
**BUILDING SCHOOL CULTURE THROUGH IMPLEMENTATION OF
CHARACTER EDUCATION**

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ABSTRACT

The purpose of this study is to examine school culture through character implementation. This study used a qualitative approach, research does not use calculations or termed scientific research that emphasizes the natural character of the data source. Amid changes in a globalized world that is very dynamic, schools must develop a positive culture to prepare millennial generations in science, technology, and character. The founding spirit in the vision and mission became the basis for the development of school culture. From year to year, there is always a change in the components of the school, there is a graduating class, and there are new classes, as well as teachers and education staff. These conditions make them unable to work in the same spirit and achieve school goals. The results of this research are the development of school culture in question is to build habits in applying school values (religiosity, nationalist, independent, cooperation, integrity), running school rules, work habits to achieve school goals. Character education in the 2013 curriculum gives space for schools to build school culture through character education refraction and set an example.

Keywords:

School management, school culture, character education, habituation

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INTRODUCTION

School culture is built from the beginning of the school's standing, even good things accompany the school's development process. In line with Zamroni (2011: 113) which states that in the culture of schools there are patterns of values, principles, traditions, and habits that are formed in the long journey of the school, developed by the school in the long term and become a hold and are believed by all school residents thus encouraging the emergence of attitudes and behavior of school residents.

Gibson, Ivancevich, Donnelly, and Konopaske (2009) define organizational culture as such, Organization culture involves shared expectations, values, and attitude. It exerts influence on individuals, groups, and organizational processes. For example, if quality customer service is important in the culture, then individuals are expected to adopt this behavior. If on the other hand adhering to a specific set of procedures in dealing with customers is the norm, then this type of behavior would be expected, recognized, and rewarded.

Mullin explained that the Organization culture consists of the collection of traditions, values, policies, beliefs, and attitudes that constitute a pervasive context for everything we do and think in organizations. The culture of an organization is also often linked to the personality of the individual (Mullins, 2010).

Based on the results of observations made, researchers found interesting things to research and development. Elim Baptist Middle School is located in the Grogol-Petamburan Region which is a densely populated area. This is

interesting because this Christian school can work together, co-exist with other schools. Robin has an opinion about Organizational culture, that is, Organization culture is the social glue that helps hold the organization together by providing standards for what employees should say and do. Finally, it is a sense-making and control mechanism that guides and shapes employees' attitudes and behaviors. (Robbins & Judge, Organizational Behavior, 2013). The right culture will bring a positive influence on the surrounding environment. Being in pluralism does not make the enthusiasm for advancing education is reduced. The character values that are built can make the school characteristic in the middle of the Grogol environment.

As a Christian school that has been established since 1986, it certainly has a school culture that teaches Christian character and still upholds a sense of nationalism that oversees school development. Character education is implemented through everyday lessons and practices at school. Character education according to Albertus (2007) is given a place for individual freedom in living values that are considered as good, noble, and worth fighting for as guidelines for behaving for personal life dealing with himself, others and God. Character education is a process of activities carried out with all the power and conscious and planned efforts to direct students. Character education is also a process of activities that leads to the improvement of the quality of education and the development of harmony that always teaches, guides, and fosters every human being to have intellectual competence, character, and interesting skills (Khan, 2010).

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In its journey to improve the quality of schools, school culture development needs to be considered. The condition of schools must keep up with the changing times, making Elim Baptism Middle School must also continue to enrich themselves with the changing times that occur. Character education in the 2013 curriculum which also takes part in the development of school culture. Character education is one of the main concerns of the government in the context of the nation's mental revolution to prepare the golden generation in 2045 later. That is why the school's great concern is to be able to jointly build school culture through the implementation of character education in the 2013 curriculum.

The program that was carried out formed a habit that influenced school culture. It is hoped that with the instruction from this government, the values and character of this nation can increasingly shape the school culture for the better. In its application, the Elim Baptist Middle School needs to make a habit of recording and documenting the activities that have been carried out. This research is expected to see a significant pattern of school culture development through the implementation of character education.

School culture is the beliefs and attitudes that affect every aspect of how a school functions. The culture possessed by all school stakeholders makes short and long term actualization (Lewis, Asberry, DeJarnett, & King, 2016). Education cannot be separated from culture. It is a product of human culture and is part of the culture. It also seeks to change the value - the value of culture to reach individuals and communities forward. The implementation of culture-based

character education highlights the importance of exemplary elements. (Murtako, 2015).

