



## Development of a Prophetic Character Education Model for Elementary School Students through the Work

Yessy Yanita Sari<sup>1\*</sup>, Nani Solihati<sup>2</sup>, Arum Fatayan<sup>3</sup>

<sup>1\*</sup>Primary Education, School of Graduates, <sup>2</sup>Indonesian Language Education, School of Graduates, <sup>3</sup>Primary School Teacher Education, FKIP, Universitas Muhammadiyah Prof. Dr. Hamka, Jakarta

\*Corresponding Author. Email: [yessy.syah@uhamka.ac.id](mailto:yessy.syah@uhamka.ac.id)

**Abstract:** This study aims to develop a writing design for an anthology of stories of the prophets and companions to support the implementation of a prophetic character education program in elementary schools. The method used was the ADDIE research and development model (Analysis, Design, Development, Implementation, and Evaluation). The subjects of this study were students at two elementary schools in Jakarta. Research instruments were in the form of interviews, questionnaires, and documentation. The data analysis technique used was descriptive analysis. The results of this study indicated that through literacy, reading and writing anthology books about the stories of the prophets and companions could develop the prophetic character of elementary school students. The anthology book of the stories of the prophets and companions underwent several trials and revisions before it was declared eligibility. The percentage before the eligibility revision was 66%, then after revision it becomes 98% feasibility of an anthology book of stories of the prophets and companions. Based on student responses, it produced a percentage of 90%, so that the book can be categorized as very practical and very effective for implementation in elementary schools. In the anthology book on the stories of the prophet and companions, there are four prophetic characters that are expected to be implemented in the daily lives of elementary school students, including the characters fatahan (smart), amanah (trustworthy), shidiq (honest), and tabligh (communicative).

### Article History

Received: 06-08-2022  
Revised: 28-09-2022  
Accepted: 05-11-2022  
Published: 16-12-2022

### Key Words:

Character Education;  
Prophetic; Anthology  
Books; Stories of  
Prophets and  
Companions;  
Elementary Schools.

**How to Cite:** Sari, Y., Solihati, N., & Fatayan, A. (2022). Development of a Prophetic Character Education Model for Elementary School Students through the Work. *Jurnal Kependidikan: Jurnal Hasil Penelitian dan Kajian Kepustakaan di Bidang Pendidikan, Pengajaran dan Pembelajaran*, 8(4), 1052-1062. doi:<https://doi.org/10.33394/jk.v8i4.5966>



<https://doi.org/10.33394/jk.v8i4.5966>

This is an open-access article under the [CC-BY-SA License](https://creativecommons.org/licenses/by-sa/4.0/).



## Introduction

Education is an effort to empower all human potential optimally and integrated so that it helps build a better life together in increasing the quality of service to the Creator. The educational journey experienced by a human being is a cultural process towards a civilized human being. Education is not only a means of transferring knowledge (transfer of knowledge), but the process of instilling values, growing potential and developing good character which in essence has been possessed by every human since birth (Hill et al., 2020). Education aims to make people believe and be pious, to form personality, independence, social skills and character (Gamitan & Character, nd). Education is a process of transforming life values to be developed in a person's personality so that they become one in that person's life behaviour (Majid & Andayani, 2011).

Character education is education that instills and develops noble characters in students so that they have good character and apply and practice it in everyday life both in the family, community and country (Wibowo, 2012). Religion is a source of character education because Indonesia is a religious country, so the values contained in their religion are used as the basis



for forming character (Poerwanti & Marmoah, 2021). Pancasila is used as a source because Pancasila is the basis of the state so Pancasila values become a source of character education. Indonesia is a country that has various ethnic groups and cultures so that cultural values in society become a source of character education (Ministry of National Education, 2010). Prophetic or prophetic character education is based on religion. Prophetic character education is unique in that there are real good examples through historical figures, namely the Prophet and Companions (Sari, 2017). In prophetic character education which will be given to elementary school students in learning activities, as well as building prophetic character through an anthology book of stories of the prophets and companions. The prophetic characters that will be instilled in students are *fatahan* (intelligent), *amanah* (trustworthy), *shidiq* (honest), and *tabligh* (communicative).

