

## Research Articles

### THE ROLE OF PARENTS AND TEACHERS ON STUDENT CHARACTER EDUCATION

(Case Study on Adventist Schools throughout DKI Jakarta, Academic Year 2019-2020)

*Yusnita Aruan*<sup>1</sup>  
*Prof. Dr. Manahan P Tampubolon, MM*<sup>2</sup>  
*Dr. Hotmaulina Sihotang, M.Pd*<sup>3</sup>

*This study aims to determine the effect of the role of parents and the ability of the role of teachers to the character education of students, with the independent variables, namely; Parents' participation (X1), the role of the teacher (X2), and the dependent variable student character education (Y).*

*This research was conducted at Adventist Schools throughout DKI Jakarta from June 2019 to June 2020. The population and sample of this study were all teachers, totaling 126 teachers with a saturated sampling technique. The research instrument was a questionnaire that met the validity and reliability requirements using the 1-4 Likert model. Data analysis used a simple correlation test, multiple correlation, and multiple regression at the alpha significance level of 0.05 using SPSS version 24.*

*Based on data analysis, the correlation coefficient between X1 and Y is 0.789 and significant at the 0.05 level, while the correlation coefficient between X2 and Y is 0.847 and significant at the 0.05 level, and the correlation coefficient X2 and Y after being controlled by X1 is 0.573. . Then the regression equation between X1 and Y, namely;  $Y = 1,068 + 0.732 X1$  the regression equation between X2 and Y is  $Y = 0.560 + 0.863X2$  and the multiple regression equation between X2 and Y after being controlled by X1, namely:  $Y = 0.457 + 0.617X2 + 0.275 X1$*

*The results of this study concluded that 1) there was a positive and significant influence between the role of parents and student character education; 2) there is a positive and significant influence between the role of teachers and character education of students; 3) there is a positive and significant influence between the role of the teacher on the character education of students after controlling for the intervening variable the role of the parents of students.*

**Keywords:** *the role of parents, the role of teachers, character education*

- 1). UKI MPd Postgraduate Alumni
- 2). Professor of Postgraduate MPd UKI
- 3). MPd UKI Postgraduate Lecturer

#### **Introduction:**

Character education is a real and planned caring process to create and cultivate individual students wholeheartedly to become good people (Suprpto, 2019). Education is directed so that children have respect, responsibility, especially for themselves, are honest, caring, fair and help students to understand, pay

attention to and practice these values in life. Character education consists of two words, namely education and character. According to Ki Hajar Dewantara, education is an effort to advance character, mind, and body in order to create a life in harmony with nature and society. According to KBBI, characters are psychological, moral or ethical characteristics that differentiate a person from another. Character refers to a series of attitudes, behaviors, and skills. Character includes attitudes such as the desire to do the best thing, intellectual capacity such as critical thinking and moral reasoning, honest and responsible behavior, maintaining moral principles in situations of injustice, interpersonal and emotional skills that enable a person to interact effectively in various situations, and commitment to contribute to the community and society.

Character education is defined as education that develops the character values of students so that they have values and character as their own character, apply these values in their own lives as members of society and citizens who are religious, nationalist, productive and creative. Because character education does not just teach students what is right and what is wrong, but more than that, character education instills habits (habituation) / habituation of good so that they understand, are able to feel, and want to do good. This means that they must be able to "know and shape" themselves, because this process will affect the growth and development process of individual behavior, which in turn will have an impact on themselves and other people, especially their environment (Suprpto, 2019).

The character values developed in Indonesia are derived from religion, Pancasila, culture, and the goals of national education, namely: (1) religious, (2) honest, (3) tolerance, (4) discipline, (5) hard work, (6) creative, (7) independent, (8) democratic, (9) curiosity, (10) national spirit, (11) love for the country, (12) respect for achievement, (13) friendly / communicative, (14) love peace, (15) love to read, (16) care about the environment, (17) care about socially, (18) responsibility (Puskurbuk, 2011). Through the purpose of character education, it forms individual self-perfection continuously and trains one's ability to lead a better life. Therefore, character education should be able to lead students to cognitive value recognition, affective value appreciation, and real value recognition.

