

Positive Discipline and Class Agreements: An Effective Approach to Enhancing Character and Moral Values in Elementary School Students

Prihatiningsih^{1*}, Enok Maryani², Rusdiono Muryanto³ 

^{1,2,3} Basic Education, SPs, Universitas Pendidikan Indonesia, Bandung, Indonesia

*Corresponding author: prihatiningsih77@upi.edu

Abstrak

Pengembangan nilai moral siswa kelas V Sekolah Dasar memerlukan pendekatan disiplin positif untuk meningkatkan kedisiplinan dan sikap moral mereka. Penelitian ini bertujuan untuk menganalisis efektivitas penerapan disiplin positif melalui kesepakatan kelas dalam pengembangan nilai moral siswa. Metode yang digunakan dalam penelitian ini adalah penelitian deskriptif dengan pendekatan kualitatif. Sampel yang digunakan adalah 26 siswa kelas V A dengan teknik pengumpulan data melalui observasi dan wawancara. Analisis data menggunakan metode Miles dan Huberman yang meliputi reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa 44% siswa beranggapan bahwa kesepakatan kelas berperan dalam membentuk nilai moral kedisiplinan, 54% siswa menganggap konsekuensi yang diterapkan dalam kesepakatan kelas cukup sedang, 50% siswa tidak mengulangi pelanggaran yang sama, dan 88% siswa merasa bahwa kesepakatan kelas mempengaruhi perubahan nilai moral atau sikap mereka. Temuan ini didukung oleh hasil observasi yang dilakukan pada berbagai tahapan penerapan kesepakatan kelas, mulai dari identifikasi hingga tindak lanjut. Berdasarkan hasil tersebut, dapat disimpulkan bahwa penerapan kesepakatan kelas efektif dalam mempengaruhi perkembangan nilai moral siswa kelas V Sekolah Dasar.

Kata Kunci: Disiplin Positif, Kesepakatan Kelas, Nilai, Moral, Sekolah Dasar

Abstract

The development of moral values in fifth-grade elementary school students requires a positive discipline approach to enhance their discipline and moral attitudes. This study aims to analyze the effectiveness of implementing positive discipline through class agreements in the development of students' moral values. The research method employed is descriptive with a qualitative approach. The sample consists of 26 fifth-grade students from class V-A, with data collection techniques including observation and interviews. Data analysis was carried out using the Miles and Huberman method, which includes data reduction, data presentation, and drawing conclusions. The results show that 44% of students believe that class agreements play a role in shaping the moral value of discipline, 54% of students consider the consequences applied in the class agreements to be moderate, 50% of students did not repeat the same violations, and 88% of students feel that class agreements influenced changes in their moral values or attitudes. These findings are supported by observation results conducted at various stages of implementing class agreements, from identification to follow-up. Based on these results, it can be concluded that the implementation of class agreements is effective in influencing the development of moral values in fifth-grade elementary school students.

Keywords: Positive Discipline, Class Agreement, Values, Morals, Elementary School

1. INTRODUCTION

The educational process cannot be separated from the interaction with the student's environment, such as the family, school, and community environments. Where of these three environments, the school environment is a strategic place to form students' cognitive, affective, and psychomotor (Afanasyev et al., 2019; Skaraki & Kolokotronis, 2022). Schools as educational institutions teach values, namely the culture of a teacher's attitude through training in and out of class. Virtuous values help frame students' character as a foundation for life in society for now and in the future (Dekawati, 2020; Parwati & Suastra, 2024). Children's moral development is very important because good morals are expected to be accepted in society because children have moral potential that can develop through various

History:

Received : June 12, 2024

Accepted : September 26, 2024

Published : October 25, 2024

Publisher: Undiksha Press

Licensed: This work is licensed under

a Creative Commons Attribution-ShareAlike 4.0 International License



social experiences that are allowed and not allowed (Hasanah, 2020; Samerkhanova & Imzharova, 2018). So it is not uncommon in schools for teachers with various strategies to package this deliberate education process into a natural process that is felt by students to be internalized in themselves, which will later also be connected to their lives in the family and society.

Moral education is one of the most important education in schools. At the elementary school level, moral education plays an important role in shaping children's character. Since childhood, children's behavior is educated morally (Taufan, 2022). Moral education not only teaches them about moral values, but also builds their understanding of what goodness, justice, and responsibility are. The development of this moral component must be carried out in the right and good direction. Students initially find it difficult to adjust to their environment because they fail to apply moral values, such as regular discipline (Ade-Ojo et al., 2022; Rusmin, 2020). Thus, we often find negative moral attitudes occurring in students at school, for example, excessive emotions, disappointment, annoyance, hatred, hostility, to violating school rules. The ongoing impacts not only occur at school but also in the home and community environment, such as disrespecting adults, fighting, and committing social violence (Taufiq et al., 2019; Wang & Liu, 2020). Thus, the importance of this moral awareness is aimed at minimizing or even eliminating obstacles to socializing with the student's environment.

