The Effect of Using Inquiry Learning Model on Creative Character and Hard Work Character in High School

Astalini[1*], Darmaji[1], Dwi Agus Kurniawan[1], Sabila Eka Septi[1], Rahmat Perdana[1]

[1] Department of Physics Education, Universitas Jambi, Jambi, Indonesia

Abstract: Student creative character and student hard work character must be owned by students in order to form and strengthen their own personality, also help improve and train character education participants mentally and morally. the character of hard work students at the high school level. This type of research uses the miXII research method. The instrument in this study used the angle of students' creative character and student's hard work character. The results of the t-test obtained based on the table can be seen that there is a relationship between the variables of students' creative character and the character of students' hard work. The regression test results obtained based on the table can be seen that there is an effect of using inquiry learning model on the variables of students' creative character and students' hard work character.

Keywords: creative character; hard work character; learning model

Introduction

Education is the process of learning knowledge, skills or other things. Education is also a song in life that must be built as well as possible (Karimullah, 2021; Somad, 2021; Agustina et al., 2022). Education is the most important component that can advance a nation, through education a nation will experience good development (Cikka, 2020; Fahmi & Prasetia 2021; Mardhiyah et al., 2021). Education is a means to equip oneself in facing the world of society because the world is not only about knowledge but includes social, ethical, and etiquette (Juleha, 2019; Herlambang, 2021; Efendi & Ningsih, 2022). So that education is the foundation for achieving maximum progress and potential.

The learning model is a framework that provides a systematic description for carrying out learning in order to help students learn for certain goals to be achieved (Nurmawati, 2021; Alkaromi, 2022; Hadzami & Maknun, 2022). That is, the learning model is a general description but still focuses on specific goals. The learning model is one of the concepts that a teacher must master before teaching his students so that the learning process can take place (Hotimah, 2020; Adawiyah, 2021; Rambe et al., 2022). The learning model also functions as a guide for lesson planners and teachers in planning activities (Kamal, 2020; Rosnita, 2022; Sunarmi, 2022).

Creative character is a quality of someone's thinking that is rational, approaches a need, task, or idea from a new perspective, produces; cause to exist, imagination; the ability to imagine something (Altof et al., 2019; Hasanah & Priyantoro, 2019; Siswono et al., 2022). Someone who has a creative soul within him will not be afraid of missing opportunities, because creative people can create opportunities themselves (Simanjuntak, 2020; Kusuma et al., 2022; Uno & Umar, 2023). This is because creativity can encourage one's enthusiasm and motivation in life (Azmi et al., 2019; Mukhtar, 2020; Handayani & Wulandari, 2021). One example is turning items that are no longer used (used) into items that can be used.

Work character is hard behavior that embodies serious efforts in dealing with various learning and assignment obstacles as well as possible (Widiantari,

2020; Belladonna & Septiana, 2022; Yanuardianto, 2022). Activities carried out in earnest without getting tired or stopping before the work target is achieved and always prioritizing or paying attention to the satisfaction of the results in each activity carried out (Sulistiyana & Sugianto, 2019; Hasriyati & Wulandari, 2022; Suwardin, 2022). The most important thing that is obtained from hard work is the development of self-character to become a better person and be able to appreciate everything he has, even if it's small. Hard work shapes us into someone who is more disciplined, diligent, and never gives up (Cahyani et al., 2019; Nisrin & Mugiyono, 2022; Wahib, 2022).

This research is in line with previous research conducted by (Widiantari, 2020) regarding student character. Where character is one of the important aspects that students must have in life at school and in everyday life. However, this study did not carry out a normality test to determine whether the data was normally distributed to be used. In the research that the researchers did, the researchers conducted a normality test to find out whether the data was normally distributed.

The urgency in this research is to improve the way teachers teach with the inquiry learning model so that students' character in learning physics becomes better. The novelty in this research is the application of the inquiry learning model which is useful for character development in the physics learning process. Where in this study connects the creative character of students and the character of students' hard work

This study aims to determine the effect of the application of the inquiry learning model on the character of students who are creative and the character of students' hard work in learning physics. With this aim, the guarantor formulates research questions, namely: (1) What is the creative character of the students and the character of the students' hard work using the inquiry learning model in physics? (2) How does the application of the inquiry learning model influence the character of creative students and the character of students' hard work in learning physics?

