

Character Deepening Training for Students and Teachers of Man 1 Rembang

Fathurohman, Irfai^{1*}, Kanzunnudin, Mohammad¹, Hidayati, Nur Alfin¹, Darmuki, Agus¹, Isna Fatkhur Rohmah¹

¹Muria Kudus University, Kudus, 59327, Indonesia

Email Address:

irfai.fathurohman@umk.ac.id (Fathurohman, Irfai), moh.kanzunnudin@umk.ac.id (Kanzunnudin, Mohammad), nur.alfin@umk.ac.id (Hidayati, Nur Alfin), agusdarmuki@umk.ac.id (Darmuki, Agus), 202134016@std.umk.ac.id (Isna Fatkhur Rohmah)

*Corresponding author: irfai.fathurohman@umk.ac.id

To Cite This Article:

Fathurohman, I. ., Kanzunnudin, M., Hidayati, N. A. ., Darmuki, A. ., & Rohmah, I. F. . (2022). Character Deepening Training for Students and Teachers of Man 1 Rembang. *ICCCM Journal of Social Sciences and Humanities*, 1(1), 109–117. <https://doi.org/10.53797/iccmjssh.v1i1.13.2022>

Abstract: The problem in this study is the deepening of character for students and teachers of Madrasah Aliyah Negeri 1 Rembang, which has not been maximized in deepening character. The purpose of this research is first, to know the interest and activeness of students in deepening their respective characters. Second, to improve skills in deepening character according to the needs and talents of Madrasah Aliyah Negeri 1 Rembang students. The method used in this research uses qualitative methods. The approach used in this study used a narrative approach. The data in this study were obtained from observation results, interview results, and documentation results. Data collection techniques in this study used observation techniques, interview techniques, and documentation techniques. Data analysis in this study used data reduction, data presentation, and data conclusion techniques. The results of this study are first, increasing student interest and activeness in deepening character. Second, the increasing ability of students in deepening character after being given character deepening training.

Keyword: Training, deepening, character

1. Introduction

Education is a conscious and planned effort to create an environment and learning process in which students actively develop their potential to have religious strength, self-control, personality, intelligence, noble character, and skills needed for themselves, society, nation, and state, Rodli, et.al (2019); Darmuki, et.al (2019); Darmuki, et.al (2019); Darmuki, et.al (2019); Hidayati, et.al (2018); Darmuki, et.al (2017). character education means that schools create an environment that helps students grow ethically, become responsible, and teach good character through universal values, Kanzunnudin, (2017); Ardianti, et. al (2017); Kanzunnudin, (2017); Ristiyani et. al (2017); Ristiyani, et. al (2017); Ahsin, et.al (2018); Ahsin, et.al (2017). Previously, character education was not new to Indonesian society. Much has been done within the framework of character education since independence, Roysa, (2017); Ristiyani, et.al (2017); Fakhriyah, et.al (2017); Hadiprayitno, et. al (2024); Fakhriyah et.al (2016); Pujiati, et.al (2018); Kanzunnudin, et.al (2018); Yuliani et.al (2018).

In the first Law on National Education, the 2003 Law, character education exists, but has not been the main focus of education, Hanif, et. al (2018); Ristiyani, et.al (2018); Wibowo, et.al (2018). Character education can be implemented in daily life in all types, levels and pathways of education, Fathurohman, et. al (2018); Fathurohman, et.al (2019); Fathurohman, et.al (2015); Fathurohman, et.al (2017); Fathurohman, et.al (2018); Fathurohman, et. al. (2019); Hartani, et.al (2018). The importance of three components of good character, namely, moral knowledge (or moral cognition), moral feelings (or moral sense), and children should understand, feel, and follow the principles of wisdom, Wanabuliandari, et. al (2019); Wanabuliandari, et. al (2019); Fathurohman, (2013); Fathurohman, (2014); Fathurohman, et.al (2014); Fathurohman, et. al (2015); Fathurohman, et. al (2017).

In today's increasingly globalized era, high-quality and insightful human resources are needed, who not only have expertise in general science, but also have a firm morality, so that they can protect themselves from the permissive cultural influences that are sweeping Indonesia today not only involving material problems, but also entering religious morals due to the lack of strong religious knowledge, Tamarudin, et. al (2020); Umah, et. al (2020); Widiyanto, et. al (2019);

Ahsin, et. al (2019); Ahsin, et. al (2019); Cahyono, et. al (2020); Kurniasih, et. al (2020); Ristiyani, et. al (2019). Since globalization not only has positive effects but also negative effects, character education and the application of Islamic religious values are the best ways to become smarter in interacting and facing globalization, Purnaningtyas, et. al (2020); Purnaningtyas, et. al (2020); Rodli, et. al (2019); Roysa, et. al (2020); Satria, et. al (2020); Sofia, et. al (2020); Sulistyowati, et. al (2020).

Knowing the good, loving the good, and acting the good are three ideals that are closely related to each other. So far, character teaching and value cultivation have only been done partially and are considered to be the responsibility and authority of certain teachers, especially at MAN 1 Rembang school. Education is a planned and unplanned process that not only aims to humanize human beings but also to inform them about their role as leaders on earth. In education, not only knowledge is passed on by teachers to their students, but also the inheritance of culture and character, Kara, et. al (2020); Lestari, et. al (2020); Nisa, et. al (2020); Nugraheni, et. al (2020); Nugraheni, et. al (2020); Nurhadi, et. al (2020); Prayogo, et. al (2020).