Research in Turkey, states that character education in the last ten years has become the research trend of academics. That makes the researchers there explore further the development of character education at various age levels. (Gundogdu, Celik, Yanar, Kahyaoglu, & Donuks, 2017) In another study stated that character education programs have been carried out both formally and informally regarding the vision and mission of the institution concerned. (Syamsu, 2012) . Character education also influences the process and outcomes of students' academic achievements. This reveals how important character education is instilled early in the education environment (Dodds, 2016).

Based on previous researches, this has further strengthened researchers to be more serious in researching the culture of schools in which are influenced by character education. In Indonesia, this is very relevant and very real. In a very rapid development era, a superior school culture will help students become more capable of living a social life. Not only cognitively skill but the socializing ability, interacting with the surrounding nature, character education is needed religious, nationalist, mutual assistance, self-contained, integrity to frame it all.

METHODOLOGY

The approach used in this study is qualitative, namely qualitative research, research that does not use calculations or termed scientific research that emphasizes the natural character of the data source. While qualitative research, according to Sukmadinata, is a study aimed at describing and

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analyzing phenomena, events, social activities, attitudes, beliefs, perceptions, thoughts of individuals individually or in groups (Sukmadinata, 2007). The research takes cases on how the implementation of character education builds a culture of Elim Baptist junior high school.

Case study according to Yin (2008) is an empirical inquiry that investigates phenomena in the context of real-life, when; the boundaries between phenomena and contexts do not appear explicitly and where: multiple sources of evidence are utilized. As a case study inquiry, it does not have to be carried out for a long time, nor does it have to depend on the ethnographic data or participant observation. Even according to Yin, a researcher can carry out valid and high-quality case studies without leaving the literature, depending on the topic to be investigated.

Researchers collected data by interview, observation, and documentation. Interviews were conducted with the principal and then advised to go to the vice-principal, teachers, staff, and students. The data obtained is then processed further, namely from data reduction, data presentation and concluding. Data reduction is a form of data analysis that sharpens, expects important things, classifies directs, discards what is not needed and organizes data to be systematic and can make a meaningful conclusion. Thus, the data obtained through observation, interviews, document reviews are collected, selected, and grouped and then concluded with not eliminating the value of the data itself. The presentation of data is the preparation of a set of information that gives the possibility of concluding taking action. the conclusion is only temporary and general. To get

"grounded" conclusions it is necessary to look for other new data to test conclusions.

RESULTS AND DISCUSSION

Based on observations and interviews conducted, to get the full results, researchers conducted interviews with three different sources. School culture has been formed in this school. Character education is measured from the character values to be applied: (1) religious; (2) nationalists; (3) cooperation; (4) independent; (5) integrity.

Results Religious Character

Religious character is one of the characters that are the focus of research. This character becomes very basic because the other characters will build strong if the foundation is strong. The principal gives information about the religious character that is familiarized with morning worship in class before starting the lesson. There is a weekly service with all students. The thing to note is that the student's work schedule needs to be controlled so that everything runs in an orderly manner. As educators, we also continue to accompany every preparation, because even though we have been given the confidence to set the course of worship, we still need periodic assistance.

One of the teachers interviewed revealed this was related to the religious character. This religious pathology is indeed a sensitive part when what is taught does not correspond to what is done it will be lame. I was a teacher try to live what I teach. Teachers every day before starting the lesson first start with a reflection in each class. The teacher also invites students to actively participate in their work. There is a schedule for anyone

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devotional leaders in the morning. Teachers sometimes take part in helping students get the conclusions from the reflections that were delivered that day. As a teacher, I have been involved in realizing this religious character by living what God has taught me. The obstacle is controlling the emotions of students in carrying out their duties in service. In preparing sometimes they rub against each other so there are things that must be anticipated. This religious character is not a PR teacher of Religion, but a burden for all of us.

One student answered the religious character. The application of religious character that I experience is that every day I not only get Christian religious teachings, but I get the behavior that illustrates this. This helps me and my friends to grow in Christian character. Morning Devotional activities, weekly worship, Christmas, Easter are all a series of activities that can support religious character. In daily activities, it is even more clear how a student learns to practice the religious character of his friends at school. In each of our service schedules, everything is not smooth, there are times when the workload may be piled up so that it is not communicated properly, so it overflows in the form of emotions. Principals and Teachers and 80% of students have become role models in this regard, hopefully, the culture that has been built will continue to be transmitted from year to year.

Based on the three speakers, it can be concluded that the religious marketer is already in this school, the implementation is in the morning prayer before the lesson, the daily service, and combined worship services and religious holiday services. This character is expected to be a strong foundation for the planting of other characters.