The family is the smallest living community of the wider society and country, where as the main source of moral education, which consists of father, mother and children. In the educational process before getting to know the wider community environment and before getting to know school education, children will first receive family education organized by their parents. The family environment in question is primary and fundamental in nature, because this is where children are raised and get early discoveries and learning, which allow the growth and formation of their personality or character. In other words, the family causes an educational center, exercises that will help in laying the foundations for the formation of a child's personality.

Education in the family plays a very important role in developing cultural values, religious and moral values, and simple skills. For example, teaching them how to speak in daily interactions, or how they can organize and allocate their time for personal and school affairs or have a sense of responsibility, care for their environment. Of course there are many other examples that can be developed, namely other habits according to their respective cultural environments, such as getting used to respecting children's work regardless of its form and not comparing children's work with the work of their own siblings.

The explanation above proves that the family, in this case, the parents have a very important role in fostering children's character. Parents must be able help children to shape and develop their character. Therefore, schools must be able

to take advantage of the very central involvement of parents in fostering student character. To maximize the role of parents as an effort to strengthen character education for students, a strategy is needed that can maximize the role of parents in strengthening character for students.

Character education can help students understand what is ethically important in a situation and how to act for the right reasons, so that they become more independent and effective as defined above. In other words, there is awareness of knowledge and willingness and action to apply and develop character values in their lives (Gaffar, 2010: 1). Akhmad Sudrajat (2010: 47) also emphasizes that character education is a system of instilling character values to school members which includes components of knowledge, awareness or willingness, and actions to implement these values. In character education, all school components are involved so that character education becomes a culture in schools. Furthermore, Demirel, özmat, and Elgün (2016) state that character education is “very important moral values and attitudes taught to individuals for personality development. From various explanations regarding character education, it is clear that character education is a systematic effort to instill positive values in an individual starting with providing knowledge, so that it eventually becomes the habit of that individual. Walters (2012) also summarizes some of the definitions of character education as follows. Character education is about developing moral virtues (honesty, compassion, empathy, and trustworthiness) and performance virtues (effort, persistence, and persistence). Character education is any approach that is deliberate in which all parties in the school, together with parents and community members, help children become caring, principled and responsible figures. Throughout history, in countries around the world, education has served two great purposes; to help someone to be good and wise (Zubaidah, 2019).

Thus it can be concluded that character education is an effort to instill character values towards the formation of a person's character which has an effect on consciously changing one's own character, personality, thoughts, and behavior, depending on how long it takes a person to interact with someone or something. .

Küçük et al (2012) clearly states that one of the environments that is responsible for shaping and building character in children is positive experiences and activities that children receive in the family that can help children to train their moral potential. The formation of children's moral / character is one of the basic goals that parents socialize (Daniel K & Darcia N., 2018). They want to raise their children to be certain kinds of people, who have desirable and desirable traits, whose personalities are endowed with strong ethics. Parents must make their children aware of the importance of these moral / character values. Because the role of parents in the educational process has been shown to reduce behavioral problems over time (Grolnick et al. 2000: Hill et al. 2004). In connection with the above circumstances, Munir (2010: 14) argues that as a character education capital, minimum provisions must be prepared by parents. Thus, it will be seen how important the role of parents / family is in shaping children's character. Basic Characteristics of Character Education Everything has basic characteristics that can distinguish something from another. Foerster (Muslich 2011: 127) suggests four basic characteristics of character education. First, interior order, where every action is measured based on a hierarchy of values. Values become normative guidelines for every action. Second, coherence which gives courage, make a person stick to principles, not easily influenced by new situations or afraid of risks. Third, autonomy, where someone internalizes the rules from outside to become personal values. Fourth, constancy and loyalty. Persistence is a person's resistance to wanting what is seen as good, and loyalty is the basis for the respect or commitment that is chosen.

Thus it can be concluded that the role of parents is the method used by parents or families in carrying out their duties in educating, protecting, and preparing children in social life. For this reason, the efforts made by parents include being able to create a conducive environment.

The teacher is a role model for students. An educational institution should not only be limited to teaching and learning, but should be considered as a place where consciousness is aroused, the soul is purified and strengthened. It is a place where the seeds of discipline, devotion and commitment are planted and developed with conscious effort. A relationship that is built between teachers and their students must be developed. In short, real teachers are people who themselves practice human values, not only conveying learning but also practicing to leave an unforgettable impression on the minds of their students (Suryachinnavar K., 2016).