The role of the teacher is the main role in formal educational institutions. Consequently, in an effort to build students into individuals who are moral and able to contribute to their social life. The awards received by MAN 1 Rembang are the result of teachers' efforts in spreading good values in character education. Learning values, attitudes, norms and morals is part of learning character. Attitudes and behaviors are part of a person's character. Individuals develop their perspective in the person's behavior and the behavior will be seen by others and it will make others judge how the person's character is. Even from these attitudes and behaviors, others tend to judge as a reflection of a person's character, even though what others see is not necessarily true.

The interaction of students with teachers and learning resources in the learning environment to achieve learning objectives is known as learning, (Darmuki: 2018); Arukah, et. al (2020); Arukah, et. al (2020); Devi, et. al (2020); Fathurohman, et. al (2020); Fathurohman, et. al (2020); Kara, et. al (2020). Learning is defined as assistance provided by educators to their students to cause the acquisition of knowledge and skills, mastery of competencies, and the formation of student attitudes and confidence, (Darmuki & Hidayati: 2019); Ahsin, et. al (2020); Ahsin, et. al (2020); Al Mabruroh, et. al (2020); Angelia, et. al (2020).

Indonesian is a language that can be used to communicate both orally and in writing. Learning this language means mastering four language skills (Darmuki et al.: 2020). Character education can help fix the degradation of community character. By getting guidance to become a better character. In the learning process, character education should help students understand values cognitively, live values affectively, and use these values in real life. Student character learning can be achieved through habituation which is indirectly contained in the learning process (Ahsin, M. N: 2021). According to Hidayati (2019), motivation can be defined as a driving force that arises within students that encourages learning activities, ensures the learning process continues, and provides direction so that learning goals can be achieved.

Character education should be applied to the younger generation, especially through formal schooling institutions. Character education is the process of building one's personality through moral teaching, which is shown in actions such as good attitude, honesty, responsibility, respect for the rights of others, and hard work, among others. In education, characters are considered important because they can control and shape the way people think by using their reason and mind in performing actions. This introduction of character should start at an early age, as people begin to see and recognize actions from a very young age.

2. Methods

In this research, the method used is descriptive qualitative in the form of words and sentences. Data analysis in this study uses reduction techniques, data presentation techniques, and conclusion drawing techniques. This research focuses on character deepening training for students and teachers at Madrasah Aliyah Negeri 1 Rembang.

The method used in this study used qualitative methods. The approach used in this study used a narrative approach. The data in this study were obtained from observations, interviews, and documentation at Madrasah Aliyah Negeri 1 Rembang school. Data collection techniques in this study used observation, interview, and documentation techniques. The stages of the method prepared by the PkM team include the preparation stage, the implementation stage and the evaluation stage.

1. Preparatory stage

- a. Survey teachers and students to identify areas that require character strengthening.
- b. Develop a training schedule, including the duration, time, and venue of the training.
- c. Determine the training materials and resources needed.
- d. Develop training modules that include theory, case studies, and practical activities.

2. Implementation stage

- a. Explain the objectives, agenda and expectations of the training.
- b. Presenting materials on the basic concepts and importance of character education.

3. Evaluation stage

The evaluation stage will be carried out to all parties involved, namely training participants, organizers and resource persons. Afterwards, data analysis and improvement of shortcomings in the training will be carried out. The evaluation of the participants is done by distributing questionnaires and asking each participant to honestly fill in the character deepening training experience. Meanwhile, the evaluation of the committee and resource persons was conducted internally.

3. Results and Discussion

There are several crucial problems at MAN 1 Rembang related to character deepening training for students and teachers. One of the main problems is the students' low awareness of the importance of positive character in the school environment. Many students may not fully understand the expected character values and how to implement them in daily life. This can result in a lack of optimal character skills and abilities. This decline in awareness poses a serious problem that needs to be addressed.

The decline in students' motivation in adopting character education is also a serious problem. When this motivation decreases, students' participation in character learning activities may be affected. As a result, the quality of learning is uneven among students, learning objectives may be difficult to achieve, and discipline in applying character values may become inconsistent. To address these issues, several solutions have been proposed. First, periodic workshops aimed at discussing concrete case studies and sharing best practices. These workshops are designed to improve students' understanding of positive character implementation. In addition, a mentoring approach in character education is also implemented, where teachers play an active role in guiding students in applying character values in daily life.

Another issue is the challenge of maintaining students' motivation and discipline during the character training process. Without direct supervision from teachers, some students may face difficulties in staying actively engaged in character learning. The solution to this involves the use of interactive and engaging learning methods, designed to keep student motivation high. A regular monitoring and evaluation system is also implemented to measure students' progress in developing character skills. Involving teachers' active role in the learning process is another key. By involving teachers directly, schools can ensure that each student gets the support and guidance needed to succeed in internalizing character values.

The results of the research and implementation of this solution showed significant improvements in students' character and skills. Students are not only able to understand and implement character values in their daily lives, but also able to use their creative thinking to enrich the learning experience. In addition, this activity provided an opportunity for students to build better relationships with their peers, creating a more inclusive and supportive school environment. Overall, the character deepening training provided by Madrasah Aliyah Negeri 1 Rembang is not only an important step to prepare students for future challenges, but also to build a strong foundation for the development of character education in their educational environment.

The service team conducted data collection in Rembang district to find data on members who participated in PkM activities, conducted field surveys to find information on teacher and student data at MAN 1 Rembang, and reviewed references and literature for data, and made it. The program was created based on the set research objectives. Having such a program will facilitate training activities in online news production online. Therefore, the preparation program must be carefully planned. Then, prepare online journalism PkM support. Thus, the PkM team can set goals to be achieved in future PkM activities and keep the PkM in a better condition as a kind of orientation. This phase introduces journalism learning media and teaches teachers and students the importance of online journalism learning. This is to ensure that MAN 1 Rembang teachers and students are focused and supported in the training process. The themes that will be raised by the mentors this time are interviews, online news, articles, and others published in online media. Teachers and students should pay attention to the actual interview instructions given by the instructor or mentor. I hope this introduction is effective and can be understood by both teachers and students. This requires attention from both parties. Otherwise, the implementation of the steps in the next stage will be less effective.