In 2022 the Minister of Education, Culture, Research and Technology launched the Merdeka Learning Program or what is commonly called the Merdeka Curriculum. This Merdeka Curriculum has basic competencies that must exist in the learning process including literacy, numeracy, and character education. In addition, the literacy level of elementary school students is still low, in reading and writing (Teguh, 2017). Therefore it is necessary to increase literacy in schools, one of which is through the school literacy movement, a program of the Minister of Education, Culture, Research and Technology. This study will use the literacy movement to instill prophetic character education in elementary school students. Then, students will learn to make an anthology book about the story of the prophet and his companions. In making the book students must learn to understand the work made by reading and writing (Listanto & Firmansyah, 2022). In this study, through the development of a literacy-based character education model it is considered capable of providing solutions for student character development (Farikah, 2019; Rustandi & Setiawan, 2017). More specific Sobari, Mustika, & Sinaga (2020) examines the learning model of problem-based academic writing skills. The results of his research prove that this can build the character of junior high school students who are honest, disciplined and responsible. Zubaidah, Sumardi, & Sugiarsih (2019) focuses on elementary school students by conducting development research that produces a star book media that can be used to train students' writing skills while at the same time caring for the character of elementary school students. From the search for previous research above, no research has been found on literacy-based character education, especially the ability to write non-fiction for elementary school students, and especially to write stories about the Prophet and Companions. (Fatayan et al., 2019).

Learning to write must be interpreted as a process aimed at developing a series of student activities to produce a piece of writing under the guidance and direction of the teacher's motivation (Abidin, 2016). The purpose of writing is (1) to think and contemplate, (2) writing can help communicate something to others (3) writing can make someone a better reader, (4) writing can give something more to the writer than he expresses his ideas orally (Ninawati, 2019). writing will bind one's knowledge. Through his book "Go Be a writer!: Expanding the Curricular Boundaries of Literacy Learning", Kuby & Rucker (2016) offers an interesting curriculum to encourage elementary school-age children to be happy and good at writing theory-based and data-based books, not just plain composing.

Writing an anthology book is the activity of writing a book in collaboration with several authors. Teaching writing using collaborative methods is a learning process to gain knowledge or skills; writing in this case is done by re-learning and thinking again through conversations with others, discussions and requires the active participation of the writer to improve his writing. The writing process must be carried out in this stage; first, the pre-writing stage, the second stage of preparation, the second stage students begin to write down



their ideas, the third stage is revising where students are encouraged to revise the contents of their writing; fourth, the editing stage; and the last is publishing (Solihati et al., 2019). In the research conducted Rohadi (2019), co-writing activities that are cooperative and collaborative can increase student awareness as well as a sense of appreciation for others.

Writing an anthology of the stories of the prophets and companions is a non-fiction writing activity based on authentic data sources. The story raised is primarily related to the behavior and habits of a Prophet, an example for the people. For example, the story of the Prophet Ayyub can build the noble character of students, especially the patient character (Somad & Fahrudin, 2019). The daily life of the Prophet Muhammad is also known as the sunnah followed by his companions. The Sunnah of Rosululloh became the basic principle of prophetic character education, even long before the emergence of various theories about morals and character education (Hijazi and Akhtar, 2019). Currently, of course students cannot directly see the example of the prophets, but through authentic stories, they will gain knowledge about it.

It is necessary to develop a child's prophetic character through three stages: knowing the good, feeling good, and doing the good (Lickona, 1999), or the stages described by Sari (2017), namely good, why, habituation, and system development. Through writing the story of the Prophet and Companions, students will gain knowledge and at the same time get real role models, not fiction. Real stories rewritten from various sources in the student's language are expected to bring awareness to imitate and practice them in everyday life. Writing together with teacher assistance will help students not only in terms of language skills, but a writing curriculum can be built that makes students have good behaviour such as discipline, learning, and reading, and enjoy writing.

From the search for previous research above, no research has been found on prophetic character education, especially the ability to write non-fiction for elementary school students, and stories about the Prophet and Companions. This research is important because for elementary school students it is necessary to emphasize productive literacy with the right model so that the message that students get is that literacy can be carried out. The prophetic character education model through works made by elementary school students in the form of an Anthology of Stories of Friends and Prophets is expected to be able to make an appropriate helpful contribution to the students. Can improve students' writing skills and imagination in making an anthology of stories of prophets and companions.

## **Research Method**

This research uses research and development methods with the ADDIE model (Analysis, Design, Development, Implementation and Evaluation) (Fitria & Farastiwi, 2021) (Ganesan & Muruganatham, 2015). This research method is used to produce a product in the form of an anthology book of stories of the prophets and companions made by students.