Effective teachers have the qualities of good parenting, as previously discussed. In fact, teachers with positive attitudes toward students are more convincing to develop student achievement and ethical behavior (Haberman, 1999). Such teachers adopt the attitude that they will do everything they can to help students meet basic needs such as competence, understanding of their goals, understanding, and beliefs (Fiske, 2004). Because when basic needs have not been met, focus on learning can be replaced by wrong behavior and separation occurs. The role of the best teacher in this case is to be able to identify and commit (Battistich et al, 1997, p. 138), so that students are able to play an active role in groups and unite, care for one another with a common goal. As Watson (2003) asserts that teachers can learn to pay attention to student needs throughout the day and train difficult students to meet their needs. Again, more focus on academic results and student best achievement (Wahlberg, Zins & Weissberg, 2004). Thus it can be concluded that the role of the teacher is to shape the future of the younger generation, instilling positive traits. Teachers must teach students how to behave with respect for others and ensure that they apply character values to their surroundings and their daily lives.

Based on the description above, the problem can be formulated: there are several questions that have been clearly formulated, structured and do not have multiple meanings as below:

1. Does the role of parents affect the character education of students?
2. Does the role of the teacher affect the character education of students?
3. Whether the teacher's role can affect the character education of students after controlled parental role?

## **Research Methodology**

The sampling technique used in this study is the Nonprobability Sampling technique, namely by using saturated sampling. Nonprobability Sampling or saturated sampling is a sample that represents the total population. Samples taken were 126 Adventist Junior High School teachers in DKI Jakarta, called total sampling (Amos Neolaka, 2016: 97). Saturated sampling is a sampling technique when all members of the population are used as samples.

Here is the number of teachers teaching at SMP Advent Jakarta Timur = 52, SMP Advent Jakarta Pusat = 59, SMP Advent Jakarta Utara = 8, SMP Advent Jakarta Selatan = 7, SMP Advent West Jakarta = 8, the number of teachers being sampled = 126.

## **Results and Discussion**

Calculation of the Substructure path coefficient of 1 (one). The results of Substructure 1 (one) calculation can be seen in Table 1.1. under:

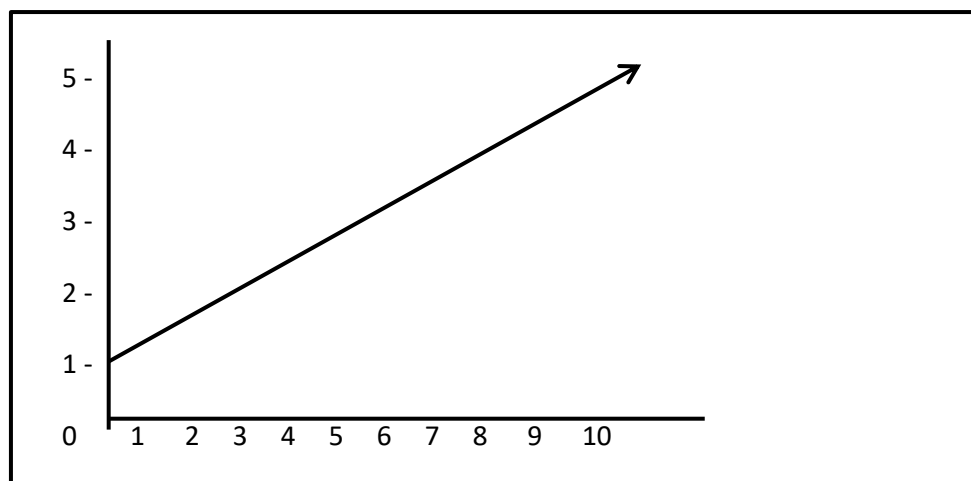
**Table 1.1.** Path Coefficient Substruktur 1 (one)

Coefficients <sup>a</sup>						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.068	.191		5.603	.000
	X <sub>1</sub> (Peran Orng Tua)	.732	.051	.789	14.314	.000

a. Dependent Variable: Y (Pendidikan Karakter Siswa)

