

Maintaining Character Education During And After Pandemic

Abdul Aziz^{1,a)}, Iswahyudi Joko Suprayitno^{1,b)}, Rully Charitas Indra Prahmana^{2,c)}, Puguh Wahyu Prasetyo^{2,d)}

^{1,2}*Faculty of Math and Science, Universitas Muhammadiyah Semarang,
Kedungmundu Raya Street No.22, 50273 Semarang, Indonesia*

^{3,4}*Faculty of Teacher Training and Education, Universitas Ahmad Dahlan,
Kapas Street No.9, 55166 Yogyakarta Indonesia*

^{a)}abdulaziz@unimus.ac.id, ^{b)}iswahyudi@unimus.c.id

^{c)}rully.indra@mpmat.uad.ac.id, ^{d)}puguh.wahyu@mpmat.uad.ac.id

Abstract: The focus of education during the COVID-19 pandemic is more likely to be cognitive and learning. There has been no maximum effort in strengthening character education. The limited face-to-face meetings in learning have an impact on character education. This situation also applies at the university level. Prospective mathematics teachers who are currently studying have an essential role in building good character education. This study will see how future mathematics teachers' character in producing culture-based learning videos will be seen. The theme in the video that was made was ethnomathematics. The subjects in this study were prospective mathematics teachers who had implemented campus teaching programs and educational internships. With the teaching experience that is owned, it will be seen how the character of the prospective teacher during making learning videos and what character values are contained in the tape so that it can have a positive impact on students. Based on observations during the manufacturing process, most of the prospective teachers have central character values. The results of ethnomathematics-based learning videos are one of the media that can instil character values for students.

Keywords: character, pandemic, ethnomathematics

INTRODUCTION

In the world of education, one aspect that needs to be considered is character. The character has an essential role in the world of education. The symbols contained in the learning process must be regarded as in realizing quality national education, the quality in question is trustworthiness, integrity, enthusiasm, and reliability [1]. Good character can be achieved because the surface is something that can be observed and felt useful.

Serious attention is needed if this character is expected to provide benefits, because character education is a behaviour that needs to be developed optimally [2][3]. Character education is not something new. One of the characters can also be shaped by the environment and circumstances. In a normal and conducive environment, the character can grow well. During the COVID-19 pandemic, of course, it was different from the previous situation. Many aspects have changed due to the COVID-19 pandemic, not only health aspects but also social, cultural, economic, scientific, and technological aspects [4], including character.

Character education has an essential role in realizing meaningful learning because character values include respect, justice, and responsibility[5]. This character value will undoubtedly continue to be instilled and develop better even though the world community is struggling to adapt and innovate during the Covid 19 pandemic [6]. Adaptation and innovation are also carried out in education, which initially used the face-to-face learning method to switch to online learning-oriented learning. Of course, electronic devices are needed that support online learning activities. Online learning is designed using the Learning Management System. It can continuously change prospective teachers' character and habits in making learning videos about ethnomathematics in the lectures they attend.

Before the COVID-19 pandemic emerged, prospective teachers who took lessons in making learning videos could have direct face-to-face discussions and interactions. Through this kind of interaction, understanding and knowledge can be well received and builds character that is unyielding, innovative, and builds a high social sense [7]. The application of the Learning Management System in making learning videos will affect the character of prospective teachers. It will be an opportunity to observe the surface of future teachers [8], especially in implementing the Learning Management System during the COVID-19 pandemic and understand emerging behaviours and characters [9]. Social changes will occur due to the surface formed because the character is a real engine of social change[10].

METHODS

The research used in this research is qualitative. The data used is information related to character education values in making learning videos with ethnomathematical themes. Data sources were obtained through prospective mathematics teachers who made learning videos, ethnomathematical video content, the regional culture that inspired producing videos, and several ethnomathematical studies that strengthened the range of learning videos.

Data was collected through questionnaires, interviews, and analysis of the process of making learning videos. Making learning videos is carried out when determining the local culture used as content and linking the learning culture with mathematics material. The data used is information related to the values of character education in making learning videos about ethnomathematics. The data analysis process carried out includes data reduction, data analysis, and concluding.

This research was conducted in Semarang, Central Java, Indonesia, involving 40 prospective mathematics teachers who have carried out educational internships and teaching campuses. The data source was obtained by purposive sampling technique by selecting nine future mathematics teachers based on the complexity of the resulting learning videos and the uniqueness of the highlighted culture. The collected data was validated using source triangulation and method triangulation. Source triangulation is done by asking the same thing from different sources, namely prospective mathematics teachers. Method triangulation is done by collecting data through questionnaires, interviews, and analysis of making learning videos and reports on making learning videos. Furthermore, the data is analyzed using interactive techniques, including data reduction, presentation, and conclusion [11].

RESULTS

This section explains prospective teachers' perception of the importance of integrating character education values in ethnomathematical learning videos, strengthening character education during the pandemic, and strengthening character education after the pandemic.

1. Teacher Perspective Perceptions about the Importance of Integrating Character Education Values in Ethnomathematical Learning Videos

Based on the results of the questionnaire analysis and interviews with prospective mathematics teachers, it was stated that all prospective teachers considered it essential to integrate character education into ethnomathematics learning videos. Future teachers can be grouped into two reasons related to the

implementation of character education in the school environment and logic associated with character education performance in the community. These reasons are presented in Table 1 below.