After completing the previous mentoring process, all participants were ready to enter the general mentoring stage again. The mentor explained the performance he had just attended and how it related to the theme of online journalism. This mentoring did not happen many times and required a detailed explanation by the mentor. Friends then explain the importance of developing a written newspaper. Your supervisor or assistant will not only explain it, but also give examples of how it can be done using good materials. The goal is to make it easier for teachers and students to recognize and participate in journalistic activities.

After a joint consultation, participants feel comfortable with the mentoring learning stage. Participants were divided into small groups. For example, each group consists of 4 to 6 people. Each group has a mentor who understands the training guidelines. Related issues are currently being identified in the reporting tool. If a problem arises, each mentor can identify the participants and draw conclusions to solve the problem.

Teachers and students work together in groups to demonstrate and practice good and proper interview examples. A mentor will guide you directly through the exercises. This means that teachers and students can measure their skills at each stage. Teachers and students can work in groups to make suggestions to improve this activity. The mentor then evaluates the results of this activity.



Picture 1. Students discuss about character deepening

4. Conclusion

Advances in information and communication technology have brought about major changes in the world of education, including character education. Character education is not new to Indonesian society. Many things have been done in the framework of character education since independence in Madrasah Aliyah Negeri 1 Rembang, there is an urgent need to improve in character education, given the important role of the media in disseminating information and forming public opinion. The problems found, among others: the deepening of character for students and teachers of Madrasah Aliyah Negeri 1 Rembang which has not been maximized in deepening character, such as, lack of pouring correct ideas and creativity, as well as low motivation and awareness of the importance of character education.. The purpose of this training is to improve skills in deepening character according to the needs and talents of Madrasah Aliyah Negeri 1 Rembang students and prepare students and teachers to actively participate in the world of character that continues to develop in the digital era. The results of the research from this training provide an increase in character education and the ability of students to use socializing to increase creativity.

References

- Ahsin, M. N., & Ristiyani, R. (2019). Penerapan model sinektik untuk meningkatkan kemampuan menulis cerpen bagi mahasiswa. *KREDO: Jurnal Ilmiah Bahasa dan Sastra*, 3(1), 148-156. <https://doi.org/10.24176/kredo.v3i1.4060>
- Ahsin, M. N., & Arumsari, N. R. (2018). Pengembangan bahan ajar bahasa indonesia sd berbasis kewirausahaan untuk menumbuhkan jiwa entrepreneurship pada generasi muda. *Jurnal Ilmiah Pendidikan Dasar*, 4(2), 91-103. <http://dx.doi.org/10.30659/pendas.4.2.91-103>
- Ahsin, M. N., & Arumsari, N. R. (2017). Pengembangan Bahan Ajar Bahasa Indonesia Berbasis Kewirausahaan Pada Generasi Muda. <http://eprints.undip.ac.id/60538/>
- Ahsin, M., Ristiyani, R., & Lusianti, D. (2019, October). Making Speech Therapy Aids for Children with Special Needs. In *Proceeding of the 2nd International Conference Education Culture and Technology, ICONECT 2019*, 20-21 August 2019, Kudus, Indonesia. <http://dx.doi.org/10.4108/eai.20-8-2019.2288162>
- Ahsin, M. N., & Fathurohman, I. (2020). Penerapan Blended Learning dengan Moodle dan Media Website dalam Pembelajaran Jurnalistik Daring. *Sasando: Jurnal Bahasa, Sastra Indonesia, dan Pengajarannya Lembaga*

