School-Community Interaction Patterns in Strengthening Character Education in Primary School in Madiun City (East Java, Indonesia)

by Dr. Parji

School-Community Interaction Patterns in Strengthening Character Education in Primary School in Madiun City (East Java, Indonesia)

Parji
Universitas PGRI Madiun, Madiun, Indonesia

Abstract

This research is conducted as a moral and character decadence among primary students. However, schools are often blamed while the role of parents and the community is still not optimal. The research objectives are: (1) to describe the role of the community in strengthening character education; (2) to analyze the patterns, and (3) to analyze the factors. Qualitative interactive analysis research is carrying out the in-depth interviews, observation, documentation, and supported by open-ended questionnaires The results of the study are as follows: (1) the relationship has been going well, but seen from the frequency, intensity and substance is not optimal; (2) the pattern of interaction is directed from school; and (3) The main factors are due to weak coordination, lack of a common vision, a tendency to submit fully to schools, and a lack of guidance from the education department.

Keywords: School Interaction Pattern, Community, Character Education

1. Introduction

Character education is a top priority in primary education in Indonesia. As explained in the Republic of Indonesia Government Regulation Number 17 of 2010 concerning the implementation of Educational Management article 17 paragraph (3) it is mentioned that primary education including schools aims to build a foundation for the development of the potential of students to become human beings who; a) have faith and be devoted to God Almighty, b) have noble character and noble personality, c) knowledgeable, capable, critical, creative and innovative, d) healthy, independent and confident, and e) tolerant, socially sensitive, democratic, and responsible. Character education in primary education becomes very important, given the following reasons; 1) the age of the children is the golden age and the most crucial in laying the moral foundation, 2) primary education is the first formal education so the orientation is laying the moral and character foundation, and 3) primary education is the right time to form strong attitudes and characters because it has not been affected by the complex globalization era.

The success of character education in primary education will not be achieved if only relying on the role of teachers and schools. It needs strong support from parents and the community.Its success will be largely determined by the role of three education centers, namely in formal institution (family), formal institution (school), and non formal institution (community). As stated by Ferturrohman et al. (2013: 1) the current crisis of national character and attitudes associated with disharmony and disorientation in the family is not only as a matter of economic problem but also the influence of globalization which is inharmony with national values, morals, religion, social culture as well as local culture and wisdom. Indonesian Minister of Education and Culture Nadiem Makarim mentioned three major sins of Indonesian education that need to be fought, namely bullying, intolerance and sexual violence (CNN Indonesia, 21-2-2020).

Character education in primary education is increasingly finding relevance when encountering crime and children exploitation as a very terrible and massive phenomenon, including in schools, such as phedophils, trafficking, sexual violence against children,

bullying, violence students, as well as intoleran[13] Based on the report of the Global Report 2017: Ending Violence in Childhood recorded 73.7 percent of Indonesian children aged 1-14 years experienced physical violence and psychological aggression at home as an effort to discipline (violent discipline). The case of sexual violence revealed by the police in January 2020, is a case of sexual harassment on 12 elementary school students in the Seyegan District of Sleman, Yogyakarta, committed by teachers. KPAI (Indonesian Child Protection Commission) also noted that during January-October 2019 there had been 17 cases of sexual violence in Indonesian school children with 89 victims, consisting of 55 women and 34 boys.

Yahya Khan (2010, 2) also recommends four types of character education, namely religion-based, culture-based (Pala, 2011), environment-based(environmental conservation), and self potential-based character educations. While Jamal Ma'mur Asmani (2011, 25) explained that the school must work together with families, communities and other elements of the nation for the success of the big agenda to instill strong character to students as future leaders of the nation. This collaboration is ran effectively in achieving optimal results (Haidar Bagir, 2019; Martinussen, 1997; C. Asri Budiningsih, 2008).

