The Contribution of Learning Culture and Soft Skills in Improving the Character of High School Students

Ni Ketut Sri Kusuma Wardhani[1]*, Gusti Ayu Agung Riesa Mahendradhani[2]

[1,2] Jurusan, Universitas Hindu Negeri I Gusti Bagus Sugriwa, Denpasar, Indonesia

A B S T R A K

Karakter menjadi salah satu isu utama dalam dunia pendidikan. Selain itu munculnya perilaku pergaulan bebas remaja, penyalahgunaan narkotika, tindak kriminal, serta radikalisme, semakin memperkuat indikasi adanya krisis moral. Penelitian ini bertujuan untuk menganalisis pengaruh budaya belajar dan soft skill meningkatkan karakter siswa sekolah menengah atas. Jenis penelitian ini yaitu penelitian survey. Pendekatan penelitian ini adalah kuantitatif, dengan rancangan penelitian ex post facto. Populasi penelitian berjumlah 361 siswa. Sampel diambil menggunakan teknik proportional random sampling dengan pengambilan sampel secara acak. Jumlah sampel penelitian ini adalah 218 orang. Data dikumpulkan menggunakan metode kuesioner dan pencatatan dokumen. Sementara itu, instrumen yang digunakan untuk mengumpulkan data adalah lembar kuesioner. Data dianalisis menggunakan teknik analisis statistif deskriptif dan inferensial. Hasil penelitian menunjukkan adanya koefisien jalur sangat signifikan. Analisis budaya belajar terhadap karakter siswa diperoleh koefisien jalur sangat signifikan, terbukti bahwa budaya belajar berpengaruh langsung secara positif terhadap karakter siswa. Analisis budaya belajar terhadap karakteristik siswa melalui soft skill diperoleh pengaruh tidak langsung. Budaya belajar berpengaruh signifikan terhadap soft skill siswa dengan kontribusi 65.5%. Budaya belajar dan soft skill berpengaruh secara langsung terhadap karakter siswa dengan kontribusi 66.8%. Disimpulkan bahwa, karakter siswa dapat dibentuk melalui budaya belajar yang baik dan soft skill.

A B S T R A C T

Character is a key issue in education, highlighted by the rise of adolescent promiscuity, drug abuse, crime, and radicalism, indicating a deepening moral crisis. This study aims to analyze the influence of learning culture and soft skills in improving the character of high school students. This type of research is survey research. The approach to this research is quantitative, with an ex post facto research design. The population of the study was 361 students. The sample was taken using the proportional random sampling technique with random sampling. The number of samples in this study was 218 people. Data were collected using the questionnaire method and document recording. Meanwhile, the instrument used to collect data was a questionnaire sheet. Data were analyzed using descriptive and inferential statistical analysis techniques. The results of the study showed a very significant path coefficient. Analysis of learning culture on student character obtained a very significant path coefficient, proving that learning culture has a direct positive effect on student character. Analysis of learning culture on student characteristics through soft skills obtained an indirect effect. Learning culture has a significant effect on student soft skills with a contribution of 65.5%. Learning culture and soft skills have a direct effect on student character with a contribution of 66.8%. It is concluded that, student character can be formed through a good learning culture and soft skills.

1. INTRODUCTION

Education plays an important role in human life (Dewi & Putra, 2018; Pratama et al., 2018; Wijaya, et al., 2018). Education is a crucial aspect in national development, because it acts as a long-term investment. The improvement of human resources aims to create education that is able to form intelligent and competitive individuals, with the principles of justice, quality, and relevance to the needs of local and global communities (Apriyani et al., 2022; Ismail, 2021; Syarifudin, 2020). The progress of a nation is not only determined by the achievements and technological progress, but also by the character and behavior of its

Corresponding author
*E-mail addresses: riekusuma@uhnsugriwa.ac.id (Ni Ketut Sri Kusuma Wardhani)

human resources (Yulianti et al, 2022; Mufidah & Jamain, 2020; Ramadoni et al., 2019; Sukendar et al., 2019). Education is considered as a means to form the character of a generation that has insight, high morals, and has the skills to create innovation and adapt to the progress of the times (Yulianti et al., 2022; Mufidah & Jamain, 2020; Safitri et al., 2021; Nugraeny & Mukminin, 2019; Ramadoni et al., 2019; Sukendar et al., 2019). Education is considered as a process of knowledge transformation that involves several aspects or components that support educational activities. Education aims to develop three aspects of intelligence in students, namely emotional, intellectual and spiritual intelligence. Character in this case is considered as the ultimate goal of education (Amin et al., 2022; Utsman et al., 2022). Education has a central role in developing human potential and overcoming the moral crisis, because it is an effort to foster the quality of human resources as a whole (Utsman et al., 2022; Amin et al., 2022; Nugraeny & Mukminin, 2019). Based on this idea, education is considered as a determinant of a country's existence and is even considered a matter of life and death for the entire nation.

The quality of education also has an impact on all aspects of community and national life (Amin et al., 2022; Utsman et al., 2022; Dewantara & Dibia, 2021; Fahmy et al., 2015). The government is committed to developing education to create the Golden Generation of 2045 with 21st century skills, emphasizing character as the core of education in Indonesia. Education is considered a vital element that can influence the future and the viability of life for every Indonesian citizen (Pujiasih, 2020; Darman, 2017). The quality of a country's education has a significant impact on its global progress. But in reality, there are still many students who have bad characters. Previous research findings also revealed that some students showed bad characters at school (Ana & Wakhudin, 2020; Astawa et al., 2020; Ismail, 2021). Other research also reveals that poor character is caused by a lack of education or bad company (Siregar et al., 2021; Hendikawati et al., 2016; Suarni et al., 2019).The results of observations conducted at SMA Negeri 3 Singaraja also showed that there were several students who had poor character. This is known by some students who do not respect teachers and violate school rules. The moral crisis in students is reflected in behavior that does not reflect the character of the nation, such as increasing cases of bullying, cheating in exams, conflicts between students, acts of corruption, and money laundering involving various levels of society, including high-ranking officials to the village level (Kanji et al., 2020; Rulianto, 2019). This situation is more worrying when it is done by educated individuals and has strategic positions in government or society. In addition, the emergence of free association behavior among teenagers, abuse of narcotics, psychotropics, and addictive substances (NAPZA), criminal acts, and radicalism, further strengthens the indications of a moral crisis (Sheva, 2019; Mirawati, 2015; Malihah, 2014).