- Penelitian dan Pengabdian Masyarakat Universitas Pancasakti Tegal, 3(2), 33-46. <https://doi.org/10.24905/sasando.v3i2.126>
- Ahsin, M. N., & Roysa, M. (2020). Pendampingan Pembuatan Media Pembelajaran Dengan Aplikasi Video Scribe Untuk Guru Ma Nu Hasyim Asy'Ari 2. Muria Jurnal Layanan Masyarakat, 2(2). <https://doi.org/10.24176/mjlm.v2i2.4423>
- Al Mabruroh, Z., Kanzunuddin, M., & Nugraheni, L. (2020, November). Penggunaan Bahasa Iklan Barang Dan Jasa Sebagai Bahan Ajar Jual Beli Dalam Mata Kuliah Bipa Di Universitas Muria Kudus. In Prosiding Seminar Internasional Seminar Kepakaran Bahasa Indonesia Untuk Penutur Asing (SEMAR BIPA) (Vol. 3, No. 1, pp. 157-161). <https://conference.umk.ac.id/index.php/semarbipa/article/view/285>
- Angelia, B., Widiyanto, E., & Fathurohman, I. (2020). Kohesi Dan Koherensi Pada Buku Pengajaran Bipa Tingkt C1. In Prosiding Seminar Internasional Seminar Kepakaran Bahasa Indonesia Untuk Penutur Asing (SEMAR BIPA) (Vol. 3, No. 1, pp. 31-37). <https://conference.umk.ac.id/index.php/semarbipa/article/view/269>
- Ardianti, S. D., Pratiwi, I. A., & Kanzunudin, M. (2017). Implementasi project based learning (pjbl) berpendekatan science edutainment terhadap kreativitas peserta didik. Refleksi Edukatika: Jurnal Ilmiah Kependidikan, 7(2). <https://doi.org/10.24176/re.v7i2.1225>
- Arukah, D. W., Fathurohman, I., & Kuryanto, M. S. (2020, October). Peningkatan Hasil Belajar Siswa dengan Menggunakan Media Ledu. In Prosiding Seminar dan Diskusi Pendidikan Dasar. <https://journal.unj.ac.id/unj/index.php/psdpd/article/view/17738>
- Arukah, D. W., Fathurohman, I., & Kuryanto, M. S. (2020). Peningkatan Hasil Belajar Siswa Kelas IV Sekolah Dasar Negeri 2 Karangbener Menggunakan Model Think Pairs Share. EduBase: Journal of Basic Education, 1(2), 127-135. <https://doi.org/10.47453/edubase.v1i2.141>
- Ajmain, A., & Marzuki, M. (2019). Peran guru dan kepala sekolah dalam pendidikan karakter siswa di SMA Negeri 3 Yogyakarta. *SOCIA: Jurnal Ilmu-Ilmu Sosial*, 16(1), 109-123.
- Asyari, M. M., Ismaya, E. A., & Ahsin, M. N. (2021). Nilai-Nilai Pendidikan Karakter Dalam Tradisi Apitan Masyarakat Singocandi Kudus. *WASIS: Jurnal Ilmiah Pendidikan*, 2(1), 34-40.
- Ayuningtyas, S. A., Andreanto, D., Monika, T. A., & Bisma, M. A. (2020). Pembentukan Nilai Religius Dan Kreatif Melalui Kegiatan Pendalaman Karakter. *Buletin Pengembangan Perangkat Pembelajaran*, 2(1).
- Citra, Y. (2012). Pelaksanaan pendidikan karakter dalam pembelajaran. *Jurnal Ilmiah Pendidikan Khusus*, 1(1), 237-249.
- Cahyono, T. A., Ulya, H., & Ristiyani, R. (2020). Media Konkret Sebagai Upaya Meningkatkan Kemampuan Mengungkapkan Kalimat Permintaan Maaf pada Kelas II SD. *Jurnal Prakarsa Paedagogia*, 3(2). <https://doi.org/10.24176/jpp.v3i2.5858>
- Devi, I., Fakhriyah, F., & Roysa, M. (2020). Implementasi model problem solving berbantuan media komik tematik untuk meningkatkan kemampuan berpikir kritis siswa. *Jurnal Kreatif: Jurnal Kependidikan Dasar*, 11(1), 9-16. <https://doi.org/10.15294/kreatif.v11i1.25956>
- Darmuki, A., Andayani, A., Nurkamto, J., & Saddhono, K. (2017). Peer Review: Cooperative, Synectics, and CTL Learning Models toward Speaking Ability Viewed from Student's Motivation. <http://repository.ikipgribojonegoro.ac.id/345/>
- Darmuki, A., & Hariyadi, A. (2019). Peer Review: Peningkatan Keterampilan Berbicara Menggunakan Metode Kooperatif Tipe Jigsaw Pada Mahasiswa Pbsi Tingkat Ib Ikip Pgri Bojonegoro Tahun Akademik 2018/2019. <http://repository.ikipgribojonegoro.ac.id/343/>
- Darmuki, A., & Hariyadi, A. (2019). Eksperimentasi Model Pembelajaran Jucama Ditinjau Dari Gaya Belajar Terhadap Prestasi Belajar Mahasiswa Mata Kuliah Berbicara Di Prodi PBSI IKIP PGRI Bojonegoro. *KREDO: Jurnal Ilmiah Bahasa dan Sastra*, 3(1), 62-72. <https://doi.org/10.24176/kredo.v3i1.4021>
- Darmuki, A., & Hidayati, N. A. (2019). Peer Review Peningkatan Kemampuan Berbicara Menggunakan Metode Kooperatif Tipe NHT pada Mahasiswa Tingkat IA PBSI tahun akademik 2018/2019. <http://repository.ikipgribojonegoro.ac.id/1553/>
- Darmuki, A., Hidayati, N. A., & Ningsih, A. A. (2021). Peningkatan Hasil Belajar Mata Kuliah Strategi Pembelajaran Menggunakan Media Buku Teks Berbasis Pendidikan Karakter. *Jurnal Educatio FKIP UNMA*, 7(4), 1806-1811.
- Fakhriyah, F., Masfuah, S., Roysa, M., Rusilowati, A., & Rahayu, E. S. (2017). Student's science literacy in the aspect of content science?. *Jurnal Pendidikan IPA Indonesia*, 6(1). <https://doi.org/10.15294/jpii.v6i1.7245>