Method

Research design

In this study uses mixed research methods. Mixed methods are used when researchers have questions that need to be tested in terms of results and processes, and involve a combination of quantitative and qualitative methods in one study. (Kamid et al., 2021; (Ramli et al., 2022)

Research Instruments

The instrument in this study used a questionnaire and interview type of instrument. Where the questionnaire is in the form of students' creative character and the character of students' hard work and the questionnaire used consists of. There are 23 valid statement items on this instrument using a Likert scale. The Likert scale of students' creative character and student responsibility character is 5 points consisting of 5 very bad, 4 not good, 3 enough, 2 good, 1 very good. Each representative is a representative of each indicator of the creative character of students and the character of students' hard work. There are 2 character indicators, namely the character of showing something uniquely and displaying new student ideas and the character of students' hard work. There are 2 indicators of student attitudes, namely seriousness in studying physics and pleasure in solving eyeglass problems. The instrument lattice of students' creative character and student's hard work character is shown in the following table:

Table 1. Grid of the Questionnaire Instrument for the creative character of students and the character of students' hard work

Variabel	No. Item Statement
Creative character	1,2,3,4,5,6,7,8,9,10
Hard working character	1,2,3,4,5,6,7,8,9,10,11,12,13
Total	23

The description of the categories of student creative character and student hard work character is as follows:

Table 2. Categories of Student Creative Characters

Category	Interval variable/Indicator Student creative character	
	Show something unique and present a new idea	Dare to make decisions quickly and precisely
Very not good	6.0-10.8	4.0-7.2
Not good	10.9-15.6	7.3-10.4
Enough	15.7-20.2	10.5-13.6
Good	20.3-24.6	13.7-16.8
Very good	24.7-30.0	16.9-20.0

The description of the character category of students' hard work is as follows:

Table 3. Character categories of students' hard work

Category	Interval variable/Indicator Hard working student character	
	Reach the goal until it is achieved	Never give up
Very not good	4.0-7.2	7.0-12.6
Not good	7.3-10.4	12.7-18.2
Enough	10.5-13.6	18.3-23.8
Good	13.7-16.8	23.9-29.4
Very good	16.9-20.0	29.5-35.0

Population and Sample

The research sample population is the research subject whose characteristics will be examined and other things that will be needed in a study. The population of this study was 50 high school students from 10 Jambi City, consisting of 25 students XII IPA 3 and 25 students XII IPA 4. The sampling technique was random sampling. The reason for taking research subjects from XII IPA 3 and XII IPA 4 is because these schools have done a lot of learning so that it can be seen the use of the inquiry learning model on the creative character variables of students and the hard work character of students in the upper middle school range.

Data analysis technique

The data analysis technique used was random sampling because the sample used was high school students by looking at the variables of students' creative character and student hard work character. The use of random sampling in this study is to save time, cost and effort, as well as make it easier and more detailed to analyze all data from smaller survey subjects, enabling more accurate and comprehensive survey results. From these data, descriptive statistical tests and inferential tests were carried out in the form of assumptions and hypothesis tests. In the assumption test, three tests were carried out, namely the normality test, homogeneity test, and linearity test. The normality test functions to determine whether the data being tested is normally distributed. The homogeneous test serves to find out whether several groups of research data have the same variance or not. The linearity test serves to determine whether the data is linearly distributed. Then test the hypothesis in the form of t test and correlation test. The t test serves to determine the comparison of attitude variables and scientific literacy variables. correlation test to determine the relationship between the variables of the creative character of students and the character of students' hard work. These tests were then tested using SPSS 26 to obtain accurate results. The following is the research procedure.
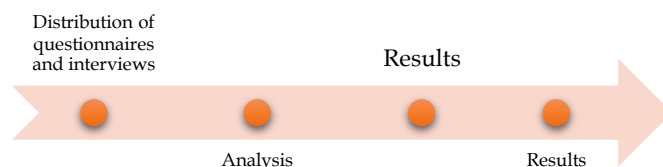

Figure 1. Research procedure

Result and Discussion

Result

The following describes the results of the student's creative character variables and the student's hard work character. The description of the student's creative character variables on the indicators displays something uniquely and presents new ideas as shown in the Table 4.