The spirit of nationalism, patriotism, and the spirit of defending the country also experienced a decline. Meanwhile, self-confidence as a cultured child of the nation was shaken by admiration for the lifestyle of foreign nations. This encouraged individuals to adopt behavior and lifestyles that were not in line with local religious and cultural rules that had become an inseparable part of society (Saputra et al., 2022; Andriyana et al., 2021; Sheva, 2019; Mirawati, 2015; Malihah, 2014). Thus, the mismatch between the goals of national education and the results seen in the character of the nation indicates an urgent need to improve the effectiveness of education and strengthen the role of religious education in forming moral values and character that are in line with national ideals. Based on this, one solution to improve student character is to create a positive learning culture and help students develop soft skills. Schools have a central role in growing and educating students to become superior individuals (Kusuma et al., 2023; Ana & Wakhudin, 2020). Schools are not only expected to create a learning culture that focuses on high achievement, but also to build positive behavioral attitudes in the surrounding environment. The role of teachers has a significant impact on achieving success and quality of education (Maulana et al., 2020; Luthviyani et al., 2019; Pradana, 2019). The government also implemented changes to the education system that are adjusted to future needs, especially with the rapid development of information and communication technology. This effort is made to form a generation of Indonesia that is tough, cultured, and has a positive character.

The approach is expected to produce a transformation in character building. The main focus is to instill moral values and a learning culture that can advance positive character and make students experience behavioral changes (Puspitasari et al., 2021; Yuliyanto et al., 2018). Character development becomes a habit and culture becomes something that is highly emphasized (Sulastri et al., 2022; Erviana, 2021; Hulu, 2021). Learning in schools is considered successful if it is supported by a positive and consistent learning culture that is applied by students, by increasing motivation and interest in learning that is relevant to the development of soft skills or students' personal abilities (Hanifa et al., 2021; Murtafiah et al., 2017). Soft skills refer to skills that are more related to a person's sensitivity to their surroundings (Avriani et al., 2022; Chaibate et al., 2020). Soft skills is basically a development of the concept of emotional intelligence (EQ), which includes skills, talents and habits that contribute to the formation of a person's personality and attitude (Avriani et al., 2022; Chaibate et al., 2020; Snape & Zealand, 2017; Cinque, 2016). Soft skills are also closely related to skills and expertise outside the academic context (non-academic) that students need to build social relationships with their surroundings.Therefore, the importance of developing soft skills through a learning culture cannot be ignored. This aims to accustom students to instill values recognized by

the school and society. The learning culture here refers to students' learning habits that are carried out continuously and driven by personal desires, not just the result of coercion (Hou, Chen, & Yu, 2023; Hanifa et al., 2021; Suardana et al., 2018; Murtafiah et al., 2017).

Previous research states that learning culture can help students to be more focused and improve their abilities significantly (Norris & Murphy, 2020; Yuenyong & Yuenyong, 2012). Other studies also reveal that developing soft skills for students is very important to improve students' skills (Setiani & Rasto, 2019; Cinque, 2016; Ratnawati, 2016). It is concluded that the culture of learningand soft skillsinfluences the entire psychological experience of students involving social, emotional, and intellectual aspects. The cultivation of values in educational institutions plays an important role in helping students form character and soft skills that lead to learning autonomy. The novelty of this study is that there has been no research study on learning culture and soft skills improving the character of high school students.

The urgency of this research is the improvement of student character which needs to be done through a culture of learning and soft skills.Based on this, the aim of this research is to analyze the influence of learning culture and soft skills improving the character of high school students. The results of this study are expected to provide information regarding the analysis of the influence of learning culture and soft skills in improving the character of high school students. Thus, in the future this research can provide implicationson strengthening the culture of learning and soft skills to improve students' character, especially high school students.

2. METHOD

This type of research is survey research. The approach used in this study is quantitative, using an ex post facto research design. Ex post facto research is related to variables that have occurred and researchers do not need to provide treatment to the variables studied. Meanwhile, in terms of its nature, this research design is descriptive and correlational. This study intends to measure the influence of Learning Culture and Soft Skills on the Character of Class X Students of SMA Negeri 3 Singaraja. Therefore, the paradigm model used is the paradigm of the conceptual model of the influence between independent variables (exogenous) and dependent variables (endogenous). This research design sets the independent variable (X) as Learning Culture and Soft Skills (Y_1) as the intervening variable, while the dependent variable that is influenced or becomes a result of the independent variable is Student Character (Y_2). The research was conducted at SMA Negeri 3 Singaraja. The population of the study included all students of class X of SMA Negeri 3 Singaraja, consisting of 10 classes with a total of 361 students, namely 180 male students and 181 female students. The sample was taken using the proportional random sampling technique with random sampling, paying attention to the proportion (balance of gender and class). The random process was carried out by drawing the names of students in each class. The minimum number of samples taken according to the Krejcie and Morgan table is 186 people. However, assuming an observation of 95% and data that can be processed as much as 90%, the expected number of samples is 218 people, with details of 108 male students and 110 female students.

The methods used in collecting data are questionnaires and document recording. The questionnaire is used to obtain data on learning culture, soft skills, and student character. The questionnaire used in this study is a closed questionnaire with five answer scale options. The document recording method is used to record school data in the form of profiles, history, and learning regulations. The instrument used to collect data is a questionnaire sheet. Furthermore, to measure the validity of the construction instrument or construct validity, two Judgment Experts were consulted. The measurement of the validity of the questionnaire items used Product Moment Correlation. The calculation of reliability used the alpha-cronbach coefficient. After being tested on 30 respondents, the total number of valid statements was 43 statements with details of 15 statement items on aspects of learning culture, 15 items on soft skill variables, and 13 items on student character variables. The distribution of the correlation coefficient figures was between 0.393 and 0.715, r_{count} was greater than 0.361 (r> 0.361), while the calculation of reliability obtained an Alpha coefficient of 0.690 to 0.839, for invalid questionnaires revised so that all questionnaire items could be used for research. The questionnaire grid is presented in Table 1.

Table 1. The Data Collection Instrument Grid

No	Research Variables	Dimensions and Indicators of Variables
1	Student Character	**Religious** a. Saying hello b. Pray before and after studying c. Performing religious worship d. Celebrating religious holidays **Discipline** a. Get used to being on time

No	Research Variables	Dimensions and Indicators of Variables
		b. Get used to obeying school rules.
		c. Take advantage of free time/breaks to study
		d. discuss/ ask
		Nationalism
		a. Proud to be an Indonesian,
		b. Love for the homeland and nation
		c. Proud of Cultural Diversity
		d. Prioritize common (general) interests,
		Independent
		a. Understanding yourself and the situation
		b. Have Self control
		c. Self Regulation
		Mutual cooperation
		a. Have a spirit of solidarity
		b. Social interaction
		c. Active in community movements
2	Soft Skill	**Intra Personality**
		a. time management skills/discipline
		b. creative ability
		c. integrity and honesty
		d. motivational and analytical
		Inter-Personality
		a. communicate
		b. self understanding
		c. responsible for tasks in the Team
		d. ability to work effectively with a team
3	Learning culture	**Student learning culture during learning at school, namely the classroom**
		a. Ask questions during learning,
		b. Carry out a task
		c. Follow the lesson well
		Student learning culture outside the classroom in school
		a. use free time to study and discuss with friends / teachers
		b. study for future lessons
		Student learning culture outside the classroom outside of school
		a. study together for homework
		b. ask the teacher about the test
		c. enthusiastically looking for previous exam questions to study again.

