

## **National Character Development and Cultural Education from a Local Wisdom**

**Fenny Thresia<sup>1</sup>, Risma Margaretha Sinaga<sup>1</sup>, Muhammad Mona Adha<sup>2</sup>**

<sup>1</sup>Universitas Muhammadiyah Metro, Lampung, Indonesia, <sup>2</sup>Universitas Lampung,  
Lampung, Indonesia

Corresponding author e-mail: [fenny.thresia@yahoo.com](mailto:fenny.thresia@yahoo.com)

Article History: Received on 18 August 2024, Revised on 19 October 2024,  
Published on 19 November 2024

**Abstract:** In this qualitative study, we would like to discover the national character development and cultural education from a local wisdom. The results obtained indicate that Indonesian national education today still faces a number of significant problems. The educational outcomes have not met the expected expectations, in which the learning process in schools is still unable to form the integrity of the graduates and reflect the character and culture of the nation. The education process tends to focus on the cognitive aspects, while the affective aspects that are essential for living in society have not been optimally developed. Therefore, the development of the education of the character and culture of the nation has become a must to be done in schools. Schools as the centre of change must pursue education based on the character and culture of the nation with seriousness. The character and the culture of a nation developed in the school must be in harmony with the local, regional, and national character and cultures. To these goals, the education of character and cultural nation must be developed based on local wisdom.

**Keywords:** Character Education, Ethnic Culture, Local Wisdom

### **A. Introduction**

The world of education today still has a lot of problems (Erlangga, 2022; Rafsanjani, & Rozaq, 2024). The balanced programmes and improved quality of education have not yielded the expected results. The number of primary school-age children outside the national education system is still very large. The quality of education is still relatively low. On the other hand, the challenges in various areas of life are becoming heavier. Scientific and technological camps, especially in the fields of information, communications, and transportation are very rapid, the escalation of the free international and national markets is increasing, and the climate of competition in various aspects of life is becoming more stringent (Wilensky, 2015). There are many other

issues that need to be resolved, such as democratisation, human rights, and the maintenance of a just and open society, nation, and state (Held,1991; Mietzner, & Aspinall, 2010).

The world of education must be able to play an active role in preparing educated human resources capable of facing the challenges of life, both local, regional, national and international (Setiawan, & Hadi, 2007). It is not only a master of theories, but also willing and able to apply them in social life. It can not only apply the knowledge acquired in the school bench/class, but is also able to solve the various issues faced in everyday life. The human resources of character as expressed above can be achieved through education (Mulang, 2021) that is oriented towards the formation of the spirit of entrepreneurship, i.e. the soul of courage and willingness to face the problems of life and life in a natural way, the creative soul to find solutions and solve the problems, and the self-sufficient soul and not hanging on others. One of the spirits of enterprise that needs to be developed through education is the character that is the source of the culture of the nation. Education based on character and culture of a nation is education that applies the principles and methodology towards the development of the character of the people in its pupils through an integrated curriculum developed in schools (Pala, 2011; Dewi, & Alam, 2020).

The framework for the development of the character and culture of the nation through learning among educators is felt very important (DeRoche, & Williams, 2001; Goh, 2012). As an agent of change, educators are expected to be able to install characteristics, character, and character as well as self-reliance, responsibility, and speech in the life of the students. Besides, the character is also very necessary for an educator because through this soul, the educators will have a more efficient, creative, innovative, productive and independent work orientation.

## **B. Methods**

This qualitative study exploring the understanding how local wisdom contributes to national character development, identifying cultural education practices rooted in local wisdom, and exploring how these practices shape societal values and behaviors (Tenny et al., 2017; Mishra, & Dey, 2022). This study reviews cultural texts, local literature, or curricula incorporating local wisdom. The analysis was done by identifying of recurring themes about local wisdom and its impact on character development and analysing educational materials and policies for integration of local wisdom.

## **C. Results and Discussion**

### **The Importance of Educating People's Character and Culture**

Education today only transmits the mastery of the scientific and intellectual aspects of the pupils. If the student has already achieved a score or graduated with an adequate academic score/above the KKM (Minimum Compliance Criteria), education is considered successful. The formation of the character and cultural values of the nation within the pupils is becoming increasingly fragmented. The weakness of character and culture in the life of nations can lead to the decline of national civilization. The development of education based on the character and culture of the nation must be a national programme. In education, the impact of the character and culture of the nation on the pupils does not have to be included in the curriculum. The values that are cultivated in the students are the basic values agreed nationally. The values meant among them were honesty, accessibility, equality, tolerance, responsibility, and concern for others.

