



Integrative Thematic Learning Model in Shaping Students' Character at Madrasah Ibtidaiyah Nurul Islam Lumajang

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Abstract

Learning plays an important role in achieving educational goals because the success of an education does not escape the role of learning itself. Good learning will produce a quality education and quality education is education that can shape the character of students because in essence education has two goals, namely helping humans to become capable, and helping humans to be better and have character. The integrative thematic learning model helps build student character, namely; Religious with habituation designed by the pesantren system which creates a generation of students with noble character. Responsibility for their duties Care for the environment by getting used to keeping the environment clean. This research uses a qualitative approach, descriptive qualitative method. Type of case study research. Purposive research subject technique. Observation, interview and documentation data collection techniques. Data analysis techniques using Miles and Huberman interactive analysis: collection, reduction, presentation of data and conclusion drawing/verification. Data validity using source and technique triangulation techniques. The results of these findings: 1) The connected integrative thematic learning model is in the form of planning (determining concepts and characters, formulating learning objectives, and learning steps). Implementation (arrangement of student places with a random system; learning applies 5M and the use of media as needed). Evaluation using process and results. 2) The spider web integrative thematic learning model in the form of planning (determining the central theme, identifying concepts and determining the schedule according to the theme), (delivery of objectives, demonstration, integrated practice, feedback, practice), evaluation using test and portfolio assessment.

Keywords: *Thematic Learning Model, Character, Madrasah Ibtidaiyah*

Introduction

Learning is an important aspect of education (Sandars John, 2021; Hays and Reinders, 2020). In accordance with the Law of the Republic of Indonesia Number 20 of 2003 article 3 which states that learning is the process of interaction of students with educators and learning resources in a learning environment .

Learning plays an important role in achieving educational goals because the success of an education does not escape the role of learning itself. Good learning will produce a quality education and quality education is education that is able to shape the character of students because in essence education has two goals, namely helping humans to become capable, and helping humans to be better and have character.

Making human beings a good person and character is not an easy matter, for this reason learning needs to be packaged in such a way that it can help in the formation of the character of students and this is the important point. The formation of national character is not just a necessity, but an essential thing that has a strong influence on all aspects of life and national development (Imas Kurniasih, Berlin Sani 2017).

Character is based on values and manifested in the form of behavior (Wadu, L. B., Kasing, R. N. D., Gultom, A. F., & Mere, K, 2021) Character is important in the joints of human

life to form a quality generation. This shows that the character aspect is the main aspect and even sent the Prophet to perfect morals or character. Recognition of the greatness of the morals of Rosulullah SAW is deepened in the Qur'an letter Al-Qalam verse 4 which reads:

وَإِنَّكَ لَعَلَىٰ خُلُقٍ عَظِيمٍ (القلم : ٤)

Meaning:

And you are truly of great character (Departemen Agama, 2009).

In addition, it is mentioned in a hadith that:

عَنْ عَبْدِ اللَّهِ بْنِ عَمْرٍو بْنِ الْعَاصِ رَضِيَ اللَّهُ عَنْهُمَا قَالَ: لَمْ يَكُنْ رَسُولُ اللَّهِ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ فَاجِشًا وَلَا مُتَفَحِّشًا، وَكَانَ يَقُولُ: إِنَّ مِنْ خِيَارِكُمْ أَحْسَنَكُمْ أَخْلَاقًا

Meaning:

Abdullah bin Amr bin Al-Ash (may Allah be pleased with him) reported: "The person of Rosulullah SAW was not a vile person and not a wicked person. In fact he said: " Verily, the best among you is the one with the best manners." (HR. Bukhari and Muslim)(imam Nawawi, 1999).

The hadith explains the good personality of Rosulullah and Rosulullah explains the virtues of people with good character. It is clear that character has an important position, but until this moment there are still cases of low student character that harm the world of education.

Over the past few decades, character has deteriorated rapidly in some parts of the world. In China, the New York Times reported in an article about a Chinese child who was run over and left to die by 18 passersby at a busy market in the city of Foshan, Guandong Province. The apathy of the passersby sparked condemnation and emotional debate about the state of morality of Chinese society. The indifference of the citizens to the little girl is a sign of a society whose morals are deteriorating.