Table 4. Description of students' creative character variables on indicators of displaying something uniquely and presenting new ideas

Class	Category	Interval	F	%	Mean	Med	Min	Max
	Very not good	7.0-12.6	0	0				
	Not good	12.7-18.2	2	8				
XII IPA 3	Enough	18.3-23.8	5	20	4.1	4.0	2.0	5.0
	Good	23.9-29.4	10	40				
	Very good	29.5-35.0	8	32				
	Very not good	7.0-12.6	2	8				
	Not good	12.7-18.2	3	12				
XII IPA 4	Enough	18.3-23.8	6	24	4.0	4.0	1.0	5.0
	Good	23.9-29.4	7	28				
	Very good	29.5-35.0	7	28				

From the description table above, it can be seen that the comparison with the good category in XII IPA 3 is higher than XII IPA 4 so that it can be said that XII IPA 3 is superior to XII IPA 4 in the creative character variables of students on the indicator Showing something uniquely and presenting new ideas. The description of the student character creative variable on the Dare to make decisions quickly and accurately is shown in the Table 5.

Table 5. Description of students' creative character variables on the Dare to make decisions quickly and accurately

Class	Category	Interval	F	%	Mean	Med	Min	Max
	Very not good	4.0-7.2	1	4				
	Not good	7.3-10.4	4	16				
XII IPA 3	Enough	10.5-13.6	5	20	3.5	3.3	1.0	5.0
	Good	13.7-16.8	9	36				
	Very good	16.9-20.0	6	24				
	Very not good	4.0-7.2	2	8				
	Not good	7.3-10.4	5	20				
XII IPA 4	Enough	10.5-13.6	7	28	3.4	3.2	1.0	5.0
	Good	13.7-16.8	7	28				
	Very good	16.9-20.0	4	16				

From the description of the table above it can be seen that the comparison with the good category in XII IPA 3 is higher than XII IPA 4 so that it can be said that XII IPA 3 is superior to XII IPA 4 in the creative student character variable on the indicator Dare to make decisions quickly and precisely. then the description of the variable character of students' hard work on the indicators of achieving goals until they are achieved.

Table 6. Description of the variable character of students' hard work on the indicators of achieving goals until they are achieved

Class	Category	Interval	F	%	Mean	Med	Min	Max
	Very not good	4.0-7.2	3	12				
	Not good	7.3-10.4	5	20				
XII IPA 3	Enough	10.5-13.6	8	32	3.2	3.2	1.0	5.0
	Good	13.7-16.8	5	20				
	Very good	16.9-20.0	4	16				
	Very not good	4.0-7.2	4	16				
	Not good	7.3-10.4	6	24				
XII IPA 4	Enough	10.5-13.6	6	24	3.1	3.1	1.0	5.0
	Good	13.7-16.8	5	20				
	Very good	16.9-20.0	4	16				

From the description of the table above, it can be seen that the comparison with the sufficient category in XII IPA 3 is higher than XII IPA 4 so that it can be said that XII IPA 3 is superior to XII IPA 4 in the student attitude variable on the hard work character variable of students on the indicator Achieve goals until they are achieved.

Table 7. Description of the variable character of students' hard work on the Never give up indicator

Class	Category	Interval	F	%	Mean	Med	Min	Max
	Very not good	4.0-7.2	2	8				
	Not good	7.3-10.4	5	20				
XII IPA 3	Enough	10.5-13.6	11	44	3.2	3.0	1.0	5.0
	Good	13.7-16.8	4	16				
	Very good	16.9-20.0	3	12				
	Very not good	4.0-7.2	3	12				
	Not good	7.3-10.4	6	24				
XII IPA 4	Enough	10.5-13.6	9	36	3.1	3.0	1.0	5.0
	Good	13.7-16.8	4	16				
	Very good	16.9-20.0	3	12				

From the description of the table above it can be seen that the comparison with the sufficient category in XII IPA 3 is higher than XII IPA 4 so that it can be said that XII IPA 3 is superior to XII IPA 4 in the hard work

character variable of students on the Never give up indicator. The normality test for the character of creative students and the character of hard work of students in class XII IPA 3 and XII IPA 4 is explained in the Table 8.