An interesting description comes from the poin of how the unteraction pattern between schools and the community here. The relationship in the administration of the Indonesian Education has long been established but its effectiveness and productivity are still very doubtful, even in some cases merely a formality to meet the regulations. The presence of school committees and education councils in districts / cities should be able to contribute maximally in strengthening the character and quality of education, but often their presence is needed more as a form of financial support. Research by Sanapiah Faisal et al. (2007, 367) one of the important recommendations is the need of encouraging the optimization roles and functions of the Educational Board and the School Committee accordance to their nature and ideas of existence. In reality, so far, the two institutions have not functioned and played their roles properly. This was al[5] reinforced by important conclusions from Parji's Dissertation (2010, 261) which stated that the role and function of the School Committee in Madiun City was still not optimal. The role and function of the school committee is still concentrated on determining the budget of the school fee and little on the plan of activities oriented to the quality and substance of education.

Along with the government policies (Zurqoni, et.al, 2018) that raise the education budget by 20% of the state budget and free primary education, the logic is that the role of school committees and education councils will be better and enter the domains of educational substance, including strengthening the character education which is the concern of all groups including the concern of the State, bearing in mind the many once there was moral decadence among students including the concern also occurred among elementary and junior high school children. Therefore, research on patterns of interaction between schools and communities in strengthening character education in primary education is very relevant and actual.

2. Theories

A. The Character Education in Primary School

The concept of character education explored from the experts, spesifically from the character e[8]ication experts. Character education in Indonesia conceived in the 2000s. it is mentioned as value, character, moral, or character education which aims to develop the ability of students to make good and bad decisions, maintain the good and realize that goodness in everyday life faithfully.

Lickona (2010) explains that character education is an effort to shape / carve human personality through the process of knowing, loving, and acting [3]e good, namely the educational process that involves three domains: moral knowing, moral feeling / moral loving, and moral acting / moral doing, so that the noble deeds can be carved into a habit of

mind, heart, and hands. Without involving these three domains, character education will not be effective. Whereas Doni Koesoema (2010) understands the same character with personality, namely the characteristics or attitudes, or style, or the characteristics of a person who comes from the formations received from the environment, such as family in childhood.

Parji (2002, 99) explains that 'just knowing good' is not enough or does not guarantee the will to do it, so that the formation of the will must be there apart from the formation of conscience. In practicing moral education is indeed not easy because it is hampered by an environment that is not only positive but also no less negative. And the negative ones are often even easily imitated and affect children. If at home parents painstakingly nurture and guide him, also in schools teachers educate and supervise wholeheartedly, often it just disappears by the influence of association, electronic media, print media, and internet sites.

While Yahya Khan (2010, 1-2) explains character education teaches ways of thinking and behavior that help individuals to live and work together as a family, community and nation. As well as helping others to make responsible decisions. Thus character education can be said as a systematic and continuous effort that emphasizes three comprehensive aspects namely knowledge, feelings and actions. This is also confirmed by T. Ramli (Asmani, 2011, 32) that character education has the same essence and meaning as moral and moral education. The goal is to shape the child's personality so that he becomes a good human being, namely citizens and good citizens.

Bill Puka (2000, 131), in reviewing character education programs, identified six teaching methods. Namely: 1) direction in basic values and virtues; 2) rules of conduct that are established and implemented; 3) tell stories with moral lessons; 4) display the desired characteristics and values; 5) tells of moral examples in history, literature, religion and praises their qualities; and 6) providing in schools and communities affordable opportunities (community service projects) where students can practice good qualities and pursue good values. Whereas Parji (2008, 88) stated there are seven problems of character learning in junior high schools, namely: 1) the ability of teachers to describe curriculum content into teaching materials; 2) the availability and use of learning resources; 3) teacher-student interaction models; 4) exploiting the potential of the surrounding nature; 5) students difficulty in understanding the content of the lesson; 6) teacher difficulties in delivering content; and 7) media at school.

Departing from the opinions above, the gap discussed here state the general differences that are not related to the substance of the material / contents, but rather to the approach and strategy in addition to the patterns of approach and implementation. Almost all experts also agree that character education requires a holistic and comprehensive pattern to increase the level of success.