- Fakhriyah, F., & Roysa, M. (2016). Pengaruh Model Problem Based Instruction Dalam Mengembangkan Kemampuan Berpikir Kritis Siswa Sekolah Dasar. *Jurnal Konseling GUSJIGANG*, 2(1). <https://doi.org/10.24176/jkg.v2i1.559>
- Fathurrohman, I. (2013). Wujud Kesantunan Berbahasa dalam Buku Ajar Bahasa Indonesia Sekolah Dasar Tingkat Rendah Karangan Muhammad Jaruki. <http://hdl.handle.net/11617/3427>
- Fathurohman, I., Nurcahyo, A. D., & Rondli, W. S. (2014). Film Animasi sebagai media pembelajaran terpadu untuk memacu keaksaraan multibahasa pada siswa Sekolah Dasar. *Refleksi Edukatika: Jurnal Ilmiah Kependidikan*, 4(1). <https://doi.org/10.24176/re.v5i1.430>
- Fathurohman, I. (2014). Peran Guru dalam Pengembangan Sikap Positif dan Internalisasi Nilai-nilai luhur melalui teks dongeng dalam kurikulum 2013 di Sekolah dasar. Tersedia secara online di: http://eprints.umk.ac.id/1281/2/MAKALAH_UNISSULA.pdf [diakses di Kota Malang, Indonesia: 24 Maret 2017]. https://eprints.umk.ac.id/1281/2/MAKALAH_UNISSULA.pdf
- Fathurohman, A. (2015). Konservasi Energi Pada Vacuum Pump Sistem Untuk Pemasakan Gula Dengan Jet Condenser. *Prosiding Semnastek*. <https://jurnal.umj.ac.id/index.php/semnastek/article/view/497>
- Fathurohman, E. A. I. I., & Setiawan, D. (2017). Makna Dan Nilai Buka Luwur Sunan Kudus (Sumbangan Pemikiran Mewujudkan Visi Kampus Kebudayaan). *KREDO: Jurnal Ilmiah Bahasa dan Sastra*, 1(1), 44-57. <https://doi.org/10.24176/kredo.v1i1.1752>
- Fathurohman, I., Supriyanto, T., Nuryatin, A., & Subyantoro, M. (2018, September). Human Problems in Remy Sylado Mbeling Poetry: the Analysis of Norm Srata by Ingarden. In *International Conference on Science and Education and Technology 2018 (ISET 2018)* (pp. 255-258). Atlantis Press. <https://www.atlantispress.com/proceedings/iset-18/55910639>
- Fathurohman, I., Kanzunudin, M., Tamarudin, A., & Cahyaningsih, R. D. (2019, October). Education In Era 4.0 Based On Local Wisdom: Existence Of Value And Technology. In *ICONECT 2019: Proceeding of the 2nd International Conference Education Culture and Technology, ICONECT 2019, 20-21 August 2019, Kudus, Indonesia* (p. 200). European Alliance for Innovation.
- Fathurohman, I., & Setiawan, D. (2020). The Utilization Of Culture Map Board Media To Improve Teachers' Skills In Elementary School. *Journal of Education Technology*, 4(3), 279-284. <https://doi.org/10.23887/jet.v4i3.28456>
- Fathurohman, I., & Purbasari, I. (2020). Peningkatan Hasil Belajar Siswa SDN 5 Gondoharum Kudus Melalui Model TGT dan Media DaperR. *Jurnal Ilmiah Wahana Pendidikan*, 6(3), 264-274. <https://doi.org/10.5281/zenodo.3960155>
- Hadiprayitno, G., Raksun, A., Artayasa, I. P., & Sukri, A. (2024). Developing Context-Based Teaching Materials and their Effects on Students' Scientific Literacy Skills. *Pegem Journal of Education and Instruction*, 14(1), 226-233. <https://doi.org/10.47750/pegegog.14.01.25>
- Hartani, A., & Fathurohman, I. (2018). peningkatan kualitas pembelajaran menyimak cerita pendek melalui model picture and picture berbantuan media cd cerita pada siswa kelas v sd 1 mejobo kudus. *KREDO: Jurnal Ilmiah Bahasa dan Sastra*, 2(1), 17-38. <https://doi.org/10.24176/kredo.v2i1.2576>
- Hanif, S. L., Fathurohman, I., & Pd, S. M. (2018). Peningkatan Keterampilan Membaca Puisi Dengan Eksperimentasi Model Circ Bermedia Video Pembacaan Puisi Pada Siswa Kelas V Sd 1 Tritis Jepara. *KREDO: Jurnal Ilmiah Bahasa dan Sastra*, 2(1), 65-80. <https://jurnal.umk.ac.id/index.php/kredo/article/viewFile/2784/1476>
- Hidayati, N. A., Waluyo, H. J., Winarni, R., & Suyitno, S. (2018, January). Ritual Animism and Religious on Sura Thanksgiving Ceremony of Samin Jepang Margomulyo Tribe Community (Turnitin). In *Proceedings of the 1st International Conference on Intellectuals' Global Responsibility (ICIGR 2017)* (Vol. 25, pp. 348-353). Atlantis Press. <http://repository.ikipgribojonegoro.ac.id/1425/>
- Jalil, A. (2016). Karakter pendidikan untuk membentuk pendidikan karakter. *Nadwa: Jurnal Pendidikan Islam*, 6(2), 175-194. ([Karakter Pendidikan untuk Membentuk Pendidikan Karakter | Jalil | Nadwa: Jurnal Pendidikan Islam \(walisongo.ac.id\)](http://www.walisongo.ac.id))
- Julaiha, S. (2014). Implementasi pendidikan karakter dalam pembelajaran. *Dinamika ilmu*, 14(2), 226-239. ([article.php \(kemdikbud.go.id\)](http://www.kemdikbud.go.id))
- Karmila, M., & Meliasanti, F. (2021). Nilai Pendidikan Karakter Dalam Novel Tiga Matahari Karya Prito Windiarjo. *Jurnal Educatio Fkip Unma*, 7(4), 2067-2075. ([View of Nilai Pendidikan Karakter Dalam Novel Tiga Matahari Karya Prito Windiarjo \(unma.ac.id\)](http://www.unma.ac.id))