Indonesia is also one of the countries that is also experiencing serious problems about the decline in the character of the nation's children. Reporting from the site www.idntimes.com states that sexual violence against children in 2018 has increased. Cases of violence against children, which occur in almost all regions. In February 2018, KPAI received 223 complaints of sexual violence. Sodomy cases in Aceh with a total of 26 children victims, in Tangerang 45 children aged 7-15 years, in Jambi there were 50 boys victims. Other incidents occurred in Purbalingga with a total of 13 child victims and Banyumas with a total of 7 boys, in Karanganyar 17 children aged 8-10 years were victims, South Tapanuli 42 children were victims of abuse then in Jombang 35 schoolgirls, in Tasikmalaya 6 children with child perpetrators as well, so in total there were 223 cases.

The above cases imply that humans are basically decision makers who in many ways, including every behavior, will be influenced by their values and emotions, including their religious values (Amitai Etzioni, 1992). This suggests that the character building of students is increasingly urgent in educational institutions considering the various kinds of non-educative behavior that occur among students.

Develop a national education platform that places character education as the main spirit in the provision of education for students with the support of public involvement carried out through formal, non-formal, and informal education by taking into account the diversity of Indonesian culture; and revitalize and strengthen the potential and competence of educators, education personnel, students, communities, and family environments in implementing P5 (Kusnandar, 2017).

In relation to strengthening character through formal education, teachers as the spearhead of education and learning must be able to carry out their duties properly because it is in the hands of teachers that quality students will be produced both academically, skills, social maturity, moral and spiritual.

Character is an interesting thing to discuss because character is the main measure of human glory and a measure of the quality of a nation because only a nation that has a strong character and identity is able to survive as a nation. The topic of character building in Madrasah Ibtidaiyah is an interesting topic to study in research, especially when this discussion is linked to thematic learning models.

The implementation of thematic learning has been launched in the Regulation of the Minister of Education and Culture No. 67 of 2013 concerning the Basic Framework and Curriculum Structure of SD / MI emphasizes that the 2013 Curriculum for Elementary Schools is designed using integrated thematic learning. The use of thematic learning in elementary schools is intended to anticipate the gaps that have occurred so far, so in its implications a teacher must be creative in preparing activities or learning experiences for students, selecting competencies from various subjects and organizing them into learning that is more meaningful, interesting and fun. Thematic learning is seen as an effort to improve the quality of education, especially in compensating for the density of curriculum material. Thematic learning emphasizes the involvement of students in the learning process.

Madrasah Ibtidaiyah Nurul Islam Lumajang is one of the Madrasahs that is currently trying hard to shape the character of students through various efforts, one of which is by implementing thematic learning. Thematic learning is considered important because with thematic learning students are able to gain a variety of knowledge and develop various basic competencies between subjects in the same theme. Understanding the material is more impressed and in-depth. Students are able to see meaningful relationships between subjects and learning becomes intact so that students will gain an understanding of the process and material that is not fragmented.

But in reality, there are some teacher problems in the implementation of thematic learning in Madrasah Ibtidaiyah Nurul Islam, namely teachers have difficulty in developing themes, difficulty translating Core Competencies and Basic Competencies into indicators and difficulty determining the right operational verbs. This was expressed by the head of Madrasah Ibtidaiyah Nurul Islam Lumajang when the researchers conducted a preliminary study on May 24, 2023 at Madrasah Ibtidaiyah Nurul Islam Lumajang (MI Kota). Based on the researcher's interview with Muhaimin as the head of Madrasah in Madrasah Ibtidaiyah Nurul Islam Lumajang, there is information that Madrasah Ibtidaiyah Nurul Islam Lumajang is one of the madrasahs that implement thematic learning starting from grade I to grade VI. But there are some teachers who experience obstacles in implementing thematic learning, one of which is that teachers have difficulty developing themes, difficulty translating Core Competencies and Basic Competencies into indicators and difficulty determining the right operational verbs (Muhaimin, 2018).

