

THE CHALLENGE OF CHARACTER EDUCATION IN THE MIDST OF THE TENSION BETWEEN EDUCATIONAL IDEALISM AND SOCIAL REALITY

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ABSTRACT

Character education is a fundamental aspect of the educational process, aiming to shape students who are not only intellectually superior but also possess moral, social, and spiritual integrity. However, in practice, character education faces various challenges stemming from the tension between educational idealism and evolving social realities. This article aims to critically examine the challenges of character education amidst contemporary social dynamics through a literature review approach. Fifteen national and international journal articles were analyzed using content analysis methods to identify patterns, findings, and key issues related to the implementation of character education. The study results indicate that character education still tends to be normative and institutional, while the social realities of students, influenced by their family environment, community, and digital media, often align with the values taught in schools. This tension leads to value dissonance and weakens the process of character internalization. This article emphasizes that character education needs to be understood as a social process that is dialectical, contextual, and adaptive to social change, so as not to become trapped in normative idealism that is difficult to realize in educational practice.

Keywords: *Character Education; Educational Idealism; Social Reality; Literature Review; Islamic Education*

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INTRODUCTION

Character education has long been positioned as the spirit of the educational process, especially in shaping human beings who are not only intellectually intelligent, but also morally mature, socially, and spiritually. Educational idealism places schools as a strategic space to instill the values of honesty, responsibility, empathy, discipline, and social concern as the foundation of social and national life (Hanifah & Bakar, 2024). In this framework, education is not only understood as a process of knowledge transfer, but as a conscious and planned effort to shape the personality of students as a whole. However, these ideals are often confronted with social realities that are dynamic, complex, and not always in line with the values taught in formal education spaces (Aisy et al., 2024).

On the one hand, the national curriculum explicitly emphasizes the importance of character education as the main goal of education. Various character strengthening policies and programs are designed to ensure that noble values are internalized in students through integration in subjects, extracurricular activities, and school culture (Masniar et al., 2025). Character education is even used as one of the indicators of the success of the implementation of education. But on the other hand, social reality shows conditions that often contradict these values (Salirawati, 2021). The rise of intolerance behavior, violence in the school environment, ethical degradation in public spaces, and the negative influence of digital media are indicators that character education has not been fully able to bridge the gap between normative values and social practices faced by students in their daily lives.

Various social and educational reports show an increase in cases of bullying, juvenile delinquency, exemplary crises, and weakening of social control among the younger generation. This phenomenon indicates that school is no longer the only space for character formation, because students are also significantly influenced by the family environment, society, and the flow of global information through digital media. As a result, the character values instilled in school often clash with other values that develop outside the school, so that the process of internalizing values does not run optimally and consistently (Marauleng et al., 2024).

The tension between educational idealism and social reality is heightened when schools are faced with high academic, administrative, and cognitive achievement demands. Focusing on achieving grades, exams, and academic achievement often causes space for character building to be marginalized. Character education is then reduced to normative slogans, ceremonial activities, or additional content that is not substantially integrated into the learning process (Wirawan, 2021). This condition is exacerbated by the social reality of students who live in an environment with a diverse background of values, cultures, and social practices, even contrary to the values taught at school. This situation gives birth to a dissonance of values that makes students experience moral confusion in determining attitudes and behaviors.

Various previous studies have examined character education from various perspectives. Kusumawardani et al., (2021) emphasizing that character education is a systematic process to instill moral values through habituation and example in the

school environment, but his study still places school as an ideal space that is relatively independent of external social pressure. In the context of Indonesia, Maulana et al., (2024) It was found that the implementation of character education faces obstacles in the form of weak role models and discontinuity between the values taught in schools and the reality of students' social lives. Mujahid & Madum (2025) emphasizes the importance of integrating character education across subjects and school culture, but practice in the field shows that character education is still often symbolic and has not touched the deep internalization of values. Fatima & Putra (2025) adding that the influence of popular culture, digital media, and the crisis of exemplary figures are serious challenges in shaping students' characters. Meanwhile, Indriani et al., (2022) emphasizing that the insynergy between school, family, and society widens the distance between the idealism of character education and the social reality faced by students.

Although these studies make important contributions to understanding the urgency and problematics of character education, most studies still place character education as a normative solution to various moral and social problems. There have not been many studies that explicitly position character education as a dialectical arena colored by the tension between educational idealism and social reality. In fact, without understanding these tensions, character education risks being trapped in normative ideals that are difficult to realize in daily educational practices.