In making the book, students will use literacy, including reading and writing. This process can instill and build prophetic character education for elementary school students. The subjects of this study were students at two elementary schools in Jakarta. The research instruments included interviews, questionnaires, tests and documentation. Data collection techniques include field observation and literature review to be able to determine the subject, location and material to be developed related to the prophetic character education of the stories of the prophets and companions. In addition, conducting interviews was the first step to find out problems related to character education in elementary schools. The data analysis technique used was descriptive analysis. Furthermore, the planning and preparation of

products for elementary school students by reading the stories of the prophets and companions, and will write them into short stories.



**Figure 1. Planning and Compilation of the Anthology of the Stories of the Prophet and Companions**

## Results and Discussion

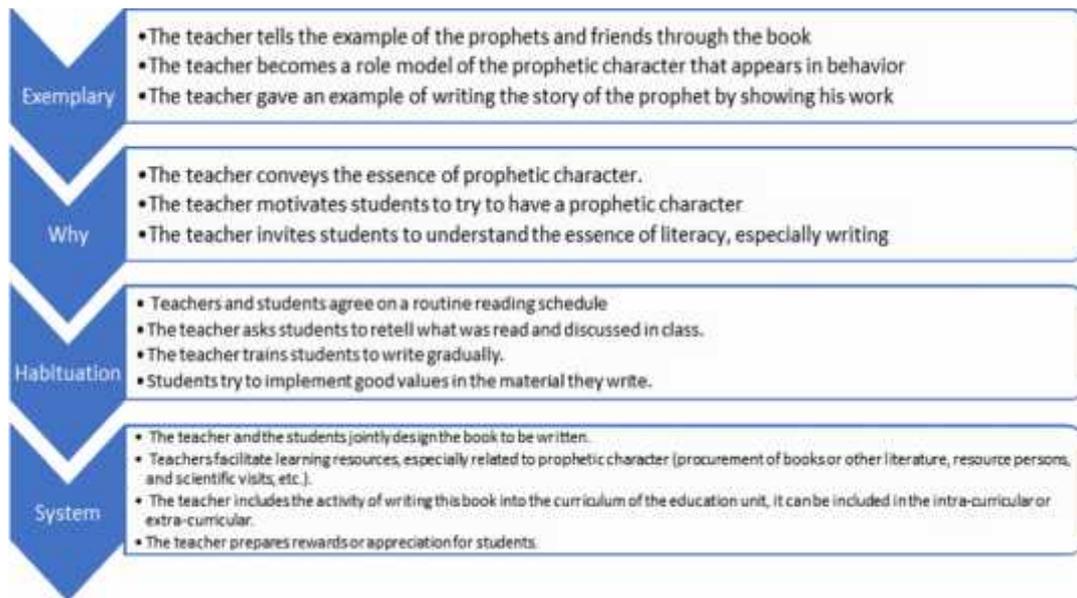
This study uses the ADDIE model development research which is carried out through the following five stages.

### Analysis

At this stage, an analysis of media development will be made and practiced by elementary school students with the help of educators (Ganesan & Muruganatham, 2015). Analysis of performance, students, learning objectives, facts, concepts, principles, and procedures to be used in writing an anthology book on the stories of the prophets and companions for elementary school students.

### Design

The next stage is design, an initial development pattern that is out in the pre-development process (Ganesan & Muruganatham, 2015). At the design stage is the planning for media development of an anthology book of stories of the prophets and companions. Based on the research flow above, the design model for the development of prophetic character education was obtained based on the anthology of the stories of the prophets' stories and companions described as follows.



**Figure 2. Model Design for the Development of Prophetic Character Education through the Anthology Book of the Prophet's Story**



**Figure 3. Front and Back Covers of the Prophet's Anthology Book**

The stages above refer to the theory of character education regarding character content including knowing the good, feeling the good and doing the good, which is elaborated on with the educational concept developed by previous researchers in the book *Targeting Great Character* (Siregar & Sari, 2017). It starts with exemplary, why, habituation and system. At the exemplary stage the teacher tells the exemplary of the prophets and friends through books. The teacher becomes a role model of the prophetic character that appears in behavior. The teacher gives an example of writing the story of the prophet by showing the work in the form of a book he wrote. At the why stage, the teacher conveys the nature of the prophetic character. The teacher motivates students to try to have a prophetic character. The teacher invites students to understand the essence of literacy, especially writing. The next stage is habituation. Teachers and students agree on a routine reading schedule. The teacher asks students to retell what was read and discussed in class. The teacher trains students to write gradually. Students try to implement good values in the material they write. The final stage is building the system.