The collected data were then analyzed using descriptive and inferential statistical analysis techniques. Descriptive analysis was used to measure each independent variable data and dependent variable with a five-category assessment scale. The results of this analysis will be presented in the form of a frequency distribution table and histogram diagram. To assess the tendency of the Learning Culture, Soft Skills, and Student Character variables, the average score and ideal standard deviation of each variable, conversion guidelines were used which would be categorized into five categories. Inferential statistical analysis was used to analyze the effectivenesslearning culture and soft skills towards the character of high school students.The data analysis prerequisite test was carried out through four types of tests, namely the normality test, variance homogeneity test, linearity test, and multicollinearity test using the SPSS 26.0 for Windows program.

3. RESULT AND DISCUSSION

Result

Description of the student learning culture variable is measured through the student learning culture during learning at school, namely in the classroom, outside the classroom in school, and the student learning culture outside the classroom outside school.Learning indicators inclassroom average3.92-4.31 in range61.0% - 66.1%strongly agree the range of 14.7%-35.3% is considered high, this isdescribeMany students have a good learning culture in the classroom, such as daring to ask questions and do assignments,no students felt that they had great difficulty in learning in the classroom.

Ilearning indicatorsoutside the classroom inside the schoolaverage 4.11- 4.27, in the range of 59.6% - 67.4% strongly agree in the range of 26.1% - 29.8% is classified as high.The indicator for learning outside school is on average 3.91-4.22, the proportion of answers agreeing is 59.6%-75.7% or strongly agreeing in the range of 8.7%-30.7% is classified as high, thisillustrates that not many students experience difficulties when studying outside of school. The conclusionThe highest average of 4.19 is in the indicator of learning culture outside the classroom. While the lowest average of 4.11 is in the indicator of learning outside school. Soft Skill Variablesstudents are measured through Intra-Personality and Inter-Personality indicators.The average inter-personality description is 4.17-4.42, the proportion of answers agreeing in the range of 50.9%-61.9% or strongly agreeing in the range of 28.9%-45.4% is classified as good. The average intra-personality description is 4.15-4.33, the proportion of answers agreeing in the range of 61.9%-75.2% or strongly agreeing in the range of 20.2%-35.8% is good. This description explains that, inter-personality is formed well such as communication skills, good self-understanding, responsible and able to work together effectively in a team.There are no students whose soft skills are very low in the interpersonal section.Intra-personality descriptions are well formed such as time management skills, creativity, integrity and analytical motivation.The highest average of 4.31 is in the inter-personality indicator, while the lowest average of 4.24 is in the intra-personality indicator. Student character variables are measured through indicators of religiosity, discipline, nationalism, integrity, and mutual cooperation.The average description of student character is 3.68-4.41 in the range of 41.7%-67.0% or very agree in the range of 28.4%-57.3% very good. This description provides an overviewdiscipline indicatorisaverage student character excellence 4.23-4.56that student discipline is formed well, such as being present on time, obeying school rules, being able to organize study schedules and being able to discuss.The description in another section shows that many students' lack of independence stems from weak self-control.

Data normality test using the Kolmogorov Smirnov test with the help ofSoftwareSPSS 26.0 for Windows. The minimum learning culture score is 44 and the maximum is 75 with an average of 60.31. The test results produce $z = 1.280$ and $p = 0.075$, concluding that the learning culture score follows a normal distribution. Soft Skill Score The minimum score is 50 and the maximum is 75 with an average of 62.2, the test results produce $z = 1.080$ and $p = 0.194$, concluding that the soft skill score follows a normal distribution. The histogram of student character scores is a minimum of 50 and a maximum of 70 with an average of 60.31, the test results produce $z = 1.266$ and $p = 0.081$, concluding that the student character score follows a normal distribution. The summary of the results of the normality test analysis is presented in Table 2.

Table 2. The Summary of Results of Data Distribution Normality Test Analysis

No	Variables	N	KS Z	p two sides	Information
1	Learning culture	218	1,280	0.075	Normal
2	Soft Skill	218	1,080	0.194	Normal
3	Student Character	218	1.266	0.081	Normal

Data homogeneity test was conducted using Fisher's F Test. The data variance test was randomly divided into two parts, each with 109 samples, calculated from the squared value of std. deviation, and the F value was calculated. The learning culture score of group 1 had an average of 59.62 and a deviation of 5,562, in group 2 it had an average of 60.99 and a deviation of 5,273. The results of the Levene homogeneity test had $F = 0.017$ (p> 0.05), so that the homogeneity of the learning culture score variance could be met.Soft Skill Homogeneity Test group 1 has an average of 61.73 and a deviation of 4.942, in group 2 has an average of 62.80 and a deviation of 4.759. The results of the Levene soft skill test have $F = 0.092$ (p> 0.05), it can be concluded that the soft skill score variance can be met, The Results of the Student Character Homogeneity Test group 1 has an average of 59.19 and a deviation of 4.502, Group 2 has an average of 59.38 and a deviation of 4.189. The results of the Levene test have $F = 0.430$ (p> 0.05). It is concluded that the homogeneity of student character can be met. The results of Levene's test provide the conclusion that the homogeneity of the variants of the three variables is acceptable. The linearity test used is the linearity test from Ramsey with the help of the SPSS 26.0 for Windows software program with the resultslinearity in the three paths in the hypothesis model meets the requirements. Each path has acceptable linearity test results ($p < 0.05$).Thus, all paths are proven to have significant linearity. The results of the linearity test are presented in Table 3.