It is very important for teachers to anticipate and overcome these negative moral attitudes. However, many educators do not understand the growth and development patterns of their students, which makes them confused about how to overcome their students' shortcomings. Educators who do not understand student development can also cause problems in the learning process, such as cognitive problems such as laziness to learn and difficulty receiving material (González-Valero et al., 2019; Prodjosantoso & Hertina, 2019). So it takes effort for educators to understand student development, such as through small training at school nature of learning communities (kombel). Kombel can be used as a place to share information about the latest innovations in education, how to apply the latest research findings in teaching, and discussions about teaching methods that are useful for various classroom situations (Adellia & Prajawinanti, 2021; Vescio et al., 2008). Thus, teachers can identify together the development of moral attitudes that emerge in each phase of the class so that effective ways can be chosen to anticipate and overcome student attitudes that have already emerged, in addition to being a medium for teachers to exchange opinions on problems that arise in class.

One of the internal sources is that students' self-awareness of moral values will become more mature. Previous study found that there are several stages of moral development, including pre-conventional, conventional, and post-conventional stages (Jacques et al., 2020). The development of human moral reasoning in the pre-conventional stage, where things are individualistic, such as not violating moral values for fear of punishment or because of thinking about the benefits obtained, then entering the conventional stage, where things are absolute, such as not violating moral values for fear of punishment (Guimarães et al., 2010; Paulus, 2020). Finally, the post-conventional stage, where everyone cannot be considered absolute because of different situations and backgrounds, and moral reasoning is based on abstract reasoning using universal ethical principles. Teachers often use classroom rules as a way to punish students by force and use physical or verbal violence as punishment. However, these rules are not followed by the process of growing student self-awareness that comes from within—to behave in a disciplined manner (Gumiandari et al., 2019; Mahvar et al., 2018). Positive discipline is a method to emphasize self-awareness in discipline. This is a firm method for teaching and guiding students to behave in a disciplined manner. To implement it, it does not use punishment or authoritarian control; instead, it helps

people become better at making decisions by building trust and focusing on solutions (Potter, 2018; Sokip et al., 2019).

With a mutual agreement, people will be more motivated and motivated to carry it out. By implementing educational values, teachers will encourage students' motivation to become responsible people and live moral values within themselves. Therefore, it is very important for teachers to create a healthy school culture (Kusumawardani et al., 2021; Lina, 2018). This situation, as a facilitator and adult in the classroom, teachers must be sensitive to students and classroom conditions so that they can identify student problems that often occur, such as coming late, disturbing their friends, making noise and speaking rudely, being lazy to do assignments, and not concentrating on lessons. Then, teachers usually give verbal reprimands and punishments to make students deterred. However, most students do not listen to this and make the same mistakes the next day. Students who lose focus in learning and teachers who are tired because they are angry with their students (Selman & Jaedun, 2020; L. G. E. Wahyuni, 2013). Considering these conditions, teachers choose to make class agreements that are expected to be mutually agreed upon and followed by consequences for violations.

Class agreements include teacher expectations of students and students of teachers. Agreements must be easy to understand, can be done directly, can be improved, and developed periodically. Thus, class agreements can be evaluated periodically to ensure that they are implemented properly and if anything needs to be added, reduced, or replaced (Al-Shaboul et al., 2021; Sahruli et al., 2017). This process can be done in an organized manner and together with students. Showing examples is a great way to encourage students to behave morally and implement class agreements. Many students deviate from norms because they see or imitate the bad actions of adults, so they also imitate them. Therefore, adults must show good examples or role models to their students as well (Aslam et al., 2018; Gupta et al., 2022a).

Current developments in the world of education make positive discipline through class agreements a medium to shape students' character since elementary school. The novelty of this study considering the rampant moral degradation that occurs in students who are influenced by the flow of progress or globalization which is easy to imitate. In addition, the condition of education management is not optimal so that media is needed for educators as facilitators to continue learning and improving their competence. Therefore, the purpose of this study is to determine the effectiveness of positive discipline through class agreements on the development of moral values of elementary school students. The moral values that will be analyzed in this study are discipline, respect, responsibility, and order. In this study, it will also be known whether the class agreement that has been made has achieved the expected goals so that it is effective or not, assessed based on the level of consequences, repetition of behavior that occurs, to the emergence of changes in moral values in students.

2. METHODS

This study uses a descriptive research type, which is a type of research that analyzes data by describing or describing the data collected without making generally acceptable conclusions (Omair, 2015). This study will describe the effectiveness of positive discipline through class agreements on the development of moral values of class V students. With a sample of 26 students in class V a at elementary school. This study uses a qualitative research approach, namely a research procedure that produces descriptive data. The data collection techniques used are observation and interview techniques. The observations carried out are structured because they have been systematically designed about what will be observed, when, and where. While the type of interview used is a structured interview, because the

researcher already knows about the information to be obtained, so the researcher has prepared the following question instrument with alternative answers that have been provided. Where each respondent is given the same question and the data collector or researcher records it. The grid of the research instruments used is in [Table 1](#).

Table 1. Research Instrument Grid

Variable	Indicator	Instrument Source	Data Collection Source
Class Agreement	1. The process of identifying violations or deviations that occur in schools.	1. V Grade students	Observation and Interview
	2. Planning for making class agreements	2. Class Teacher	
	3. The process of making class agreements		
	4. Implementation of class agreements		
	5. Follow-up		
Development of Students' Moral Values	1. Moral values are formed from class agreement	V Grade Students	Interview
	2. Consequences of violating the agreement		
	3. Student consistency in behavior		
	4. The effectiveness of an agreement on students' moral values		

The data analysis method used in this study is the Miles and Huberman method which consists of data reduction, data presentation, and drawing conclusions. Data reduction is conducting research at Elementary Schools to observe student behavior and conducting interviews with teachers and students. Data presentation is obtained by categorizing and then presenting it in narrative form with the aim of interpreting the data systematically. Finally, making conclusions based on data that has been collected from the field that has gone through the reduction stage. Data analysis was carried out to describe data on the influence of class agreements on students' moral values. The interval categories for the development of moral values are show in [Table 2](#).