Table 8. Normality test of students' creative character and hard work character of students in class XII IPA 3 and XII IPA 4

Variable	Class	Kolmogorov-Smirnov		
		Statistic	Df	Sig.
Creative character	XII IPA 3	.065	25	.200*
	XII IPA 4	.058	25	.200
Hard working character	XII IPA 3	.087	25	.200
	XII IPA 4	.086	25	.200*

Based on the results of the table above, it can be concluded that the data is normally distributed. The normality test was obtained by the Kolmogorov-Smoirnov test, a significance value of > 0.05. Test the homogeneity of the creative student character and the hard working character of students in class XII IPA 3 and XII IPA 4 in the Table 9.

Table 9. Test the homogeneity of students' creative character and the hard work character of students in class XII IPA 3 and XII IPA 4

Class	Variable	N	Sig.	Description
XII IPA 3	Creative character	25	0.136	Homogen
	Hard working character	25	0.125	Homogen
XII IPA 4	Creative character	25	0.134	Homogen
	Hard working character	25	0.131	Homogen

Based on the table above, it can be concluded that the homogeneity test has a homogeneous pattern in class XII IPA 3 and XII IPA 4. It is proven that the sig (2-tailed) results are more than 0.05. The creative linear test of the character and character of students' hard work in class XII IPA 3 and XII IPA 4 is explained in the Table 10.

Table 10. Linear test of students' creative character and hard work character of students in class XII IPA 3 and XII IPA 4

Class	Variable	N	Sig.	Description
XII IPA 3	Creative character	25	0.013	Linear
	Hard working character	25	0.014	Linear
XII IPA 4	Creative character	25	0.012	Linear
	Hard working character	25	0.011	Linear

Based on the table above, it can be concluded that the linearity tests have a linear distribution in class XII IPA 3 and XII IPA 4. It is proven that the sig (2-tailed) results are smaller than 0.05. The creative T test of students' character and the character of students' hard work in class XII IPA 3 and XII IPA 4 are explained in Table 11:

Table 11. T test of students' creative character and hard work character of students in class XII IPA 3 and XII IPA 4

Variable	Variable	T	Df	Sig. (2-tailed)	Mean Difference
Creative character	XII IPA 3	17.234	25	.011	70.55352
	XII IPA 4	18.235	25	.012	75.55635
Hard working character	XII IPA 3	15.454	25	.013	65.55252
	XII IPA 4	16.321	25	.014	60.41223

Based on the table above, it can be concluded that there is a comparison between the creative character of students and the hard work character of students in class XII IPA 3 and XII IPA 4. It is evident from the results of sig. (2-tailed) smaller than 0.05.

The regression test for the character of creative students and the character of hard work of students in class XII IPA 3 and XII IPA 4 is explained in the following table:

Table 12. Hypothesis Regression Test with ANOVA of students' creative character and students' hard work character

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	14.745	1	16.725	.949	.023[b]
Residual	266.374	49	15.584		
Total	282.116	50			

ANOVA regression test of students' creative character and students' hard work character. So it can be concluded that the character of students who are creative and the character of students' hard work influence each other. This is evidenced by sig. < than 0.005. Then the table below is the results of the f Regression test with ANOVA from the creative character of students and the character of students' hard work as follows:

Table 13. Regression test of students' creative character and students' hard work character

R	R Square	Adjusted R Square	Std. Error of the Estimate
.226[a]	.056	.003	4.07134

Regression test of students' creative character and students' hard work character to R with 0.225, R square 0.056, Adjusted R square 0.003, and Std. Estimation Error 4.07134. Then the table below is the result of. regression test on the creative character of students and the character of students' hard work as follows:

Table 14. Regression test of students' creative character and students' hard work character

	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	Sig.
Creative character >< Hard working character	66.490	13.698		4.623	.004

It was concluded that there was an influence between students' creative character and students' hard work character. This can be seen from the results of sig. (2-tailed) smaller than 0.05. Next, the results of the interview with the teacher are presented

Results of Interviews with High School Teachers

In an interview with senior high school 10 Jambi City regarding the teacher's opinion regarding the creative character of students and the hard work character of students in class XII IPA 3 and XII IPA 4. The teacher said that the creative character of the students already looked good even though there were some students who had not shown their creative character like Presenting something uniquely and presenting a new idea. Where is the function of someone who has a creative soul in him, will not be afraid of missing opportunities, because creative people can create opportunities themselves. Because, creativity can encourage the spirit and motivation of one's life. The teacher also said that the character of the students' hard work was still not prominent because there were some students who lacked the character of hard work as an indicator of never giving up.