The regression equation obtained between X1 (Role of Parents) and Y (Character education) is  $Y = 1,068 + 0.732 X_1$ . From the calculation results obtained a regression coefficient of 0.732 and a constant of 1,068, which means that each increase of one score for the X1 variable will increase the score for the Y variable by 0.247 at a constant 1,068. This change is an increase because  $\beta$  is positive. So the shape of the influence of the X1 and Y variables based on the regression model is significant (0.000) and positive. For more details, it can be seen from the following graph:

**Figure 1.1.** Regression  $Y = 1,068 + 0.732 X_1$ .



Substructure 2 (two) path coefficient calculation. The results of Substructure 2 (two) calculations can be seen in Table 1.2 below:

**Table 1.2.** Path Coefficien Substructur 2 (two)

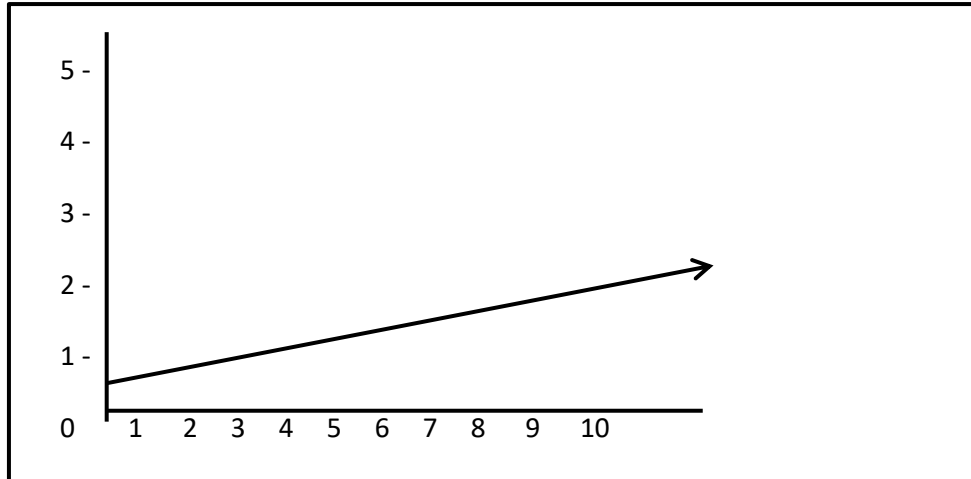
Coefficients <sup>a</sup>						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	0.560	.183		3.067	.000
	X <sub>2</sub> (Peran Guru)	.863	.049	.847	17.720	.000

a. Dependent Variable: Y (Pendidikan Karakter Siswa)

The regression equation between (X2) the Role of the Teacher and Y (Student Character Education) is  $Y = 0.560 + 0.863X_2$ . From the calculation results obtained a regression coefficient of 1 and a constant of 0.560, which means that

each increase of one score for the X2 variable will increase the score for the Y variable by 1 at a constant of 0.560. This change is an increase because  $\beta$  is positive. So the shape of the influence of the variables X2 and Y based on the significant regression model (0.000) is positive. For more details, it can be seen from the following graph:

**Figure 1.2.** Regression  $Y = 0.560 + 0.863X_2$ .



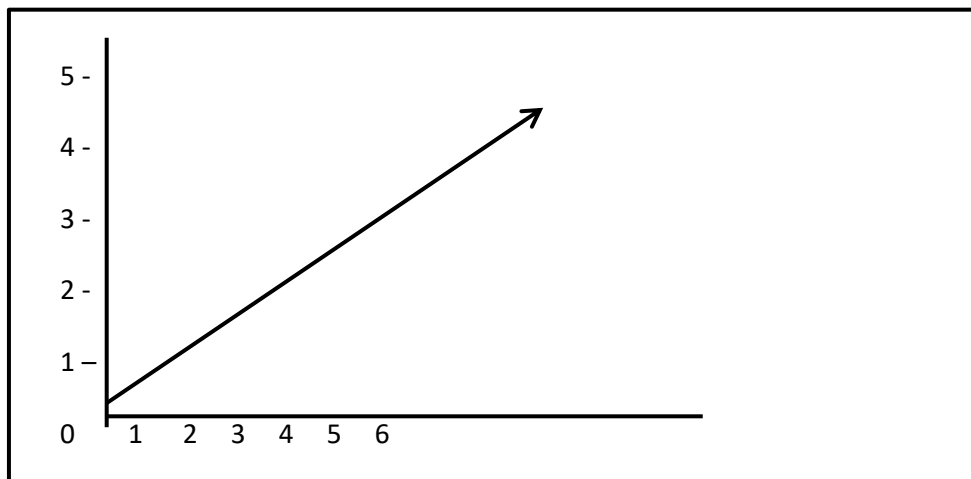
Substructure 3 (three) path coefficient calculation. The results of Substructure 3 (three) calculations can be seen in Table 1.3 below:

**Table 1.3.** Path Coefficient Substructur 3 (three)

Coefficients <sup>a</sup>								
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	.457	.176		2.605	.010		
	(X <sub>2</sub> ) Peran Guru	.617	.072	.605	3.804	.000	.338	2.959
	(X <sub>1</sub> ) Peran Orang Tua	.275	.080	.297	7.751	.000	.338	2.959

a. Dependent Variable: (Y) Pendidikan Karakter Siswa

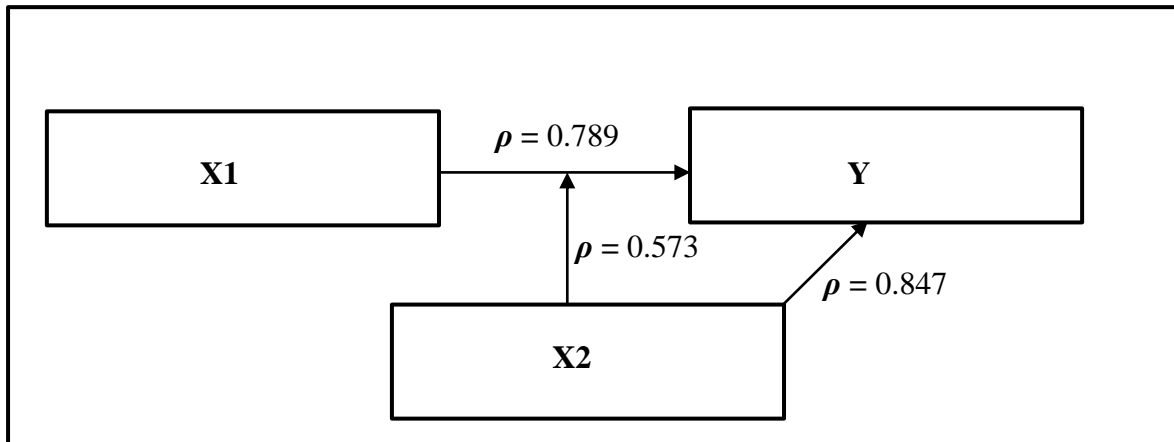
**Figure 1.3.** Regression  $Y = 0.457 + 0.617X_2 + 0.275 X_1$



Based on the table above, it can be concluded that X2 (Teacher Role) with (Y) Character Education after being controlled by the X1 variable (Parents' Role) resulted in a regression coefficient of 0.573 and significance (0.000). Thus the effect between X2 (Teacher's Role) and (Y) after being controlled for the intervening variable X1 (Parents' Role), the regression equation  $Y = 0.457 + 0.617X_2 + 0.275 X_1$

Finally, the Theoretic model is described below.

**Figure 1.3:** Theoretical Model



**Tabel 1.4.** Korelasi  $X_1$  dengan Y setelah dikontrol  $X_2$

Correlations				
Control Variables			Peran Guru	Pendidikan Karakter Siswa
Peran Orang Tua	Peran Guru	Correlation	1.000	.573
		Significance (2-tailed)	.	.000
		df	0	123
	Pendidikan Karakter Siswa	Correlation	.573	1.000
		Significance (2-tailed)	.000	.
		df	123	0

a. Cells contain zero-order (Pearson) correlations.

Based on the Correlation table above, it can also be concluded that X2 (Teacher Role) and Y (Character Education) after being controlled by the X1 variable (Parents' Role) resulted in a regression coefficient of 0.573 and significance (0.000). Thus the influence between X2 (Role of Teachers) and (Y) after being controlled by the variable X1 (Role of Parents), thus X1 (Role of Parents) can be called an intervening variable.