B. School and Community Interactions in Character Education

The Father of Indonesian Education Ki Hadjar Dewantara strongly emphasized the importance of the THRE CENTERS for EDUCATION, namely family education (in formal), school (formal), and community / environment (non formal) so that educational goals can be achieved optimally. In the Ministry of National Education's grand design (2010) psychologically and socio-culturally, the formation of character in individuals includes the functions of all the potentials of individual human beings (cognitive, affective, conative, and psychomotor) in the context of social-cultural interactions (in families, schools and communities) and lasts a lifetime (Asmani, 2011, 32).

Asmani (2011, 62) stresses the importance of character education management must be participatory, democratic, elaborative, and explorative so that all parties can feel significant progress. Winarno Surakhmad (1987, 43) reminded that the environment in which certain life values have been patterned and directed in the community would have a strong forming influence.

The importance of harmonizing schools and communities in education is also emphasized by E. Mulyasa (2004, 51) who asserted that to realize quality education there must be a harmonious relationship between schools, communities and families. Harmonious

relations will be realized when there is mutual understanding between the school, parents, and the community and other institutions in society including the world of work. Affirmed also by Moh. Padil and Triyo Supriyanto (2010, 197) in principle, the relationship between schools and the community is very close. The school here is an implementation so that the community is better, and students are more active in the community. Community schools depart from the assumption that the community is the basis of education and the community as educators (educative agents).

Anne Lockwood (1997: 179) provides a view regarding character education in the United States as follows: Character education is defined as a school institution program, designed in collaboration with other community institutions, to shape directly and systematically the behavior of young people by influencing clearly non-relativistic values that are believed to directly produce such behavior. Whereas Larry P Nucci and Darcia Narvaez (2014, 132) assert that character is an inclusive term for individuals as totality. Thus, for many character educators, character education has more to do with the formation and change of a person and includes education in schools, families, and through individual participation in community social networks.

Society is a form of social life order which has its own values and cultural system. In this context the community is a vehicle and vehicle for education. It can be concluded how important a good relationship between school and society is in strengthening character education. It is undeniable that the community is a very important component for the success of education in schools. Sanapiah Faisal et al. (2007, 356) asserted that the level of participation of the community towards schools was also determined by the factor of the meaning of the local community towards the school itself. What kind of construction that is in the minds of the community determines the style, color, shape and level of community participation in schools.

Some of these expert opinions explain that it cannot be denied that school has indeed become the main pillar of character education. However, it will be difficult to succeed if there is no significant support from groups and community forces. In Indonesia, community representation in the school is legally formally accommodated in school committees. At the district / city level, it is accommodated in the City / District Education Board.

C. The Pattern pf School-Community Interaction

Nobody denies that school is a complex social fact. According to Pantjastuti et al. (2008, 47-48) in the old paradigm, families, schools and communities are different institutions. All three have different interests and there is no effective communication. In this paradigm the schools put too much emphasis on academic skills and knowledge. Parents tend to be seen as a source of problems and society is seen as another party unless needed.

From the old paradigm developed into a traditional paradigm, where schools have emphasized dichotomic mastery and individual student development. School collaboration with family and community has begun to take shape although it is still limited. Social and cultural differences also began to receive attention. While the modern paradigm, the relationship between school and parents and the community has been well established and found mutual benefits. Parents and the community are considered as school partners so there are no deep social and cultural barriers. The emphasis of the school has also been more comprehensive, both academic and non-academic (Pantjastuti, 2008, 51-52).

The development of community participation in the development of education can be directed at four pillars, namely: (1) open school management, (2) effective teaching and learning process, (3) learning that pleases all parties concerned, and (4) community participation in developing education (Ahmadi, 2004: 80). This is also in line with Wahab's opinion (2008, 73-74) which emphasizes the need to actualize new national education with the principles of: (1) community participation in managing education (community based education), (2) democracy in the educational process, (3) professional educational resources, and (4) adequate supporting resources.