Discussion

The resulting data is processed using three types of tests, namely descriptive statistical tests, assumption tests, and hypothesis testing. Descriptive statistical test to see the results of the proportion, median, mean, minimum, and maximum by analyzing the result data based on the five existing categories (Budiarti et al., 2022; Septi et al., 2022). Based on Table 4, the average number of students who choose the good category with the proportion for XII IPA 3 is 40% good and XII IPA 4 is 28% good. So it can be concluded that XII IPA 3 is superior to XII IPA 4 in terms of students' creative character variables on the indicator Displaying something uniquely and presenting new ideas. Based on Table 5, the average number of students who choose the good category with the proportion for XII IPA 3 is 36% good and XII IPA 4 is 28% good. So it can be concluded that XII IPA 3 is superior to XII IPA 4 in the creative character variables of students on the Dare to make decisions quickly and accurately. Based on Table 6, the average number of students chose the sufficient category with the proportion for XII IPA 3 32% sufficient and XII IPA 4 24% sufficient. So it can be concluded that XII IPA 3 is superior to XII IPA 4 in student character variable student hard work on the indicators of achieving goals until they are achieved. XII IPA 4 36% sufficient. So it can be concluded that XII IPA 3 is superior to XII IPA 4 in the hard work character variable of students on the never give up indicator.

The next test is the assumption test which consists of the normality test, homogeneity test, and linearity test. Test the first assumption analysis about the normality test. The normality test was carried out to find out whether the data is normally distributed or not by looking at the Kolmogorov Smirnov results which are

greater than 0.05. Based on Table 8, the results of the normality test for the creative character of students and the hard work character of students, namely in XII IPA 3, namely 0.200 and in XII IPA 4, namely 0.200, it can be concluded that the results obtained are > 0.05 so that it can be said that the data is normally distributed. Test the second assumption analysis about the linearity test. Next, a homogeneity test is carried out to find out whether the data is homogeneous or not with a sig > 0.05, so the data has a homogeneous pattern. Based on table 9, the results of the homogeneity test for the creative student character and the hard working character of the students were in XII IPA 3, namely 0.136, 0.134 and in XII IPA 4, namely 0.135, 0.131. it can be concluded that the results obtained are > 0.05 so that it can be said that the data is homogeneous. Based on table 10, the results of the linearity test for the creative student character and the hard working character of the students were in XII IPA 3, namely 0.013, 0.012 and in XII IPA 4, namely 0.014, 0.011 so that it can be concluded that the results obtained were <0.05 so that it can be said that the data is distributed linearly.

Furthermore, hypothesis testing is carried out, namely the t test and correlation test. The first hypothesis test, namely the t test, was carried out with the aim of knowing the comparison between the two classes by comparing the two variables. Based on table 11, the results of the t-test for students' creative character and students' hard work character were in XII IPA 3, namely 0.11, 0.013. and in XII IPA 4 namely 0.012, 0.014. so it can be concluded that there is a comparison between XII IPA 3 and XII IPA 4. It is evident from the results of sig. (2-tailed) smaller than 0.05. In the second hypothesis test, namely the correlation test was carried out with the aim of knowing the relationship between the two classes with the relationship between the two variables. Based on table 12 the results of the regression test were obtained under the sig. Namely 0.023 can be interpreted that there is influence between the creative character of students and the character of students' hard work. It is proven by the results of sig. (2-tailed) smaller than 0.05.