The reality of learner character building through the integrative thematic learning model at Madrasah Ibtidaiyah Nurul Islam is unique to be studied because Madrasah Ibtidaiyah Nurul Islam Lumajang is one of the Islamic basic education institutions under the auspices of the Ministry of Religious Affairs which is a reference for other Madrasah Ibtidaiyah in Lumajang City. This madrasah is also known as a stage madrasah located in Lumajang City.

This research intends to explore the integrative thematic learning model, both connected models, webbed models and integrated models in shaping character values to God, namely religious character, character values to oneself, namely the character of responsibility and character values to the environment, namely the character of caring for the environment. Because with a religious character a person is able to understand the teachings of his religion well so that with good religious teachings it will support the character of responsibility, because responsible people have attitudes and behaviors to carry out their duties and obligations both to themselves and to their environment so that the character of responsibility supports the character of caring for the environment.

The three integrative thematic learning models are models used and developed in basic education, while the three characters of religion, responsibility and environmental care are characters that support each other. Realizing that shaping character is an important thing that is difficult to do so it needs to be done continuously. For this reason, Madrasah Ibtidaiyah uses an integrative thematic learning model in shaping the character of students.

The uniqueness of this research is that the thematic learning model implemented contributes directly to students' knowledge because it is designed to be close to students' experiences and the application of character in this research location is in accordance with the vision of the madrasah. The integrative thematic learning model helps character building including; (1) religious character building starts from habituation which is designed like a pesantren system that produces a generation of students with noble character which is implemented before learning activities with religious activities, namely praying, reading letters Waqiah, Yasin, al-Mulk, and Arrahman. (2) The character of responsibility is owned by most students, where they are responsible for the tasks or mandates given by the teacher both individually and in groups. (3) The character of environmental care starts from habituation and very high awareness of students by keeping the school environment and classroom environment clean. Some of the uniqueness above makes it a model for other Madrasah Ibtidaiyah in Lumajang district.

Based on the context of the study, the researcher is interested in conducting a thesis research so that the research title "Integrative Thematic Learning Model in Shaping the Character of Students at Madrasah Ibtidaiyah Nurul Islam Lumajang" is raised.

Methods

The implementation of this research was carried out using a descriptive qualitative research approach, namely a study that produces descriptive data in the form of written or spoken words from people or actors that can be observed (Lexy J. Moleong, 2010).

This approach was chosen for several reasons, among others: First, this method is considered to be able to reveal events in detail and in depth. Second, this method can reveal reality in accordance with the conditions in the field being studied. Third, researchers can collect data directly from the object under study, namely about the integrative thematic learning model in shaping the character of students at Madrasah Ibtidaiyah Nurul Islam Lumajang.

The type of research used is a case study. Case study is a research that is directed to collect data, take meaning, gain understanding of the case (Nana Syaodih Sukmadinata, 2007). The use of case studies because (1) the scope of the research covers one research location, namely Madrasah Ibtidaiyah Nurul Islam Lumajang. (2) The researcher wants to know in detail or thoroughly about a case (event) related to the integrative thematic learning model in shaping the character of students at Madrasah Ibtidaiyah Nurul Islam Lumajang.

Result and Discussion

Thematic Learning Model of Integrative Connectedness in Shaping Students' Character at Madrasah Ibtidaiyah Nurul Islam Lumajang.

The discussion is the result of the research and correlated with the theory that has been presented previously. This chapter will describe the answers based on the research focus. The first focus on the research that has been conducted is how the connected integrative thematic learning model in shaping the character of students at Madrasah Ibtidaiyah Nurul Islam Lumajang.

Thematic Learning Model Planning Integrative Connectedness. The stages that researchers found in planning the connected integrative thematic learning model in grades V and VI can be concluded to be three, namely the first to determine and analyze existing concepts, ideas, and topics and determine what characters are likely to appear later. Second,

formulating learning objectives that are tailored to the abilities of students. Third, is formulating steps in thematic learning integrative connectedness model.