- Kara, R. B., Fathurohman, I., & Fajrie, N. (2020). Improving Poem Writing Skill Through Smart Ludo Media For Grade IV Students. *Jurnal Ilmiah Sekolah Dasar*, 4(3), 496-504. <https://doi.org/10.23887/jisd.v4i3.27538>
- Kara, R. B., Fathurohman, I., & Fajrie, N. (2020). Upaya Meningkatkan Keterampilan Menulis Puisi melalui Media Ludo Pintar. *Journal of Education Action Research*, 4(3), 363-370. <https://doi.org/10.23887/jear.v4i3.27231>
- Kanzunudin, M., Rokhman, F., Sayuti, S. A., & Mardikantoro, H. B. (2018, September). Folklore local wisdom values of Rembang Society. In *International Conference on Science and Education and Technology 2018 (ISET 2018)* (pp. 340-344). Atlantis Press. <https://www.atlantis-press.com/proceedings/iset-18/55910655>
- Kanzunudin, M. (2017). Menggali Nilai dan Fungsi Cerita Rakyat Sultan Hadirin dan Masjid Wali At-Taqwa Loram Kulon Kudus. *KREDO: Jurnal Ilmiah Bahasa dan Sastra*, 1(1), 1-17. <https://doi.org/10.24176/kredo.v1i1.1748>
- Kanzunudin, M. (2017). Struktur dan Nilai Cerita Rakyat Mbah Rogo Moyo. In *International Conference on Language, Literature and Teaching*. <https://eprints.umk.ac.id/11832/2/Cover.pdf>
- Kurniasih, N., Wanabuliandari, S., & Ristiyani, R. (2020). Bibliometrics analysis in articles of verbal bullying in schools. *Library Philosophy and Practice*, 2020, 1-10.
- Lestari, E. E., Roysa, M., & Purbasari, I. (2020). Implementasi Media Permainan Codaka dalam Meningkatkan Hasil Belajar Ranah Keterampilan Siswa di Kelas IV SDN Sambung. *Trihayu: Jurnal Pendidikan Ke-SD-an*, 7(1). <https://doi.org/10.30738/trihayu.v7i1.8394>
- Mahadhyaksa, N. A. (2022). Pencegahan Korupsi Melalui Pendalaman Karakter Dalam Model Pendidikan Anti Korupsi Di Perguruan Tinggi. *Ganesha Civic Education Journal*, 4(1), 182-194.
- Mashuri, I., & Fanani, A. A. (2021). Internalisasi nilai-nilai akhlak Islam dalam membentuk karakter siswa SMA Al-Kautsar Sumbersari Srono Banyuwangi. *Jurnal Ilmiah Ar-Risalah: Media Ke-Islaman, Pendidikan Dan Hukum Islam*, 19(1), 157-169.
- Muchtar, D., & Suryani, A. (2019). Pendidikan karakter menurut kemendikbud. *Edumaspol: Jurnal Pendidikan*, 3(2), 50-57.
- Ningsih, S. (2017). Menumbuhkan Pendidikan Karakter Melalui Pendalaman Materi Sejarah Peminatan Kelas X SMA. *Diakronika*, 17(2), 144-156.
- Nugraheni, L., & Haryadi, A. (2021, October). Cerita Rakyat sebagai Upaya Pelestarian Kearifan Lokal: Pembentukan Karakter pada Generasi Milenial. In *Prosiding Seminar Nasional Pertemuan Ilmiah Bahasa dan Sastra Indonesia (PIBSI)* (Vol. 43, No. 1, pp. 572-579).
- Nisa, K., Kanzunudin, M., & Nugraheni, L. (2020, November). Pengenalan Pembelajaran Sastra Melalui Novel Hujan Karya Tere Liye Bagi Mahasiswa Bipa Di Universitas Muria Kudus. In *Prosiding Seminar Internasional Seminar Kepakaran Bahasa Indonesia Untuk Penutur Asing (SEMAR BIPA)* (Vol. 3, No. 1, pp. 183-193). <https://conference.umk.ac.id/index.php/semarbipa/article/view/288>
- Nugraheni, L., Budayasa, I. K., & Suwarsono, S. T. (2018). A Metacognitive Profile of Vocational High School Student's Field Independent in Mathematical Problem Solving. In *Journal of Physics: Conference Series* (Vol. 947, No. 1, p. 012066). IOP Publishing. <https://iopscience.iop.org/article/10.1088/1742-6596/947/1/012066/meta>
- Nugraheni, L., & Ahsin, M. N. (2020). Pendidikan Karakter dalam Pementasan Drama "Pelayaran Menuju Ibu" Karya Ramli Prapanca sebagai Bahan Ajar Pengkajian Drama Mahasiswa PBSI. *Jurnal Educatio FKIP UNMA*, 6(2), 684-689. <https://doi.org/10.31949/educatio.v6i2.730>
- Nugraheni, L., Suyitno, Ekowardani, N., & Waluyo, H. J. (2020, September). Pictures Series As Learning Media Of Folklore At Elementary School. In *Proceedings of the 4th International Conference on Learning Innovation and Quality Education* (pp. 1-4). <https://doi.org/10.1145/3452144.3453760>
- Nurhadi, M., & Utaminingsih, S. (2020). Pengaruh Model Pembelajaran Inquiry terhadap Hasil Belajar Siswa Materi Operasi Hitung Bilangan Cacah di Kelas VI Sekolah Dasar. *VIVABIO: Jurnal Pengabdian Multidisiplin*, 2(1), 44-60. <https://doi.org/10.35799/vivabio.2.1.2020.28804>
- Prayogo, W., Roysa, M., & Widiyanto, E. (2020). Alih kode dan campur kode dalam interaksi jual beli di pasar tradisional prawoto sukolilo pati. *ALFABETA: Jurnal Bahasa, Sastra, dan Pembelajarannya*, 3(2), 1-12. <https://doi.org/10.33503/alfabeta.v3i2.891>
- Pujiati, P., Kanzunudin, M., & Wanabuliandari, S. (2018). Penerapan Contextual Teaching and Learning Berbantu Blok Pecahan untuk Peningkatan Pemahaman Konsep Siswa. *ANARGYA: Jurnal Ilmiah Pendidikan Matematika*, 1(2), 122-129. <https://doi.org/10.24176/anargya.v1i2.2713>

