Clarification Technique) is an effective learning model to give students a sense of responsibility by providing a stimulus for moral dilemmas from social life problems (Soenarko and Mujiwati 2017:128). Although this learning is carried out more for the student level, it can also be applied to elementary and middle school students. This application has not been carried out intensively at Candirejo Elementary School because the thematic learning is still mostly using the WhatsApp application (Azizi 2021). Teachers also use the YouTube application in learning. In addition to WhatsApp and YouTube, video playback in class using school facilities is also carried out when students enter the class in face-to-face learning (Azizi 2021).

CONCLUSION AND RECOMMENDATIONS

Conclusion

This research concludes with the phenomenon and process of character transfer in the digital era. The phenomenon in PAI learning in the digital era is still using PTMT (Limited Face-to-

face Learning). Although there are several obstacles to this learning, the teacher still tries to provide character education values. The success of education lies in the tri Sentra (three centers) of education, namely teachers (schools), parents, and the environment. The transfer of character is carried out by learning through the WhatsApp application, giving YouTube links, and playing videos in class face to face. The main obstacle is that the teacher cannot directly supervise the students' character conditions, activities, and behavior at home. In addition, the lack of learning media facilities used by students. Therefore, the role of parents is needed to help students in learning.

Suggestion

The subject in learning religion in Islamic Educational Institutions Elementary School, in particular, is the teacher of Islamic Religious Education. PAI teachers are a measure of the success of character transfer for their students. So PAI teachers must have a strong determination to continue to develop themselves, both in the development of materials and learning methods. Therefore, the religious character, honesty, responsibility, and love to read, as well as several other characteristics, must be maintained to be imitated by the students. With today's sophisticated digital era technology, PAI teachers must be able to compete and keep up with the times and still maintain their religious quality. Suggestions for the government to pay attention to the human resources of teachers in each school, both in quantity and quality. The researcher hopes that further researchers will be able to reveal more deeply about a good method in the transfer of character.

DAFTAR PUSTAKA

- Abdusshomad, Alwazir. 2020. "Pengaruh Covid-19 Terhadap Penerapan Pendidikan Karakter Dan Pendidikan Islam." *QALAMUNA: Jurnal Pendidikan, Sosial, Dan Agama* 12(2):107–15. doi: 10.37680/qalamuna.v12i2.407.
- Amri, Avianto, Yusra Tebe, Ayu Siantoro, Mega Indrawati, and Cahyo Prihadi. 2021. "Teachers Voices on School Reopening in Indonesia during COVID-19 Pandemic." *Social Sciences & Humanities Open* 4(1):100218. doi: 10.1016/j.ssaho.2021.100218.
- Atmaja, Fajar Fandi, and Syaifulloh Yusuf. 2021. "Model Pendampingan Manajemen Masjid Ramah Anak Dan Aman Covid-19 Di Masjid Al-Musthofa Dusun Jatèn, Sendangadi, Mlati, Sleman." *Yumary: Jurnal Pengabdian Kepada Masyarakat* 1(3):143–50.
- Azizi, Najmi Maghfirul. 2021. "Wawancara Langsung Bersama Guru Agama SDN Candirejo Sardonoharjo Ngaglik Sleman, Bapak Najmi Maghfirul Azizi, S.Pd, Pada Sabtu, 11 Desember 2021 Pukul 12.30 WIB, Di Wedangan Kampung Jalan Kaliurang Km 13."
- Cahyadi, Hery Sigit, and David Newsome. 2021. "The Post COVID-19 Tourism Dilemma for Geoparks in Indonesia." *International Journal of Geoheritage and Parks* 9(2):199–211. doi: 10.1016/j.ijgeop.2021.02.003.
- Creswell, Jhon W. 2015. *Qualitative Inquiry and Research Design: Choosing Among Five Approaches*, Terj. Ahmad Lintang Lazuardi. 3rd ed. Yogyakarta: Pustaka Pelajar.
- Dahlan, Moh, Mohammad Reevany Bustami, Makmur, and Siti Mas'ulah. 2021. "The Islamic Principle of Hifz Al-Nafs (Protection of Life) and COVID-19 in Indonesia: A Case Study of Nurul Iman Mosque of Bengkulu City." *Heliyon* 7(7):e07541. doi: 10.1016/j.heliyon.2021.e07541.
- Direktori Sekolah Dasar Kabupaten Sleman. 2021. "Daftar Sekolah Dasar pada Direktori Sekolah Dasar (SD) – Dinas Pendidikan Kabupaten Sleman." Retrieved December 10, 2021 (<https://disdik.slemankab.go.id/direktori-sekolah-dasar-sd/>).