Franz Magnis-Suseno, in the National Conference on the Development of the Culture and Character of the Nation (14/ 01/2020) said that in this era, what is needed is not only a young generation with a strong character, but also true, positive, and constructive (Islam et al., 2022; Roze, 1981). However, to form a student with a strong character, there must be no feudalism of educators. If the educator makes the student obedient with important values, sensuality, and non-controversy, the character of the student will not develop. If we expect a character, the student must be encouraged and supported to be brave, to take the initiative, to suggest alternatives, and to express different opinions. Students need to be taught how to think for themselves. For the development of education based on the character and culture of the nation, it is necessary to introduce, among other things, the rejection of models of development of character and cultural nation as an integral part of the national education system (Fägerlind, & Saha, 2016; Damon, 2013). The continuing need must be taken seriously because it requires a lot of sacrifice. The concerns and longings of many parties to re-strengthen the education of the character and culture of the nation need to be responded well. Therefore, accurate data relating to models of development of character and power of the nation must be dug and implemented through empirical research, i.e. research activities.

The condition of presenting education of the character and culture of the nation in schools must be done holistically. Character education cannot be separated from forms of education that are of a cognitive or academic nature. The concept of education must be integrated into the curriculum. This does not mean that character education will be

applied theoretically, but will be a reinforcer of existing curricula, i.e. by implementing it in the subjects and the lifetime of pupils.

### **Characters of The First Partner That Was Happened**

Character can be expressed as inherent, heart, soul, personality, mind, behavior, character, nature, habits, temperament, and character. Character in this sense marks and focuses the application of the value of goodness in the form of actions or behaviors. A person who does not apply the values of goodness, such as dishonesty, cruelty, brutality, and other ugly behavior is said to have an ugly character, but a person whose conduct conforms to the moral standards is called a noble character. The character of the student described in this writing is a noble character that is expected to be developed to the student. In this case, building the character of the student is directed at the understanding of empowering the student to have personality, behavior, qualities, habits, and good or noble character. This characteristic refers to a set of attitudes, behaviors, motivations, and skills that meet the standards of values and norms that are respected and adhered to.

Students who have a noble character have knowledge of their self-confidence, characterized by such values as reflective, confident, rational, logical, critical, analytical, creative and innovative, independent, healthy living, responsible, love of science, patient, careful, willing to sacrifice, brave, trustworthy, honest, to keep promises, fair, humble, embarrassed to make mistakes, forgiving, soft-hearted, faithful, hard work, stubborn, diligent, thorough, initiative, positive thinking, disciplined, anticipative, this-captive, visionary, willing, enthusiastic, dynamic, economical/efficient, appreciating time, devotion/dedicative, self-controlment, productive, friendly, loving beauty (aesthetic), sporty, firm, open, orderly. In addition, individuals also have the consciousness to do the best or superior and are able to act according to their potential and consciously. They can realize positive development as individuals. A student with a good or superior character always strives to do the best before God, himself, his fellow man, his environment, his nation and his country and the international world in general by optimizing his potential and accompanied by his awareness, emotions and motivations. The success of the character education program can be known through the achievement of an indicator by the student as listed in the graduate competence standard (SKL), which, among other things, includes the following.

1. Practice religious teachings in accordance with the stage of adolescent development.
2. Understand self-deficiency and superiority.
3. Show self-confidence.
4. Adhere to the social rules that apply in the wider environment.
5. Respect the diversity of religious, ethnic, racial, and socio-economic groups within the national scope.