Table 2. Intervals for Categories of Development of Students' Moral Values

Value Interval (%)	Category
80-100	Very Good
66-79	Ok
56-65	Enough
40-45	Less
< 39	Very Little

3. RESULTS AND DISCUSSION

Results

This study was conducted in grade V with a saturated sample of 26 students located in one of the State Elementary Schools. Class beliefs or class agreements contain values and principles that are fostered in the school community. Moral values or principles in class agreements are written briefly and clearly and only contain a few actions that often occur in class. What is written is doing school activities according to time (discipline), being polite

and courteous (respect), doing assignments with full responsibility (responsibility), maintaining order (orderly). Based on the results of observations at school, the first thing that is done when making a class agreement before making a class agreement, begins with identifying problems that often occur in class through questions and answers between teachers and students. Furthermore, a plan is made for making a class agreement, by agreeing on the time of making it between students and teachers. Only after that, the making of the agreement begins with the teacher asking students to write down the attitudes or behaviors that they want to be in their class agreement, along with the consequences if they violate it. Where they all wrote it on sticky note paper, then stuck it on the board alternately. The results were then classified and made a poll for the most to be selected and made a class agreement.

Furthermore, the implementation of the class agreement is carried out with full awareness by the students, besides being aware of the agreement they have made, they are also still afraid of receiving the consequences of punishment if they violate it. The things they must remember are contained in the class agreement sheet that is attached to the classroom wall. The grade of five agreement is show in [Figure 1](#).



Figure 1. Grade Five Agreement

Follow-up activities are carried out when there is a violation by students related to the agreement that has been made. So, the teacher must call them in a separate room to find out the reason first, and if the reason is unacceptable or without reason, then the student must be willing to accept the consequences of the violation that has been committed. The content of the attitude stated in the class agreement cannot be used as a benchmark for one school year, because evaluation and adjustment are needed every three months. So every three months the teacher and students discuss together to check whether there is a class agreement that must be replaced or continued to be used through brainstorming activities. This effort is made as a recommendation for teachers to ensure that the agreement remains relevant and effective.

Furthermore, the researcher also conducted interviews with grade V students. The first thing asked of the students was regarding the benefits of the class agreement on the formation of students' moral values. The result of benefits of class agreements is show in [Figure 2](#).

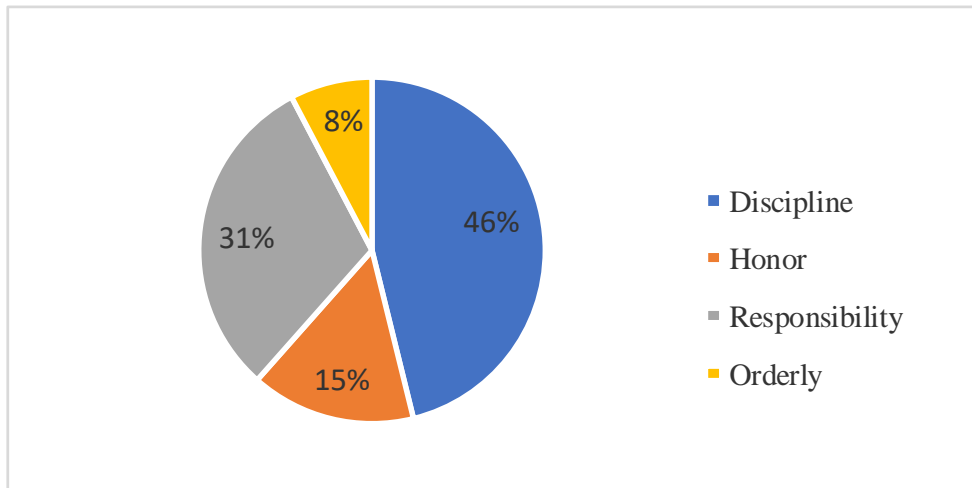


Figure 2. Benefits of Class Agreements

Based on [Figure 2](#), the results of interviews conducted on 26 samples, it was found that the majority of them thought that with class agreements, moral values of discipline could be formed. The second question, in class agreements there must be consequences or punishments for those who violate them, which can be an extrinsic motivation for the implementation of the class agreement. Thus, the lightness and severity of the consequences will also affect student obedience at school. Level of consequences of class agreement is show in [Figure 3](#).

