

# The School's Efforts to Foster a sense of Community, Integrity, and Social Responsibility Among Students at SD Muhammadiyah 1 Wringinanom

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## ABSTRACT

**Objective:** This study aims to describe the school's efforts to foster a sense of cooperation, integrity, and social responsibility among students at SD Muhammadiyah 1 Wringinanom. **Method:** This study employs a qualitative approach with descriptive design. The research subjects include the principal, teachers, and students selected using purposive sampling. Data collection techniques included observation, interviews, and documentation. Data analysis employed an interactive model comprising data reduction, data presentation, and drawing conclusions. **Results:** The results indicate that character development is carried out in an integrated manner through intracurricular, cocurricular, and extracurricular activities. The value of cooperation is instilled through group work, classroom duties, and community service. Integrity is developed by fostering honest, disciplined, and responsible attitudes, supported by teachers' exemplary behavior. Meanwhile, social concern is fostered through social activities such as donations and sharing. Supporting factors include teachers' commitment, the principal's leadership, and a supportive school culture, while inhibiting factors include student's backgrounds and limited family support. The conclusion of this study indicates that the school's efforts in shaping student character have been effective, but require continuous strengthening and consistency. **Novelty:** The results indicate that character development is carried out in an integrated manner through intracurricular, cocurricular, and extracurricular activities. The value of cooperation is instilled through group work, classroom duties, and community service. Integrity is developed by fostering honest, disciplined, and responsible attitudes, supported by teachers' exemplary behavior. Meanwhile, social concern is fostered through social activities such as donations and sharing.

## INTRODUCTION

Character education is a crucial aspect of the national education system, aimed at shaping students so that they are not only academically excellent but also possess strong moral and social values. Character education at the elementary school level plays a strategic role because the elementary school years are a critical phase in the formation of children's habits and moral development. During this phase, students are more receptive to social values through the habits and examples provided by the school environment. Therefore, schools need to create a positive culture capable of supporting the continuous development of students' character. Character development cannot be achieved solely through the theoretical delivery of material but must be realized in real world activities that involve students' direct experiences in daily life. Character education system, aimed at shaping students who are not only academically intelligent but also possess sound moral and social values. Consequently, school play a strategic role in fostering a positive culture through habit formation, role modeling, and meaningful learning experiences for

students[1]. At the elementary school level, character education is particularly crucial as it marks the early phase in the formation of children's personalities and behavioral habits. Character education at the elementary school level is not a new issue; thus, it requires greater attention to establish a solid foundation of good moral character for students[2]. Values such as cooperation, integrity, and social responsibility are part of the character competencies that must be systematically developed in the educational process.

The development of globalization and advancements in information technology have impacted changes in students' social behavior, which tends to be more individualistic and less concerned with the surrounding environment[3]. Additionally, character education serves as a solution to various social issues emerging among students, such as low social concern, lack of discipline, and declining cooperative attitudes among peers. These conditions are influenced by technological advancements and changes in social interaction patterns, which have led students to become more individualistic. Therefore, schools have a responsibility to reinvigorate character values through habit-forming programs integrated into school culture so that students can develop empathy, responsibility, and social solidarity in their daily lives. Character Education focused on Environmental Care and Mutual Assistance can essentially help teachers instill in students a sense of care for the environment, fostering a healthy and comfortable learning environment[4]. This situation indicates a decline in the practice of mutual cooperation in students' daily lives. In fact, mutual cooperation is a local wisdom value that plays a crucial role in fostering attitudes of cooperation, empathy, and social solidarity[5].