- Purnaningtyas, A. R. I. D., Fathurohman, I., & Kuryanto, M. S. (2020, October). Pemanfaatan Media Unos dan Model Pembelajaran Teams Games Tournament untuk Peningkatan Keterampilan Mengajar Guru di Sd Negeri Geritan Pati. In *Prosiding Seminar dan Diskusi Pendidikan Dasar*. <https://journal.unj.ac.id/unj/index.php/psdpd/article/view/17737>
- Purnaningtyas, A. R. I. D., Fathurohman, I., & Kuryanto, M. S. (2020). Peningkatan Hasil Belajar melalui Model Teams Games Tournament Berbantuan Media Unos pada Siswa Kelas IV Sekolah Dasar. *Jurnal Pendidikan Dasar Borneo (Judikdas Borneo)*, 2(2), 15-23. <https://doi.org/10.35334/judikdas%20borneo.v2i2.1479>
- Prabandari, A. S. (2020). Implementasi 116endidikan karakter di sekolah dasar. *Jurnal Pendidikan Dan Konseling (JPDK)*, 2(1), 68-71.
- Ristiyani, R., & Ahsin, M. N. (2017). Validitas Buku Santun Berbahasa Untuk Interaksi Pengasuhan Berbahasa Anak Jalanan di Rumah Singgah. *Transformatika: Jurnal Bahasa, Sastra, dan Pengajarannya*, 1(2), 246-261. <https://core.ac.uk/download/pdf/145603871.pdf>
- Rodli, R., Nugraheni, L., & Ediyono, S. (2019). Pemikiran Filsafat Dalam Novel “Gerak-Gerik” Karya Ah. J. Khuzaeni. *Pentas: Jurnal Ilmiah Pendidikan Bahasa dan Sastra Indonesia*, 5(1), 15-23. <https://e-jurnal.unisda.ac.id/index.php/pentas/article/view/1515>
- Roysa, M. (2017). Analisis Buku Bacaan Anak “Belajar Sambil Berternak Ayam” berdasarkan Pendekatan Stuktural. *KREDO: Jurnal Ilmiah Bahasa dan Sastra*, 1(1), 18-30. <https://doi.org/10.24176/kredo.v1i1.1750>
- Rohendi, E. (2016). Pendidikan karakter di sekolah. *Eduhumaniora/ jurnal pendidikan dasar kampus cibiru*, 3(1). ([Pendidikan Karakter Di Sekolah | Rohendi | EduHumaniora | Jurnal Pendidikan Dasar Kampus Cibiru \(upi.edu\)](https://www.upi.edu/jurnal-pendidikan-dasar-kampus-cibiru))
- Rosad, A. M. (2019). Implementasi pendidikan karakter melalui manajemen sekolah. *Tarbawi: Jurnal Keilmuan Manajemen Pendidikan*, 5(02), 173-190.
- Ristiyani, R., & Roysa, M. (2019). BULLYING VERBAL SEBAGAI BENTUK DISFEMISME TUTURAN DI SEKOLAH. *Jurnal Educatio FKIP UNMA*, 5(2), 174-181. <https://doi.org/10.31949/educatio.v5i2.276>
- Ristiyani, M., Roysa, M., & Ahsin, M. N. (2018, September). The Use of Utterance Politeness by Nursemaid in Creating Character of Homeless Children. In *International Conference on Science and Education and Technology 2018 (ISET 2018)* (pp. 400-402). Atlantis Press. <https://www.atlantis-press.com/proceedings/iset-18/55910666>
- Ristiyani, R., Roysa, M., & Fakhriyah, F. (2017). Kelayakan Buku Santun Berbahasa Untuk Pengasuhan Berbahasa Peserta Didik Tk Di Kabupaten Kudus. *Refleksi Edukatika: Jurnal Ilmiah Kependidikan*, 7(2). <https://doi.org/10.24176/re.v7i2.1227>
- Ristiyani, R. (2017). Analisis Strata Norma Kumpulan Sajak Nikah Ilalang Karya Dorothea Rosa Herliany: Menggeser Ideologi Kontra Feminis dalam Masyarakat Patriarkhi. *Deiksis: Jurnal Pendidikan Bahasa dan Sastra Indonesia*, 4(1), 77-88. <http://dx.doi.org/10.33603/deiksis.v4i1.408>
- Rodli, R., Nugraheni, L., & Ediyono, S. (2019). Pemikiran Filsafat dalam Novel “Gerak-Gerik” Karya AH. J. Khuzaeni. *Pentas: Jurnal Ilmiah Pendidikan Bahasa dan Sastra Indonesia*, 5(1), 15-23. <https://e-jurnal.unisda.ac.id/index.php/pentas/article/view/1515>
- Roysa, M., & Ahsin, M. N. (2020). Inovasi Pembelajaran Digital Menggunakan Model Poe pada Mata Kuliah Jurnalistik di Prodi PBSI Universitas Muria Kudus. *Sasando: Jurnal Bahasa, Sastra Indonesia, dan Pengajarannya Lembaga Penelitian dan Pengabdian Masyarakat Universitas Pancasakti Tegal*, 3(2), 99-107. <https://doi.org/10.24905/sasando.v3i2.133>
- Santika, I. W. E. (2020). Pendidikan karakter pada pembelajaran daring. *Indonesian Values and Character Education Journal*, 3(1), 8-19.
- Sari, M., Habibi, M., & Putri, R. (2018). Pengaruh model pembelajaran kooperatif tipe think-pairs-share dalam pembelajaran matematika terhadap kemampuan pemahaman konsep matematis dan pengembangan karakter siswa sma kota sungai penuh. *Edumatika: Jurnal Riset Pendidikan Matematika*, 1(1), 7-21.
- Shafwan, R. (2020). Pendalaman Karakter Siswa-Siswi Dalam Ekstrakurikuler Teater Disma Negeri 1 Alalak Menggunakan Olah Sukma. *DESKOVI: Art and Design Journal*, 3(1), 59-64.
- Siswati, S., Utomo, C. B., & Muntholib, A. (2018). Implementasi Pendidikan Karakter dalam Membentuk Sikap dan Perilaku Sosial Peserta Didik Melalui Pembelajaran Sejarah di SMA PGRI 1 Pati Tahun Pelajaran 2017/2018. *Indonesian Journal of History Education*, 6(1), 1-13.
- Sudrajat, A. (2011). Mengapa pendidikan karakter?. *Jurnal Pendidikan Karakter*, 1(1).