In connection with planning on the connected integrative thematic learning model can be discussed with the theory of Y. Padmono mentioned in the implementation of an integrated learning model through a connected integrative thematic learning model (connection) at the planning stage can be done with: Concept, idea or topic mapping. Analyze to find out which concepts, ideas or topics are related, are prerequisites for other topics or concepts and so on. Formulate learning objectives. Formulate learning steps(Y. Padmono,2012).

The conclusion that researchers get from planning the connected integrative thematic learning model in both class V and VI is in accordance with Y. Padmono's theory. The suitability is to determine and analyze the concepts and their characters, formulate learning objectives and formulate learning steps of the connectedness model. These three steps are applied in grades V and VI of MI Nuru Islam Lumajang.

Implementation of the Connectedness Integrative Thematic Learning Model. The implementation of the connectedness model in class V is for the arrangement of students in this case the teacher's seat uses a rolling or random system in the hope that students can be close to all students because they periodically change seats. And for the use of media the teacher sees the material to be delivered if it needs to require media then the learning media is used but if not then it is not forced to use the media because not all learning can use the media.

The implementation of an integrative thematic learning model of the connectedness model in class VI for structuring students in this case seating is done by rolling or randomizing and learning is applied 5M (Observing, Registering, Comparing, Sorting, and Communicating).

The overall conclusion for the implementation of the connectedness model in shaping student character at Madrasah Ibtidaiyah Nurul Islam is that for structuring students a random system is used and with the hope that communication between students and other students in the classroom will become more alive, in learning the application of 5M (Observe, List, Compare, Sort, and Communicate) and the use of media that is tailored to the needs. The application of these 5Ms is interrelated between each other and there are connections that must be learned.

Y. Padmono mentioned that in the implementation of an integrated learning model through an integrative thematic learning model, the connection at the implementation stage can be done by: Classroom management, can be in the form of setting up a place to learn, setting up students (small or large groups), forms of activities (teaching variations) and learning media. Learning can take the form of: experiments with observing, listing, comparing, ranking, contrasting, discussion, interaction, communication and so on (Y. Padmono,2012).

The findings of the 5M implementation can be discussed with Robert Maynard Hutchins' theory that mentions the connectedness integrative thematic learning model where ideas in each content area are interrelated and connections are made between prior knowledge and unlearned knowledge (Rusman,2015).

The results of the discussion between the research findings of the implementation of the connectedness model and the theory of Y. Padmono and Robert Maynard Hutchins can be concluded that there is good classroom management in classes V and VI starting from the seating which is often randomized in order to recognize each other's characters, the maximum use of learning media, group and individual learning, and the implementation of 5M according to theory and learning needs.

Evaluation of the Connectedness Integrative Thematic Learning Model. Information collected by researchers regarding the implementation of the connectedness model

evaluation in shaping student character at Madrasah Ibtidaiyah Nurul Islam mentions the existence of process and outcome evaluations.

Y. Padmono mentioned that in the implementation of an integrated learning model through an integrative thematic learning model, the connection at the evaluation stage can be done by: process and product assessment (Y. Padmono, 2012). The findings of the evaluation process researchers found during observations in classes V and VI, the results of which the teacher has a record of each student during the process of doing thematic assignments and the final results of the task the teacher provides an assessment in accordance with what students do.

Thematic Learning Model Integrating Spider Webs in Shaping Students' Character at Madrasah Ibtidaiyah Nurul Islam Lumajang. Spider Web Integrative Thematic Learning Model Planning.

The explanations from the fifth grade teacher lead researchers to the conclusion that the preparation of the schedule is carried out before the new school year and for the schedule of characters to be achieved there is no specific schedule, it is just adjusted to learning and trying to be included in between lessons and through habituation applied by institutions such as reading seven munjiat letters, carrying out dhuhur prayers in congregation, commemoration of Islamic and General holidays every year. And if there are obstacles for students who do not apply these characters, the teacher plans an appropriate punishment for the student by ordering to write the *tayyibah* sentence 100 times. This is in accordance with the theory of Ibn Miskawaih who mentions the method of moral education in his book *tahdzibul akhlak* including.