Nationalist Character

The application of nationalist character can be seen when scouting activities, flag ceremonies, and movements love Indonesian culture. The school principal providing information for this character is getting used to having an attitude ready in carrying out the flag ceremony, scouts. Evaluation for this character is in preparation for the ceremony, students must be more serious in carrying out each task given. The nationalist sense of children still needs to be added again so that they continue to appreciate the culture of this nation.

The teacher answered also concerning this nationalist character. Applying a nationalist character is quite difficult amid the dynamics of globalization. Teaching and encouraging students to love local products is a simple example. Teaching students local culture and local wisdom make them more proud of Indonesia. Students, teachers, school principals, TU and all school employees together realize this character. Activities that can support the nationalist character are flag ceremonies, national cultural and artistic appreciation activities, regional food bazaars. As a teacher, I have set an example in loving local products.

Students who were interviewed about the nationalist character provided information that the real thing we did was to actively participate in Monday's and other national holidays. We often post-nationalist messages in school wall magazines. Students, teachers, principals, TUs and all school employees are involved. Activities that can support nationalist characters are flag ceremonies, representing schools for competitions, loving local products, and scouts. His suggestion to improve nationalism is to

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collaborate with elementary and kindergarten students to make cultural and artistic performances.

From this resource, it can be concluded that this nationalist character has been carried out in the form of regular flags on Monday and national holidays, scouts and several other cultural activities. Fostering a nationalist sense in the era of globalization is a quite difficult challenge because of the swift influence from outside.

Mutual Cooperation (Gotong Royong) Character

The spirit of mutual-cooperation is an Indonesian national identity. A friendly and collaborative community that is not individualistic is a characteristic of this nation. Along with the times, the spirit is increasingly eroded. The headmaster gives answers about building mutual-cooperation in the school. The simple application of the character of mutual-cooperation in preparing ceremonies, student council activities, students are emphasized to mutual-cooperation. The teachers also gave examples of mutual-cooperation. Teacher and student collaboration can also be seen in preparing for the School Environment Introduction Period: students, teachers, principals. In the spirit of mutual-cooperation at school, there is still a comparison of the workload so that it is not sincere in mutual-cooperation, it makes mutual-cooperation feel heavy. In mutual-cooperation are taught not to expect strings attached and put aside personal ego for the common good.

As a teacher in the class, the researcher also teaches the spirit of mutual-cooperation. In classroom learning, mutual-cooperation activities can be built when students make projects, helping

each other prepare tools and materials until they clean up the remnants of the project. Activities that can support the character of mutual-cooperation are the teacher's participation in school cleaning activities. So it does not impress the teacher who orders the students, but the teacher is actively involved.

As students, they also felt that they had jointly implemented the spirit of mutual-cooperation. Mutual-cooperation can be applied in daily activities, together with lifting trash cans, class pickets. Constraints in mutual-cooperation there is still a sense of laziness in doing joint tasks. Evaluation of mutual-cooperation which is in the spirit of togetherness must continue to be fostered so that it is not easily swayed.

Based on this information it can be concluded that the character of mutual-cooperation as one of the nation's identities is still encouraged so that the school community increasingly learns to be part of a growing community. Activities that can support the character of mutual-cooperation are the teacher's participation in school cleaning activities.

Independent Character

Being part of an independent community, making the dynamics in the community more alive. Someone will become more confident, trustworthy and have good analytical skills. The headmaster gives information about independence. The application of an independent character that gives space to students can explore their knowledge and skills after getting the teacher's explanation. All school members provide examples of independence in carrying out their duties. Reprimand and give sanctions on students and teachers

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if they do actions that do not show an independent attitude. Sometimes as a school principal, I still doubt my abilities so that I still depend on others. The self-value investment must be carried out with no fatigue so that it can become a provider in the future.

The teacher also gave a response regarding the character of this independence. The teacher gives students space to explore their independence in understanding material. Independent starts from themselves, they are accustomed to solving their problems, the teacher facilitates each learning so that students are provoked into reason. As a teacher, I have helped develop self-sufficiency in students so that they can survive in community life later. The obstacle that I experienced was that the hours of study were wasted so that students could explore their independence.

Students give answers about the application of an independent character. How to apply this independent character through doing the task by exploring by yourself. Students, teachers, school principals, TU and all school employees also do independence in working to solve a problem. The activity of looking for deeper information on a problem can already train students' independence. However, all teachers need to be monitored so that each search is directed. I have tried to be independent, although I still sometimes depend on friends and teachers. Hopefully more and more days I will become more independent and brave in making decisions. In learning, the independence of searching for sources is very dependent on the internet. The problem is not all students carry smartphones, so in the search for resources, many still depend on their friends. The

independence that is well communicated will produce maximum results, learning becomes more exciting and interesting.