**Table 1.5.** Anova table Correlation X1 with Y after controlling X2

ANOVA <sup>a</sup>						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1,439	2	,720	127,883	,000 <sup>b</sup>
	Residual	,546	97	,006		
	Total	1,985	99			

a. Dependent Variable: (Y) Pendidikan Karakter Siswa  
 b. Predictors: (Constant), (X<sub>1</sub>) Peran Orang Tua, (X<sub>2</sub>) Peran Guru,

Based on the results of the above calculations, it is found that the Fcount value is 127.883 and the F distribution table is obtained Ftable of 1.53 at the significant level of 0.05. This shows that Fcount is greater than Ftable which means that there is a positive and significant influence between (X2) the Role of the Teacher on (Y) Student Character Education after being controlled (X1) the Role of Parents.

## Conclusion

From the calculation results obtained, the following conclusions can be drawn:

1. There is a positive and significant influence between variable X1 (Role of Parents) and Y (Character Education).

$$H_0: \beta_1 \leq 0$$

$$H_1: \beta_1 > 0$$

This is indicated by the t value of 5.603 then obtained a correlation coefficient ( $r_{y1}$ ) of 0.789, which means the correlation is positive and strong enough, and significant (0.000) the coefficient of determination ( $r^2_{y1}$ ) is 62.25% and the regression equation  $Y = 1,068. + 0.732 X_1$ . in Adventist SMP and SMA in DKI Jakarta

2. There is a positive and significant influence between (X2) the role of the teacher and (Y) the character education of students.

$$H_0: \beta_2 \leq 0$$

$$H_1: \beta_2 > 0$$

This is indicated by the t value of 3.067 then obtained a correlation coefficient ( $r_{y1}$ ) of 0.847, which means the correlation is positive and strong enough, and significant (0.000) the coefficient of determination ( $r^2_{y1}$ ) is 71.74% and the regression equation  $Y = 0.560 + 0.863 X_2$ . in Adventist SMP and SMA in DKI Jakarta

3. There is a positive and significant influence between (X2) the role of the teacher and (Y) character education after being controlled (X1) the role of parents.

$$H_0: \beta_3 \leq 0$$

$$H_1: \beta_3 > 0$$

This is indicated by a significance value of  $0.000 < 0.05$ , which means that the correlation is very significant. Then obtained a multiple correlation coefficient ( $r_{y12}$ ) of 0.573. which means the correlation is positive and significant (0.000) while the coefficient of determination ( $r^2_{y12}$ ) is 32.83%, which means that the variable (X2) The role of the teacher affects (Y) Character Education after being controlled (X1) The role of parents, 32.83% in junior high school and SMA Advent in DKI Jakarta, while the remaining 67.17% is determined by other variables which are not included in this study.

## Implications

This study has shown that the role of parents and the role of teachers respectively has a positive and significant effect on character education of students in Adventist SMP and SMA throughout DKI Jakarta. Then if the influence is controlled by the role of parents, it turns out that there is a positive and significant influence and a weak correlation between the role of teachers and student character education.

Thus the results of this study have several implications, including:

1. The teacher is a role model for students. An educational institution should not only be limited to teaching and learning, but should be considered as a place where consciousness is aroused, the soul is purified and strengthened. It is a place where the seeds of discipline, devotion and commitment are planted and developed with conscious effort. A relationship that is built between teachers and their students must



be developed. In short, real teachers are people who themselves practice human values, not only conveying learning but also practicing to leave an unforgettable impression on the minds of their students according to Suryachinnavar K (2016).

2. The role of parents and the role of teachers, each of which has an influence on character education. First, parents provide basic education, basic attitudes and skills such as religious education, ethics, politeness, aesthetics, compassion, security, and teaching behavior that is consistent with what is taught in schools according to Baharuddin, H. (2014). This is because the role of parents has an important role in educating and nurturing their children to become smart and skilled people in their daily lives. Second, teachers in schools are like second parents to students, it is fitting that as parents, teachers must be kind and be polite according to Oktavia & Safrihady (2016). This is because, as parents they will be imitated and become role models for them. Thus, the teacher should be an example in attitude and behavior because to be an ideal teacher must be emulated.

