

# The contribution of profit company on education in Indonesia: An analysis of character education management in public elementary school

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## ABSTRACT

This research is qualitative research that aims to investigate how the profit cooperation between Astra International in 3 public elementary schools at Special Regency of Yogyakarta specifically at the city of Bantul, namely PES Jigudan, PES Gunturan, and PES Ciren collaborated. The data collection technique in this study was conducted by interviewing the principals of each school, observing the application of character education, and analyzing documents such as annual programs, teacher Lesson Plans, and school structures. Data were analyzed using the Miles & Huberman method, namely data reduction, data presentation, and conclusion. The results of this study are: 1) At the planning stage, PT. Astra International took part in the initial implementation meeting and explained the 4 pillars, one of which was the character pillar, 2) At the organizing stage, PT. Astra International handed over the division of tasks to schools where the character will be implemented with all the resources they have, 3) At the actuating stage, PT. Astra International supports programs owned by schools, both funding and notions, 4) In controlling and evaluation, PT. Astra International maintained intensive communication by occasionally visiting schools and closing with an evaluation meeting at the end of each year attended by all stakeholders.

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## ARTICLE INFO

### Keywords:

character education;  
moral education;  
astra international;  
public elementary school

### Article History:

Received: 01 December 2023

Revised: 04 February 2024

Accepted: 20 February 2024

Published: 26 February 2024

### How to Cite in APA Style:

Nuraini, S. D., Rukiyati, & Putera, A. R. (2023). The contribution of profit company on education in Indonesia: an analysis of character education management in public elementary school. *Journal of Educational Management and Instruction*, 3(1), 51-62.

## Introduction

Public Elementary School (PES) Jigudan, PES Gunturan, and PES Ciren are 3 schools assisted by Astra through the Astra Michael D Ruslim Education Foundation in the Bantul Regency area since 2007. Those schools assigned an agreement with the firm concerning the education aid program which is a favor offered by the Astra Bina Ilmu Foundation to schools to facilitate improvements in the sectors of human resources, curriculum, organization, learning facilities, and management in order to enable students to graduate with good morality, useful life skills, and sufficient academics (Asifudin, 2016; Sukmawati, 2023). Cooperation with Astra is indicated by the existence of a cooperation agreement between Astra Internasional. Astra Michael D Ruslim Education Foundation with PES

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 <https://doi.org/10.22515/jemin.v3i1.7913>

Jigudan which was renewed in 2019 and PES Ciren as well as PES Gunduran which was renewed in 2017.

Astra Michael D Ruslim Education Foundation was formed to dedicate its program to the educational field to actively participate in educating the youth of the nation, especially in underprivileged areas, specifically in the frontier, outermost, and underdeveloped (3T) areas. The foundation encourages quality education through 4 pillars, namely the Academic Pillar, Character Pillar, Life Skills Pillar, and Cultural Arts Pillar towards a superior school with a global outlook. One of the coaching pillars, namely the character pillar, originates from a sense of irony if the formation of students' intelligence is not accompanied by the formation of good character and moral values. Given that character is an essential element and is a must in conveying the quality of students in the assisted schools, in the coaching plan, the character pillar becomes a strategy and program that is packaged intensively and structured.

The strategy of strengthening character education is a new challenge (Trisiana, 2021). To realize the implementation of character education, there must be balanced mutual collaboration between schools, parents or families, and the community. Character education development is a dynamic interaction between internal influences and external influences to create positive growth (Agboola & Chen, 2012). Rosyad and Zuchdi, (2018) argued that a good school culture will influence the success of character education, but a negative school culture will lead character education to failure. It has been observed that character education is not optimal because the role of school management in the management of character education has not been maximized. Wibowo (2016) stated that character education management will be effective if it is integrated into school management and how character education is planned, implemented, and controlled in educational activities at school. Well-managed character education is desired to reduce the moral decline that still occurs in society nowadays.

In this case, character education can be shaped by the role of teachers, parents, and the social environment. Rukiyati et al. (2020) argue that an important aspect of moral education begins with consistency between parents and teachers at school. Wulandari and Kristiawan (2017) suggested that teachers and parents have a vital role in shaping children's character. Teachers and parents must ensure a good channel to cultivate character values that can later shape each individual. Character can be formed and developed through educational endeavors (Trisiana, 2021). In schools, strengthening character education has been properly practiced by inserting character education in every lesson taught by the teacher.