This research is in line with research conducted by Hasanah & Priyantoro (2019) which discusses the character of hard work. Where the important character of hard work is owned by students. the character of hard work makes students will be trusted, respected and valued and liked by others. However, in research by (Hasanah & Priyantoro, 2019) they did not carry out a comparative test to determine student character, there was a comparison between one class and another. In this study, researchers conducted a comparison test to find out the comparison of the two classes.

The implication of this research is that the use of inquiry learning models on the creative character of students and the character of students' hard work can be implemented in the student learning process. If the use of an appropriate learning model will affect the creative character of students and the character of students' hard work. Students do not experience learning difficulties and student learning outcomes will increase. Thus the use of learning models can be implemented with students' creative character and excellent student hard work character in high school students

Conclusion

Based on the formulation of the problem in the study, it was concluded that XII IPA 3 has a student creative character and student hard work character that is superior to XII IPA 4. There is a comparison of students' creative character and student hard work character between XII IPA 3 and XII IPA 4 in physics subject. There is an influence of the inquiry learning model on the creative character of students and the hard work character of students in class XII IPA 3 and XII IPA 4 at the high school level.

References

Adawiyah, F. (2021). Variasi Metode Mengajar Guru Dalam Mengatasi Kejenuhan Siswa Di Sekolah Menengah Pertama. *Jurnal Paris Langkis*, 2(1), 68-82. https://doi.org/10.37304/paris.v2i1.3316

Altof, M., Purnomo, M. E., & Rusdi, A. (2019). Analisis Budaya Sekolah dalam Pembentukan Karakter di SMP IT Raudhatul Ulum Sakatiga Kecamatan Indralaya Kabuaten Ogan Ilir. *Muaddib: Islamic Education Journal*, 2(2), 11-24. Retrieved from http://repository.radenfatah.ac.id/id/eprint/11824

Agustina, N., Ramdhani, I. S., & Enawar, E. (2022). Analisis Gerakan Literasi Pojok Baca Terhadap Minat Baca Kelas 4 SDN Bojong 04. *Jurnal Pendidikan dan Konseling (JPDK)*, *4*(5), 1999-2003. https://doi.org/10.31004/jpdk.v4i5.6895

Alkaromi, A. (2022). Penerapan Model Pembelajaran Kooperatif Tipe Jigsaw Untuk Meningkatkan Kerjasama Dan Prestasi Belajar Siswa. *Diadik: Jurnal Ilmiah Teknologi Pendidikan*, *12*(1), 75-84. https://doi.org/10.33369/diadik.v12i1.21351

Azmi, F. S. U., Purnomo, A., & Mulianingsih, F. (2019). Kreativitas Guru dalam Mengatasi Kesulitan Belajar Siswa pada Mata Pelajaran IPS di Smp Negeri 34 Semarang Tahun Pelajaran 2017/2018. *Sosiolium: Jurnal Pembelajaran IPS*, *1*(2), 146-152. https://doi.org/10.15294/sosiolium.v1i2.36419

Belladonna, A. P., & Septiana, R. A. (2022). The Pencak Silat College in Developing National Character: Paguron Pencak Silat Dalam Menumbuhkan Karakter Bangsa. *Journal of Physical and Outdoor Education*, *4*(2), 183-194. https://doi.org/10.37742/jpoe.v4i2.179

Budiarti, R. S., Kurniawan, D. A., Septi, S. E., & Perdana, R. (2022). Differences and Relationship Between Attitudes and Self Efficacy of Female and Male Students in Science Subjects in Junior High School. *Jurnal Pendidikan Sains Indonesia*, 10(1), 73–88. https://doi.org/10.24815/jpsi.v10i1.21979

Cahyani, A. D., Lestari, P., & Martiana, A. (2019). Penguatan Pendidikan Karakter Kerja Keras pada Anak Melalui Permainan Tradisional Engklek di Dusun Pule, Tegalrandu, Srumbung, Magelang. *Jurnal Kajian Sosiologi*, *8*(1), 47-60. http://dx.doi.org/10.21831/dimensia.v8i1.35568

Cikka, H. (2020). Konsep-konsep esensial dari teori dan model perencanaan dalam pembangunan pendidikan. *Scolae: Journal of Pedagogy*, *3*(2). https://doi.org/10.56488/scolae.v3i2.81

Efendi, R., & Ningsih, A. R. (2022). *Pendidikan Karakter di Sekolah*. Penerbit Qiara Media. Fahmi, M., & Prasetia, S. A. (2021). Quo Vadis Pendidikan Karakter di Indonesia. *Tabyin: Jurnal Pendidikan Islam*, *3*(01), 23-45.