### **Recommendation**

Based on the research results that have been concluded above and in an effort to improve

The Role of Teachers in Student Character Education, the researchers put forward several suggestions as follows:

1. It is recommended that school administrators regularly provide opportunities for teachers to take part in trainings to improve competence and professionalism so that teachers have the knowledge and ability to provide good education not only in terms of knowledge but also in the development of morale and character of students in SMP and SMA Advent in DKI Jakarta.
2. Teachers should have good relationships and collaborate with parents so that their roles in carrying out character education can be continuous and consistent at home and at school.
3. A teacher must set a good example, all of his behavior does not conflict with the norms and values prevailing in the community so that he becomes a role model for students.

### **Bibliography**

1. Adilah, Nida, Fasli Jalal, Asep Supena, and Ciujung West .. "The Role of Teachers against Implementation Based Character Education Curriculum- A Case Study of Indonesian Elementary School This Study Aimed to Describe and Analyze Role in Implementing Character Education Teacher at SDN 02 Estuary." 4 (6): 136– 39. 2018
2. A, Afifah Nur Fitri, Yoyoh Jubaedah, and Mirna Purnama Ningsih. "The Role of Parents in Cultivating Discipline in Preschool-Age Children through Habit in Cihaurgeulis Village, Bandung." II (2): 81–91. 2016.
3. Adi, Spto. "The Formation of Student Character through the Active Role of Physical Education Teachers as a Role Model." 7 (Icssh 2018): 75–79. 2019.
4. Apsoh, Siti. "Implementation of Habitual Methods in Establishing Early Childhood Independent Character in Ra Ibnu'lulum Kedungwadas, Bantarsari District, Cilacap Regency." 2018.
5. Bier, Melinda C, and D Ph .. "What Works In Character Education: A Research-Driven Guide for Educators Character Education Partnership." (February). 2005
6. Development, Human, and Elizabeth O Allis. "Character Education and Students - Moral Development." 2007.
7. Discipline, With, Children, Nina Kurniah, and Anni Suprpti. "No Title." 3 (1): 50–55. 2018.

8. Di, Character, Class Ii, and S D N Beringin .. "The Role of Parents in Character Education in Class Ii Sdn Beringin 02 Semarang." 2016
9. Duman, John. "Parents" Involvement in Their Children "S Education: The Value of Parental Perceptions in Public Education Parents" Involvement in Their Children "S Education: The Value of Parental." 23 (8): 1836–60. 2018.
10. Freeks, Fazel Ebrihiam, Potchefstroom Campus, and South Africa. "The Influence of Role-Players on the Character-Development and Character-Building of South African College Students." 35 (3): 1–13. 2015.
11. Harney, Joshua .. "Character Education Integration in Secondary School English Curriculum." (April). 2014
12. Hendriyanto, Muhammad Nurikhwan. 2016. "No Title." III, B A B, and Research Methods. 2014. "
13. Hood, Katie, and Katie Lynn Hood. "Character Education and Parental Involvement: Impact on Academic Achievement. Let Us Know How Access to This Document Benefits You - Share Your Thoughts on Our Feedback Form. by. " 2013.
14. Integrating Schools And Family Cultures In Anti-Corruption Character Education. " 2016.
15. Yulianti, Kartika. "The New Curriculum Implementation in Indonesia: A Study in Two Primary Schools." 9 (1): 157–68. 2015.
16. Yeni, E V I Fitri ,. The Role of Parents on the Formation of Child Personality in the Village of Negara Tulang Bawang, Bunga Mayang District, North Lampung Regency. Faculty of Da'wah, and D A N Science. 2017
17. Yulianti, Kartika "No Title." ProQuest Dissertations and Theses 18 (1): 107–13. [https://www.un.org/disabilities/documents/unvf/DisabilityRights\\_InclusiveEduTrainingManual\\_10Dec2015.pdf](https://www.un.org/disabilities/documents/unvf/DisabilityRights_InclusiveEduTrainingManual_10Dec2015.pdf).
18. Kuyini, take it. "Disability Rights Awareness and Inclusive Education Training Manual By Kuyini." : Crescent Educational & Volunteer Service. 2015. [https://www.un.org/disabilities/documents/unvf/DisabilityRights\\_InclusiveEduTrainingManual\\_10Dec2015.pdf](https://www.un.org/disabilities/documents/unvf/DisabilityRights_InclusiveEduTrainingManual_10Dec2015.pdf).
19. Lapsley, Daniel K. "Character Education I. Daniel K. Lapsley." "Making the Case for Values / Character Education: A Brief Review of the Literature." 1999.
20. Lickona, Thomas. "How Parents and Schools Can Work Together to Raise Moral." Framework, A. "Character Education." 1984.
21. Marcin, Gierczyk, and Virtue Development. "Family-School-Partnership About Virtue Development Benefits of Family-School-Partnership." (52). 2019.
22. Miles, Tanya Summers. "A Case Study on Parent - S Perceptions of Their Role in the Educational Process." 2016.
23. Newchurch, Audric .. "The Impact Of Parental Involvement On Student Success: School And Family Partnership From The Perspective Of Parents." 2017
24. No, Policy Brief. "Parental Involvement in the Education of Their Children in Dubai." (30): 1–8. 2012.
25. Students, Personnel Journal .. "(Teacher Character Building in Teacher Education Institutes: One Review) ISMAIL MOHAMED, SOAIB ASIMIRAN, SHAFEE MOHD DAUD & SHAMSUDDIN AHMAD." 18 (1): 107–13. 2015
26. Plan, Parent Involvement, Parent Involvement Plan, Attend Parent, and Teacher Conferences. "Parent and Family Engagement Plan." Prasetyo, Singgih Adhi, and Husnul Hadi. "Inculcating Student Character Education Values through Scout Extracurricular Activities." : 114–21. 2019.
27. Prof, Assist, and Cihat Yaşaroğlu. "Cooperation and Importance of School and Family on Values Education." 8385 (2007): 66–71. 2016.