The values developed in character education in Indonesia include competitiveness, being a whole person, and dignity (Yuliana et al., 2021). Indonesian society is predominantly a religious society, therefore the lifeways of individuals, communities, and nations are always based on religious teachings. Character education values that can be considered as the basis for shaping one's character are wisdom, justice, fortitude, self-control, love, positive attitude, hard work, and the ability to develop potential (resourcefulness), integrity, gratitude, and humility (Zuchdi et al., 2014). The presence of culture is an indispensable source of value, and the purpose of national education is a must-have for Indonesians.

Puspitasari and Rukiyati (2020) revealed that education has a pivotal position in fostering intellectual intelligence and personality to have a virtuous character. The role of various groups spanning from schools, parents, and society is needed so that similar things do not spread to other areas. Data at KPAI on child complaint cases in 2016-2020 in the world of education there are 3194 cases with details of child victims of student brawls as many as 250, child perpetrators of student brawls as many as 329, child victims of violence in schools (Bullying) as many as 480, child perpetrators of violence in schools (Bullying) as many as 437, and child victims of policies (children expelled for pregnancy, extortion in schools, school sealing, prohibited to take exams, children dropping out 1,698.

Character education has historically been a contentious debate in Indonesia. Currently, the Indonesian government is intensifying a character education program called the Pancasila Student Profile, one of the components of which is noble character. Character is the essential thing that everyone has. The characteristics of each individual can also be seen from one's character. Character is influenced by the environment in which a person develops. Character does not just occur, however, it is a process of the environment that is contributed continuously (Licona, 2013). Character itself is one of the major aspects to be developed because it is a supporting factor for one's success in carrying out daily life activities (Arwiyah et al., 2018).

Character education management in Astra-assisted elementary schools requires good management so that character education in assisted schools can be organized as desired. Astra Internasional Foundation seeks to motivate the assisted schools by organizing various activities and rewarding them. Astra's attempts to advance the schools under its auspices have yielded many positive results. PES Jigudan won the independent school title in 2015, the superior school title from YPA-MDR 3 years in a row from 2017, 2018, and 2019, 3rd place for independent building maintenance schools. PES Gunturan won the YPA-MDR Excellent School title in 2017, 2018, and 2019 respectively, and 2021. PES Ciren achieved the title of superior school from YPA-MDR, the school with the Best K3 (Cleanliness, Neatness, Beauty) at the National level from YPA-MDR, and the overall champion for the best application of the coaching pillars. This shows the various potentials owned by Astra-assisted elementary schools that can support character education in schools.

The discussion of character education management has been very popular among researchers and practitioners because character education instilled through schools is believed to be more effective (Aini & Fitria, 2021). Marsakha et al. (2021) said that character education must indeed be carefully handled because it is a process that is not only to simply make children smart but to internalize values in their lives. In the meantime, there are plenty of firms that pay attention to the academic sector such as Eka Tjipta Perdana Junior High School under the Eka Tjipta Foundation in the oil palm plantation area of Kalimantan (Perdana, 2020), PT Bhimasena Power Indonesia (BPI) in its CSR education program helping schools to realize environmental literacy around PLTU Batang (Indriani, 2022) and PT Baramulti Suksesarana (BSSR) that fosters SMPN 2 Loa Janan and SD 005 Loa Janan in Tenggara (Romdani, 2023). However, none of them have been recorded in reputable scientific publications, leading to a dearth of studies on their contributions to education. To fill this gap, we look at the process more closely then we might witness one example of the contribution of a large profit company to the world of education in Indonesia. Thus, this research is of great importance to be conducted to obtain more in-depth information on the operational steps and strategies of character education from planning to control in schools that cooperate with the Astra International Foundation.

## Method

This study is qualitative research that aims to investigate the management process of character education in public elementary schools that cooperate with for-profit corporations, namely Astra Internasional, and analyze the extent to which they participate in school operations in the character principle. The research was conducted in three schools in Bantul City, Yogyakarta Special Region province, with the school principal as the primary informant, and class teachers and religious teachers as the second-informant. Moreover, the researcher also observed the implementation of character education in these schools from the learning process in the classroom, teacher and student interactions outside the class to extracurricular activities as well as analyzing cooperation documents between the two institutions, lesson plans, and school annual reports. In the end, the data will be analyzed using the Miles & Huberman technique of data reduction,

data presentation, and conclusion. The following is a description of the data collection techniques in this research:

Table 1. The Research Data Collection Guidelines

Focus	Description	Source	Method
Planning	Achievement of Objective	Principal and Teachers	Interview
	Activity Plan	Principal and Teachers	Interview
	Facilities Plan	Principal and Teachers	Interview and Observation
	Budgeting Plan	Principal and Teachers	Interview and Document Study
Organizing	Staff Involvement	Principal and Teachers	Interview and Document Study
	Form of Collaboration	Principal and Teachers	Interview and Document Study
Actuating	Form of Activity	Principal and Teachers	Interview and Observation
	Character Value	Principal and Teachers	Interview, Observation, and Document Study
	Parent and Environment Involvement	Principal and Teachers	Interview
Controlling	Teacher Training	Principal and Teachers	Interview
	Controlling Implementer	Principal and Teachers	Interview
	Aspects Controlled	Principal and Teachers	Interview
	Barriers	Principal and Teachers	Interview
	Alternatives Solving Barriers	Principal and Teachers	Interview
	Accomplishment	Principal and Teachers	Interview and Observation

## Results

The following are all the data derived at schools after the entire data reduction process as one of the three strands of data analysis according to Miles & Huberman. The data is depicted in a table and will be elaborated with a more sophisticated analysis in the discussion section that immediately preceded it.

Tabel 2. Data and Findings

Management	PES Jigudan	PES Gunturan	PES Ciren
Planning	<ol style="list-style-type: none"> <li>1. Long-term planning composed vision and mission of the school</li> <li>2. Midst-term plans are served on curriculum and school programs.</li> <li>3. Short-term plans are covered in lesson plan (RPP)</li> </ol>	<ol style="list-style-type: none"> <li>1. Outlined in the vision and mission of the school</li> <li>2. Integrating into the school motto, namely HEBAT (Learning sincerely, emphatic, and sympathy to state's culture and character,</li> </ol>	<ol style="list-style-type: none"> <li>1. Outlined in the vision and mission of the school</li> <li>2. Integrated in curriculum</li> <li>3. Planned in-school programs</li> <li>4. Covered in all lesson plan</li> </ol>

Management	PES Jigudan	PES Gunturan	PES Ciren
		religious, and skilled	
		3. Integrated in curriculum	
		4. Planned in school's programs based on the neighborhood's potential	
		5. Covered in all lesson plan	
Organizing	<ol style="list-style-type: none"> <li>1. Organizing process conducted by stakeholders such as principals, teachers, staff, and parents.</li> <li>2. Dividing the tasks including coordinator of different noble characteristics such as honesty, appreciation, independence, and confidence.</li> </ol>	<ol style="list-style-type: none"> <li>1. Organizing process conducted by stakeholders such as principals, teachers, staff, and parents.</li> <li>2. Dividing collaboration teams such as discipline and cleanliness.</li> </ol>	<ol style="list-style-type: none"> <li>1. Organizing process conducted by stakeholders such as principals, teachers, staff, and parents.</li> <li>2. Additional tasks given to support the implementation of character education are little doctor working group coaches, extra <i>Batik</i> assistants, gasing math mentors, extra <i>Karawitan</i> escorts, extra dance facilitators, vegetable working group, MIPA olympiad supervisors, environmental police working groups, canteen working groups, <i>Toga</i> working groups, compost working groups, <i>Hadroh</i> coaches, BTQ coaches, scout coaches, pond working groups.</li> </ol>

Management	PES Jigudan	PES Gunturan	PES Ciren
Actuating	<ol style="list-style-type: none"> <li>1. Inculcating character values in the form of honesty, patriotism, competitiveness, respect, religiosity, cleanliness, discipline, and enthusiasm for reading.</li> <li>2. Integrated in learning</li> <li>3. Habituation activities through student activities both in the classroom and outside the classroom as well as through extracurricular activities, namely Scouts, Drum Band, Dance, <i>Karawitan</i>, and TPA.</li> <li>4. The school's signature programs are <i>gasing</i> math and <i>batik</i>. The <i>batik</i> creation is the <i>Sukun Batik</i> motif which is worn as the student's uniform.</li> </ol>	<ol style="list-style-type: none"> <li>1. Inculcating character values in the form of honesty, patriotism, competitiveness, respect, religiosity, cleanliness, discipline, and enthusiasm for reading.</li> <li>2. Integrated in learning</li> <li>3. Habituation activities through student activities both in the classroom and outside the classroom as well as through extracurricular activities, namely Scouts, Drum Band, Dance, <i>Karawitan</i>, and TPA.</li> <li>4. The school's signature programs are <i>gasing</i> math and <i>batik</i>. The <i>batik</i> creation is the <i>Guntur Semi</i> motif which is worn as the student's uniform.</li> </ol>	<ol style="list-style-type: none"> <li>1. Inculcating character values in the form of honesty, patriotism, competitiveness, respect, religiosity, cleanliness, discipline, and enthusiasm for reading.</li> <li>2. Integrated in learning</li> <li>3. Habituation activities through student activities both in the classroom and outside the classroom as well as through extracurricular activities, namely Scouts, Drum Band, Dance, <i>Karawitan</i>, and TPA.</li> <li>4. The school's signature programs are <i>gasing</i> math and <i>batik</i>. The <i>batik</i> creation is the <i>Gadung Mlati</i> motif which is worn as the student's uniform.</li> </ol>