Hadzami, S., & Maknun, L. L. (2022). Variasi Model Pembelajaran Pada Siswa Di Sekolah Dasar. *TARQIYATUNA: Jurnal Pendidikan Agama Islam Dan Madrasah Ibtidaiyah*, *1*(2), 111-132. https://doi.org/10.36769/tarqiyatuna.v1i2.279

Handayani, R., & Wulandari, D. (2021). Modern assessment dalam menyongsong pembelajaran abad 21 dan hambatan di negara berkembang. *Jurnal Pendidikan Edutama*, *8*(1), 13. http://dx.doi.org/10.30734/jpe.v8i1.1363

Hasriyati, S., Ebe, A., & Wulandari, P. (2022). Representasi Nilai Budaya Bugis dalam Novel Athirah Karya Alberthiene Endah: Kaman Etnografi. *AIJER: Algazali International Journal Of Educational Research*, *5*(1), 14-21. https://doi.org/10.59638/aijer.v5i1.173

Herlambang, Y. T. (2021). *Pedagogik: Telaah Kritis Ilmu Pendidikan Dalam Multiperspektif*. Bumi Aksara.

Hotimah, H. (2020). Penerapan Metode Pembelajaran Problem Based Learning Dalam Meningkatkan Kemampuan Bercerita Pada Siswa Sekolah Dasar. *Jurnal Edukasi*, *7*(2), 5-11. https://doi.org/10.19184/jukasi.v7i3.21599

Julaeha, S. (2019). Problematika kurikulum dan pembelajaran pendidikan karakter. *Jurnal Penelitian Pendidikan Islam*, *7*(2), 157. https://doi.org/10.36667/jppi.v7i2.367

Kamal, F. (2020). Model Pembelajaran Sorogan Dan Bandongan Dalam Tradisi Pondok Pesantren. *Paramurobi: Jurnal Pendidikan Agama Islam*, *3*(2), 15-26. https://doi.org/10.32699/paramurobi.v3i2.1572

Kamid, K., Rohati, R., Rahmalisa, Y., Anggo, M., Septi, S. E., Azzahra, M. Z., & Nawahdani, A. M. (2021). Engklek Game in mathematics: How difference and relationship student attitude towards science process skills? *Cypriot Journal of Educational Sciences*, 16(6), 3109–3123. https://doi.org/10.18844/cjes.v16i6.6500

Karimullah, S. S. (2021). Urgensi Pendidikan Pra Nikah Dalam Membangun Keluarga Sejahtera Perspektif Khoiruddin Nasution. *Kariman: Jurnal Pendidikan dan Keislaman*, *9*(2), 229-246. https://doi.org/10.52185/kariman.v9i2.184

Mardhiyah, R. H., Aldriani, S. N. F., Chitta, F., & Zulfikar, M. R. (2021). Pentingnya keterampilan belajar di abad 21 sebagai tuntutan dalam pengembangan sumber daya manusia. *Lectura: Jurnal Pendidikan*, *12*(1), 29-40. https://doi.org/10.31849/lectura.v12i1.5813

Mukhtar, K. A. (2020). Pengaruh Kepemimpinan Kepala Madrasah dan Motivasi Kerja Guru terhadap Kreativitas Guru MTSN Se-Kabupaten Madiun. *Southeast Asian Journal of Islamic Education Management*, *1*(1), 9-23. https://doi.org/10.21154/sajiem.v1i1.2

Nurmawati, N. (2021). Model Discovery Learning pada PTMT Meningkatkan Hasil Belajar IPA Siswa Kelas IX-2 SMPN 1 Pasir Penyu. *Jurnal Pendidikan Tambusai*, *5*(3), 8424-8432. Retrieved from https://jptam.org/index.php/jptam/article/view/2344

Nisrin, M. J., & Mugiyono, M. (2022, October). Peran Pendidikan Agama Islam dalam Membentuk

Karakter Bangsa. In *International Conference on Tradition and Religious Studies* (Vol. 1, No. 1, pp. 401-411).