3.Methodology

This study uses a qualitative approach, which has the following main characteristics: (1) has a natural setting as a source of direct data and researchers are the main instruments; (2) is descriptive in nature, that is, the data collected is in the form of words, pictures not numbers, even if there are numbers, it is only as a support. Data obtained includes interview transcripts, field notes, photos, personal documents and others; (3) more emphasis on work processes, which all work phenomena faced are translated into daily activities; (4) tend to use the inductive approach; and (5) gives a point of emphasis on meaning, namely the focus of study is directly linked to human life (Danim, 2002, 51).

According to Moleong (1991, 173) to establish the validity (trustworthiness) of data in qualitative research, examination techniques are needed. There are four main criteria in the examination, namely the degree of trust (credibility), tranquility (dependability), dependability (dependability), and certainty (confirmability).

This research is focused on: (a) the role and function of school committees in strengthening character education in primary education, (b) patterns of interaction between schools and communities / school committees in strengthening character education (c) factors that influence patterns of interaction between schools and society in strengthening character education in primary education.

The key informants in this study were divided into three groups, namely: (a) the education bureaucracy group consisting of the Head of the Office of Education, the Head of Primary education, the Supervisor of Primary education, (b) the group of school elements consisting of the Principals of Junior and Primary Schools and the teachers, and (3) community groups consisting of the City Education Board, School Committees and student parents.

Data collection techniques in this study were in-depth interviews, observation, documentation and supported by an open questionnaire. While data analysis using constant comparative analysis techniques is widely used for the purpose of obtaining conceptual and theoretical maturity so that data progress is obtained, theoritical sampling with snowball models, and negative case analysis to refute or weaken the concepts found in the field.

To obtain the validity of the results of the study, the authors use steps as stated by Lincoln and Guba. According to Lincoln and Guba (1985), there are four main criteria of validity to ensure the validity of qualitative research results, namely: credibility standards, transferability standards, dependability standards and confirmability standards (in Faisal 1990: 31-33):

4. Discussions

A. The Community Role in Strengthening Character Education

The research data shows that all elementary education schools (Elementary and Junior High Schools) in Madiun City have been formed and have School Committees. The data also shows that the majority (77%) of primary schools already have class shelters which are a special community of parents of students. Bigger data (90%) Secondary Schools have also formed class coffers. This means that the formal role of the community in the implementation of primary education in the City of Madiun has been established through school committees at the level of the education unit and class associations for each class or study group. This was also conveyed by the senior Masrub School Superintendent, who explained as follows: All primary education schools in Madiun City have formed School Committees. Most schools also already have and formed class or group gatherings. The formation of school committees and class societies is certainly very beneficial for schools in making programs to strengthen character education, although it must also be recognized that their roles and functions are still very varied, some are already very good, but some are still not optimal (W, date 30- 3-2020).

However, in terms of their roles and functions, all principals of primary education in Madiun City stated that the role of the school committee was still optimized. The data is more valid when seen from the intensity of meetings between schools and the community, the majority (96%) of schools with school committees, on average only meeting 2-3 times a year. Very few (4%) of the schools together with the school committee held the above meetings 4 times a year. From the data on the frequency and intensity of the meeting, it was clearly illustrated that the role and function of the school committee was indeed not optimal. This was also reinforced by the opinion of KS SMPN 1 Madiun City, Sujitno who said that:

School Committee meetings are mostly initiated by the School very rarely. Which was initiated by the committee itself. The relationship between the school and the school committee has run well but is not yet optimal for all administrators. The activities of each member of the management with their official duties. So the meeting invitation that has been planned has never been able to attend 100% complete. Character education in schools in general has been going well and effectively but is still not optimal (W, date 1-4-2020). While Jamari, Head of SDN 03 Kanigoro, Madiun City, said that the relationship between the school and the community was good enough, but the coordination still needed to be improved (W, date 31-3-2020).