6. Seek and apply information from the environment and other sources logically, critically, and creatively.
7. Demonstrate the ability to think logical, critical, creative, and innovative.
8. Demonstrates the capacity to learn independently in accordance with the potential that it has.
9. Demonstrate ability to manipulate and solve problems in everyday life.
10. Describe natural and social symptoms.
11. Use the environment responsibly.
12. Implement the values of unity in the life of society, nation, and nation in order to realize the unity of the Republic of Indonesia.
13. Respect national works of art and culture.
14. Appreciate the duty of work and have the ability to work.
15. Implement a clean, healthy, fit, safe life, and make good use of free time.
16. Communicate and interact effectively and smoothly.
17. Understand the rights and duties of self and others in society; appreciate the existence of differences of opinion.
18. Show a love of reading and writing simple short manuscripts. Demonstrate the skills of writing, speaking, reading, and writing in Indonesian and simple English.
19. Master the knowledge necessary to pursue secondary education.
20. Have a spirit of entrepreneurship.

### **Education based on the character and culture of the nation**

In fact, character education is an educational system that seeks to instill high values in school citizens that include the component of knowledge, consciousness or will, and actions to implement those values. In the implementation of character education in school, all components of the school must be involved, including the educational components themselves, namely the content of the curriculum, the process of learning and evaluation, the handling or management of the subject, the school management, the execution of activities or co-curricular activities, the empowerment of facilities, the financing, and the ethos of the work of the entire school citizen/environment.

In the education of the character and power of this nation, everything the teacher does must be able to influence the character of the student. As the character-builder of the student, the teacher must show compatibility. Everything about the behavior of the teacher should be an example to the student. For example, the way a teacher speaks or conveys material, how a teacher is tolerant, and all sorts of other related things. The goal is to shape the child's personality to be a good human being, a good citizen of the community, and a good national citizen.

The criteria of a good human being, a good citizen of a community, and good citizens of a society or nation, are generally based on certain social values, which are heavily influenced by the culture of the community and its people. Therefore, the essence of the development of the character and culture of a nation in the context of education is the education of values, that is to say, education of noble values that originate from the culture of the nation, in order to build the personality of the young generation. Character education is derived from the basic human character, which is the source of universal moral values called the golden rule. Character education in schools must be based on basic character values, which are subsequently developed into more or higher values (which are non-absolute or relative) according to the needs, conditions, and environment of the school itself (Sudrajat, 2020). These adults, many parties demand increased intensity and quality of character education in formal education institutions. These claims are based on emerging social phenomena, namely the rise in juvenile misconduct in society, such as mass struggles and various other cases of moral degradation. In fact, in certain big cities, the symptoms have reached a very disturbing level. Therefore, the institute of formal education as an official reservoir of youth formation is expected to enhance its role in the formation of the personality of the pupils through the improvement of the intensity and quality of character education.

Educational experts generally agree on the importance of efforts to improve character education on the formal education path. However, there are also differences of opinion about the approach and mode of education. With regard to the approach, some experts suggest the use of approaches of moral education developed in Western countries, such as: approaches to cognitive moral development, value analysis approaches, and value clarification approaches. Psychologically and sociocultural, character formation within the individual is a function of the entire potential of the human individual (cognitive, affective, conative, and psychomotor) in the context of cultural social interactions (in the family, school, and society) and lasts throughout life. Character configuration in the context of the totality of such psychological and socio-cultural processes can be grouped into: spiritual and emotional development, intellectual development, physical and kinaesthetic development, and sense and mind (affective and creativity development).

Based on the above discussion, it can be affirmed that character education is a systematically designed and implemented effort to help students understand the values of human behavior relating to God, themselves, fellow human beings, the environment, and nationality embodied in thoughts, attitudes, feelings, words, and deeds based on religious norms, laws, customs, cultures, and customs. According to Foerster (Koesoema, 2020), there are four basic features in character education. The four characteristics are as follows.

1. The first is the order of the interior. Each action is measured by the hierarchy of values. Value becomes the normative guideline of every action.
2. The second is coherence that gives courage, keeps one firm in principles, not easy to get into new situations or fear of risk. Coherence is the foundation that builds trust in each other. The lack of coherence ruins one's credibility.
3. The third is autonomy. Someone internalizes rules from the outside to personal values. It can be seen through judgment of personal decisions, without being influenced or pressured by others.
4. The fourth is stubbornness and loyalty. Persistence is a person's endurance to desire what is good, and loyalty is the basis for respect for a chosen commitment.

The presence of these four characters allows humans to pass through the stage of individuality toward personality. Modern people often mix between individuality and personality, between natural and spiritual self, between external and internal independence. This is the character that determines the performance of an individual in all his actions.