Table 3. The Linearity of the Model

No	Track	Linearity	Deviation from Linearity	Results
1	Culture of Learning to Soft Skills	F= 396.649 ; P = 0.000	F = 0.778 ; P = 0.790	Linear
2	Learning Culture to Student Character	F= 386.395; P = 0.000	F = 1.555 ; P = 0.042	Linear
3	Soft Skills to Student Character	F= 352.275; P = 0.000	F = 2.615; P = 0.000	Linear

The path coefficient in the diagram is calculated from two equations, namely path analysis describes the form of the relationship between exogenous variables (learning culture) with mediating variables (soft skills) and endogenous variables (student character). Path analysis describes the form of the relationship between exogenous variables (learning culture) with endogenous variables (soft skills and student character), important things in regression analysis are path coefficients, determination coefficients ($R2$) and t-test results. The contribution of the learning culture variable in explaining soft skills is 65.5%. The result of the path coefficient test of learning culture on soft skills is 0.809 (p = 0.000) which shows significant. This result explains that a good learning culture will improve soft skills. The contribution of the variables of learning culture and soft skills in explaining student character is 66.8%. The result of the path coefficient test of learning culture on student character is 0.501 (p = 0.000) which is significant. The result of the path coefficient test of soft skills on student character is 0.358 (p = 0.000) which is significant. This result explains that good soft skills will improve student character. The indirect effect of soft skills as a mediator in the influence of learning culture on student character is obtained from the product of two path coefficients 0.809 x 0.358 = 0.290. Both coefficients are tested significant, the indirect effect of learning culture on student character is 0.290. So the indirect effect of 0.290 is significant. For the suitability of the path analysis model is calculated from the two determination coefficients (R_2).

The coefficient of determination of soft skills is 0.655, student character is 0.668, then the suitability of the model in the relationship of these three variables is R_2model = 0.885 or 88.5%. The level of suitability of the model that explains student character is 88.5%, and the remaining 11.5% is explained by other variables that have not been included in the model.In testing the first, second, and third hypotheses, the coefficient results are used. Meanwhile, to test the fourth hypothesis, the Sobel test is used, namely to test the significance of the large indirect influence.A summary of the hypothesis test can be presented in Table 4.

Table 4. The Hypothesis Test Results

Influence of Variables	Path Coefficient	T	Sig.	Information
X with Y_1	0.809	20.231	0.000	Significant
X_1 with Y_2	0.501	7.491	0.000	Significant
Y_1 with Y_2	0.358	5.356	0.000	Significant

The results of the data analysis of the regression model $Y_1 = bo + b_1X_1$ show significance. The effect of learning culture (X) on soft skills (Y_1), measured by the path coefficient of 0.809 (p = 0.000), is smaller than the alpha value of 0.05 (α = 5%), indicating significance. The t-test was conducted to test the hypotheses H_0: $\beta = 0$ and H_1: $\beta > 0$. The results of the analysis showed t count (20.231) > t_{table} (1.971) with a significance level of 5% and degrees of freedom (df) 215, so H_0 was rejected and H_1 was accepted. This means that there is a positive and significant effect of learning culture on soft skills, confirming that learning culture affects the soft skills of students of SMA Negeri 3 Singaraja. Thus, the first hypothesis is proven true.

The regression model $\hat{Y} = bo + b_1X_1$ shows significance. The influence of learning culture (X) on student character (Y_2), is measured by the path coefficient of 0.501 (p = 0.000). This coefficient is proven to be significant (p <0.05), indicating that a better learning culture improves student character. With these results, the hypothesis H_2 is proven true, namely that there is a significant influence of learning culture on the character of class X students of SMA Negeri 3 Singaraja. The t-test was conducted to test the hypothesis H_0: $\beta = 0$ and H_1: $\beta > 0$ on the path coefficient of learning culture on student character. The analysis shows t_{count} (7.491) > t_{table} (1.971) with a significance level of 5% and degrees of freedom (df) 215. Thus, H_0 is rejected and H_1 is accepted, or that statistically there is a positive and significant influence of learning culture on the character of students of SMA Negeri 3 Singaraja. This confirms that students who are able to form a good learning culture will experience an increase in character.

The results of the study conducted at SMA Negeri 3 Singaraja related to the soft skill variable (Y_1) on Student Character (Y_2) in the path coefficient significance test. The regression model $\hat{Y} = bo + b_1X_1$ shows significance. The influence of learning culture (X) on student character (Y_2), measured by the path coefficient of 0.501 (p = 0.000). This coefficient is proven to be significant (p <0.05), indicating that a better learning culture improves student character. With these results, the H2 hypothesis is proven true, namely that there is a significant influence of learning culture on the character of class X students of SMA Negeri 3 Singaraja.

The t-test was conducted to test the hypothesis H_0: $\beta = 0$ and H_1: $\beta > 0$ on the path coefficient of learning culture on student character. The analysis showed t_{count} (7.491) > t_{table} (1.971) with a significance level of 5% and degrees of freedom (df) 215. Thus, H_0 was rejected and H_1 was accepted, concluding that statistically there is a positive and significant influence of learning culture on the character of students of SMA Negeri 3 Singaraja. This confirms that students who are able to form a good learning culture will experience an increase in character.

The indirect effect of learning culture (X) on student character (Y_2) through soft skills (Y_1) is calculated by multiplying the two path coefficients: 0.809 (the effect of learning culture on soft skills) x 0.358 (the effect of soft skills on student character) = 0.290. Hypothesis H_4 states that there is a significant indirect effect of learning culture on student character through soft skills of class X SMA Negeri 3 Singaraja. This test is related to the significance results of the two path coefficients (0.809 and 0.358). The t-test is conducted to test the significance of the indirect effect of learning culture on student character through soft skills.

The formulation of the statistical hypothesis is H_o: $\beta_1 x \beta_2 = 0$ (no significant indirect effect), H_i: $\beta_1 x \beta_2 > 0$ (there is a significant indirect effect), with a significance level of α = 5% and degrees of freedom (df) 215. The t_{table} value is 1.971. The test results show that t count (5.356) > t_{table} (1.971) with a significance level of 5%, so H_0 is rejected and H_1 is accepted. This means that there is a positive and significant indirect effect of learning culture on student character through soft skills. Thus, the fourth hypothesis (H_4) is proven true, indicating that a good learning culture can improve the character of students of SMA Negeri 3 Singaraja indirectly through the development of soft skills.

Discussion

The results of the data analysis show that,there is influencelearning culture and soft skills on the character of high school students. This can be caused by several factors. The first factor, learning culture can improve the character of high school students.The cultivation of values in educational institutions is recognized as an important factor in shaping character (Kusuma et al., 2023; Ismail, 2021; Astawa et al., 2020).The contribution of learning culture to student character is considered stronger than soft skills, where a good learning culture can improve students' character after improving soft skills. Academic culture can influence the education and mental development of students (Khaerunnisa & Muqowim, 2020; Supriadi et al., 2020).