Therefore, this article positions character education not just as a process of value transfer, but as a social process influenced by the structure, culture, power relations, and social context of students.

Through an analytical-critical approach, this article aims to uncover how the tension between educational idealism and social reality shapes the challenge of character education in the modern era. This discussion is expected to make a theoretical and practical contribution to the development of character education strategies that are more contextual, realistic, and adaptive to social dynamics, so as to be able to bridge the gap between ideal values and the reality of students' social lives.

METHOD

This study uses a qualitative approach with the Systematic Literature Review (SLR) to examine in depth the challenges of character education in the midst of the tension between educational idealism and social reality. This method is used as a scientific way to collect and analyze various relevant previous research results in a systematic and structured manner (Sugiyono, 2021). The research data is in the form of secondary qualitative data sourced from articles in national and international scientific journals, academic books, and research reports that discuss character education, education policy, social dynamics, and the context of the implementation of character education in schools. The literature used is limited to publications of the last ten years to ensure conformity with educational developments and contemporary social conditions.

The data collection procedure is carried out through clear and measurable stages. The researcher first determines the focus of the study and search keywords, such as character education, educational idealism, social reality, and educational challenges. Literature searches are carried out through online databases such as Google Scholar,

Garuda, and other reputable journal portals. Furthermore, a literature selection process was carried out with inclusion criteria, namely the suitability of the theme with the focus of the research, clarity of methods and discussions, and contribution to the understanding of character education in the social context. Articles that are irrelevant, duplicative, or have no direct relevance to the purpose of the research are eliminated to maintain analytical acuity (Fitrah & Luthfiyah, 2020)

The data analysis technique was carried out in a qualitative, descriptive-analytical manner by examining the content of each selected literature in depth. The analysis was carried out by identifying the main themes, problem patterns, and forms of tension between educational idealism and social reality revealed in each study (Sugiyono, 2021). The findings are then grouped, compared, and synthesized to build a comprehensive and argumentative understanding. The results of the analysis are then interpreted critically to formulate a complete picture of the challenges of character education and its implications for

the development of more contextual and adaptive character education strategies.

RESULTS AND DISCUSSION

This section presents the results of the analysis of selected scientific articles through the literature review approach. A total of 10 articles from national and international journals relevant to the theme of character education were analyzed in depth to identify the focus of the study, research approach, and main findings related to the challenges of character education in the midst of the tension between educational idealism and social reality. The analysis was carried out with a content analysis approach by grouping research findings into main themes that represent the conceptual and empirical dynamics of character education. The results of this study are expected to be able to provide a comprehensive overview of the actual conditions of the implementation of character education and become the basis for the preparation of a more in-depth discussion.

Table 1. Literature Review Results

No.	Researcher Name	Research Title	Method	Research Results
1	(Ranam et al., 2021)	Implementation of Character Education at El-Alamia Modern Islamic Boarding School by Providing Example and Habituation	Qualitative	There are five focuses of character education (religious, nationalist, integrity, independence, mutual cooperation) which are internalized through example and habituation in Islamic boarding schools
2	(Pratiwi, 2023)	Integration of Character Education in Civic Education Learning to Develop the Character of Elementary School Students	Literature Review	The results of the study show that Civic Education learning has a strategic role in developing students' character.

3	(Zai et al., 2024)	Implementation of Character Education Values in PKn Learning in Elementary Schools	Qualitative (Normative Descriptive)	Integrating character values in PKn learning through active learning strategies can help internalize character values such as discipline and cooperation in elementary school students.
4	(Salim & Suwandi, 2023)	Character Education Strategy for Socio-Religious Change in the Mountainous Community of Kalibawang Yogyakarta	Qualitative	The results of the study show that character education is applied as a strategy to deal with socio-religious changes and potential intolerance through the internalization of tolerance values, both through classroom learning and activities outside the classroom that involve the community, thereby contributing to the formation of students' tolerant attitudes and social harmonization.
5	(Irawan et al., 2024)	Character Education Innovation in the 2013 Curriculum and the Independent Curriculum	Descriptive qualitative (literature study)	Various innovative models of strengthening character education were found in both curricula that had an impact on positive attitudes and student integrity, but there were challenges of understanding and stakeholder involvement that needed to be overcome.
6	(Istiqomah et al., 2022)	The Influence of School Culture on the Character of Students in Elementary School	Quantitative (survey, simple linear regression)	The results of the study show that school culture has a positive and significant effect on the character of students. An increase in school culture by 1% increased student character by 0.384%, with an influence contribution of 17.4%, while the rest was influenced by other factors outside the study.
7	(Aminah et al., 2022)	Strengthening Students' Character Education through a Contextual Learning Approach in Elementary Schools	Literature review	The results of the study show that the contextual learning approach is effective in strengthening students' character education because it is able to relate learning materials to real-life experiences
8	(Amalia et al., 2024)	Character Education and Technology: The Influence of Social Media Use on Adolescent Character Building	Qualitative	The use of social media influences the formation of adolescent character: positive (insight, social skills) and negative (if without self-control)
9	(Handayani et al., 2021)	<i>The Role of Family Education in Forming the Independent Character of Students in Elementary School</i>	Qualitative	Family education plays a significant role in shaping the independence character of elementary school students through value support and habituation at home.
10	(Maisyaroh et al., 2023)	<i>Strengthening character education planning based on Pancasila value in the</i>	Descriptive qualitative	Character education has not been systematically planned and integrated planning is still needed based on school