### **Building A Charactered Education Based on Local Reference**

The current era is a global era. To face this global era, it takes people who are moral, competent, and superior. In this case, education is the most strategic effort. The national education system, to a certain extent, has produced qualified people, for example, a number of people entrusted to occupy strategic positions in all sectors and in the midst of society. However, it should be acknowledged that there are still many statements that indicate that our educational systems are associated with the poor quality of human resources and are still spreading moral decadence that affects a multidimensional crisis.

To minimize and minimize, even eliminate multidimensional crises, especially widespread immoral behaviour in society, we need to organize the concept and implementation of national education. In ensuring a stable national education, it is necessary to preserve the consistency of educational character from the philosophical foundation, the educational system, to the practice of education. The goal of education is not just to make people sensible, people competent and useful, people well-adaptive, people agents of change, and people fearful, but people who are whole (Wahab, 2020). In the educational process, students are viewed as individuals with unique moral, mental, physical, social, and emotional potential. They are as subject-objects who have the freedom to choose. Therefore, the educational curriculum is not only a curricular that relates to the apprenticeship, society, or knowledge and technology, but is an eclectic and comprehensive curriculum that covers all four areas (student, society, technology, and spiritual oriented curriculum).

In building and nurturing the culture of the nation to the pupils, educators and educators become agents of change. Teachers are not only competent, but also exemplary (perspective, thought, and behavior), creative, and well-adapted. Likewise, he continues to strive for self-improvement. Counsellors must be truly professional, who is always ready to help the self-development of students optimally in carrying out self-actualization. The head of school must have principal leadership, discipline, model, and supervisorship skills. The performance of librarians and labs/technicians must have a soul and a helpful attitude. In addition, in the implementation of education, must be available related experts (psychologists, doctors) who are friendly and helpful.

Management of education must be pursued on the principles of justice, meaningfulness, and greed in the environment. Management of such education can be pursued through school-based and community-based education (value-conscious) with balanced centralization-decentralization considerations that remain in the interests of the region. The educational process is carried out in an integrated manner by making spirituality its soul. In learning, it is necessary to increase the duration of effective learning as a logical consequence of superior output orientation. In addition, education must be administered in a transparent, fair and accountable manner. For this, the educational process needs to involve parents and the community, both in the academic and non-academic aspects.

In educational assessment, it focuses not only on educational outcomes, but also on inputs and processes. The evaluation of education is not only on the academic aspect, but also on the non-academic aspect. Therefore, the evaluation of education should be done not only by teachers, but also by pupils, educators and other educational staff, even if it may involve parents. In judgement activities, it is not only done for the purposes of a judgmental nature, but also of an appreciative and cognitive nature.

In building the cultural character of a nation, the educational environment must lead to the creation of a family environment filled with values. Life in the school environment must seek a school environment that is conducive to the development of values. In this case, the school must be able to condition the community with good values and control them by playing the role of a filter against foreign values that come in. In addition, educational stakeholders must be able to control the content of the time media that benefits the spread of values and control the material of time media which potentially damages the personality of the child and the nation.

In the implementation of education based on the character and culture of the nation, educational development strategies need to conceptualize the individual as an integral being with emphasis on the importance of the moral aspects. The educational process

must be pursued for education as valuable as possible and throughout life. The educational programmes and curricula must be developed in an integrated manner in accordance with the socio-cultural background by putting moral values in the spirit. Daily activities should put institutional leaders and learners as models and act with fairness, trust, and compassion. Learning should be able to create a value education movement and steer it continuously, both in the context of formal, informal and non-formal education. The educational process should provide the orientation of new learners and remove graduates of every level of education with the material of values that are acceptable in society. In order for students not to be stripped of their cultural roots, students need to internalize the values cherished in society during the process of learning and education by seeking a clean and attractive physical and social environment.

### **The Environment a Resource of Local Learning**

The student as an integral human being has the potential of self, both as a person and as a member of society (Sanford, 2017). Such self-potency will be able to develop well if it is pursued optimally through the educational process. Through this education, the student will be able to be directed into a personal figure with concise competence so that it can grow and develop into a member of the community capable of solving the issues of his life. In this case, the key is the teaching activity in the school.