The results of the research analysis on class X students at SMA Negeri 3 Singaraja show a learning culture,soft skills, and the students' character is included in the good category. The culture of learning outside the classroom makes the biggest contribution to soft skills students and overall learning culture have a positive and significant impact on student character. The contribution of learning culture and soft skills to student character reaches 66.8%, while the remaining 33.2% may be influenced by other variables not examined in this study.

Previous research also revealed thatSchool culture influences student character through instilling character values, teacher role models, and routine activities at school (Safitri & Ramadan, 2022; Pradana, 2019; Baka et al., 2018). Thus, the role of teachers is key in forming students' character through role models, habituation, and acculturation in the family, school, and community environments (Salasiah, 2021; Khaerunnisa & Muqowim, 2020; Maulana et al., 2020; Supriadi et al., 2020). This study provides an important contribution in the context of the independent learning curriculum, emphasizing that character education is not only related to academic achievement and technology, but also to the formation of student character.

The second factor, soft skills can improve the character of high school students.Schools must respond to these demands by maximizing the development of student character. This can be achieved by focusing on positive values and providing assistance through a learning culture and efforts to improve soft skills (Avriani et al., 2022; Snape & Zealand, 2017). Analysis shows that students who are able to form a good learning culture will have an impact on improving soft skills. This finding is in line with research which confirms that soft skills are related to students' basic abilities, including self-motivation, responsibility, communication skills, and environmental adaptation (Almeida & Morais, 2021; Younis et al., 2021; Merz, 2014).

This study confirms that, soft skills play a significant role in individual success, with 80% of success achieved through soft skills (Mitsea et al., 2021; Wiguna, 2020). This is in accordance with social psychology research which shows that 82% of the success of successful people is determined by emotional and interpersonal skills, while only 18% is determined by knowledge and skills (Younis et al., 2021). Thus, the results of this study provide strong support for the success of soft skills in influencing student character and achievement. A good learning culture is key to forming soft skills and both contribute to students' success in facing various life challenges.

The third factor, learning culture and soft skills can improve the character of high school students. Many students face failure in the learning process due to the lack of adoption of a positive learning culture (Aditya Dharma, 2019; Irhandayaningsih, 2019). Therefore, learning culture has a very crucial role in the realm of education. Through education, it is hoped that the development of soft skills and character can be achieved optimally (Puspitasari et al., 2021; Yuliyanto et al., 2018). Currently, learning approaches are required to be able to integrate students' soft skills and hard skills. Therefore, the learning process should be student-centered, giving them the opportunity to build their own knowledge and skills, allowing for deep learning (Sulastri et al., 2022; Erviana, 2021; Hulu, 2021).

Academic culture can influence education and mental development of students. Thus, the role of teachers is key in shaping students' character through role models, habits, and acculturation in the family, school, and community environments (Maharani et al., 2018; Muliani et al., 2015). The learning culture in educational institutions plays an important role in shaping character and developing students' soft skills that are essential for life (Hanifa et al., 2021; Murtafiah et al., 2017). The process of cultivating values helps students obtain values that are in accordance with expectations, and the improvement of soft skills, both in interpersonal and intrapersonal, is greatly influenced by the learning culture in the school environment.

Previous research stated that,soft skills has a positive impact on students' abilities, providing an important contribution in addition to mastery of cognitive aspects (Avriani et al., 2022; Chaibate et al., 2020). Other research also states that learning culture contributes to student character (Eka Sulistyawati, 2021; Suandewi et al., 2019). The results of the research analysis on grade X students at SMA Negeri 3 Singaraja showed that the learning culture, soft skills, and character of students were included in the good category. The learning culture outside the classroom made the greatest contribution to students' soft skills and the overall learning culture had a positive and significant impact on students' character. The contribution of learning culture and to students' character reached 66.8%, while the remaining 33.2% may be influenced by other variables not examined in this study..

The latest information in this study has implications for strengthening the culture of learning and soft skills to improve students' character.A positive school culture can help improve the quality of character education and overall school progress. This study makes an important contribution in the context of the independent learning curriculum, emphasizing that character education is not only related to academic achievement and technology, but alsoalso with the formation of student character, whose values are relevant to current conditions. However, research is limited to looking at learning culture and soft skills that occurs in high school students. The context in the conditions of learners with different levels such as elementary school students and vice versa such as in adult learners needs to be studied further.

4. CONCLUSION

The latest results of this study show that there is a positive and significant indirect influence of learning culture on student character through soft skills. This also shows that a good learning culture can improve the character of students at SMA Negeri 3 Singaraja indirectly through the development of soft skills. This study supports the concept that learning culture involves individual or group habits in exploring information from the surrounding environment. A conducive school culture has a strategic role in shaping students' character through habits and examples from various parties in the school environment. Soft skills character-based learning has a positive impact on students' personalities and makes an important contribution in addition to mastering cognitive aspects. Soft skills which develops through religious education teaching also has a positive influence on students' attitudes, such as honesty, responsibility, time discipline, and acceptance of input.

5. REFERENCES

Aditya Dharma, I. M. (2019). Pengembangan Buku Cerita Anak Bergambar Dengan Insersi Budaya Lokal Bali Terhadap Minat Baca Dan Sikap Siswa Kelas V Sd Kurikulum 2013. *Journal for Lesson and Learning Studies*, *2*(1), 53–63. https://doi.org/10.23887/jlls.v2i1.17321.

Almeida, F., & Morais, J. (2021). Strategies for Developing Soft Skills Among Higher Engineering Courses. *Journal of Education*, *203*(1), 103–112. https://doi.org/10.1177/00220574211016417.

Amin, A., Alimni, A., Kurniawan, D. A., Perdana, R., Pratama, W. A., & Triani, E. (2022). Analysis of the Relationship of Religious Character, Perseverance and Learning Motivation of Junior High School Students. *Journal of Innovation in Educational and Cultural Research*, *3*(4). https://doi.org/10.46843/jiecr.v3i4.233.

Ana, A., & Wakhudin. (2020). Implementasi Pendidikan Karakter Melalui Model Pembelajaran Discovery Learning di Mim Pasir Lor Karanglewas Banyumas. *Jurnal Pengabdian Masyarakat*, *1*(2), 51–63. https://doi.org/10.32815/jpm.v1i2.303.

Andriyana, A., Iswatiningsih, D., Mahmud, J., Yulianti, O. E., & Trang, T. T. T. (2021). Tiktok Terhadap Variasi Bahasa Kolokial Pada Kalangan Remaja Indonesia (Kajian Etonolinguistik). *Jurnal Pendidikan Bahasa Dan Sastra Indonesia*, *17*(1). https://doi.org/10.25134/fon.v17i1.4193.