Based on the information above, it can be concluded that independence is applied inside and outside the classroom because in daily learning independence is very necessary. The rapid influx of information from outside makes students must be able to use it well and wisely. Being independent and responsible will use information.

Integrity character

Integrity is a combination of values, words, and actions. So that this integrity is talking about more complex things. In an organization, integrity is needed so that the organization runs well and produces the desired value. The principal gives information that integrity tries by starting from oneself. To support everything we say. From there, students will emulate and want to build their integrity. Say no to bad things. Students, teachers, school principals, teachers, and all school staff have tried to establish good integrity. In all integrity, activities can be honed depending on each person. Like when preparing for the Ceremony, students with good integrity can carry out the exercise even if invited to playmates. The researcher became a role model and tried to spread it all to every component of the school. Lazy constraints, temptations from the outside, lack of intention, friends who do not support the evil virus for integrity.

The teacher gives information about the character or integrity that the teacher in the class is the center of attention, so the teacher has to make sure what they say is what they do. If the teacher consistent with their rules, students can see that integrity. Intra and extracurricular activities can hone

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their integrity character. Even at school events, integrity is needed, so that the event runs well. The obstacle is feeling lazy or a condition of urgency that makes them deny what they should do. Integrity needs to be sharpened early on so that it becomes more entrenched and becomes good in everyday life.

The students interviewed also gave responses regarding the character of integrity. As a student, the researcher learned a lot about integrity, applied it in everyday meetings with friends. That integrity can be honed precisely in a shared community, so the more we devote ourselves to our friends, our integrity is increasingly honed. The researcher has become part of the realization of good integrity in the school environment. Negative influences from ordinary friends make the researcher think negatively and end up acting differently than I should. To be honed, don't be afraid to get along and be an influence on friends around.

Based on the narrative of the three sources, it can be concluded that integrity is related to what is believed, said and done. It seems easy to do but difficult to implement.

Discussion

School culture is the beliefs and attitudes that affect every aspect of how a school functions. The culture possessed by all school stakeholders makes short and long term actualization (Lewis, Asberry, DeJarnett, & King, 2016). In line with that statement, it can be seen that the culture built at SMP BAPTIS Elim is a form of short-term and not long-term actualization. In one year the culture lessons that are built can be used as a benchmarked, or an evaluation of the culture that will be determined in the coming year.

Religious is one of the characters that was built as the foundation of this school culture. A culture of love and forgiveness, respect reflected in it. The integrity that is built is expected to be a long-term achievement in the course of education at Elim Baptist Middle School.

In practice, this school culture cannot be separated from a community. It also seeks to change the value - the value of culture to reach individuals and communities forward. Implementation of culture-based character education highlights the importance of exemplary elements (Murtako, 2015). A growing community is a community that copy builds on its growth. Planting character education is not done alone but requires holistic cooperation by all school residents. The real form of participation of school residents is to provide an example of the five characters that want to be formed in the Elim Baptist Middle School, the cooperation character, for example, is not only for teachers, or for students. Examples are needed so that all can be agents of change and be an inspiration to others.

The research in Turkey said that the pad character education in the last decade has become trend research academics. That makes the researchers there explore further the development of character education at various age levels (Gundogdu, Celik, Yanar, Kahyaoglu, & Donuks, 2017). In schools, there are various levels of age, all of which are individuals who are still and continue to learn from time to time. The implementation of this character education makes all school members become part of the learning. As an example of how the character of Integrity can be done by self-involvement alone. The character of cooperation also requires others to continue to hone

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the character. So according to the journal above which explains that character education is becoming a trend and is being developed at various age levels.

Another study stated that the character education program has been carried out both formally and informally by referring to the vision and mission of the institution concerned (Syamsu, 2012). In the Vision-Mission of Elim, Baptism Middle School reflects five characters who were coldly achieved. The implementation of curriculum education is based on the values of foundations that have been crystallized in the vision and mission. Religious, nationalist, cooperation, independence, integrity is reflected in the implementation of school activities. The school activities are arranged and designed based on the school's vision and mission. Because there are no activities designed not to realize the school's Vision and Mission to be real and clear.

Character education also influences the process and outcomes of students' academic achievements. This reveals how important character education is instilled early in the education environment. (Dodds, 2016) . The educational environment is very appropriate to be one of the locations to implement character education in addition to family and society. From an early age, character education is instilled so that every year it will be honed and produce the essence of the student's life. As an example, a nationalist character is taught from an early age so that in the future, he will not forget the national identity and be a good example in representing Indonesia in the future.