Growth and development of students through learning is not just happening in school benches bounded by classroom walls. However, the learning process for the students can also occur in the surrounding area, i.e. the activity of the students outside the classroom. The teachers who are curled in the classroom often create satiety in the students because they feel that they are in a world other than their own. In the classroom, the student feels his freedom deprived, his pleasure restricted, his desire blocked. As a result, their creativity is limited to trying to fulfil and obey the will of the learning system that the school demands. The pupil longs for a return to his environment that has been united from an early age in the personal integrity that has long shaped him.

Environment-based learning can bridge students to rediscover their hopes. Environment-based learning is a learning strategy that utilizes the environment as a learning target, resource, and means of learning (Athman, & Monroe, 2004). It can be used to solve environmental problems and to instil an attitude of love for the environment. Such learning would be very effective if applied in primary school. It is relevant to the level of intellectual development of the elementary school age (7-11 years) that is at the concrete operational stage. Elementary school students tend to enjoy playing and moving so they prefer learning through exploration and research outside the classroom.

Through environmental learning, the saturation of students can be minimized and their love of the environment can be rebuilt. Thus, the activity of the learning process will be more meaningful and can create the enthusiasm of the student in the same degree. With such enthusiastic of learning, the thinking activity and the verbal understanding of the learner to the concepts learned can be minimized so that the student will optimally be able to acquire a real learning experience. This meaningful learning experience will be felt again by the environment because in the end the students will also return to the community environment where they live. The benefits of learning success will be felt while what is gained from learning can be applied and implemented in the realities of life. This is one of the positive aspects of learning with an environmental approach.

In environmental learning, students can think globally, but they must act locally. It means that every student needs to learn anything, even to learn from the various experiences of other nations around the world, but the knowledge of the experiences of those nations is used as a learning in action in the local environment. With such a way of working, we don't have to do prolonged trial and error, instead we learn from other people's mistakes, while we just continue working from the right paradigm.

Working and learning in an environment-based environment gives more value, both to the student himself and to the environment. For example, if you study social sciences or economics, then the social and economic environment around you can become a laboratory of nature. This learning can be done while empowering the socio-economic life of the community, while the student can do the learning process better and more efficiently.

### **Steps of Learning with the Environment**

Learning with the learning model through the environment consists of five stages, namely the observation stage, the presentation stage of problems and hypotheses, the problem-solving stage, conceptual observation phase, and the evaluation stage. At this stage of observation, students observe the living environment associated with the concept to be investigated. In this stage, students interact directly with concrete objects so as to obtain more accurate, in-depth, and varied observation results.

At the problem-solving stage, teachers provide the necessary facilities, such as learning tools/media for the need to conduct research. The investigation is directed to test the hypothesis. Problem solving does not always have to go through the experiment, but when it is not possible to carry out the experiment is sufficient with the demonstration of the teacher who directs to answer questions or test the assumptions of the student.

After the problem has been solved by the student and the hypothesis has been tested, then the student is invited to conduct a full discussion to give observation of the concept. At this time, the role of the teacher is essential to give affirmation to the right concepts and the wrong concepts. At this stage, the teacher asks the student to make conclusions and summaries as well as exercises. The exercise is aimed at developing concepts and consolidating concepts. At this stage, the application of concepts is carried out, i.e. to apply concepts to solve contextual problems.

Evaluation in this learning is not only done in the middle and end of the semester, but also done at any time of learning. Evaluation is an authentic assessment, that is to say, an assessment of the performance of all students. The observation-based learning model provides an opportunity for teachers to develop authentic assessments. In general, assessment of cognitive fields is always done by means of a paper and pencil test, but for assessing scientific work it is necessary to establish guidelines for assessment. Examples of scientific work assessment rubrics include the ability to formulate hypothetic, ability to design experiments, and ability to conduct experiments.

### **Planning and Actuating Learning through the Language**

Learning through the environment gives more value to developing a student's life skills (Buchert, 2014). The lifestyle that students have through learning this environment will build the character of students who are creative, responsible, and self-reliant. The steps of learning can be done amongst others through the stages as follows.