Apriyani, A., Septiani, I., & Izzah, L. (2022). Implementasi Pendidikan Pancasila di SD Negeri Bakulan. *Indonesian Journal of Elementary Education and Teaching Innovation*, *1*(2), 33–42. https://doi.org/10.21927/ijeeti.2022.1(2).33-42.

Astawa, I. W. W., Putra, M., & Abadi, I. B. G. S. (2020). Pembelajaran PPKN dengan Model VCT Bermuatan Nilai Karakter Meningkatkan Kompetensi Pengetahuan Siswa. *Jurnal Pedagogi Dan Pembelajaran*, *3*(2), 199–210. https://doi.org/10.23887/jp2.v3i2.25677.

Avriani, I. O., Hasibuan, R., & Trihariastuti, R. (2022). The development of water tube media nature theme

to improve soft skills and early childhood language. *International Journal for Educational and Vocational Studies*, *4*(1), 30–34. https://doi.org/10.29103/ijevs.v4i1.4949.

Baka, T. ., Laksana, D. N. ., & Dhiu, K. . (2018). Konten dan Konteks Budaya Lokal Ngada sebagai Bahan Ajar Tematik di Sekolah Dasar. *Journal of Education Technology*, *2*(2), 46–55. https://doi.org/10.23887/jet.v2i2.16181.

Chaibate, H., Hadek, A., Ajana, S., Bakkali, S., & Faraj, K. (2020). A comparative study of the engineering soft skills required by moroccan job market. *International Journal of Higher Education*, *9*(1). https://doi.org/10.5430/ijhe.v9n1p142.

Cinque, M. (2016). "Lost in translation". Soft skills development in European countries. *Tuning Journal for Higher Education*, *3*(2), 389. https://doi.org/10.18543/tjhe-3(2)-2016pp389-427.

Darman, R. A. (2017). Mempersiapkan generasi emas indonesia tahun 2045 Melalui Pendidikan Berkualitas. *Jurnal Edik Informatika Penelitian Bidang Komputer Sains Dan Pendidikan Informatika*, *3*(2), 73–87. https://doi.org/10.22202/ei.2017.v3i2.1320.

Dewantara, I. P. M., & Dibia, I. K. (2021). Distance Learning and Character Building in Rural Area During the Covid-19 Pandemic. *Jurnal Ilmiah Sekolah Dasar*, *5*(4), 677. https://doi.org/10.23887/jisd.v5i4.39770.

Dewi, i L. E. K., & DB Ketut Ngurah Semara Putra, I. G. Aa. A. (2018). Pengaruh Model Pembelajaran Project Based Learning Berbantuan Media Outdoor Terhadap Kompetensi Pengetahuan IPA Kelas V. *Mimbar Ilmu*, *23*(1), 73–82. https://doi.org/10.23887/mi.v23i1.16409.

Dwi Riyanti, B. P., Sandroto, C. W., & Warmiyati D.W, M. T. (2016). Soft Skill Competencies, Hard Skill Competencies, and Intention to Become Entrepreneur of Vocational Graduates. *International Research Journal of Business Studies*, *9*(2), 119–132. https://doi.org/10.21632/irjbs.9.2.119-132.

Eka Sulistyawati, J. T. (2021). Penerapan Metode Reward dan Punishment untuk Mengembangkan Kemampuan Emosional Dasar Anak di PAUD Darul Amani Kosambi. *Reseacrh and Development Journal of Education*, *7*(2), 511–517. https://doi.org/10.30998/rdje.v7i2.11240.

Erviana, V. Y. (2021). Penanganan Dekadensi Moral melalui Penerapan Karakter Cinta Damai dan Nasionalisme. *Jurnal Penelitian Ilmu Pendidikan*, *14*(1), 1–9. https://doi.org/10.21831/jpipfip.v14i1.27149.

Fahmy, R., Bachtiar, N., Rahim, R., & Malik, M. (2015). Measuring Student Perceptions to Personal Characters Building in Education: An Indonesian Case in Implementing New Curriculum in High School. *Procedia - Social and Behavioral Sciences*, *211*. https://doi.org/10.1016/j.sbspro.2015.11.112.

Hanifa, M., Lidinillah, D. A. M., & Mulyadiprana, A. (2021). Perancangan Buku Komik Berbasis Budaya Lokal untuk Siswa Kelas IV Sekolah Dasar. *PEDADIDAKTIKA: Jurnal Ilmiah Pendidikan Guru Sekolah Dasar*, *8*(4), 965–976. https://doi.org/10.17509/pedadidaktika.v8i4.41877.

Hendikawati, P., Sunarmi, S., & Mubarok, D. (2016). Meningkatkan Pemahaman dan Mengembangkan Karakter Mahasiswa Melalui Pembelajaran Kolaboratif Berbasis Proyek. *Kreano: Jurnal Matematika Kreatif-Inovatif Jurnal Kreano*, *7*(2). https://doi.org/10.15294/kreano.v7i2.4730.

Hou, Y., Chen, S., & Yu, S. (2023). Intersection of culture, professionalism, and gender : Why Chinese female novice teachers fail to manage con fl icts in professional learning communities. *Teaching and Teacher Education*, *132*, 104244. https://doi.org/10.1016/j.tate.2023.104244.

Hulu, Y. (2021). Peran Guru Dalam Pengembangan Karakter Pada Siswa Kelas III SD Negeri 071154 Anaoma Kecamatan Alasa. *JURIDIKDAS: Jurnal Riset Pendidikan Dasar*, *4*(1), 18–23. https://doi.org/10.33369/juridikdas.4.1.18-23.

Irhandayaningsih, A. (2019). Menanamkan Budaya Membaca pada Anak Usia Dini. *Anuva*, *3*(2), 109–118. https://doi.org/10.14710/anuva.3.2.109-118.

Ismail, M. J. (2021). Pendidikan Karakter Peduli Lingkungan dan Menjaga Kebersihan di Sekolah. *Guru Tua : Jurnal Pendidikan Dan Pembelajaran*, *4*(1), 59–68. https://doi.org/https://doi.org/10.31970/gurutua.v4i1.67.

Kanji, H., Nursalam, N., Nawir, M., & Suardi, S. (2020). Integration of Social Care Characters and Moral Integratif on Social Science Lessons in Elementary School. *AL-ISHLAH: Jurnal Pendidikan*, *12*(2), 413–427. https://doi.org/10.35445/alishlah.v12i2.260.

Khaerunnisa, S., & Muqowim, M. (2020). Peran Guru dalam Menanamkan Nilai Karakter Peduli Sosial. *ThufuLA: Jurnal Inovasi Pendidikan Guru Raudhatul Athfal*, *8*(2), 206. https://doi.org/10.21043/thufula.v8i2.7636.