According to Anang, the Chairperson of the Madiun City SMPN 3 School Committee, which is also supported by Marsono, the Chairperson of the SDN 03 Madiun Lor Committee, the following:

More intensive coordination between schools and School Committee administrators will be the key to success in strengthening character education in schools. Coordination has always been lacking. School meetings are on average only three times a year. Usually discussing the socialization of school activities programs, the formation of new class 1 community organizers, field trips, school anniversary and closing the year. So the discussion focusing on strengthening character education has not been discussed much even though it was also mentioned (W, 9-4-2020).

In relation to the role of the community / school committee in strengthening character education, E. Mulyasa (2014, 147) emphasized that the relationship between the school and the community is a form of external communication based on shared responsibility and goals. Society is a group and individuals who try to organize education or help educational efforts. In society there are educational institutions, religious institutions, scouting, politics, social, sports, arts which are engaged in the business of Education. In society there are also individuals or individuals who sympathize with education at school.

B. The Patern of School-Community Intraction in Strengthening Character Education

From the analysis of research data, it is shown that patterns of interaction, coordination, and communication between schools and the community are the main problem of the suboptimal role of the community, through school committees and classroom support in strengthening character education.

As stated by the teacher at Madiun City Middle School, Lisa Novitasari (W, 2-4-2020):

So far, the role of the community, especially parents, in the administration of education is still very minimal. Public participation so far has generally been limited to financial support, while other supports such as thought, morals, goods / services have been overlooked. Therefore, to improve it, it is necessary to make efforts for improvement, one of which is to reorient the implementation of education through community involvement and participation and quality improvement through school-based quality management. The community plays an important role especially in educating morality, religion, character.

Masrub as the school supervisor, emphasized that:

So far there has been a gab between schools that have progressed and schools that have not yet developed. The patterns of interaction established by schools and communities still tend

to go in the same direction. This means that many initiatives are taken by the school. Likewise, Hariadi said as the Head of PGRI of Madiun City, so far the school did take a lot of initiatives while the school committee tended to wait (W, date 30-3-2020).

Research data also shows that the lack of coordination and initiation from the community in strengthening character education. The meetings that occur are usually dominated by discussions related to school planning and programs in general. The school committee meeting agenda is generally carried out at the beginning of the school year, which contains, among others, the socialization of the school activities program at the beginning of the Semester, the submission of the School Budget Work Plan, the school committee activities program, and the school quality improvement program. So it is rare for school committees to talk about matters relating to strengthening character education in schools.

However, in several advanced SMPs, such as SMPN 1 Madiun City, collaboration between schools and the community (School Committees) in strengthening character education has also gone well, for example: 1) in the establishment of PHBS for students and school residents who collaborate with Puskesmas (district hospital); (2) the formation of the character of discipline, responsibility, orderliness, etiquette is reinforced by the School Committee; (3) inculcation of the character of caring for the environment and saving energy in collaboration with the Office of the environment; and (4) inculcation of religious character and enhancing the faith of collaboration with Takmir Masjid around the school. While teachers generally argue that character education in schools has involved community communities. Opinion of Sutinah, Uzik Nur, Nur Kholifah, Errys YS, Maratush Sholikah (W, 8-4-2020) is almost in line that schools have involved the community. The shape can be different according to the characteristics of the school. Partly through religious development activities, scouting activities, sports activities and arts based on local wisdom.

According to E. Mulyasa (2014, 148), it was emphasized that the purpose of the relationship between the school and the community could be viewed from two dimensions, namely the interests of the school and the needs of the community. From the dimensions of the importance of the destination schools are: (1) maintaining school survival; (2) improving the quality of education in schools; (3) expediting teaching and learning activities; and (4) obtaining support and assistance from the community in the development and implementation of school programs. Whereas from the dimension of community needs the objectives are: (1) to advance and improve the welfare of the community; (2) achieving school progress in solving various problems in the community; (3) guaranteeing the relevance of school programs to the needs and development of the community; and (4) regaining skilled community members and increasing their capabilities.