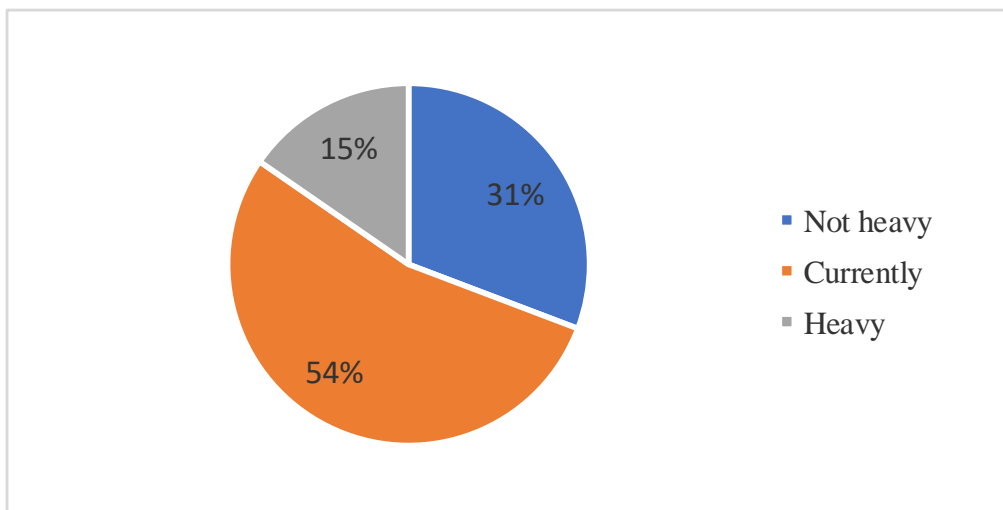


Figure 3. Level of Consequences of Class Agreement

Based on [Figure 3](#) interview results, it was found that most students answered that the level of consequences for violating the class agreement was moderate. The third question, in implementing this class agreement, is expected to have consistency from students, meaning that they will not repeat the same mistake next time because what happens is that they must get punished again. Repetition of actions is show in [Figure 4](#).

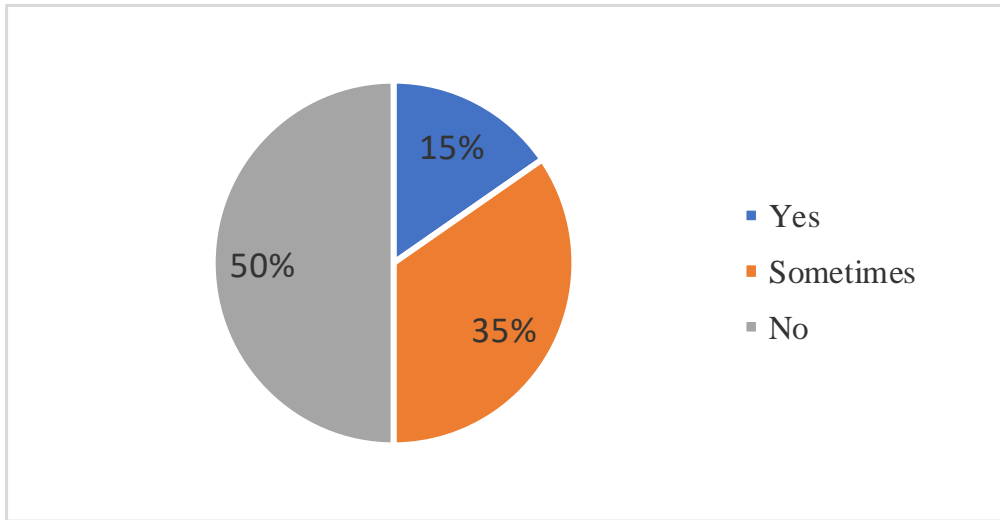


Figure 4. Repetition of Actions

Based on Figure 4, it was found that the majority of students no longer repeat the wrong actions. The fourth question, the thing to be known is how effective this class agreement is on students' moral values, shown by changes in attitudes in everyday life, considering that there are guidelines in the agreement made together to form positive discipline until it is internalized in him and interpreted in his life. Changes in students' moral values is show in Figure 5.

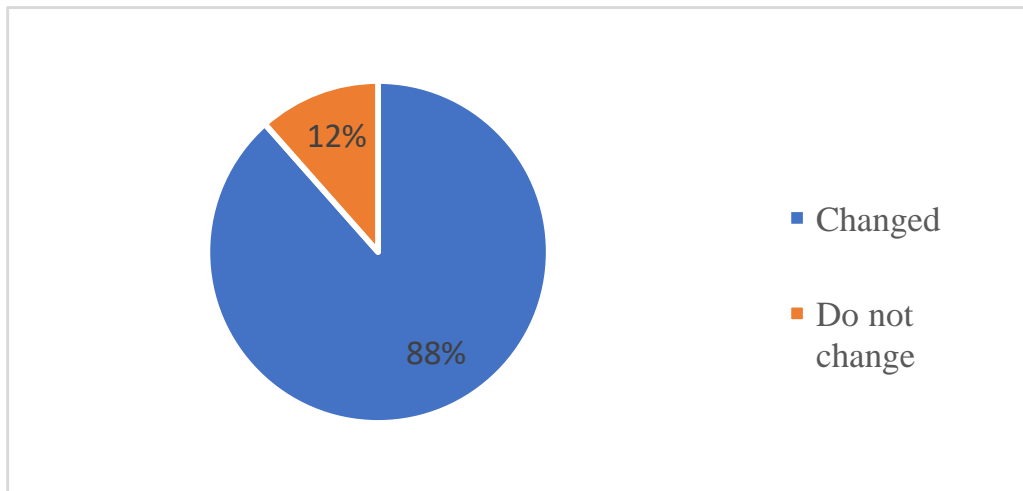


Figure 5. Changes in Students' Moral Values

Based on Figure 5, it was found that there was a change in moral values towards positive in students or in this case it has developed. So, this class agreement has run according to the initial plan and goals made by the teacher and students.