Kusuma, Y. Y., Sumianto, S., & Aprinawati, I. (2023). Pengembangan Model Pembelajaran Berdiferensiasi Berbasis Nilai Karakter dalam Kearifan Lokal pada perspektif Pendidikan Global di Sekolah Dasar. *Jurnal Pendidikan Dan Konseling (JPDK)*, *5*(1), 2936–2941. https://doi.org/10.31004/jpdk.v5i1.11446.

Luthviyani, Setianingsih, & Handayani. (2019). Analisis Pelaksanaan Ekstrakurikuler Pramuka Terhadap Nilai-nilai Karakter Siswa di SD Negeri Pamongan. *Jurnal Ilmiah Pendidikan Guru Sekolah Dasar*, *12*(2), 113–122. https://doi.org/10.33369/pgsd.12.2.113-122.

Maharani, H. R., Ubaidah, N., & Aminudin, M. (2018). Efektifitas Model Concept Attainment Ber-Budaya

Akademik Islami Berbantuan Pop-Up Book pada Materi Bangun Ruang Sisi Datar. *Kreano: Jurnal Matematika Kreatif-Inovatif*, *9*(1), 100–106. https://doi.org/10.15294/kreano.v9i1.12693.

Malihah, E. (2014). Kenakalan Remaja Akibat Kelompok Pertemanan Siswa. *Forum Ilmu Sosial*, *41*(1). https://doi.org/10.15294/fis.v41i1.5373.

Maulana, S. A., Mahfud, H., & Adi, F. P. (2020). Peningkatan Nilai Karakter Disiplin Peserta Didik Kelas V Sekolah Dasar Melalui Penerapan Model Value Clarification Technique. *Didaktika Dwija Indria*, *8*(5). https://doi.org/10.20961/ddi.v8i03.39839.

Merz, S. (2014). Teaching the Soft Skills; Three Students Break it Down; Soft skills might be more important than academic skills, but how do you teach them. *Educational Horizons*, *93*(2). https://doi.org/10.1177/0013175X14561421.

Mirawati, I. (2015). Media Konsultasi Online Sebagai Alternatif Upaya Penanganan Masalah Remaja. *EDULIB: Journal Of Library And Information Science*, *5*(1). https://doi.org/10.17509/edulib.v5i1.2306.

Mitsea, E., Drigas, A., & Mantas, P. (2021). Soft Skills & Metacognition as Inclusion Amplifiers in the 21 st Century. *International Journal of Online & Biomedical Engineering*, *17*(4). https://doi.org/10.3991/ijoe.v17i04.20567.

Mufidah, M., & Jamain, R. R. (2020). The Implementation of Character Education in Kindergarten. *Journal of K6 Education and Management*, *3*(1), 74–81. https://doi.org/10.11594/jk6em.03.01.10.

Muliani, Sumardi, & Munir, A. R. (2015). Motivasi, Komitmen dan Budaya Lingkungan Belajar terhadap Prestasi Belajar Peserta Kursus TOEFL Preparation Pada Pusat Bahasa Universitas Hasanuddin. *Jurnal Analisis*, *4*(2), 190–195. Retrieved from https://core.ac.uk/download/pdf/83871321.pdf.

Murtafiah, W., Adamura, F., & Suprapto, E. (2017). Menanamkan Kompetensi Profesional Dan Budaya Belajar Melalui Penerapan Pembelajaran Dengan Metode Information Search Pada Mata Kuliah Analisis Vektor. *Jurnal Penelitian Pendidikan*, *5*(2), 906–916. Retrieved from https://ejournal.stkippacitan.ac.id/ojs3/index.php/jpp/article/view/97.

Norris, S., & Murphy, F. (2020). A community of practice in a midwifery led unit. How the culture and environment shape the learning experience of student midwives. *Midwifery*, *86*. https://doi.org/10.1016/j.midw.2020.102685.

Nugraeny, A. N., & Mukminin, A. (2019). The Improvement of Social Care Character Through Puzzle Cards. *Early Childhood Education Papers*, *8*(1), 12–15. https://doi.org/10.15294/belia.v8i1.29744 1.

Pradana, Y. (2019). Pengembangan Karakter Siswa Melalui Budaya Sekolah. *Untirta Civic Education Journal*, *1*(1). https://doi.org/10.30870/ucej.v1i1.1330.

Pratama, G. H. A., Renda, N. T., & Pudjawan, K. (2018). Pengaruh Model Pembelajaran CRH Berbantuan Media Audio Visual Terhadap Hasil Belajar IPS. *Mimbar Ilmu*, *23*(1), 1–12. https://doi.org/10.23887/mi.v23i1.16402.

Pujiasih, E. (2020). Membangun Generasi Emas Dengan Variasi Pembelajaran Online Di Masa Pandemi Covid-19. *Ideguru: Jurnal Karya Ilmiah Guru*, *5*(1), 42–48. https://doi.org/10.51169/ideguru.v5i1.136.

Puspitasari, M., Elhefni, E., Wibowo, D. R., Bujuri, D. A., & Shawmi, A. N. (2021). Analisis Nilai Pendidikan Karakter Dalam Kegiatan Ekstrakulikuler Drumband Siswa Sekolah Dasar Negeri 2 Gumawang. *Limas Pendidikan Guru Madrasah Ibtidaiyah*, *3*(1). https://doi.org/10.19109/limas_pgmi.v3i1.12971.

Ramadoni, A., Yulkifli, & Ratnawulan. (2019). Development of physics module SMA/MA integrated character values based on discovery learning models with approach science process skills. *Journal of Physics: Conference Series*, *1185*(1). https://doi.org/10.1088/1742-6596/1185/1/012068.

Ratnawati, D. (2016). Kontribusi Pendidikan Karakter Dan Lingkungan Keluarga Terhadap Soft Skill Siswa SMK. *Tadris: Jurnal Keguruan Dan Ilmu Tarbiyah*, *01*(1), 23–32. https://doi.org/10.24042/tadris.v1i1.887.

Rulianto, R. (2019). Pendidikan Sejarah Sebagai Penguat Pendidikan Karakter. *Jurnal Ilmiah Ilmu Sosial*, *4*(2), 127–134. https://doi.org/10.23887/jiis.v4i2.16527.

Safitri, M. L. O., Mustadi, A., & Retnawati, H. (2021). The The Role of Teachers in Implementation Social Care Education Character at Primary Schools. *Jurnal Iqra': Kajian Ilmu Pendidikan*, *6*(2), 39–50. https://doi.org/10.25217/ji.v6i2.1315.

Safitri, S., & Ramadan, Z. H. (2022). Implementasi Literasi Budaya dan Kewargaan di Sekolah Dasar. *Mimbar Ilmu*, *27*(1), 109–116. https://doi.org/10.23887/mi.v27i1.45034.