- Sugandi, A. I. (2013). Peranan Matematika dalam Menumbuhkan Karakter Siswa. In *Prosiding Seminar Nasional Matematika dan Pendidikan Matematika STKIP Siliwangi Bandung* (pp. 88-95).
- Satria, E. P., Fathurohman, I., & Ardianti, S. D. (2020). Meningkatkan hasil belajar siswa SD melalui model teams games tournament dan media scrapbook. *EduBasic Journal: Jurnal Pendidikan Dasar*, 2(1), 45-51. <https://doi.org/10.17509/ebj.v2i1.26954>
- Sofia, E. M., Fathurohman, I., & Purbasari, I. (2020). Penerapan Model Contextual Teaching And Learning Terhadap Peningkatan Keterampilan Menulis Pendapat Pribadi. *Kredo: Jurnal Ilmiah Bahasa dan Sastra*, 3(2), 249-262. <https://doi.org/10.24176/kredo.v3i2.4783>
- Sulistyowati, T., & Surachmi, S. W. (2020). Introducing Local Wisdom through Narrative: Teaching English in Higher Education. *Indonesian EFL Journal*, 6(1), 81-88. <https://doi.org/10.25134/ieflj.v6i1.2641>
- Tamarudin, A. (2020). Analisis faktor otentik kesulitan belajar program linier berbasis problem-based learning. *ANARGYA: Jurnal Ilmiah Pendidikan Matematika*, 3(1), 8-14. <https://doi.org/10.24176/anargya.v3i1.4142>
- Tuloli, S. (2016). Pendidikan Karakter. ([OSF Preprints | "Pendidikan Karakter"](https://doi.org/10.21203/rs.3.rs-1000000/v1))
- Umah, S. W., Suad, S., & Roysa, M. (2020). Model Group Investigation Berbantuan Media Diorama Peristiwa Untuk Meningkatkan Hasil Belajar Siswa. *DIDAKTIKA: Jurnal Pendidikan Sekolah Dasar*, 3(2), 89-100. <https://doi.org/10.21831/didaktika.v3i2.33744>
- Wau, Y. (2022). Peran Guru Dalam Membentuk Karakter Siswa Di SMA Swasta Katolik Bintang Laut. *Educativo: Jurnal Pendidikan*, 1(1), 16-21.
- Wanabuliandari, S., & Ristiyani, R. (2019). Program Hypnomathematics melalui Kata-Kata Positif untuk Guru SD 4 Bae, Kudus. *Jurnal Pengabdian Pada Masyarakat*, 4(3), 249-254. <https://doi.org/10.30653/002.201943.150>
- Wanabuliandari, S., Ardianti, S. D., Ristiyani, R., Bintoro, H. S., & Sutiksno, D. U. (2019, July). e-Jas module: effort to improvement the environmental care and responsibility character. In *1st International Conference on Life, Innovation, Change and Knowledge (ICLICK 2018)* (pp. 118-123). Atlantis Press. <https://www.atlantispress.com/proceedings/iclick-18/125913282>
- Widianto, E., & Fathurohman, I. (2019). Variasi Tunggal Bahasa dalam Interaksi Penjual dan Pembeli di Kawasan Makam Sunan Muria. *KREDO: Jurnal Ilmiah Bahasa dan Sastra*, 3(1), 164-170. <https://doi.org/10.24176/kredo.v3i1.3403>
- Wibowo, S. A., & Roysa, M. (2018). Efektivitas penggunaan model think talk write berbantuan media komik strip dalam peningkatan keterampilan menulis dialog sederhana siswa kelas V SD 1 Tritis. *KREDO: Jurnal Ilmiah Bahasa dan Sastra*, 1(2), 145-159. <https://doi.org/10.24176/kredo.v1i2.2215>
- Yuliani, I., Kanzunnudin, M., & Rahayu, R. (2018). Penerapan Model Creative Problem Solving Berbantuan Media Bongkar Pasang untuk Peningkatan Berpikir Kreatif Matematika Siswa Sekolah Dasar. *Anargya: Jurnal Ilmiah Pendidikan Matematika*, 1(1), 29-36. <https://doi.org/10.24176/anargya.v1i1.2283>
- Yekti, N. A., Oktavianti, I., & Ahsin, M. N. (2021). Nilai Pendidikan Karakter Dalam Dongeng Pada Buku Siswa Tema 2 Kelas 3 Untuk Siswa Sekolah Dasar. *Guru Tua: Jurnal Pendidikan Dan Pembelajaran*, 4(1), 1-8.