Strengthening character education is a priority in the implementation of the Merdeka Curriculum through the Pancasila student profile. One important dimension is *gotong royong*[6]. Which reflects the ability to cooperate, help one another, and demonstrate a sense of social responsibility. The implementation of character education in elementary schools must also involve the entire school community, including the principal, teachers, and students. The principal plays a role in creating school policies and a school culture that support character education, while teachers serve as primary role models in shaping student behavior through their daily attitudes and actions[4]. With this synergy, the character-building process can proceed optimally and sustainably. Additionally, integrity is a character value that reflects honesty, responsibility, and consistency between words and actions. Instilling integrity from an early age has been proven to foster disciplined and responsible behavior in students. On the other hand, social concern is also a key indicator in character education as it relates to students' ability to understand and respond to social conditions in their environment[7].

Schools, as formal educational institutions, play a strategic role in shaping students' character through various educational programs. Character development efforts can be carried out through intracurricular, cocurricular, and extracurricular activities that are integrated into the school culture[8]. Intracurricular Activities Intracurricular activities constitute the primary learning process, conducted in a structured and systematic manner within the classroom in accordance with the applicable curriculum. These

activities serve as the primary means of achieving students' knowledge competencies, skills, and the development of their attitudes through interactions between teachers and students during instructional activities. Character education aims to shape and foster students' behavior and attitudes so that they become honorable, responsible, joyful, and content individuals. In reality, character education is a conscious effort to help children grow into good and moral people[9]. In the context of character education, the intracurricular program does not focus solely on achieving cognitive aspects but also plays a strategic role in instilling character values such as cooperation, integrity, and social responsibility. The implementation of these values can be carried out through various learning methods, such as group discussions, collaborative task completion, project based learning, and the cultivation of honest and responsible attitudes throughout the learning process. Thus, intracurricular activities serve as a crucial foundation for the continuous development of students' character because they occur regularly and are integrated into every subject. Co-curricular activities are learning activities conducted to reinforce or deepen the content of intracurricular activities[10]. These activities are designed to enrich students' understanding through more contextual and practical learning experiences outside of regular class hours, yet remain directly linked to the material taught in the classroom. In practice, co-curricular activities may take the form of project assignments, fieldwork, literacy activities, or collaborative tasks that encourage students to develop critical thinking and teamwork skills. Through these activities, character values such as mutual cooperation can be instilled through group work, integrity through the honest and responsible completion of tasks, and social awareness through activities involving interaction and empathy toward the surrounding environment[11]. Furthermore, extracurricular activities are educational programs conducted outside of regular class hours as a means to broaden students' interests, talents, and potential. These activities are optional and provide students with a flexible and enjoyable space to learn through direct experience. Examples of extracurricular activities include scouting, religious activities, sports, arts, and other social programs organized by the school. In the context of character development, extracurricular activities play a crucial role by providing students with opportunities to internalize values such as cooperation through teamwork, integrity through discipline and responsibility, and social awareness through community service and humanitarian actions. Therefore, extracurricular activities serve as a significant complement to the school's efforts to shape students' character in a holistic and sustainable manner[12].

The implementation of character education is not limited to classroom instruction but also relies on teachers setting a good example and fostering positive daily habits. However, social changes and technological advancements have led some students to exhibit less caring, empathetic, and cooperative behavior in their daily lives. This situation calls for learning strategies capable of re-instilling the value of mutual cooperation in a contextual and meaningful way for elementary school students[13].

Muhammadiyah 1 Wringinanom Elementary School is an institution that fosters the character of mutual cooperation as one of its core values in the educational process.

Gotong royong is a form of community spirit that has been deeply rooted since ancient times. One example of gotong royong that is a hallmark of Indonesia is the collective effort to clean the environment. Through gotong royong, individuals become more attuned to their surroundings and take an active role. Gotong royong builds a strong foundation for creating a high-quality and integrity-driven school environment[7]. These efforts are realized through the integration of the value of gotong royong into various learning activities, including intracurricular, cocurricular, and extracurricular programs. In intracurricular activities, teachers actively apply collaborative learning methods such as group discussions and cooperative task completion, thereby fostering students' habits of mutual assistance and respect. Furthermore, through co-curricular activities, the value of mutual cooperation is reinforced through project-based assignments and practical activities that require active collaboration among students. As for extracurricular activities, the development of a cooperative character is fostered through activities such as Hizbul Wathan, social initiatives, and community service to encourage students to participate directly in community life. Integrity and social awareness among students can be observed through the habits instilled by the school, including: cooperating during classroom duty shifts and group work. Additionally, the school fosters an attitude of environmental care through activities like "Clean Friday" or "Green Friday," which indirectly instill a sense of shared responsibility. This is a very interesting topic for research. Based on the above description, this study aims to describe the school's efforts in fostering a spirit of cooperation, integrity, and social responsibility among students at SD Muhammadiyah 1 Wringinanom.