Salasiah, S. (2021). Penanaman Nilai-Nilai Agama Dan Moral Pada Anak Usia Dini Melalui Kegiatan Rutinitas. *E-CHIEF Journal*, *1*(1), 12. https://doi.org/10.20527/e-chief.v1i1.3372.

Saputra, D., Sayuti, K. H., Nurhabibah, N., Manisa, V. A., Nurhalika, N., A'Yuni, Q., … Karisma, S. P. (2022). Pengaruh Cyberbullying Terhadap Kesehatan Mental Remaja. *Cenderawasih Journal of Counseling and Education*, *1*(2), 86–94. https://doi.org/10.31957/cjce.v1i2.2642.

Setiani, F., & Rasto. (2019). Developing Students' Soft Skill Through Teaching And Learning Process. *Jurnal Pendidikan Manajemen Perkantoran*, *1*(1). https://doi.org/10.17509/jpm.v1i1.3272.

Sheva, D. R. (2019). Internet dan Perilaku Seksual Remaja Pesisir Madura: Study Cross Sectional Di Desa Branta. *Jurnal Dinamika Sosial Budaya*, *21*(2). https://doi.org/10.26623/jdsb.v21i2.1621.

Siregar, N., Hutahaean, H., Meka, M. A., Depari, R., Hasugian, R., Tambunan, T. M., … Ginting, E. K. R. (2021). Pola Asuh Dalam Keluarga Dan Pengaruhnya Pada Pendidikan Karakter. *Guna Widya: Jurnal Pendidikan Hindu*, *8*(2), 190. https://doi.org/10.25078/gw.v8i2.2462.

Snape, P., & Zealand, N. (2017). Enduring Learning: Integrating C21st Soft Skills through Technology Education. *Enduring Learning: Integrating C21st Soft Skills through Technology Education.*, *22*(3), 48–59. Retrieved from https://eric.ed.gov/?id=EJ1164214.

Suandewi, P. M., Putrayasa, I. B., & Gunatama, G. (2019). Hubungan Budaya Literasi (Baca-Tulis) Dengan Hasil Belajar Bahasa Indonesia Siswa Kelas Xisma Negeri 7 Denpasar. *Jurnal Pendidikan Bahasa Dan Sastra Indonesia Undiksha*, *9*(2). https://doi.org/10.23887/jjpbs.v9i2.20453.

Suardana, I. N., Redhana, I. W., Sudiatmika, A. A. I. A. R., & Selamat, I. N. (2018). Students' Critical Thinking Skills in Chemistry Learning Using Local Culture-Based 7E Learning Cycle Model. *International Journal of Instruction*, *11*(2), 399–412. https://doi.org/10.12973/iji.2018.1128a.

Suarni, N., Taufina, T., & Zikri, A. (2019). Literasi Membaca Meningkatkan Karakter Positif Siswa Sekolah Dasar. *Jurnal Basicedu*, *3*(4), 1014–1021. https://doi.org/10.31004/basicedu.v3i4.215.

Sukendar, A., Usman, H., & Jabar, C. S. A. (2019). Teaching-loving-caring (asah-asih-asuh) and semi-military education on character education management. *Cakrawala Pendidikan*, *38*(2), 292–304. https://doi.org/10.21831/cp.v38i2.24452.

Sulastri, S., Syahril, S., Adi, N., & Ermita, E. (2022). Penguatan pendidikan karakter melalui profil pelajar pancasila bagi guru di sekolah dasar. *JRTI (Jurnal Riset Tindakan Indonesia)*, *7*(3). https://doi.org/10.29210/30032075000..

Supriadi, Sani, A., & Setiawan, I. P. (2020). Integrasi Nilai Karakter dalam Pembelajaran Keterampilan Menulis Siswa. *Yume: Journal of Management*, *3*(3), 84–93. https://doi.org/10.2568/yum.v3i3.778.

Syarifudin, A. S. (2020). Impelementasi Pembelajaran Daring Untuk Meningkatkan Mutu Pendidikan Sebagai Dampak Diterapkannya Social Distancing. *Jurnal Pendidikan Bahasa Dan Sastra Indonesia Metalingua*, *5*(1), 31–34. https://doi.org/10.21107/metalingua.v5i1.7072.

Utsman, A., Markhamah, M., Rahmawati, L. E., Minsih, & Widyasari, C. (2022). Thematic Learning Plans with the RADEC Learning Model in Building Students' Environmental Care Character in Elementary Schools. *International Journal of Elementary Education*, *6*(4), 4. https://doi.org/10.23887/ijee.v6i4.54493.

Wiguna. (2020). Penguatan Soft Skill Dan Ketahanmalangan (Adversity Quation) Dengan Pendekatan Budaya Lokal Spiritual Dalam Pengembangan Good Character Siswa Program Studi Pendidikan Biologi ,. *WIDYADARI: Jurnal Pendidikan*, *21*(2), 529–543. https://doi.org/10.5281/zenodo.4048969.

Wijaya, R. S., Darsana, I. W., & Negara, I. G. A. O. (2018). Pengaruh Model Pembelajaran Example Non Example Terhadap Hasil Belajar IPS. *Mimbar Ilmu*, *23*(1), 13–21. https://doi.org/10.23887/mi.v23i1.16403.

Younis, A. A., Sunderraman, R., Metzler, M., & Bourgeois, A. G. (2021). Developing parallel programming and soft skills: A project based learning approach. *Journal of Parallel and Distributed Computing*, *158*. https://doi.org/10.1016/j.jpdc.2021.07.015.

Yuenyong, J., & Yuenyong, C. (2012). Connecting Between Culture of Learning in Thai Contexts and Developing Students' Science Learning in the Formal Setting. *Procedia - Social and Behavioral Sciences*, *46*. https://doi.org/10.1016/j.sbspro.2012.06.441.

Yulianti, P., Fathurohman, I., & Kanzunnudin, M. (2022). Cultivating Social Care Character Through Storytelling Learning in Children Aged 5-6 Years at RA. Irbah Golden Age Surabaya. *Jurnal Pendidikan Anak Usia Dini Undiksha*, *07*(02), 83–95. https://doi.org/10.24903/jw.v%vi%i.1196.

Yuliyanto, A., Fadriyah, A., Yeli, K. P., & Wulandari, H. (2018). Pendekatan Saintifik Untuk Mengembangkan Karakter Disiplin Dan Tanggung Jawab Siswa Sekolah Dasar. *Metodik Didaktik*, *13*(2), 87–98. https://doi.org/10.17509/md.v13i2.9307.