- Febriandari, Efi Ika. 2019. "PENANAMAN NILAI KARAKTER GEMAR MEMBACA BERBASIS PEMBIASAAN DAN KETELADANAN TERHADAP KEMAMPUAN BERBAHASA SISWA SEKOLAH DASAR." *Al-Mudarris: Journal Of Education* 2(2):211–23. doi: 10.32478/al-mudarris.v2i2.286.
- Febriandika, Nur Rizqi, and Chori Miftahul Kosidatul Natus. 2021. "ISLAMIC CHARACTER DEVELOPMENT THROUGH BOARDING-BASED PUBLIC SCHOOLS: INTERNALIZATION ISLAMIC METHODS." *TA'DIBUNA: Jurnal Pendidikan Agama Islam* 4(1):12–28. doi: 10.30659/jpai.4.1.12-28.
- Hanafi, Yusuf, Ahmad Taufiq, Muhammad Saefi, M. Alifudin Ikhsan, Tsania Nur Diyana, Titis Thoriquttyas, and Faris Khoirul Anam. 2021. "The New Identity of Indonesian Islamic Boarding Schools in the 'New Normal': The Education Leadership Response to COVID-19." *Heliyon* 7(3):e06549. doi: 10.1016/j.heliyon.2021.e06549.
- Irawan, Muhammad Zudhy, Muhamad Rizki, Tri Basuki Joewono, and Prawira Fajarindra Belgiawan. 2020. "Exploring the Intention of Out-of-Home Activities Participation during New Normal Conditions in Indonesian Cities." *Transportation Research Interdisciplinary Perspectives* 8:100237. doi: 10.1016/j.trip.2020.100237.
- Lutfiyah, Ayu, and Muhammad Dahlan Rabbanie. 2020. "Honest and Independent Character and Its Relationship with Islamic Elementary School Education / Karakter Jujur dan Mandiri serta Hubungannya dengan Pendidikan Madrasah Ibtidaiyah." *Al-Mudarris: Journal Of Education* 3(1):81–92. doi: 10.32478/al-mudarris.v3i1.388.
- Murniati. 2019. "Wawancara Dengan Kepala Sekolah SDN Candirejo, Sardono Harjo, Ngaglik, Sleman Di Ruang Kelas Sekolah Pada 1 November 2019."
- Napratilora, Martina, Mardiah Mardiah, and Hendro Lisa. 2021. "Peran Guru Sebagai Teladan Dalam Implementasi Nilai Pendidikan Karakter." *Al-Liqo: Jurnal Pendidikan Islam* 6(1):34–47. doi: 10.46963/alliqo.v6i1.349.
- Noori, Abdul Qawi. 2021. "The Impact of COVID-19 Pandemic on Students' Learning in Higher Education in Afghanistan." *Heliyon* 7(10):e08113. doi: 10.1016/j.heliyon.2021.e08113.
- Nuraeni, Neni. 2018. "GURU DAN KARAKTER SISWA DALAM PROSES PEMBELAJARAN." 12(1):57–64.
- Rohmah, Nurikhda Lailatur. 2021a. "Wawancara Online Melalui Media Whatsaap Dengan Ibu Nurikhda Lailatur Rohmah, S.Pd.I (Guru SDN Candirejo Sekaligus Operator Sekolah) Pada 7 Desember 2021."
- Rohmah, Nurikhda Lailatur. 2021b. "Wawancara Online Melalui Media Whatsapp Dengan Ibu Nurikhda Lailatur Rohmah, S.Pd.I (Guru Dan TU SDN Candirejo, Sardono Harjo, Ngaglik, Sleman) Pada 9 Desember 2021."
- Saneba, Virginia H., Deitje A. Katuuk, Viktory N. J. Rotty, and Jeffry S. J. Lengkong. 2021. "Pendidikan Karakter Dalam Upaya Mendisiplinkan Guru." *Jurnal Bahana Manajemen Pendidikan* 10(1):43–48. doi: 10.24036/jbmp.v10i1.112128.
- SDN Candirejo. 2021. "Visi, Misi, Sarana Dan Ekstrakurikuler SDN Candirejo."
- SekolahKita. 2021. "SD NEGERI CANDIREJO - Data Sekolah." Retrieved December 10, 2021 (https://data-sekolah.sekolah-kita.net/sekolah/SD%20NEGERI%20CANDIREJO_18892).
- Setyaningsih, Mulyani, and Ahmad Fikri Sabiq. 2021. "Praktik Pendidikan Agama Islam Berbasis Penguatan Karakter Religius Dan Jujur Di Lingkungan Full Day School: Studi Kasus Di SD Plus Tahfizhul Quran (PTQ) Annida Salatiga." *Edunesia : Jurnal Ilmiah Pendidikan* 2(1):10–22. doi: 10.51276/edu.v2i1.72.
- Siregar, Ahmad Alkindi, Almas 'Adha, Nisa Lenia, Utami Qonita, Wanti Nur, and Syaifulloh Yusuf. 2021. "NILAI-NILAI DAN IMPLEMENTASI PENDIDIKAN KARAKTER BACHARUDDIN JUSUF HABIBIE (ANALISIS FILM RUDY HABIBIE 'HABIBIE & AINUN 2')." *at-thullab Jurnal Mahasiswa Studi Islam* 3(1):529–42.