## RESEARCH METHOD

This study employs a qualitative, descriptive approach aimed at providing an in-depth description of the school's efforts to foster a spirit of cooperation, integrity, and social responsibility among students at SD Muhammadiyah 1 Wringinanom. The qualitative approach was chosen because it allows for a deep understanding of the phenomenon of the school's efforts to foster students' character traits of cooperation, integrity, and social responsibility within the elementary school environment. Through this approach, the researcher can gather data directly from natural sources and obtain a comprehensive picture of the character-building process taking place at SD Muhammadiyah 1 Wringinanom. Research subjects were determined using purposive sampling, which involves selecting participants considered knowledgeable and directly involved in the implementation of the character-building program at the school. This included the principal, teachers, and students as primary informants deemed to possess relevant information regarding the research focus[14]. Data collection techniques in this study included observation, interviews, and documentation. Observations were conducted to directly observe student activities in intracurricular, cocurricular, and extracurricular activities related to the values of cooperation, integrity, and social awareness. In-depth interviews were conducted with the school principal, teachers, and

students to obtain information regarding the strategies and efforts undertaken by the school to foster these character traits.

## RESULTS AND DISCUSSION

### *Results*

Based on the results of research conducted at SD Muhammadiyah 1 Wringinanom using observation, interviews, and documentation, it was found that the school's efforts to foster students' character traits of cooperation, integrity, and social responsibility are implemented in an integrated manner through intracurricular, cocurricular, and extracurricular activities. In intracurricular activities, character development is carried out through classroom learning processes using collaborative learning methods such as group discussions. Through these activities, students are trained to help one another, respect their peers' opinions, and take responsibility for assigned tasks, optimally. In cocurricular activities, the school develops contextual and practical assignments such as group projects and literacy activities. These activities encourage students to interact actively, collaborate in completing tasks, and demonstrate honesty and responsibility throughout the process. As for extracurricular activities, character development is carried out through various activities outside of class hours, such as Hizbul Wathan, sports, and community service.

First, in fostering a spirit of mutual cooperation, the implementation of cooperation in learning fosters collaboration, care, and a sharing attitude among students[15]. The school implements various activities that encourage cooperation among students, such as group work during lessons, classroom duty, as well as social service and school environmental cleanup activities. Based on observation results, students were seen to be active in group activities and demonstrated a willingness to help one another in completing tasks. Interview results with teachers also indicated that the practice of cooperation is carried out routinely as part of the learning strategy.

Second, in fostering integrity, the school instills the values of honesty, responsibility, and discipline through various habit-forming activities, such as completing individual assignments without cheating, reinforcing a culture of queuing, and assigning responsibilities to students in various school activities. Additionally, teachers serve as role models by demonstrating honest and disciplined behavior. Interview results indicate that students are beginning to develop the habit of being honest and taking responsibility for the tasks assigned to them.

Third, to foster social awareness, the school conducts activities focused on empathy and care for others, such as donation drives, visiting sick classmates, and community outreach program. Based on documentation and interview results, these activities are effective in fostering students' empathy and concern for their social environment.