	<i>international class program</i>		vision, exemplary, and environmental synergy
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Table 1 presents the results of the analysis of the scientific articles selected through Based on the results of the literature review of the ten journal articles analyzed, it was found that character education is conceptually still positioned as the main foundation in the formation of students' personalities, but empirically its implementation faces various challenges stemming from the tension between educational idealism and social reality. Most studies show that character education is designed with the assumption that school is an ideal space that is able to control the process of internalizing values through example, habituation, and integration in learning. Findings Ranam et al., (2021) at the El-Alamia Modern Islamic Boarding School, it shows that character education can run effectively when moral values such as religious, nationalist, integrity, independence, and mutual cooperation are internalized consistently through school culture and daily habits. A pesantren environment Total Institution Where students live, learn, and interact in one structured environment provides its own advantages in the process of character formation because all aspects of students' lives can be controlled and directed according to the desired values. This condition differs significantly from public schools that only interact with students during study hours, while most of the time students are in a family and community environment that is not always aligned with the educational values being taught. This shows that the success of character education is highly dependent on the extent to which the environment around students

supports and strengthens the values taught, so that when the social environment is counterproductive, the idealism of normative character education will be difficult to realize.

The results of the study also show that institutional approaches in character education, such as the integration of values in the curriculum and formal learning, still dominate the practice of character education in schools. Research Pratiwi (2023) and Zai et al., (2024) emphasized that the integration of character values in the subject of Civic Education (PKn) contributes positively to the formation of discipline, cooperation, and integrity attitudes of students. This approach places the curriculum as the main instrument in transferring value to students, assuming that habituation through structured learning will result in the internalization of values automatically. However, the dominance of the curricular approach in character education contains the risk of reductionism, which is the tendency to simplify the character formation process into a mere learning activity in the classroom. True character education demands more than just knowledge of values and requires authentic experience, deep reflection, and real practice in everyday life. When character education is only understood as the content of the curriculum, what is formed is only a cognitive understanding of values, not the internalization of true values. Irawan et al., (2024) shows that character education innovations in the 2013 Curriculum and the Independent Curriculum have produced various character strengthening models that have a positive impact, but also identify serious challenges in the form of weak

stakeholder understanding of the essence of the implementation of character education. The gap between ambitious curriculum design and its implementation capacity in the field is one of the main sources of tension between educational idealism and social reality, so that curriculum reform that is not balanced by strengthening the capacity of implementers will still produce symbolic character education.

The tension between educational idealism and social reality is increasingly evident when character education is faced with the dynamics of social and cultural changes in society. Salim & Suwandi (2023) It shows that socio-religious changes and the increasing potential for intolerance demand adaptive and contextual character education, not only instilled through classroom learning, but need to involve students' social interaction with the community directly. These findings are in line with Vygotsky's sociocultural perspective which emphasizes that the learning process including value learning is strongly influenced by the social and cultural context in which the individual develops. This problem is even more complex when the social values that develop in society are actually contrary to the values taught in schools. When students witness corrupt, intolerant, or dishonest practices committed by the adults around them, then the values of honesty, tolerance, and responsibility taught in school lose their relevance. The dissonance between the normative values taught and the reality of the values practiced in social life is what causes moral confusion in students and weakens the process of internalizing character fundamentally.

Aspects of the school environment and institutional culture are also important factors in the success of character education.