At this stage the teacher and students jointly design the book to be written. The teacher facilitates learning resources, especially related to prophetic characters (procurement of books or other literature, resource persons, and and scientific visits). The teacher includes



the activity of writing this book into the curriculum of the education unit, it can be included in the intra-curricular or extra-curricular. The teacher prepares rewards or appreciation for students. Students try to implement good values in the material they write. The final stage is building the system. At this stage the teacher and students jointly design the book to be written. The teacher facilitates learning resources, especially related to prophetic characters (procurement of books or other literature, resource persons, and scientific visits, etc.). The teacher includes the activity of writing this book into the curriculum of the education unit, it can be included in the intra-curricular or extra-curricular. The teacher prepares rewards or appreciation for students. Students try to implement good values in the material they write. The final stage is building the system. At this stage the teacher and students jointly design the book to be written. The teacher facilitates learning resources, especially related to prophetic characters (procurement of books or other literature, resource persons, and scientific visits). The teacher includes the activity of writing this book into the curriculum of the education unit, it can be included in the intra-curricular or extra-curricular. The teacher prepares rewards or appreciation for students. The teacher includes the activity of writing this book into the curriculum of the education unit, it can be included in the intra-curricular or extra-curricular. The teacher prepares rewards or appreciation for students). The teacher includes the activity of writing this book into the curriculum of the education unit, it can be included in the intra-curricular or extra-curricular. The teacher prepares rewards or appreciation for students.

### **Development**

Development in the ADDIE Model contains activities for the realization of product designs. The development steps in this research include activities for making and modifying books or book designs. In the design stage, a conceptual framework for the development of teaching materials has been prepared. In the development stage the conceptual framework is realized in the form of teaching material development products that are ready to be implemented in accordance with the objectives. Two critical goals must be met when carrying out the steps for developing teaching materials: 1) Creating or revising teaching materials that will be used to achieve the learning objectives that have been established, 2) Selecting the best teaching materials that will be used to achieve learning objectives.

The development at this stage is that educators tell the story of the prophet and his companions to students in elementary schools. Then, students can imagine based on the story. Furthermore, educators teach students to write a book. In the initial stage, the teacher drafted an anthology book on the stories of the prophets and companions in the form of a conceptual book framework. The book is adapted to the learning objectives of improving character education for elementary school students. Educators can see students who have an interest in and talent in writing. Educators make the making of an anthology book of stories of the prophets and companions a part of supporting activities for the curriculum program in schools.

### **Implementation**

The implementation of the anthology book writing design was tested in two elementary schools in Jakarta, Indonesia. This design pilot project was carried out in schools A and B with the following activity stages; (1). Dissemination of anthology book writing designs by involving teachers who will guide students. (2). Writing training for teachers to produce anthology books by teachers. (3). Use this design in a student's writing class.



Socialization is given to school leaders and teachers who will guide students to produce works like anthology books. In this socialization, all participants were informed of the urgency and purpose of the design of a model for developing prophetic character education based on an anthology of stories of the prophets and companions. Briefly also explained the stages of design implementation. Furthermore, the teacher receives writing training as an early stage of exemplary on the concepts contained in the writing design. This training aims to make teachers able to write to produce books. This will really help the teacher later in guiding students to write stories. Writing training was conducted in 3 sessions online. Each session is 120 minutes long. The teacher gets a theory about literacy and writing in the first session. second session, participants were asked to make a story framework according to the character chosen. The third session, discussion between participants and resource persons about the story framework that has been made. Furthermore, participants were given 1 week to develop a story framework based on relevant literature and extracting information from other sources, such as Islamic historians. In the next meeting, the participants submitted their writings to be edited together with the resource persons. After that, the teacher's writings were collected into an anthology book. The teacher repeated the stages in training with the participants being students, so an anthology book was created. participants were given 1 week to develop a story framework based on relevant literature and extracting information from other sources, such as Islamic historians. In the next meeting, the participants submitted their writings to be edited together with the resource persons. After that, the teacher's writings were collected into an anthology book. The stages in the training were repeated by the teacher with the participants being students, so that an anthology book was created. participants were given 1 week to develop a story framework based on relevant literature and extrac information from other sources, such as Islamic historians. In the next meeting, the participants submitted their writings to be edited together with the resource persons. After that, the collection of teacher's writings was made into an anthology book. The stages in the training were repeated by the teacher with the participants being students, so an anthology book was created.