Discussion

The findings in this study are in line with previous studies that experienced an increase in discipline after the implementation of the class agreement. If in the process there is negligence on the part of students, the teacher is obliged to restore the student's behavior

by always reminding them not to continue to become character (Kadir, 2023; Rahayu et al., 2023). The Merdeka Curriculum, which is currently being used, gives the highest priority to the development of student character and skills. In this independent curriculum, there is an aspect of the Pancasila student profile which includes various traits and abilities that are expected to be developed in accordance with the main values of the Indonesian ideology of Pancasila (Ibad, 2022; H. I. Wahyuni et al., 2023). The dimension of noble character is closely related to this study, so it is hoped that students will have good morality. Manners or temperament, behavior, traditions, noble morals, civilization, or whatever they have as character can be called *akhlaq* and *khuluq*.

In schools, it is found that when a student violates and is given consequences or punishments, the student's response is to carry it out without showing emotions or negative responses because the consequences made are not felt to be heavy by him (Arofah & Mubarak, 2021; Yusro et al., 2020). The level of this consequence is felt to affect the process of implementing the class agreement that is made, because often when students remember the moral values in the class agreement, they will also remember the consequences if they do not obey it. Examples of consequences given when violating are first, if you are late to class, then your home time will also be later than those who are on time, second, if you mock or disrespect teachers and others, you will be given the consequence of cleaning the area around the class, third, if you do not do your homework or assignments, you will be given additional tasks to do, fourth, if you make a commotion in class, you will be asked to clean the area around the class, and so on (Oke & Fernandes, 2020; Pasani & Amelia, 2021).

It is known that for students who do have an obedient or obedient character, if they make a mistake, they will not repeat it. However, there are students who are not deterred until finally even though they have received consequences or punishments, they still repeat it again (Suwastini et al., 2020; Yanto, 2020). An effective class active can help build a culture that supports discipline. It can also make learning easier and less stressful. Because this agreement comes from within the students themselves and not from rules made by teachers or schools, it fosters student awareness (Gupta et al., 2022b; Supeni et al., 2019). The main task of teachers in teaching moral values is to facilitate and assist students' moral development in thinking in order to identify the types of right and wrong actions.

This is reinforced by the results of observations showing that many students are better able to control their emotions, considering that they have made a joint agreement that they must maintain and implement so that the impact is that little by little there is a change in their attitudes to be more disciplined, respectful, responsible, and orderly. So, with a percentage of 88%, the development of moral values of grade V students at elementary school is categorized as very good after the implementation of the class agreement. Based on psychoanalytic theory, moral development is the process of internalizing societal norms that are influenced by the biological maturity of individuals (Baran et al., 2011; Nima et al., 2020). In line with this, behaviorist theory considers behavioral changes as the result of a series of stimulus-responses learned by children, including the praise and punishment they often receive. These changes occur through stimuli or stimuli that produce reactive behavioral relationships or responses (Ni & Jia, 2023; Thahir et al., 2018). The more often stimuli and responses occur, the more likely a child will do or not do the behavior. During this process, the psychological development of students will be influenced. If done consistently, this will change behavior as character.

In implementing this class agreement, obstacles often occur when teachers do not understand the development of students' moral attitudes, as well as effective ways to overcome negative moral attitudes that arise in students. Thus, efforts that can be made by further researchers to make each teacher successful in implementing class agreements in their respective classes are to create small training in study groups (*kombel*) which are usually

held once a week (Manik & Hutagaol, 2015; Sahruli et al., 2017). The activity begins with a presentation of material by a teacher who is considered competent, for example a driving teacher, regarding the stages of student moral development and the moral values that are expected to be accustomed to. Then continued with a discussion about the implementation of positive discipline through the process of making class agreements. The result of this activity is that each teacher sends evidence in the form of photos of the implementation of making their class agreements to the school's WhatsApp group.

At this stage of moral development, the role of teachers is needed, because the role of teachers is a noble and honorable position. When they teach and educate students, teachers are responsible for helping them build high moral values. The most important learning function is the role of teachers as teachers, who help students develop strong character (Ndalamba et al., 2018; Schipper & Koglin, 2021). After implementing positive discipline through class agreements, students' moral values can develop, including building a clear and consistent outlook on life, gain an understanding of what is good and bad to do, gain an attitude to appreciate the values and norms that must be applied in everyday life, and strengthen the attitude of opposing habits that are considered not in accordance with school norms and regulations.

The implications of this research on class agreements have a positive impact on the development of students' moral values. Since the implementation of this class agreement, students have been more disciplined in terms of time, such as no longer being late and being disciplined in dressing as they have started to be able to wear uniforms properly, for example when a ceremony is held on Monday, they are obedient in wearing uniforms and other school attributes, and are responsible for doing the homework given. In addition, most students are more self-aware of their behavior and do not repeat the same actions if they have been given consequences.

There are several consequences of implementing positive discipline in class agreements, including teachers not punishing students with physical or emotional punishment; the use of punishment is shifted to class agreements or logical consequences of mutual agreements; students are better able to respect each other; they are better able to discuss and exchange ideas; and they are aware of class agreements and the logical consequences of mutual agreements. However, teachers can also carry out incidental activities with rewards and punishments. One way schools make efforts to get used to students who behave well is by giving rewards and punishments to students who show good attitudes or achievements. Rewards can boost enthusiasm or encourage students to continue doing their jobs in a good way, and punishments can be in the form of warnings and consequences for students who show poor attitudes or achievements.