1. Teacher explains to the student what and why environment-based learning is important to do.
2. Teacher determines and maps the basic competencies that will be achieved through learning based on the field.
3. Teacher should determine the object of observation in accordance with the established basic competences.
4. Teacher prepares the formats of the observation according to the objects to be observed.
5. Teacher teaches the student how to determine the observing objects that are adapted to the core competences to be attained.
6. Teacher provides learning experience according to basic competence to be reached.
7. Teachers assist students in the presentation of their work, for example, preparing equipment/computer.
8. Teacher prepares the evaluation format.
9. Teachers give the students an opportunity to reflect on what has been done.

Environmental-based learning can be done in a variety of forms, ranging from the simple not capturing time to the most complex that takes days. It depends on the purpose of learning and the local conditions. Environment-based forms of expansion can be arranged in the following way.

This model of learning is carried out outside the student's learning hours. When students go to school or on the street wherever they are asked to observe an object or an object that attracts attention. Then, at school, he was asked to display it orally or in writing. Teachers can determine whether the description is in a variety of forms (everyone writes a short paragraph) or free. This means that students are free to choose the form of their expression. It is preferable to perform the so-called tasks in pairs or in groups until the students can share their experiences. The advantage of this form of learning is that it doesn't take lessons, teachers don't waste time. Its weakness is that the student's observation activity is less monitorable.

Students are divided into several groups, each of which consists of 4-5 students. Each group is assigned to leave the classroom within 10-15 minutes to observe different objects in the school neighbourhood and record them. Things to observe, the shape of the observed object, the colour, the size, the form, the material of the object's origin, and so on. When they're done, they go back to the classroom and complete the records of their observations. All discussion groups compile a written report of their observations, then report orally in front of the classroom. As a conclusion, each group writes a descriptive paragraph based on the observations and paste the results on the board.

### **Learning Environment Model Day Trips**

MPL day trips are learning activities by doing a visit to a particular object or place within a day. The pupils went along with the teacher's guidance to a place that had been programmed before. The choice of places should be based on the purpose of learning or directed towards the achievement of a certain basic competence.

Before the excursion was done, the teacher had defined some basic competences that would be achieved in the exercise. Each learner must take one or more basic competences that become his or her task when he does the excursion. By the way, students can focus their attention according to the task they choose.

After the excursions were completed, the students worked in groups whose fields were similar. The student's work may be used in class, or better done outside school hours. In class, students stay reporting on group work and discussing it together in class. Based on the results of the discussion, the students completed their reports and exhibited the

results by sticking them on manila paper to be placed on the class wall or the designated place.

Environmental Learning Project Model MPL Project is a programmed learning model that takes quite a long time. In the above-mentioned project, it took quite a while because the pupils were involved in quite complex activities. The students did not just observe, but also performed other activities as a consequence of these observations.

In this project, maybe once the student finds a variety of questions and tries to find a way to solve them. Based on the findings, the students were asked to conduct seminars to discuss the problems they encountered and the efforts to solve them. Therefore, this learning model can be implemented through consultation and tutorial processes, which are further developed in the seminar project.

In the development of character education, it is necessary to have a common understanding between the government, educational institutions, educators (teachers, parents), and the masses about the importance of character development of the nation (Althof, & Berkowitz, 2006; Qoyyimah, 2016). In this case, character learning must be integrated, both in school culture, extracurricular activities, and day-to-day activities at home and in the community.

In the development of character, it is necessary to pay attention to cultural forms of nation (understanding of self-identification, purpose of life, interaction with people). People around, and the decision-making process. Character development methods can be done by (a) the process of awareness and cultivation; (b) learning through experience; and (c) adapting to the characteristics and rights of the student. Formation of the character requires (a) regulations that shape a framework that preserves the academic integrity of educational institutions; (b) enhancement of the students' ability to think critically in order to become students who are able to master the knowledge and information in a good and wise manner; and (c) development of the design of an academic evaluation system (on ascension and graduation) capable of being an alternative solution to evaluation systems that are truly capable of photographing the student's abilities. Character formation begins with the desire to know and do good things to create habits, both in heart, mind, and behavior. In forming a positive character, students need to know why to do good, feel good, and do good. The need for positive and caring learning is characterized by affectionate, caring, competent teachers and school staff who are inspiring and free from all forms of violence, as well as inclusive education.

## D. Conclusion

The education process tends to focus on the cognitive aspects, while the affective aspects that are essential for living in society have not been optimally developed. Therefore, the development of the education of the character and culture of the nation has become a must to be done in schools. The character and the culture of a nation developed in the school must be in harmony with the local, regional, and national character and cultures.