C. The Emphasizing Factors of The School-Community Interaction Paterns

Analysis of the data in this study explained that all education stakeholders including all school principals agreed that the role of the community in strengthening character education was very important. It is difficult to imagine being able to succeed in character education without involving communities in society. However, from the data there are several factors that have caused the strengthening of character education in primary education is still not optimal, including: (1) almost all School Principals and School Committees agree that the coordination between the two so far has not been optimal; (2) there is no common perception between schools and school committees in seeing the importance of strengthening character education; (3) the commitment of the school community itself needs to be increased so that it is more aware and open to the role of the community communities; and (4) socialization, planning, implementation and evaluation are important. As stated by Titik Principal of SMPN 10 Madiun City:

Actually the relationship between the school and the school committee has been going well but it has not been optimal. The most visible factor was the busyness and work of the school committee members, which often caused many to be absent when invited to meetings. There is indeed a tendency for school committees to fully entrust character education to

schools. In my opinion it is still optimized as long as there is consistency and shared commitment that is continuously being built (W, 5-4-2020).

5 line with Titik, Sunyoto, Head of SDN Patihan City, Madiun explained:
the role of the school committee in strengthening character education in our school has been going well. However, the synergy needs to be improved. Parents tend to leave their children with the fate of the school. In my opinion, it is needed the help of other institutions that care to provide reinforcement of character education in primary schools so that results can be maximized. This means that the resource person does not need to be from the school committee but the school committee can be a facilitator and catalyst for programs to strengthen character education in elementary schools (W, 7-4-2020).

10 The Chairperson of the SMPN 1 Madiun City School Committee also agrees that the role of the school committee in strengthening of character education is not yet optimal due to two main factors, namely: (1) the difficulty of finding time with all the school committee members, and (2) not all the potentials in the school want empower themselves as role models for their students (W, 7-4-2020).

Nucci and Narvaez (2014, 193-194) explain how important 10 the role of the community is in character education in schools. In this context there are two conceptions of community, namely: (1) the community of practice, which provides some elements of moral education because they support justifiable norms and commendable goals, and (2) a community characterized by a moral commitment that emphasizes on caring, love, inclusion, and justice. This type of community has a project that includes caring for others. He was exemplified by a group of worshipers and democratic societies.

Haidar Bagir (2019, 148) explains that there is a mistaken thinking from most parents that the determinants of character are largely determined by the school. Whereas in schools often the assessment process is wrong, not authentic. Education has several fundamental objectives. This includes making children love and skilled in learning (seeking knowledge), then also developing self-confidence, courage in expression and communication skills, and developing an attitude of tolerance towards differences in views and democratic life. The statement also has the same support by Berkowitz and Bier (2005, 64) in the result of their study about parents role in character education.

5. Conclusion

From the discussion of the above research results, the following conclusions can be drawn:

1. The relationship between the school and the community in primary education in the City of Madiun has been well established through school committees or class communities. However, the role and function in strengthening character education is still not optimal even it can be said to be minimal. Judging from the frequency, intensity, and substance of the relationship is still far from ideal.

2. The pattern of school interaction with the community tends to run in the same direction, meaning that the initiation in meetings and programs of the school committee is still dominated by the school. The pattern of participation and unidirectional interaction certainly raises the consequence that the role becomes less than optimal.

3. Factors that cause the effectiveness of school and community relations are weak coordination between schools and school committees, lack of aligned vision and mission, a tendency to surrender character strengthening to schools, and a lack of coaching of school committees by the education office in Madiun.