4. CONCLUSION

Each teacher has various strategies to provide education and teaching to their students at school. Where the purpose of learning is not only in terms of cognitive, but also affective students. This can be seen from the moral values embedded in students. As humans who have reasoning powers that are still developing, students must be given direction and guidance to shape themselves into moral social beings. So that when he returns to society, he can become a better person and be accepted in his environment. These efforts can be made through class agreements developed at school. With the principle of mutual collaboration between teachers and students, this strategy can be an effective means of forming students' moral values as early as possible. The existence of moral values and consequences that must be upheld will have a positive impact on students' personalities. So, with this class agreement, it is effective

in influencing the development of students' moral values in grade V of Elementary School with a very good category.

5. REFERENCES

- Ade-Ojo, G. O., Markowski, M., Essex, R., Stiell, M., & Jameson, J. (2022). A systematic scoping review and textual narrative synthesis of physical and mixed-reality simulation in pre-service teacher training. *Journal of Computer Assisted Learning*, 38(3), 861–874. <https://doi.org/10.1111/jcal.12653>.
- Adellia, Y., & Prajawinanti, A. (2021). Implementasi Model Evaluasi CIPP Pada Pelaksanaan Program Kelompok Belajar TBM Leshutama Era Pandemi Covid-19. *Pustaka Karya: Jurnal Ilmiah Ilmu Perpustakaan Dan Informasi*, 9(2), 14–28. <http://dx.doi.org/10.18592/pk.v9i2.5516>.
- Afanasyev, V. V., Ivanova, O. A., Rezakov, R. G., Afanasyev, I. V., & Kunitsyna, S. M. (2019). Organizational environment for the schoolchildrens' professional identities: Establishing, modelling, efficiency expectations and long-term development. *International Journal of Civil Engineering and Technology*, 10(2), 1612–1637. https://www.academia.edu/download/60380560/IJCIET_10_02_15620190824-107183-1vy5o61.pdf.
- Al-Shaboul, Y., Al-Azaizeh, M., & Al-Dosari, N. (2021). Differentiated instruction between application and constraints: Teachers' perspective. *European Journal of Educational Research*, 10(1), 127–143. <https://doi.org/10.12973/EU-JER.10.1.127>.
- Arofah, S., & Mubarak, H. (2021). An analysis of violation and flouting maxim on teacher-students interaction in English teaching and learning process. *Language Circle: Journal of Language and Literature*, 15(2), 249–256. <https://doi.org/10.15294/lc.v15i2.28148>.
- Aslam, F., Adefila, A., & Bagiya, Y. (2018). STEM outreach activities: an approach to teachers' professional development. *Journal of Education for Teaching*, 44(1), 58–70. <https://doi.org/10.1080/02607476.2018.1422618>.
- Baran, E., Correia, A. P., & Thompson, A. (2011). Transforming online teaching practice: Critical analysis of the literature on the roles and competencies of online teachers. *Distance Education*, 32(3), 421–439. <https://doi.org/10.1080/01587919.2011.610293>.
- Dekawati, I. (2020). The Principal's Leadership as the Effort To Build Students' Character. *International Journal of Educational Management and Innovation*, 1(2), 109. <https://doi.org/10.12928/ijemi.v1i2.1631>.
- González-Valero, G., Zurita-Ortega, F., Ubago-Jiménez, J. L., & Puertas-Molero, P. (2019). Use of meditation and cognitive behavioral therapies for the treatment of stress, depression and anxiety in students. A systematic review and meta-analysis. *International Journal of Environmental Research and Public Health*, 16(22), 1-23. <https://doi.org/10.3390/ijerph16224394>.
- Guimarães, M. A., Carvalho, W. L. P., & Oliviera, M. S. (2010). Moral reasoning in decision-making regarding socioscientific issues: The human genetic improvement example. *Ciência & Educação*, 16(2), 465–477. <https://doi.org/10.1590/S1516-73132010000200013>.
- Gumiandari, S., Nafi'a, I., & Jamaluddin, D. (2019). Criticizing Montessori'S Method of Early Childhood Education Using Islamic Psychology Perspective. *Jurnal Pendidikan Islam*, 5(2), 133–148. <https://doi.org/10.15575/jpi.v5i2.5835>.
- Gupta, T., Burke, K. A., & Greenbowe, T. J. (2022b). Shifting the ownership of learning from instructor to students through student-led instructor-facilitated guided-inquiry learning. In *Teaching Innovation in University Education: Case Studies and Main*