28. Ra, D I, and Diponegoro Karanggude. "THE ROLE OF TEACHERS AND PARENTS IN THE ESTABLISHMENT OF EARLY CHILDREN'S CHARACTER." 2019.
29. Sachar, Gaurav, and Abraham Lincoln. "Teacher 'S Positive Influence On Learner" S Character Formation. " 6 (June): 49–52. 2015.
30. Saefullah, the Relationship of Volleyball Extracurricular Activities to the Character Building of Indonesian Education University Students | Repository.upi.eduustaka.upi.edu. " 2014.
31. Sari, Nurlaela. "\*" Nurlaela Graduated in 22 February 2013 from the English Education Study Program of Indonesia University of Education." : 154–62. 2013.
32. Sbai, Ikrame. "Experiences and Perceptions of Teachers and Parents about the Impact of the Moral Education Program Implementation in Dubai Schools." 2 (2): 31–47. 2019.
33. Setiawan, Joko Ansari, Chuduriah Sahabuddin, and Syahrul Ramadhan .. "The Role of Parents on the Character Education of Kindergarten Children Aged 5-6 Years in Bima." 8 (3): 779–84. 2020
34. Sri Haryati .. "Character Education in the 2013 Curriculum." Fkip-UTM. 2013Sudaryana, Zally Astuti. "Economic Education Study Program, Teacher Training and Education Faculty, Muhammadiyah University of Purworejo 2016."
35. Tampubolon, Manahan. Organizational Behavior (Organization Behavior). Bogor. Ghalia Indonesia. 2015.
36. Tampubolon, Manahan. Kapita Selekta Masters in Education Administration / Management learning methods in the era of the industrial revolution 4.0. Jakarta. UKI Press. 2019.
37. TITLE: PARENTAL INVOLVEMENT IN THEIR CHILDREN 'S EDUCATION IN THE VHEMBE DISTRICT: LIMPOPO By NAME: S. G. MALULEKE STUDENT NO: 33126984 DEGREE: MASTERS OF EDUCATION (EDUCATIONAL MANAGEMENT) SUPERVISOR: PROF E R MATHIPA. " 2014.
38. Ülger, Mehmet, Süleyman Yi, and Orhan Ercan .. "Secondary School Teachers' Beliefs On Character Education Competency." 131 (4310): 442–49. 2014
39. Utami, Khabibah Yuli. The Influence of Character Education and the Attitudes of the Accounting Teacher of Class X Students of the Accounting Expertise Program at Public High School 1 Salatiga, Salatiga City, 2013 Academic Year.