- Soenarko, Bambang, and Endang Sri Mujiwati. 2017. "PENGEMBANGAN KARAKTER RASA TANGGUNGJAWAB MENGGUNAKAN MODEL PEMBELAJARAN VALUE CLARIFICATION TECHNIQUE (VCT) PADA MAHASISWA TINGKAT I PROGRAM STUDI PGSD FKIP UNIVERSITAS NUSANTARA PGRI KEDIRI." *JURNAL PENDIDIKAN DASAR NUSANTARA* 2(2).
- Sukendro, Sukendro, Akhmad Habibi, Khaeruddin Khaeruddin, Boy Indrayana, Syahrudin Syahrudin, Fredrik Alfrets Makadada, and Hikmad Hakim. 2020. "Using an Extended Technology Acceptance Model to Understand Students' Use of e-Learning during Covid-19: Indonesian Sport Science Education Context." *Heliyon* 6(11):e05410. doi: 10.1016/j.heliyon.2020.e05410.
- Suyudi, Muhamad, and Nasrul Wathon. 2020. "Peran Guru Akidah Akhlak Dalam Menanamkan Karakter Siswa." *QALAMUNA: Jurnal Pendidikan, Sosial, Dan Agama* 12(2):195–205. doi: 10.37680/qalamuna.v12i2.563.
- Syafi'i, Imam, and Syaifulloh Yusuf. 2021. "THE ROLE AND CHALLENGES OF ISLAMIC EDUCATION IN INDONESIA IN THE DISRUPTIVE ERA: THE ANALYSIS OF THE SYSTEM OF ISLAMIC EDUCATION CHARACTER IN INDONESIA." *Akademika : Jurnal Pemikiran Islam* 26(1):107–20. doi: 10.32332/akademika.v26i1.3285.
- Ulfa, Maria. 2019. "PERAN GURU PENDIDIKAN AGAMA ISLAM DALAM MEWUJUDKAN PENDIDIKAN KARAKTER DI ABAD 21." *EL-TARBAWI* 12(2). doi: 10.20885/tarbawi.vol12.iss2.art3.
- Umah, Deivana Ima Datil, Nanda Restu Wahyuni, and Syaifulloh Yusuf. 2020. "NILAI-NILAI PENDIDIKAN KARAKTER R.A KARTINI DALAM BUKU HABIS GELAP TERBITLAH TERANG." *at-thullab Jurnal Mahasiswa Studi Islam* 2(1):343–54.
- Ummi, Khalilatul, and Matroni Matroni. 2020. "MENINGKATKAN KARAKTER JUJUR ANAK USIA DINI KELOMPOK B MELALUI METODE CERITA PARA RASUL DI RA RUHUL ISLAM AL-MUNTAHA GAPURA TIMUR GAPURA SUMENEP TAHUN PELAJARAN 2018/2019." *JURNAL SETIA PANCASILA* 1(1):34–44.
- Ware, Rudolph T. 2014. *The Walking Qur'an: Islamic Education, Embodied Knowledge, and History in West Africa*. US: University of North Carolina Press.
- Wijaya, Mirza Mahbub, and Ahmad Yusuf. 2021. "CHARACTER EDUCATION MANAGEMENT: ANALYSIS OF CHARACTER-BUILDING AT SMK MUHAMMADIYAH KAJEN." *TA'DIBUNA: Jurnal Pendidikan Agama Islam* 4(1):1–11. doi: 10.30659/jpai.4.1.1-11.
- Wulandari, Riza, Nyoman Ayu Nila Dewi, I. Wayan Gede Lamopia, and Ni Nyoman Wulan Antari. 2020. "Representasi Peran Guru Dalam Pembentukan Pendidikan Karakter Bagi Siswa Sekolah Dasar Di SDN 3 Tonja Denpasar." 1(1).
- Yusuf, Syaifulloh. 2019. "KONSEP PENDIDIKAN AKHLAK SYEIKH MUHAMMAD SYAKIR DALAM MENJAWAB TANTANGAN PENDIDIKAN ERA DIGITAL." *TA'DIBUNA: Jurnal Pendidikan Agama Islam* 2(1):1–18. doi: 10.30659/jpai.2.1.1-18.
- Yusuf, Syaifulloh. 2021. "Observasi Sekolah Dasar Negeri Candirejo Pada Jum'at 10 Desember 2021."
- Yusuf, Syaifulloh, and Dzulkifli Hadi Imawan. 2020. "Kitab Kuning Dan Pembentukan Karakter Religius Muslim Indonesia." 6(1):122–48.
- Yusuf, Syaifulloh, and Kurniawan Dwi Saputra. 2021. "Ihsan-Based Character Education." Pp. 207–11 in. Atlantis Press.