The guidance method, Ibn Miskawaih said that the target of *ahklak* (character) education is three parts of the soul, namely the part of the soul related to thinking; the part of the soul that makes humans angry, brave, want power, and want various honors and positions; and the part of the soul that makes humans have lust and appetite for food, drink and various sensory pleasures (Ibnu Miskawaih, 1985). Related to this, religion has an important role in moral education. Religion becomes a barrier or reminder when the three faculties are not running properly. So, guidance or direction from parents to show these limits is very necessary.

The habituation method, according to him to change morals to be good, in his education he offers an effective method that focuses on two approaches, namely through habituation and training, as well as modeling and imitation.

The method of punishment, Miskawaih said in the process of moral development, sometimes it is permissible to try the path of rebuking, punishment, and light blows. But this method is the last resort as a remedy (*ultimum remedium*) if other ways do not work. Ibn Miskawaih believes this method is able to make students to do bad things and they will automatically become good people (Ibnu Miskawaih, 30).

The character findings can also be discussed with Thomas Lickona's theory explaining that there are three components of character formation that must be done, namely, moral knowledge (moral knowing), moral feelings (moral feeling) and moral actions (moral action) (Thomas Lickona, 2013).

Moral knowing strategy is a strategy in providing good knowledge to students in accordance with the rules in value education. In planning the moral knowing strategy by giving reasons to students about values. Through various methods such as lectures, indirect examples such as telling the experiences of public figures or a cleric.

The moral feeling and loving strategy is one of several strategies that are quite effective in fostering students' awareness of their moral development so that students do something no longer because someone influences them, but because of how important it is to implement good values for themselves and also for others. So the teacher must touch the hearts of students when providing value education so that students feel the impact of the values taught.

The moral action strategy is a strategy that is implemented through direct action, after students have knowledge and experience of their values. And of course the teacher provides supervision of students' actions.

As for the conclusions obtained by researchers in planning the spider web model in class VI, there are the same three stages as those carried out in planning the spider web model in class V, namely the first stage determining the central theme where the theme must be close to students (in everyday life) so that it is easy to remember. The second stage is to identify concepts where this concept means basic competencies, at this stage accuracy is needed to correct whether the competencies to be achieved are in accordance with the existing themes and materials. And the last stage is to determine the schedule, this stage starts from determining effective days followed by making prota, promes, syllabus and lesson plans.

So that it brings researchers to the conclusion that the findings of the two planning processes for the spider web model in grades V and VI are in planning there are three stages, where the first stage determines the central theme, followed by identifying concepts in this case basic competencies and the third is determining the schedule according to the agreed theme and existing material.

The findings on determining the theme as the main learning in the spider web model are in line with Lyndon B Johnson's theory, which states that spider web integrative thematic learning is a curriculum that describes a thematic approach and uses themes to integrate learning materials (Robin Fogarty, 2009).

The planning findings are reinforced by the theory of Abdul Majid and Herni Suryaneza, which states that the implementation of an integrated learning model through a spider web integrative thematic learning model at the implementation stage can be done by determine or choose a central theme (Abdul Majid, 2013). There are several things that must be considered in determining the central theme: Relevant to the basic competencies (KD) that are integrated; Pay attention to actual and interesting issues for students, and Contextual, close to students' personal experiences and in accordance with local environmental conditions (Herni Suryaneza, 2016). Identify the concepts to be covered. Select appropriate learning activities. Develop a systematic schedule of activities.

The findings obtained by researchers are in accordance with several theories. The suitability includes the first application of learning with themes is a characteristic of the spider web model in accordance with Lyndon's theory. The second suitability is that the planning stages of the spider web model are in line with the theory of Abdul Majid and Herni Suryaneza, namely. the first stage is determining the central theme, followed by identifying concepts in this case the basic competencies and the third is determining the schedule according to the agreed theme and existing material.