To test the potential benefits of implementing the Bisa's Children's Book, it is necessary to conduct observations and surveys on users, namely teachers and students. We made observations at the time of implementation in the writing class. We make notes about certain events that we deem important. These observations allow us to obtain a holistic view of the practice of prophetic character education. We also conducted focus group discussions with teachers and school leaders in the two schools to clarify information obtained from observations. During the discussion, the participants were asked to share their views. In the discussion, participants were also asked to convey the perceived benefits of supporting the implementation of character education programs in schools. In addition, the challenges and constraints felt by schools in implementing them,

## **Evaluation**

Teachers and school leaders see that implementing this design can help build students' prophetic character and increase literacy skills. "Because they have to write stories that are not fiction, they read a lot of books related to that," explained the teacher who assisted the students in writing. This finding is in line with several studies (Arini et al., 2022) which shows that children who are accustomed to reading and writing will instill good values as capital for building their character. Another teacher also said "The children are also learning grammar again, even though they are in grade 6 it turns out that they have forgotten many things, using capital letters, periods and commas as well as writing good perfect sentences."

This writing activity is a good place to practice. Skills need practice, not just knowledge and understanding, writing is a skill (Sari, 2017); (Farikah, 2019); (Surana et al., 2019).

The anthology of the stories of the prophets and companions must go through the expert validation test stages to determine the eligibility of a book. The following describes the data from the validation test results.

$$\begin{aligned} \text{Maximum Value} &= 15 \times 4 = 60 \\ \text{Score} &= \frac{\text{score total}}{\text{maximum score}} \times 100 \\ \text{Score} &= \frac{40}{60} \times 100 \\ &= 0.66 \times 100 \\ &= 66 \end{aligned}$$

**Table 1. Criteria for the Validity and Feasibility**

Validity Criteria	Validity Level
81–100	Very valid, can be used without revision
61–80	Valid enough, can be used but needs to be revised
41–60	Invalid, it is recommended not to use it because it needs major revisions
21–40	Invalid, may not be used

According to the table above, it is necessary to revise the book to meet the expert validation criteria after receiving expert advice regarding the shortcomings of anthology books about the stories of the prophets and companions in developing prophetic character education for elementary school students.

$$\begin{aligned} \text{Maximum Value} &= 15 \times 4 = 60 \\ \text{Score} &= \frac{\text{score total}}{\text{maximum score}} \times 100 \\ \text{Score} &= \frac{59}{60} \times 100 \\ &= 0.98 \times 100 \\ &= 98 \end{aligned}$$

**Table 2. Criteria for Validity and Eligibility after Revision**

Validity Criteria	Validity Level
81–100	Very valid, can be used without revision
61–80	Valid enough, can be used but needs revision
41–60	Invalid, it is recommended not to use it because it needs major revisions
21–40	Invalid, may not be used

After revising the anthology book of the stories of the prophets and companions, the results stated that the anthology book product of the stories of the prophets and companions was very valid, did not need to be revised again and could be tested on elementary school students.

$$\begin{aligned} \text{Maximum Value} &= 15 \times 4 = 60 \\ \text{Score} &= \frac{\text{score total}}{\text{maximum score}} \times 100 \\ \text{Score} &= \frac{54}{60} \times 100 \\ &= 0.9 \times 100 \\ &= 90 \end{aligned}$$

**Table 3. Field Trial Results**

Percentage (%)	Practical	Effective
76 – 100	Very Practical	Very effective
51–75	Practical	Effective
26 – 50	Pretty Practical	Effective enough
01 - 25	Impractical	Ineffective

According to the results, the story of the Prophet and Companions received a percentage score of 90%. The book can be classified as very practical and effective if implemented in elementary schools to develop prophetic character education through reading and writing literacy for elementary school students to produce an anthology book product of stories of prophets and companions.