Research Istiqomah et al., (2022) Quantitatively, it is proven that school culture has a positive and significant influence on the formation of students' character, with a contribution of 17.4%. However, this figure also contains a critical message that should not be ignored, namely that 82.6% of the variation in students' character is influenced by factors outside school culture. This means that the influence of a school while real and significant is only a small part of the overall factors that shape a person's character, while external factors such as family, social environment, and media have a much larger portion of influence. These findings challenge the educational idealism that tends to place schools as the only institution responsible for the formation of the character of the younger generation. Aminah et al., (2022) Strengthening this argument by showing that contextual learning approaches that relate learning materials to students' real-life experiences have proven to be more effective in strengthening character education, because they are able to bridge the gap between curriculum idealism and real-life that students face on a daily basis.

The influence of technology and digital media has emerged as the most complex new challenge in character education in the modern era. Amalia et al., (2024) affirms that social media has a dual impact on adolescent character building: on the one hand it can broaden horizons and improve social communication skills, but on the other hand without strengthening values and developing adequate self-control, social media has the potential to accelerate moral degradation and normalize deviant behavior. This challenge cannot be responded to with a ban or restriction approach alone, because the social reality of today's students cannot

be separated from the digital ecosystem. Students live in two worlds simultaneously, namely the physical world and the digital world, the values they encounter in the digital space are not always aligned, and even often contradictory, with the values taught in school. This condition creates an unbalanced competition of values between formal education that is limited by time and space and the digital world that is present without borders and without end. Therefore, character education in the digital era requires a fundamental reorientation of strategies, namely by developing digital literacy competencies and media ethics as an integral part of character building, so that students are able to critically evaluate digital content and maintain the integrity of their own values in the midst of the rapid flow of information.

In addition to school and the media, the family has a central role in shaping the character of students that cannot be ignored. Handayani et al., (2021) emphasized that family education contributes significantly to the formation of students' independent character through habituation and instilling values in the home environment. The family is the first and most fundamental environment where students learn about values, norms, and how to interact with the world, so that parental parenting and the example of family members have a very strong formative influence on children's character development. The problem that arises is the lack of synergy between the values taught in schools and educational practices applied in the family. It is not uncommon for schools to teach the values of honesty, discipline, and responsibility, while in the family environment students witness practices that are contrary to these values. This dissonance of values between the

school and family environment creates deep moral confusion and weakens the process of internalizing values as a whole, so that students tend to experience a moral identity crisis because they do not have a consistent value model to emulate. This condition shows that a partnership-based character education model is needed (partnership-based), where schools, families, and communities collaborate synergistically to convey a consistent and coherent message of values to students.

Results Literature Review Overall it shows that character education is in the dialectical arena between normative idealism and complex social realities. Findings Maisyaroh et al., (2023) emphasizing that character education planning that is not systematic and the lack of synergy between environments are the main obstacles in realizing ideal character education, because good planning requires not only conformity with the school's vision and mission, but also real examples from all school residents as well as planned synergy between the school environment, family, and community. More broadly, the tension between educational idealism and social reality revealed in these studies reflects a fundamental contradiction in the modern education system, where character education is positioned as a solution to various moral problems, but schools as mission-carrying institutions operate in a social context that often reproduces values that are contrary to the ideals of character education itself. Therefore, character education needs to be understood not as a linear and one-way process of value transfer, but as a dynamic, dialectical, and contextual social process. The tension between educational idealism and social reality is not merely an obstacle that must be eliminated, but also a

productive reflective space to formulate a more realistic and sustainable character education strategy. Effective character education is one that is able to place students as active subjects in the process of value negotiation rather than passive objects of value recipients from above (top-down) so that they not only understand values normatively, but are also able to internalize and practice them consistently in real social life.

CONCLUSION

Based on the results and discussions, it can be concluded that character education is in a complex position in the midst of the tension between educational idealism and social reality. The idealism of education places schools as a strategic space for the internalization of character values, but the social realities of students influenced by family, society, and digital media often present contradictory values. This condition causes character education to not be fully able to shape student behavior consistently and sustainably. The results of the literature review show that the implementation of character education is still dominated by normative and institutional approaches, with an emphasis on curriculum, policies, and school culture. The contextual and dialogical aspects that allow students to reflect on values in real life are still relatively limited. The lack of synergy between schools, families, and society strengthens the occurrence of value dissonance that has an impact on students' moral confusion. Character education needs to be developed through a more contextual, collaborative, and adaptive approach to social dynamics. Character education is not only understood as a process of value transfer, but as a social process that involves the negotiation of values between educational idealism and the reality of students' lives. With

this approach, character education is expected to be able to produce students who not only understand values normatively, but are also able to internalize and practice them in real social life.

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