- Practices*, 69–98. <https://doi.org/10.4018/978-1-6684-4441-2.ch005>.
- Hasanah, A. (2020). Perbedaan Perkembangan Moral Anak Laki-Laki dan Anak Perempuan pada Usia Sekolah Dasar. *Yinyang: Jurnal Studi Islam Gender Dan Anak*, 15(1), 41–58. <https://doi.org/10.24090/yinyang.v15i1.3442>.
- Ibad, W. (2022). Penerapan Profil Pelajar Pancasila Di Tingkat Sekolah Dasar. *JIEES: Journal of Islamic Education at Elementary School JIEES*, 3(2), 84–94. <https://doi.org/10.47400/jiees.v3i2.47>.
- Jacques, L. A., Cian, H., Herro, D. C., & Quigley, C. (2020). The impact of questioning techniques on STEAM instruction. *Action in Teacher Education*, 42(3), 290–308. <https://doi.org/10.1080/01626620.2019.1638848>.
- Kadir, H. A. (2023). Application of the Pancasila Student Profile. *Indonesian Journal of Contemporary Multidisciplinary Research*, 2(3), 349–354. <https://doi.org/10.55927/modern.v2i3.4116>.
- Kusumawardani, F., Akhwani, A., Nafiah, N., & Taufiq, M. (2021). Pendidikan Karakter Berbasis Nilai-nilai Pancasila melalui Keteladanan dan Pembiasaan di Sekolah Dasar. *Jurnal Pancasila Dan Kewarganegaraan*, 6(1), 1–10. <https://doi.org/10.24269/jpk.v6.n1.2021.pp1-10>.
- Lina, Z. (2018). How Minecraft Support Students' Learning in Mathematics. *Early Child Development and Care*, 13(3), 1576–1590. <https://open.library.ubc.ca/soa/cIRcle/collections/ubctheses/24/items/1.0345627>.
- Mahvar, T., Ashghali Farahani, M., & Aryankhesal, A. (2018). Conflict management strategies in coping with students' disruptive behaviors in the classroom: Systematized review. *Journal of Advances in Medical Education & Professionalism*, 6(3), 102–114. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6039817/>.
- Manik, S., & Hutagaol, J. (2015). An Analysis on Teachers' Politeness Strategy and Student's Compliance in Teaching Learning Process at SD Negeri 024184 Binjai Timur Binjai –North Sumatra-Indonesia. *English Language Teaching*, 8(8), 152–170. <https://doi.org/10.5539/elt.v8n8p152>.
- Ndalamba, K. K., Caldwell, C., & Anderson, V. (2018). Leadership vision as a moral duty. *Journal of Management Development*, 37(3), 309–319. <https://doi.org/10.1108/JMD-08-2017-0262>.
- Ni, Y., & Jia, F. (2023). Promoting Positive Social Interactions: Recommendation for a Post-Pandemic School-Based Intervention for Social Anxiety. *Children*, 10(3), 491. <https://doi.org/10.3390/children10030491>.
- Nima, A. Al, Cloninger, K. M., Lucchese, F., Sikström, S., & Garcia, D. (2020). Validation of a general subjective well-being factor using Classical Test Theory. *PeerJ*, 2020(6), 1–29. <https://doi.org/10.7717/peerj.9193>.
- Oke, A., & Fernandes, F. A. P. (2020). Innovations in Teaching and Learning: Exploring the Perceptions of the Education Sector on the 4th Industrial Revolution (4IR). *Journal of Open Innovation: Technology, Market, and Complexity*, 6(2), 31. <https://doi.org/10.3390/joitmc6020031>.
- Omair, A. (2015). Selecting the appropriate study design for your research: Descriptive study designs. *Journal of Health Specialties*, 3(3), 153. <https://doi.org/10.4103/1658-600x.159892>.
- Parwati, N. P. Y., & Suastra, I. W. (2024). Critical Study of Educational Philosophy: Implementation of Character Education in the Pancasila Student Profile. *Indonesian Journal of Educational Development (IJED)*, 4(4), 492–499. <https://doi.org/10.59672/ijed.v4i4.3397>.
- Pasani, C. F., & Amelia, R. (2021). Learning Loss and Education Inequality in Indonesia (Mapping the Potential, Consequences, and the Covid-19 Crisis). *Review of*