Furthermore, the research findings also indicate the presence of supporting and hindering factors in the implementation of character development. Supporting factors

include teacher commitment, principal support, and a conducive school culture. Meanwhile, inhibiting factors include differences in students' backgrounds, a lack of support from the family environment, and time constraints in implementing the program optimally. Overall, the school's efforts to foster students' character traits of cooperation, integrity, and social concern at SD Muhammadiyah 1 Wringinanom have been successful through various integrated programs, although they still require reinforcement and consistency in their implementation.

### *Discussion*

The research findings indicate that the school's efforts to foster students' character traits of cooperation, integrity, and social responsibility at SD Muhammadiyah 1 Wringinanom are carried out in an integrated manner through learning activities and school culture. This finding aligns with the concept of character education, which emphasizes the importance of integrating values into all school activities—whether intracurricular, cocurricular, or extracurricular[16]. Character education is not merely taught theoretically but is also shaped through students' daily habits and direct experiences within the school environment. Regarding cooperation, the research results indicate that group work, classroom duty, and community service activities foster a spirit of cooperation and mutual assistance among students, as illustrated in the figure below.



**Figure 1.** Cleaning the school environment.

Source: Researcher

This activity is typically held every Friday, often referred to as green Friday. The green Friday activity carried out on school grounds serves as a tangible way to instill an environmentally conscious character while reinforcing the value of mutual cooperation among students. In the image, several students are seen working together to clean the school grounds by collecting grass and organic waste. This activity aims not only to maintain cleanliness but also serves as a contextual learning tool that fosters students' awareness of the importance of preserving the environment from an early age. Community service activities can foster a spirit of cooperation and togetherness, as well

as cultivate a sense of shared responsibility in maintaining the cleanliness of the school environment[17]. Through this Green Friday activity, students are trained to help one another, share roles, and take responsibility for tasks assigned to their groups. Additionally, Green Friday serves as an effective tool for instilling discipline and social awareness in students. Students' active participation in environmental cleanup activities demonstrates the internalization of positive values, such as cooperation, empathy, and responsibility. They do not merely follow teachers' instructions but also begin to take initiative in maintaining the cleanliness of their surroundings. This signifies that learning occurs not only within the classroom but also through direct experiences within the school environment. This activity also reflects the implementation of character education integrated into the school's culture[18]. Through routine practices like Green Friday, students become more attuned to environmental conditions and understand the importance of maintaining cleanliness as part of daily life. Habit-forming activities like Green Friday demonstrate that character education is more effective when conducted through direct experience rather than merely through the delivery of material in the classroom. Real-world experiences allow students to understand the meaning of cooperation and responsibility in a contextual way, making it easier for character values to be embedded in their daily behavior. This aligns with the view that experience-based learning can enhance student engagement in the development of social and moral character[19].



**Figure 2.** Group work.  
Source: Researcher

The figure shows students engaged in group work during the classroom learning process. Students sit together in a group, discuss, and work on assignments together. Every student is active and engaged in reading the material, writing answers, and discussing to understand the lesson content. This activity reflects the implementation of collaborative learning, which provides students with the opportunity to exchange ideas,

help peers who are struggling, and complete tasks together. Through group work, students not only develop cognitive abilities but also social skills such as communication, cooperation, and responsibility. When students become accustomed to working together in groups, they learn to respect one another, share tasks, and take responsibility for collective outcomes. This finding is also supported by previous research stating that collaborative activities in learning are effective in enhancing students' social skills and the value of mutual cooperation[7]. In addition to fostering these habits, the teacher's role as a role model is also a crucial factor in the success of character education in elementary schools. Teachers do not merely function as conveyors of learning material but also as role models whose attitudes and behaviors students emulate. The disciplined, honest, and responsible attitudes demonstrated by teachers indirectly influence the development of students' integrity within the school environment. Regarding integrity, research findings indicate that the cultivation of honesty, discipline, and responsibility is achieved through teachers' exemplary conduct and school culture. Integrity is not merely understood as a concept but is manifested in concrete behaviors such as honesty in completing assignments, discipline in adhering to rules, and responsibility toward assigned duties. The process of fostering integrity occurs through the stages of introducing, internalizing, and practicing values until they become habits in students' daily lives[20]. This can be seen in the figure below.