Based on the results of this study, there are several important notes during the trial process. Learning loss during the pandemic has effected on students' enthusiasm to learn new things and be disciplined (Fatayan et al., 2019). This happened in trials in this study. "Arousing the enthusiasm of teachers and children to write is not easy, especially since they have only studied online for the last two years," said the school principal. The discipline to deliver assignments on time is a phenomenon. Several times there was additional time because most had not done it. In addition to the effects of the pandemic, teachers and students who are not accustomed to reading and writing caused the process of creating the anthology book delayed. The absence of writing activities in the curriculum, becomes a new burden for teachers to implement them. This becomes material for consideration by school leaders to include writing activities, at least in extracurricular activities or in religious subjects, so that they can be carried out in a planned and measurable manner. This feedback is useful for developers to make a stage schedule adapted to school conditions. This is in accordance with some literature which says that in the formation of character in elementary school students, it is necessary to have an appropriate approach so that students as objects in learning can participate in fun learning (Srirahmawati & Hunaifi, 2022); (Dian Primasari & Zulela, 2021); (Ghani et al., 2022).

### Conclusion

The results of this study indicated that through reading and writing literacy could develop prophetic character education for elementary school students. In addition, students can create an anthology book of stories of prophets and companions. The anthology book of the stories of the prophets and companions underwent several trials and revisions before it was declared eligibility. The percentage before the eligibility revision was 66%, then after being revised it became 98% eligibility for an anthology book of stories of the prophets and companions. Based on student responses, it produces a percentage of 90%, so that the book can be categorized as very practical and very effective to be implemented in elementary schools. In the anthology book about the stories of the prophets and companions, four prophetic characters are expected to be implemented in the daily lives of elementary school students, including the character *fatan* (intelligent), *amanah* (trustworthy), *shidiq* (honest), and *tabligh* (*communicative*).

### Recommendation

The recommendations made based on the results of this research are for educators to be able to apply innovative learning models to students in elementary schools. One of them is by inviting elementary school students to try or create a work of writing an anthology of stories of the prophets and companions. In addition, educators can use the ADDIE development



model to make it easier for educators to write, students to produce works. The habit of writing stories of prophets and companions to students on an ongoing basis can improve, and emulate the prophetic character of prophets and companions.

## References

- Abidin, Y. (2016). Pembelajaran Menulis Dalam Gamitan Pendidikan Karakter. *EduHumaniora | Jurnal Pendidikan Dasar Kampus Cibiru*, 4(1). <https://doi.org/10.17509/eh.v4i1.2823>
- Arini, N. W., Fatayan, A., Pranata, K., & Bachrudin, A. (2022). *Efektifitas Metode Critical Thinking dalam Kemampuan Membaca dan Menulis Permulaan ( MMP )*. 6(5), 4705–4712. <https://doi.org/10.31004/obsesi.v6i5.2784>
- Dian Primasari, I. F. N., & Zulela, Z. (2021). Kendala Pembelajaran Jarak Jauh (PJJ) Secara Online Selama Masa Pandemi Covid-19 di Sekolah Dasar. *JIKAP PGSD: Jurnal Ilmiah Ilmu Kependidikan*, 5(1), 64. <https://doi.org/10.26858/jkp.v5i1.16820>
- Farikah, F. (2019). Developing the Students' Character through Literacy Activities in A Child-Friendly School Model. *Dinamika Ilmu*, 19(2), 187–196. <https://doi.org/10.21093/di.v19i2.1540>
- FATAYAN, A., HANAFI, I., SARI, E., & GHANI, A. R. A. (2019). The Implementation of School Based Management: School Committee Involvement in Islamic Schools. *International E-Journal of Educational Studies*, 4(7), 106–110. <https://doi.org/10.31458/iej.es.608131>
- Fitria, N., & Farastiwi, A. (2021). Efforts to Improve English Speaking Ability of Five to Six-Years-Old Bilingual School Students Through Hand Puppet Media. *Al-Athfaal: Jurnal Ilmiah Pendidikan Anak Usia Dini*, 4(1), 47–59. <https://doi.org/10.24042/ajipaud.v4i1.8340>
- Gamitan, D., & Karakter, P. (n.d.). *240853-Pembelajaran-Menulis-Dalam-Gamitan-Pendi-59Ed0Fdb*.
- Ganesan, M., & Muruganatham, G. (2015). Developing of E-content package by using ADDIE Model. *International Journal of Applied Research*, 1(3), 52–54. <https://dx.doi.org/10.22271/allresearch>
- Ghani, A. R. A., Fatayan, A., Azhar, N. C., & Ayu, S. (2022). *Evaluation of technology-based learning in an Islamic school*. 20(3), 190–195.
- Hill, C., Khoo, S., & Hsieh, Y. C. (2020). An investigation into the learning transfer of English for specific Academic Purposes (ESAP) writing skills of students in Singapore. *Journal of English for Academic Purposes*, 48, 100908. <https://doi.org/10.1016/j.jeap.2020.100908>
- Kementrian Pendidikan Nasional. (2010). *Kerangka acuan pendidikan karakter*. Direktorat Ketenagaan Direktorat Jendral Pendidikan Tinggi, Kementrian Pendidikan Nasional.
- Kuby, C. R., & Rucker, T. G. (2016). *Go be a writer!: expanding the curricular boundaries of literacy learning with children*. Teachers College Press.
- Lickona, T. (1999). Character Education: Seven Crucial Issues. *Action in Teacher Education*, 20(4), 77–84. <https://doi.org/10.1080/01626620.1999.10462937>
- Listanto, V., & Firmansyah, N. (2022). The Trend of Library Development in Indonesia and the Effects on Literacy Skills in Schools. *Jurnal Kependidikan: Jurnal Hasil Penelitian dan Kajian Kepustakaan di Bidang Pendidikan, Pengajaran dan Pembelajaran*, 8(3), 508-520. doi:<https://doi.org/10.33394/jk.v8i3.5643>
- Majid, A., & Andayani, D. (2011). *Pendidikan Karakter Perspektif Islam*. PT. Remaja Rosdakarya.