- International Geographical Education*, 11(10), 1171–1181.
<https://search.ebscohost.com/login.aspx?direct=true&profile=ehost&scope=site&auth type=crawler&jrnl=21460353&AN=155787506&h=%2F2%2BmJPDsjn4Lt%2Bj2%2F0mmzCgN6Sj50qp04j3SCLxloLKl4pv0e%2BujATxbU%2BD0eso9bMXUo%2BdgJfW4dKruPUadGA%3D%3D&crl=c>.
- Paulus, M. (2020). The developmental emergence of morality: A review of current theoretical perspectives. In *Progress in Brain Research* (1st ed., Vol. 254). Elsevier B.V. <https://doi.org/10.1016/bs.pbr.2020.05.006>.
- Potter, W. J. (2018). An analysis of patterns of design decisions in recent media effects research. *Review of Communication Research*, 6, 1–29. <https://doi.org/10.12840/issn.2255-4165.2018.06.01.014>.
- Prodjosantoso, A. K., & Hertina, A. M. (2019). The Misconception Diagnosis on Ionic and Covalent Bonds Concepts with Three Tier Diagnostic Test. *International Journal of Instruction*, 12(1), 1477–1488. <https://eric.ed.gov/?id=EJ1201190>.
- Rahayu, D. N. O., Sundawa, D., & Wiyanarti, E. (2023). Profil Pelajar Pancasila sebagai Upaya dalam Membentuk Karakter Masyarakat Global. *Visipena*, 14(1), 14–28. <https://doi.org/10.46244/visipena.v14i1.2035>.
- Rusmin, L. et. all. (2020). The Role of Civic Education in the Student Moral Development in Elementary School: A Descriptive Study. *Universal Journal of Educational Research*, 8(12), 6405–6406. <https://doi.org/10.13189/ujer.2020.081206>.
- Sahruli, A., Widodo, R., & Budiono, B. (2017). Implementasi Pendidikan Karakter Berbasis Budaya Religius. *Jurnal Civic Hukum*, 2(1), 1. <https://doi.org/10.22219/jch.v2i1.9898>.
- Samerkhanova, E. K., & Imzharova, Z. U. (2018). Organizational and pedagogical conditions for forming the readiness of future teachers for project activities in the context of Digitalization of education. *Vestnik of Minin University*, 6(2). <https://doi.org/10.26795/2307-1281-2018-6-2-2>.
- Schipper, N., & Koglin, U. (2021). The association between moral identity and moral decisions in adolescents. *New Directions for Child and Adolescent Development*, 2021(179), 111–125. <https://doi.org/10.1002/cad.20429>.
- Selman, Y. F., & Jaedun, A. (2020). Evaluation of The Implementation of 4C Skills in Indonesian Subject at Senior High Schools. *Jurnal Pendidikan Indonesia*, 9(2), 244–257. <https://doi.org/10.23887/jpi-undiksha.v9i2.23459>.
- Skaraki, E., & Kolokotronis, F. (2022). Preschool and early primary school age children learning of computational thinking through the use of asynchronous learning environments in the age of Covid-19. *Advances in Mobile Learning Educational Research*, 2(1), 180–186. <https://doi.org/10.25082/amlr.2022.01.002>.
- Sokip, Akhyak, Soim, Tanzeh, A., & Kojin. (2019). Character Building in Islamic Society: A Case Study of Muslim Families in Tulungagung, East Java, Indonesia. *Journal of Social Studies Education Research*, 10(2), 224–242. <https://www.learntechlib.org/p/216573/>.
- Supeni, S., Hakim, L., & Jumintono. (2019). Strengthening Character Education of Early Childhood through Javanese Traditional Game Dakon. *International Journal of Recent Technology and Engineering*, 7(6S2), 243–249. <https://www.atlantispress.com/proceedings/ijcah-20/125947406>.
- Suwastini, N. K. A., Asri, N. W. D. P., Wahyuni, L. G. E., & Prastika, K. A. D. (2020). The Characterisations of Piscine Molitor Patel in Yan Martell'S the Life of Pi. *International Journal of Language and Literature*, 4(2), 56. <https://doi.org/10.23887/ijll.v4i2.30289>.
- Taufan, M. Y. (2022). Professional Development of Teachers, Competencies, Educational Facilities and Infrastructure on Teacher Performance and Learning Achievement of

- High School Students in Makassar City. *Golden Ratio of Social Science and Education*, 2(1), 24–38. <https://doi.org/10.52970/grsse.v2i1.168>.
- Taufiq, M., Ghani, A., Hamzah, M., Ramli, S., Ab, W., Daud, A. W., Rijal, T., Romli, M., Najihah, N., & Mokhtar, M. (2019). a Questionnaire-Based Approach on Technology Acceptance Model for Mobile Digital Game-Based Learning. *Journal of Global Business and Social Entrepreneurship (GBSE)*, 5(14), 24621714. [http://www.gbse.my/V5 NO.14 \(MARCH 2019\)/Paper-199-.pdf](http://www.gbse.my/V5%20NO.14%20(MARCH%202019)/Paper-199-.pdf).
- Thahir, A., Psi, S., & Ed, D. (2018). Cinematherapy and thought-stopping techniques to reduce social anxiety. In *Proceedings International Conference of Counseling Education and Psychology (ICONCEP)*, 1, 1–7. <https://proceedings.radenintan.ac.id/index.php/iconcep/article/view/12>.
- Vescio, V., Ross, D., & Adams, A. (2008). A review of research on the impact of professional learning communities on teaching practice and student learning. *Teaching and Teacher Education*, 24(1), 80–91. <https://www.tandfonline.com/doi/abs/10.1080/09243453.2020.1808484>.
- Wahyuni, H. I., Budiman, A., Abidin, R., & Yuliandari, E. T. (2023). Potential of Fables as Learning Resources for Environmental Education and Its Relevance to the Merdeka Belajar Curriculum. *Jurnal Pendidikan Indonesia Gemilang*, 3(1), 87–96. <https://doi.org/10.53889/jpig.v3i1.189>.
- Wahyuni, L. G. E. (2013). Authenticity of Teachers ' Made Assessment and Its ' Contribution to Students ' English Achievement. *Jurnal Pendidikan Dan Pengajaran*, 46(2), 182–191. <https://doi.org/10.23887/jppundiksha.v46i2%20Juli.2768>.
- Wang, Y., & Liu, Q. (2020). Effects of online teaching presence on students' interactions and collaborative knowledge construction. *Journal of Computer Assisted Learning*, 36(3), 370–382. <https://doi.org/10.1111/jcal.12408>.
- Yanto, M. (2020). Manajemen kepala Madrasah Ibtidaiyah dalam menumbuhkan pendidikan karakter religius pada era digital. *Jurnal Konseling Dan Pendidikan*, 8(3), 176–183. <https://doi.org/10.29210/146300>.
- Yusro, A., Sutopo, D., & Yuliasri, I. (2020). The application of cooperative principle in EFL classroom interaction. *English Education Journal*, 10(2), 124–130. <https://doi.org/10.15294/ej.v10i1.34125>.