## E. Acknowledgement

We thank to all friends in Universitas Lampung.

## References

- Althof, W., & Berkowitz, M. W. (2006). Moral education and character education: Their relationship and roles in citizenship education. *Journal of moral education*, 35(4), 495-518. <https://doi.org/10.1080/03057240601012204>
- Athman, J., & Monroe, M. C. (2004). The effects of environment-based education on students' achievement motivation. *Journal of interpretation research*, 9(1), 9-25.
- Buchert, L. (2014). Learning needs and life skills for youth: An introduction. *International Review of Education*, 60(2), 163-176. <https://doi.org/10.1007/s11159-014-9431-3>
- Damon, W. (Ed.). (2013). *Bringing in a new era in character education* (No. 508). Hoover Press.
- DeRoche, E. F., & Williams, M. M. (2001). *Educating hearts and minds: A comprehensive character education framework*. Corwin Press.
- Dewi, E. R., & Alam, A. A. (2020). Transformation model for character education of students. *Cypriot Journal of Educational Sciences*, 15(5), 1228-1237. <https://eric.ed.gov/?id=EJ1274050>
- Erlangga, D. T. (2022). Student problems in online learning: solutions to keep education going on. *Journal of English Language Teaching and Learning*, 3(1), 21-26.
- Fägerlind, I., & Saha, L. J. (2016). *Education and national development: A comparative perspective*. Elsevier.
- Goh, M. (2012). Teaching with cultural intelligence: Developing multiculturally educated and globally engaged citizens. *Asia Pacific Journal of Education*, 32(4), 395-415.
- Held, D. (1991). Democracy, the nation-state and the global system. *International Journal of Human Resource Management*, 20(2), 138-172.
- Islam, S., Muharom, F., Annur, F., Senja, A. A., & Alfi, K. Z. (2022). Strengthening Character Education for Gen Z in the Era of Disruption through a Personal-Constructive Sufi Approach. *Tadris: Jurnal Pendidikan Islam*, 17(2), 299-315. <https://doi.org/10.19105/tjpi.v17i2.6882>

- Koesoema, D. (2020). *Character building*. Roma: Fakultas Ilmu Pendidikan Universitas Kepausan Salesian.
- Mietzner, M., & Aspinall, E. (2010). Problems of democratisation in Indonesia: An overview. *Problems of democratisation in Indonesia: Elections, institutions and society*, 1-20.
- Mishra, S., & Dey, A. K. (2022). Understanding and identifying 'themes' in qualitative case study research. *South Asian Journal of Business and Management Cases*, 11(3), 187-192. <https://doi.org/10.1177/22779779221134659>
- Mulang, H. (2021). The effect of competences, work motivation, learning environment on human resource performance. *Golden Ratio of Human Resource Management*, 1(2), 84-93. <https://doi.org/10.52970/grhrm.v1i2.52>
- Qoyyimah, U. (2016). Inculcating character education through EFL teaching in Indonesian state schools. *Pedagogies: An international journal*, 11(2), 109-126. <https://doi.org/10.1080/1554480X.2016.1165618>
- Pala, A. (2011). The need for character education. *International journal of social sciences and humanity studies*, 3(2), 23-32. <https://dergipark.org.tr/en/pub/ijsshs/issue/26222/276136>
- Rafsanjani, T. A., & Rozaq, M. A. (2024). Educational Problems in Indonesia. *Solo Universal Journal of Islamic Education and Multiculturalism*, 2(02), 135-144. <https://doi.org/10.61455/sujiem.v2i02.197>
- Roze, J. A. (1981). The future need for positive and constructive human characteristics. *World Futures: Journal of General Evolution*, 17(3-4), 251-262.
- Sanford, N. (2017). *Self and society: Social change and individual development*. Routledge.
- Setiawan, B., & Hadi, S. P. (2007). Regional autonomy and local resource management in Indonesia. *Asia Pacific Viewpoint*, 48(1), 72-84.
- Tenny, S., Brannan, J. M., & Brannan, G. D. (2017). Qualitative study.
- Wilensky, H. L. (2015). *Organizational intelligence: Knowledge and policy in government and industry* (Vol. 19). Quid Pro Books.