Management	PES Jigudan	PES Gunturan	PES Ciren
Monitoring and Evaluation	<ol style="list-style-type: none"> <li>1. Through Annual Meeting</li> <li>2. Monitoring the progress of the program in one year of implementation and students' activities</li> <li>3. Unannounced or unexpected visits from Astra International representatives</li> <li>4. Supervision is undertaken by all stakeholders, namely the principal, teachers, employees, and parents</li> </ol>	<ol style="list-style-type: none"> <li>1. Through Annual Meeting</li> <li>2. Monitoring the progress of the program in one year of implementation and students' activities</li> <li>3. Unannounced or unexpected visits from Astra International representatives</li> <li>4. Supervision is undertaken by all stakeholders, namely the principal, teachers, employees, and parents</li> </ol>	<ol style="list-style-type: none"> <li>1. Through Annual Meeting</li> <li>2. Monitoring the progress of the program in one year of implementation and students' activities</li> <li>3. Unannounced or unexpected visits from Astra International representatives</li> <li>4. Supervision is undertaken by all stakeholders, namely the principal, teachers, employees, and parents</li> </ol>

## Discussion

### Planning Process

Planning is the first process where the institution makes preparations for what will be undertaken in the future. Character education planning in these schools (PES Jigudan, PES Gunturan, and PES Ciren) is divided into 3 phases: long-term planning, medium-term planning, and short-term planning. Long-term planning took the format of the school's vision and mission. It was long-term because this plan required a long period to be realized. All the expectations and ideals of the school are contained in the vision and mission, including what kind of character they want to instill in students. All programs that will be made by the school are oriented towards this vision. Medium-term planning consisted of annual programs which were the result of the operationalization of the school's vision. Short-term planning is a characteristic that is instilled during daily learning in the classroom. This is necessary so that all actions taken are not detached from the initial objectives and as a consideration for allocating resources (Ernawati et al., 2018).

Character education should be seen as a process that must involve all to run effectively (Arif et al., 2023; Yuliana et al., 2021). During the program design, the three schools held a meeting by inviting all school stakeholders including representatives from parents. At this meeting, all elements are sought for their opinions to develop the program for the next 1 year. According to Puspitasari (2020), parents and schools are obliged to work together to succeed in the school program to attain good outcomes. Moreover, representatives from Astra International were invited to the annual meeting. They explained that character education is not just wishful thinking but must be integrated into the curriculum. This opinion is in line with the opinion Panoyo et al. (2019) that the planning aspect of character education encompasses all school components and is incorporated into learning sets. The participation of Astra International representatives indicates that they are committed to fostering and helping schools fulfill the desired character traits.

The essence of an educational institution is the teaching and learning process carried out in the classroom. It means that when a school wishes to instill a certain character in its students, it must be integrated into its curriculum. According to [Yulianti et al. \(2021\)](#) planning in character education is related to moral development which is embedded in the Lesson Plan (RPP). This is emphasized by [Mulyasa \(2018\)](#) that every value that wants to be inculcated can be conveyed in the learning design to estimate or project to students in learning so that these learning activities can shape, foster, and develop students following competency standards and basic competencies. Proper education is a process to leads the individual to recognize himself as part of society and can assist him in becoming a well-rounded personality ([Suhifatullah et al., 2021](#)).

What is fascinating at PES Gunturan is that their character education doctrine is infused with the school motto. The slogan of PES Gunturan is Gunturan HEBAT (learn wholeheartedly (H), Empathy (E) and sympathy for the culture (B) and character of the nation, Religious (A), Trained (T). Based on the results of the researcher's interview, every teacher and staff is obliged to memorize this tagline so that it can be internalized as a work culture at school. The formation of school culture is the main capital so that teachers know which ones should be prioritized ([Ainunnisa et al., 2023](#)). By making it a school slogan, the desired character can be spread widely to all students and it will penetrate their subconscious. Furthermore, this slogan also makes the habituation process work with encouragement and exemplary behavior from all teachers ([Fahrurrozi et al., 2020](#)).