References

[1] Affandi, Rahmat., Hentikan Kebiasaan Berbahaya Bagi Anak, Jakarta: Elex Media Komputindo

[2] Asmani, Jamal Ma'mur., (2011). Buku Panduan Internalisasi :Pendidikan Karakter Di Sekolah, Yogyakarta: DIVA Press

[3]   Bagir, Haidar., (2019). Memulihkan Sekolah Memulihkan Manusia, Bandung: Mizan

[4]   Berkowitz, Marvin W., and Bier, Me'inda C., (2005). Character education: Parents as partners. Educational leadership: journal of the Department of Supervision and Curriculum Development, N.E.A • September 2005. P. 64-69

[5]   https://www.researchgate.net/publication/285799342

[6]   Budiningsih, C. Asri., (2008). Pembelajaran Moral : Berpijak Pada Karakteristik Siswa dan Buda,Yanya, Jakarta: Rineka Cipta

[7]   Faisal, Sanapiah., (2007). Partisipasi Masyarakat Terhadap Sekolah, Malang: UM Press Larry P.

[8]   Fitri, Agus Zainul., (2012). Pendidikan Karakter Berbasis Nilai Dan Karakter Sekolah, Yogyakarta: AR-RUZZ MEDIA

[9]   Khan, Yahya., (2010). Pendidikan Karakter; Berbasis Potensi Diri, Yogyakarta: Pelangi Publising

[10]   Lickona, T., (1991). Educating for Character: How our schools Can Teach Respect and Responsibility, New York: Bantam Books

[11]   Lickona, T., (2004). Character matters: How to help our children develop good judgment, integrity and other essential virtues, New York: Touchstone

[12]   Maliki, Zainuddin., (2010). Sosiologi Pendidikan. Yogyakarta: Gadjah Mada University Press

[13]   Munir, Abdullah., (2010). Pendidikan Karakter: Membangun Karakter Anak Sejak Dari Rumah, Yogyakarta: Pedagogia

[14]   Mursidin. (2011). Moral Sumber Pendidikan, Bogor: Ghalia Indonesia

[15]   Nucci, and Narvaez, Darcia., (2008). Handbook Of Moral And Character Education, New York: Routledge

[16]   Padil, Moh., & Supriyatno, Triyo., (2010). Sosiologi Pendidikan, Malang: UIN Maliki Press

[17]   Pala, Aynur., (2011). The Need for Chracter Education. International Journal Of Social Sciences And Humanity Studies Vol 3, No 2, 2011 ISSN: 1309-8063 (Online). P. 23-32

[18]   Parji., (2002). Strategi Pembelajaran Pendidikan Moral Pada Era Teknologi Informasi, Malang: JIP 9 (2) P. 97-107

[19]   Parji., (2009). Model Strategi Pembelajaran Budi Pekerti Dengan Pendekatan Konstruktivistik Di Smp, Malang: JIP 15 (2)

[20]   Parji., (2010). Disertasi: Makna Pendidikan Bagi Masyarakat Kajian Fenomenologi Dari Perspektif Penyelenggaraan Pendidikan Dan Komite Sekolah, Malang: Program Pasca Sarjana Universitas Merdeka

[21]   Santoso, Ahmad., (2016). Pengembangan Pembelajaran Ips Di Sekolah Dasar, Jakarta: Prenadamedia Group

[22]   Shihab, Najelaa., & Komunitas Guru Belajar., (2017). Merdeka Belajar Di Ruang Kelas,Tangerang Selatan: Lentera Hati

[23]   ST. Sularto. (2016). Inspirasi Kebangsaan Dari Ruang Kelas, Jakarta : Penerbit Buku Kompas

[24]   Zurqoni, et.al., (2018). Impact of character education implementation: A goal-free evaluation. Problems of Education in the 21st Century • December 2018. P. 882-899. DOI: 10.33225/pec/18.76.881

School-Community Interaction Patterns in Strengthening Character Education in Primary School in Madiun City (East Jav… Indonesia)

8	etheses.uin-malang.ac.id Internet Source	1%
9	jurnal.radenfatah.ac.id Internet Source	<1%
10	libres.uncg.edu Internet Source	<1%
11	Submitted to University of Bedfordshire Student Paper	<1%
12	www.tjprc.org Internet Source	<1%
13	www.shs-conferences.org Internet Source	<1%

Exclude quotes   On   Exclude matches   < 15 words
Exclude bibliography   On