Implementation of the Spider Web Integrative Thematic Learning Model. The implementation of thematic learning integrative spider web model both in class V and class VI at Madrasah Ibtidaiyah Nurul Islam Lumajang there are several stages including the delivery of goals which are always sought with the aim of motivating students in learning. The second stage is demonstration, according to the information that researchers get at the age of MI students is needed because the age of imitation. The next stage is integrated practice, in its application it is very attempted because according to the teacher's explanation the characteristic of integrative thematic learning is the use of integrated practice. the fourth stage is feedback, feedback is also very necessary because it is to generate motivation for students who have low motivation. And the last is practice and transfer, for practice is not too often because according to the explanation for K13 it is advisable not to give homework too often.

The information obtained by researchers can be discussed with Arends' theory, which states that in the implementation of an integrated learning model through a spider web integrative thematic learning model at the implementation stage can be done by explaining

objectives and opening the lesson. The teacher gets students' attention and ensures they are ready to learn by reiterating the lesson objectives, providing basic information, and explaining why the lesson is important. Demonstrate knowledge and skills. The teacher demonstrates the skill correctly, or presents the information step by step. Provide integrated practice. The teacher organizes the initial practice. Check for understanding and provide feedback. The teacher checks to see if students are performing correctly and provides feedback. Provides further practice and transfer. The teacher sets the conditions for more extensive practice with attention to transferring skills to more complex situations (Arends, R.I,2007).

The implementation of the spider web integrative thematic learning model at MI Nurul Islam is in line with Arends' theory, namely conveying learning objectives at the beginning of learning, conducting demonstrations, providing integrated practice, providing feedback and providing exercises without giving excessive homework.

Evaluation of the Spider Web Integrative Thematic Learning Model. The implementation of thematic learning evaluation integrative spider web model both in class V and class VI at Madrasah Ibtidaiyah Nurul Islam Lumajang for learning uses an assessment that has been attached to the thematic book after the assessment/test will later be collected into a portfolio and for character using a rubric which will later be assessed in the form of a description that comes out of the value that has been inputted in a system.

Rusman mentions in the implementation of an integrated learning model through the spider web integrative thematic learning model at the implementation stage can be done by: assessment in integrated thematic learning spider web model using authentic assessment. The assessment includes the stages used, the types (tests and non-tests) and forms of assessment (portfolios, performance assessments and tests), and the evaluation tools used (Rusman,2016).

The evaluation of the spider web integrative thematic learning model presented by Rusman is in line with what has been implemented by teachers and students in both grade V and grade VI. The evaluation is in the form of test and portfolio assessments that have been applied in grades V and VI.

Conclusion

Based on the research findings, the following conclusions are obtained: First, the connectedness model of integrative thematic learning in shaping the character of students in Madrasah Ibtidaiyah Nurul Islam Lumajang. The planning of the connectedness model has three stages (determining and analyzing existing concepts, ideas, and topics and determining what characters are likely to emerge; formulating learning objectives tailored to students' abilities; and formulating steps in thematic learning integrative connectedness model). The implementation of the connectedness model has three elements (student arrangement is used random system; in learning, 5M is applied (Observe, List, Compare, Sort, and Communicate); and the use of media that is tailored to the needs). The implementation of evaluation in the connectedness model is process and outcome evaluation.

Second, the spider web integrative thematic learning model, planning has three stages, where the first stage determines the central theme, followed by identifying concepts in this case basic competencies and the third is determining the schedule according to the agreed theme and existing material. There are several stages of implementation, including the delivery of goals which are always sought with the aim of motivating students in learning. The second stage is demonstration, according to information obtained by researchers at the age of MI students, demonstration is needed because the ages imitate. The next stage is integrated practice, in its application it is very attempted because according to the teacher's explanation the characteristic of integrative thematic learning is the use of integrated practice. the fourth stage is feedback, feedback is also very necessary

because it is to generate motivation for students who have low motivation. And the last is practice and transfer, for practice is tried not too often because according to the explanation for K13 it is advisable not to give homework too often. The implementation of the evaluation uses test and portfolio assessments, these assessments are already attached to the book and for character using a rubric which later assessments in the form of descriptions that come out of the scores that have been inputted in a system.

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