### **Organizing Process**

According to [Maisaro et al. \(2018\)](#), organizing is the process of determining the duties to be performed, who does, how the tasks are grouped, and who should report regarding the decisions that have been made. Organizing is the second stage where people work together to achieve certain goals ([Asifudin, 2016](#)). [Daryanto \(2013\)](#) theorized that organizing is a process where the institution groups its activities and then followed by showing the person who is authorized to supervise it. The division of tasks is something that is most decisive because goals cannot run smoothly if not accompanied by a clear and systematic division of tasks. Therefore, a successful school has an organized structure and division of tasks.

The three schools where this research was conducted divided their respective tasks equitably. The organization of character education at PES Jigudan is carried out by the division of tasks with the division of tasks including, the person in charge of religion is the Islamic religious education teacher who is teamed up with the coordinator of each main character, namely honest character, respectful character, independent character, and confident character. PES Gunturan divided the task into 2 parts, namely the discipline team in general and the discipline team regarding school cleanliness. The general discipline team is led directly by the principal with the assistance of several teachers who occupy various positions such as the extracurricular activities discipline implementation team, monitoring student discipline in using school facilities, and monitoring student discipline in the teaching and learning process. PES Ciren has a much more comprehensive division of duties, in addition to those mentioned above, they also have a vegetable coordinator who is in charge of watering the plants, a pond coordinator who is responsible for feeding the fish, the person in charge of the clinic and the canteen.

Based on the researcher's interview with the principal, Astra Internasional does not interfere in task distribution matters. Schools are to self-organize with all the resources they have so that the principle of mutual trust is attainable. [Daryanto \(2013\)](#) noted that all activities in schools demand competent persons so they have to be in the right hands. This is the reason why Astra Internasional does not appoint its representatives to the school structure. With the divisionalization, the work that was previously bulky can be fractured and divided into smaller ones so that it is more achievable than before ([Marsakha et al., 2021](#)).

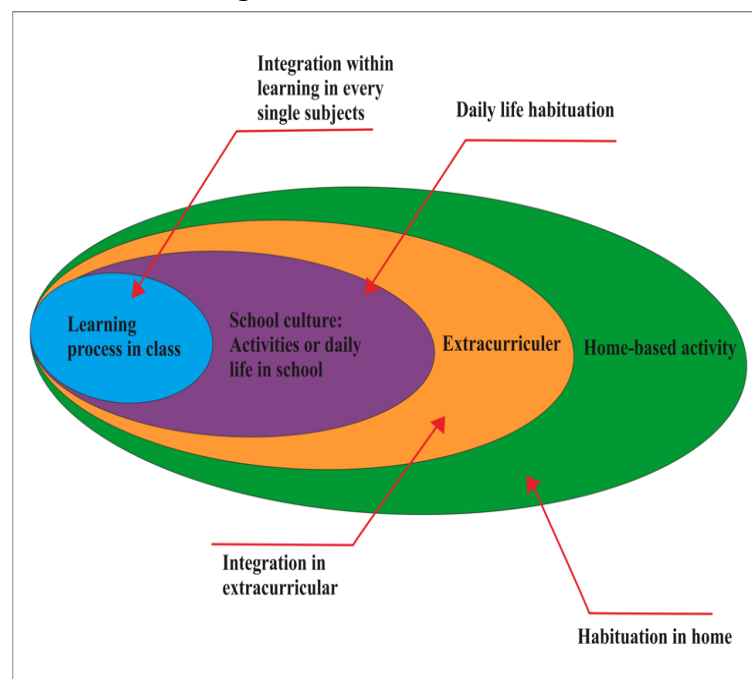


### Actuating Process

The next process is actuating more commonly referred to as the implementation stage. Implementation is a basic effort and decision-making that has been carefully planned to be done in the future (Marhawati, 2018). The implementation of character education at PES Jigudan is applied to all school activities both during learning hours as well as outside the classroom. The character values internalized in the three schools are practically identical such as religiosity, cleanliness, discipline, respect, hard work, love for the nation, honesty, literacy, independence, self-confidence, environmental care, and social care. All of these characters are cultivated with a cheerful and fun method because considering their age, they tend to be a little early. According to Mulyadi et al. (2015) the argument, children's thoughts at elementary school age have been able to perform basic reasoning such as causality, classification, deductive inductive, and numbers.