- Ninawati, M. (2019). Efektivitas Model Pembelajaran Literasi Kritis Berbasis Pendekatan Konsep Untuk Meningkatkan Keterampilan Menulis Kreatif Siswa Sekolah Dasar. *Pendas : Jurnal Ilmiah Pendidikan Dasar*, IV, 68–78. <https://doi.org/10.23969/jp.v4i1.1747>
- Poerwanti, J. I. S., & Marmoah, S. (2021). Building Character Values Through Global Education in Social Studies Learning in Elementary Schools. *ACM International Conference Proceeding Series*. <https://doi.org/10.1145/3516875.3516945>
- Rohadi, T. (2019). A Multi-Level Collaborative and Cooperative Writing Class in Inducing Character Building (A Model of An Integration Between Teaching Writing and Character Education). *English Journal Literacy UTama*, 3(01), 9–17.
- Sari, Y. Y. (2017). *Membidik Karakter Hebat*. Gema Insani Press.
- Sobari, T., Mustika, I., & Sinaga, O. (2020). Learning Model of Report Writing Skill Based on Problem Through Learning Cycle Technique As Media of Students' Character Building. *PalArch's Journal of Archaeology of Egypt / Egyptology*, 17(5), 214–234.
- Solihati, N., Hikmat, A., & Elmikasari, Y. (2019). Nilai Moral dalam Antologi Cerpen Filosofi Kopi dan Implikasinya dalam Pembelajaran Sastra. *Jurnal Kependidikan*, 1(2), 263–276.
- Somad, M. A., & Fahrudin, F. (2019). Building Noble Akhlaq of Student through the Uswah hasanah Model of Patience of the Prophet Ayyub. *Proceedings of the Social and Humaniora Research Symposium (SoRes 2018)*. <https://doi.org/10.2991/sores-18.2019.88>
- Srirahmawati, A., & Hunaiifi, A. A. (2022). Realizing Pancasila Student Profiles in the Elementary School with Learning Media Based on Local Wisdom “Barongan Masks.” *Jurnal Kependidikan: Jurnal Hasil Penelitian Dan Kajian Kepustakaan Di Bidang Pendidikan, Pengajaran Dan Pembelajaran*, 8(2), 375. <https://doi.org/10.33394/jk.v8i2.4758>
- Surana, D., Suhardini, A. D., Hayati, F., & Dewi, L. (2019). *The Correlation between Educational Leadership and the Effectiveness of School Organization*. 307(SoRes 2018), 397–400. <https://doi.org/10.2991/sores-18.2019.92>
- Teguh, M. (2017). Gerakan Literasi Sekolah Dasar. *Pendidikan*, 2(1), 18–26.
- Wibowo, A. (2012). *Pendidikan Karakter: Strategi Membangun Karakter Bangsa Berkepribadian*. Pustaka Pelajar.
- Zubaidah, E., Sumardi, H., & Sugiarsih, S. (2019). Star Book Media Development to Improving Story Writing Skills and Caring Character for Grade IV Elementary School Students. *KnE Social Sciences*. <https://doi.org/10.18502/kss.v3i17.4649>