Rambe, A. H., Karina, S. T., Al-Hafidz, I., Annisa, G., & NST, T. A. (2022). Pentingnya Keterampilan Dasar Mengajar Bagi Mahasiswa Praktek Pengalaman Lapangan (PPL) Prodi Tadris Biologi. *Jurnal Pendidikan dan Konseling (JPDK)*, *4*(6), 9178-9185. https://doi.org/10.31004/jpdk.v4i6.9828

Ramli, S., Novanda, R., Sobri, M., Triani, E., & Septi, S. E. (2022). The Effect of Student Responses on Environmental Care Characters and Student Learning Outcomes. *Eurasian Journal of Educational Research,* 99, 112–126. https://doi.org/10.14689/ejer.2022.99.007

Septi, S. E., Deswalman, D., Maison, M., & Kurniawan, D. A. (2022). Pengaruh Model Pembelajaran Discovery Learning Terhadap Keterampilan Proses Sains Siswa Pada Mata Pelajaran Fisika di SMAN 10. *Jurnal Phi: Jurnal Pendidikan Fisika Dan Fisika Terapan*, *3*(2), 6–13. http://dx.doi.org/10.22373/p-jpft.v3i2.13225

Siswono, T. Y. E., Rosyidi, A. H., Kohar, A. W., Hartono, S., Nisa, K., & Uripno, G. (2022). *Integrasi Teknologi dalam Pembelajaran Matematika Upaya Meningkatkan Kemampuan Berpikir Kreatif Matematis Siswa*. CV Literasi Nusantara Abadi.

Simanjuntak, M. B. (2020). The Educational Values of The Main Character In Beautiful Mind Film. *Journal Of Advanced English Studies*, *3*(1), 1-6. https://doi.org/10.47354/JAES.V3I1.83

Sulistiyana, S., & Sugianto, A. (2019). Teknik Permainan Ular Tangga Dalam Layanan Bimbingan Kelompok Untuk Meningkatkan Karakter Kerja Keras Pada Siswa Smp. *Jurnal Konseling Gusjigang*, *5*(1). https://doi.org/10.24176/jkg.v5i1.2563

Sunarmi, S. (2022). Upaya Peningkatan Hasil Belajar Siswa melalui Penerapan Model Think Talk Write pada Pembelajaran Ekonomi Materi Pertumbuhan dan Pembangunan Ekonomi di SMAN 1 Soromandi Semester 1 Tahun Pelajaran 2019/2020. *Jurnal Pendidikan dan Pembelajaran Indonesia (JPPI)*, *2*(2), 202-213. https://doi.org/10.53299/jppi.v2i2.226

Suwardin, S. (2022). Nilai nilai pendidikan karakter dalam kegiatan keagamaan masyarakat. *Zawiyah: Jurnal Pemikiran Islam*, *8*(1), 160-178. https://dx.doi.org/10.31332/zjpi.v8i1.3030

Somad, M. A. (2021). Pentingnya Pendidikan Agama Islam dalam membentuk karakter anak. *Qalamuna: jurnal Pendidikan, Sosial, dan Agama*, *13*(2), 171-186.

Uno, H. B., & Umar, M. K. (2023). *Mengelola kecerdasan dalam pembelajaran: sebuah konsep pembelajaran berbasis kecerdasan*. Bumi Aksara.

Wahib, A. (2022). The Importance Of Religious Education In Forming The Character Of The Nation. *Jurnal Paradigma*, *14*(01), 144-161.

Widiantari, D. (2020). Analisis Nilai Karakter Melalui Program Vocational Camp Di Madrasah Aliyah Daarul Ulum PUI Majalengka. *Eduprof: Islamic Education Journal*, *2*(1), 1-17. https://doi.org/10.47453/eduprof.v2i1.28

Yanuardianto, E. (2022). Proses Pembentukan Nilai Karakter Anak di Yayasan Panti Asuhan Dinas Sosial Kabupaten Situbondo. *Nusantara Journal of Islamic Studies*, *3*(2), 154-168. https://doi.org/10.54471/njis.2022.3.2.154-168