To instill the characters, the school employed habituation and exemplary methods combined with a reward and punishment system. For example, the cultivation of religious values is carried out by reciting the Qur'an together, praying in congregation, commemorating Islamic holidays and *Ramadan pesantren* every year; the cultivation of independent values is done by holding a routine agenda in the form of a standby camp; the cultivation of the value of discipline and love for the environment by throwing garbage in its place; and the value of social care by helping if a friend has a disaster. According to Wijio in Marsakha et al. (2021) character education management will run effectively if there is continuity between advice, classroom learning, and daily activities. Therefore, optimizing all learning environments is the key to successful character education.

Figure 1. Character Education



Based on the illustration, the impartation of character education is an inherent component of the four pillars. The four pillars of character education are learning activities in the classroom, activities in shaping the development of school culture, extracurricular activities, and daily activities at home and in the community (Dakir, 2019). All of these phases are fully supported by Astra International so that there is an additional layer, namely the involvement of Astra International in the succession of character education programs. Furthermore, they have a signature program that must be applied in their assisted schools, namely gasing math and *batik*. These two programs are not only as the name suggests but also have character values of preserving culture, creative thinking,

and curiosity. Based on the engagement of Astra Internasional, character education in their assisted schools becomes very focused and follows Lickona's opinion [Puspitasari \(2020\)](#) that moral action is the highest level among other stages (Moral knowledge and moral feeling).

### ***Controlling and Evaluation***

Monitoring in the three schools was supervised by the internal school and Astra Internasional collaboratively. Supervision aims to obtain information on what are the weaknesses and strengths that occur during the character habituation process ([Panoyo et al., 2019](#)). Supervision is carried out by looking at daily student activities both in the classroom and outside the classroom to see the forms of violations and daily student behavior. There are 2 approaches used to observe students' character development, namely direct and indirect supervision. Direct supervision is conducted by directly monitoring students' daily activities by the teacher and indirect supervision is by peer controlling, namely asking other students or through parents. [Sukendar et al. \(2019\)](#) said that a single unit is a combination of school goals, policies, and programs. This single-unit strategy is used in supervision at school where the division of coordinators for each character described earlier can facilitate the control process of character education.

Based on an interview with the school principal, he said that the team from Astra Internasional intensely communicates with the school and conducts occasional inspections. She added that this is a way taken by Astra International to oversee the activities that students do at school. They visit consistently without telling when they will come so that the character development process can run organically in the field and if they accidentally see deviations then it can be dealt with immediately. We remember that character cultivation takes a long time because the purpose and essence of character education is to shape the child's personality ([Yuliana et al., 2021](#)). Furthermore, the school will check the lesson plan (RPP) made by the teacher and the principal or supervisor will enter the classroom randomly to witness whether the learning process is per the learning plan that has been made. This is done because teachers are the core supervisors of student development when they are in the classroom ([Maisaro et al., 2018](#)).

### ***Conclusion***

Planning for character education in Astra-assisted elementary schools is an activity of setting character education goals involving school heads, teachers, and staff. Planning is contained in the school curriculum, Lesson Plans (RPP), and school programs. Organizing character education in Astra-assisted elementary schools by forming work teams or dividing tasks by school stakeholders, namely principals, teachers, employees, and parents. The implementation of character education in Astra-assisted elementary schools is carried out through instilling character values, and habituation activities through daily student activities and extracurricular activities, integrated into learning, and through the school's flagship program. The values instilled are the value of discipline, the value of cleanliness, the value of respect, and the value of fighting spirit. Supervision of character education in Astra-assisted schools is carried out through Annual Member Meetings/work meetings. At work meetings, evaluations are conducted to monitor the achievements of the programs that have been implemented in one year and evaluations are for improvement and discuss programs that will be implemented in the following year. Supervision has been done directly by observing the activities performed by students both at school and in collaboration with parents when holding supervision at home.

### ***Acknowledgments***

We would like to sincerely convey our deepest gratitude to all those who have contributed to the completion of this paper, especially Mrs. Rukiyati from Yogyakarta State University as our supervisor and Mr. Agustian Ramadana Putera as co-author and prof-reader in

parallel from the International Islamic University of Indonesia. I guarantee that there is no conflict of interest arising from the publication of this paper.

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