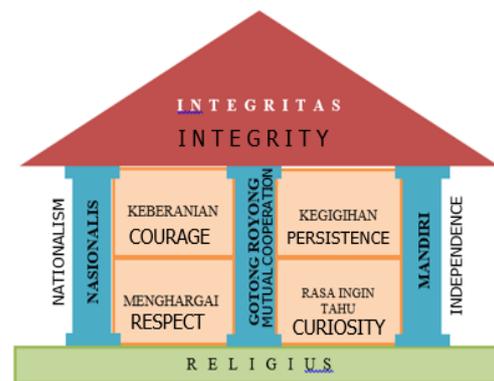


FIGURE 1
RESEARCH DESCRIPTION

The school culture is likened to building a house, on which religious character is the basis of this building. The religious character adopted at Elim Baptist Middle School has become a strong foundation for every school member, not only teachers, but students also feel the impact of habituation in religious character. This character formation affects other characters. The nationalist character, mutual-cooperation, independence can stand firm on a solid foundation. So it is important that the laying of the basis of religion is also a serious concern. Without good character, a person cannot be a person who has an impact on his environment. As many examples we know many of the smart people, using their knowledge to destroy nature, if his gratitude for God's creation, he certainly can appreciate it well. Indonesia is a pluralistic country, supported by many religious teachings that make Indonesia stronger. The nationalist character will be well developed with independence and mutual assistance which continues to be honed. The spirit of mutual-cooperation is the hallmark of the Indonesian nation, this culture continues to be maintained to make an independent generation to meet

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the golden Indonesia of 2045.

This building cannot stand firm without the things that cover it, namely respect, curiosity, courage, and perseverance. School culture will also be strong as these things are developed together with these characters. In diversity in Indonesia, respecting differences in ethnicity, race, religion, and class will make this nation stronger. Curiosity towards local wisdom continues to be taught and brought closer to each student's life so that they become part of this nation that values ancestral heritage. Courage and perseverance are also needed so that the characters are well realized. Over time the culture will be internalized into habits that have an impact on their lives.

The highlight of this building is Integrity. The integrity character overshadows other characters. without integrity, every other character becomes meaningless. The culture created by this school turns out to uphold integrity, what is said and taught is what is done. Since the beginning students are introduced to understand what the meaning of integrity is so that they can execute the other characters well. A noble character without integrity will be in vain. In mutual-cooperation we need to have a spirit of togetherness and carry it out with good integrity. Integrity is also carried out with courage and perseverance, students are taught to dare to speak the truth in society, dare to make decisions wisely.

The analogy of school culture like this building can explain the patterns developed in this school. Every year this construction pattern is built so that it becomes a good habit in the school environment. Strong religious foundations form the basis, nationalist pillars, mutual-cooperation and independence that are strong and support the integrity

of the umbrella. The five components are interrelated. To be better implemented, respect, curiosity, persistence, and courage accompany building this school culture.

CONCLUSION

The development of school culture in question is building habits in applying school values (religiosity, nationalism, independence, cooperation, integrity). In its implementation, Elim Baptism Middle School also develops respect, curiosity, persistence and courage in applying character values. From these characters, school culture is built and becomes a good habit in the school environment. In the Baptist Middle School, Elim built a school culture starting with oneself and applying all components of the school. Principals, Teachers, Students, and Parents take their respective roles in developing the school culture. Each component unites to create a school culture to achieve the school's goals. Character education in the 2013 curriculum gives space for schools to build school culture through character education refraction and set an example. Starting with mutual respect, responsibility and maintaining integrity, the school culture can be built stronger than in the previous year and all components in the school become good bearers of influence in the school.

Character education is also a process of activities that leads to the improvement of the quality of education and the development of harmony that always teaches, guides, and fosters every human being to have intellectual competence, character, and interesting skills (Khan, 2010). Guiding and fostering the character of every school member is not an

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instant process, but with the example and habituation, it will all slowly be internalized. The five character habituation practice carried out at Elim Baptist Middle School has a positive impact on the running of the school. The character of religious, nationalist, mutual-cooperation, independence, integrity gives color in each of the things done in school as a whole. This habituation starts from oneself and continues to try to invite the closest people to also be together to run the desired character. Familiarization is carried out not only in the classroom but in the school environment so that it is evident that the school is unity in educating and educating the nation's children. This is a very good thing to do for future research so that every year the school has the improvement or improvement of the school culture, so that rotation within the school community is not a barrier.

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