**Figure 3.** Business day.

Source: Researcher

Based on the image of the Business Day activity, students' integrity appears to develop through the practice of direct buying and selling transactions. Students act as sellers and buyers using real money as a medium of exchange, thereby requiring honesty, responsibility, and transparency in every step of the process. Integrity is evident when students provide the correct change, do not overcharge, and convey product information truthfully to buyers. Additionally, students demonstrate responsibility in managing the proceeds from sales and upholding the trust placed in them by peers and teachers. This activity not only cultivates entrepreneurial skills but also serves as a means of instilling

moral values, particularly honesty and consistency between words and actions. The interactions during the activity encourage students to adhere to agreed upon rules, such as queuing, taking turns, and refraining from unfairly taking advantage of others.

In this context, students not only learn the value of honesty but are also trained to understand its importance and implement it in real action. The teacher's role as a role model is also a crucial factor in shaping students' integrity, as students tend to mimic the behaviour they observe directly[9].

Furthermore, in terms of social awareness, activities such as making donations, visiting sick friends, and sharing with the community have been shown to foster empathy in students. Through direct experiences in social activities, students learn to understand others' circumstances and develop a sense of empathy and social solidarity. Other research also indicates that student involvement in social activities can enhance social sensitivity and a caring attitude toward the environment[19]. At SD Muhammadiyah 1 Wringinanom, social responsibility is considered one of the key character values that must be instilled in students from an early age. Social concern is not merely about empathy toward others but also reflects sensitivity toward the environment, solidarity, and a strong sense of community in social life[21]. For this reason, schools actively design and implement various activities aimed at fostering and strengthening students' sense of social responsibility.

Additionally, the success of character development in schools is influenced by supporting factors such as teachers' commitment, the principal's leadership, and a conducive school culture. Conversely, inhibiting factors such as students' diverse backgrounds and a lack of family support indicate that character development cannot be optimally achieved without synergy between the school and the family environment.

Thus, the development of character traits such as cooperation, integrity, and social responsibility at SD Muhammadiyah 1 Wringinanom is not only carried out through formal learning processes but also through school culture and consistent habit-forming practices. This demonstrates that the success of character education requires the continuous involvement of the entire school community. This study indicates that elementary schools need to integrate character education into all school activities on an ongoing basis. Habit forming programs such as green Friday, group work, and social activities have proven effective in shaping students' character and can thus serve as a model for implementing character education in other elementary schools.

## CONCLUSION

**Fundamental Finding :** The school's efforts to foster the character traits of cooperation, integrity, and social responsibility among students at SD Muhammadiyah 1 Wringinanom have been implemented in an integrated manner through intracurricular, cocurricular, and extracurricular activities. The development of the character trait of cooperation is carried out through group work, classroom duty, and community service activities that foster a spirit of cooperation and mutual assistance among students. The character trait of integrity is developed through the cultivation of honesty, discipline, and

responsibility, supported by teachers' exemplary behaviour and a positive school culture. Meanwhile, students' social awareness is developed through social activities that foster empathy and social solidarity. The success of the program's implementation is supported by teachers' commitment, the principal's leadership, and a conducive school environment. **Implication** : Based on the research findings, it is recommended that the school continue to improve consistency in implementing the character education program through the strengthening of school culture and sustained habit formation. Teachers are expected to continue serving as role models in instilling character values in students and integrating them into the learning process. Additionally, more intensive collaboration between schools and parents is needed to support students' character development so that the values instilled at school can be reinforced within the family environment. **Limitation** : There are still some challenges, such as differences in students' backgrounds and limited support from their families. **Future Research** : Future research is encouraged to conduct a more in-depth examination of the effectiveness of character education program using different approaches or methods.

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