Table 1. Teacher's Reasons About the Importance of Character Education

No.	Character education in school	Character education in society
1	Students are motivated to respect their friends who have different cultural backgrounds	Students respect cultural activities carried out in the community and took part in preserving that culture
2	Students can respect the opinions of friends in their class	Students appreciate cultural activities carried out in the community and took part in preserving that culture
3	Strengthening character education in schools that are still lacking	Students can find the character values contained in the learning video
4	Penanaman pendidikan karakter sejak dini di sekolah langkah strategis dalam mewujudkan persatuan dan kesatuan bangsa.	Through video learning, students have a sense of nationalism
5	Planting character education early in schools is a strategic step in realizing national unity and integrity.	Have empathy for social conditions that occur in society
6	Increase caring and sharing	Knowing the importance of caring and sharing in society through learning video content
7	Have a respectful attitude towards teachers through the values contained in the learning videos	Have respect for parents
8	Can balance intellectual intelligence, emotional intelligence, spiritual intelligence in the school environment	The process has a balanced composition between intellectual intelligence, emotional intelligence, and spiritual intelligence from the process of social life

Based on Table 1, almost all prospective teachers consider that character education must be integrated into learning videos. In general, character education can be integrated into all subjects to appreciate differences, have sensitivity, have a sense of caring, balance intellectual intelligence, emotional intelligence, and spiritual intelligence, and preserve regional culture, which results from the community thought. Character education is essential to be integrated into learning videos to know their role in social life.

In other words, prospective mathematics teachers have the assumption that somebody's character education can be taught through learning videos. Teachers have an essential role in facilitating students' learning process, especially in strengthening character education. [12]states that the support of a good teacher has a very positive impact because the teacher is the spearhead of education who has a unique role in instilling tolerance and being a role model. [13]also stated that prospective teachers at the Faculty of Education, Canakkale Onsekiz Mart University think there is a need for character education in the form of tolerance, both in society and the education system.

Implementing character education in the community illustrates that the values of tolerance need to be integrated into all activities and all subjects at school. Mathematics material [14] found that character education values can be integrated through all issues. The importance of character education can be integrated into religious subjects [15]. This follows one of the nine central values of priority character initiated by the

Indonesian Ministry of Education and Culture through a character education strengthening program: Cooperation, religion, integrity, independence, and nationalism.

2. Aspects of Strengthening Character Education

In determining learning videos with ethnomathematical content, prospective teachers start by digging up information about their local culture, which is spread over the islands of Java, Sumatra, Sulawesi, and Lombok domicile live in. From this cultural information, prospective teachers determine the appropriate mathematics material and link character education in their videos. Overall, character education based on regional culture adopts the format for strengthening character education initiated by the Ministry of Education and Culture of the Republic of Indonesia. The framework for supporting regional culture-based character education through ethnomathematical learning videos can be observed from Figure 1 below:

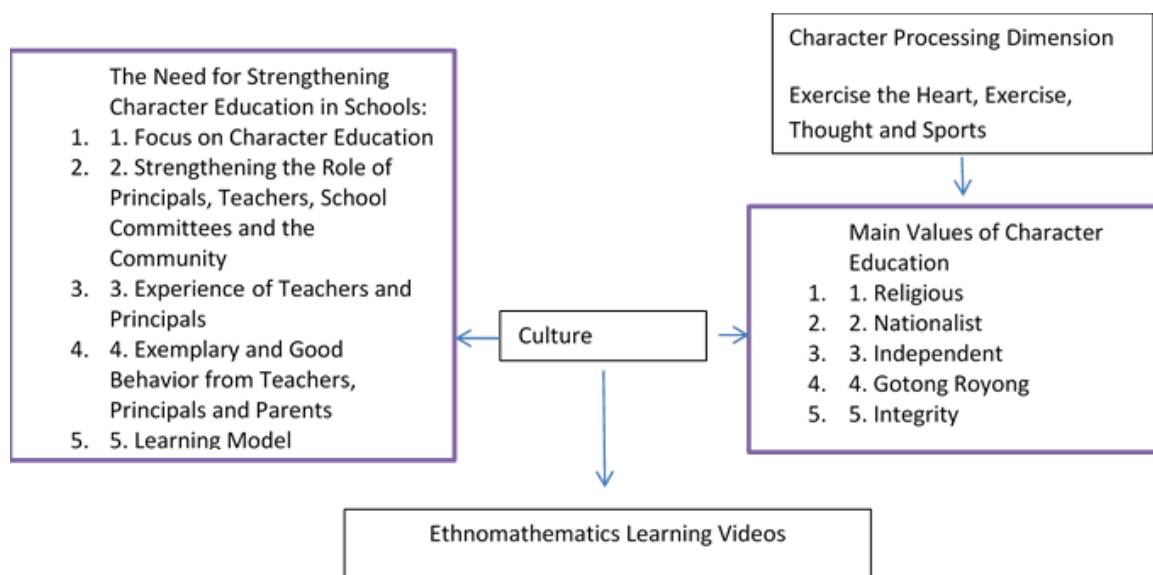


Figure 1. Framework for Strengthening Character Education with Ethnomathematical Learning Videos

In the next sub-discussion, the results of responses from prospective teachers will be presented, which are devoted to aspects of character education needs and the central values of strengthening character education in a pandemic and after a pandemic, considering the need for continuous strengthening of character education amid the difficulty of the straightforward learning process because it is still there are limitations in carrying out the teaching and learning process.

Focus on Character Education

During the Pandemic, Character education that I focused on in the use of videos was the first to be Independent because, during the pandemic, all learning activities (KBM) were carried out online. Hence, students inevitably had to practice an attitude of independence in their learning. With this culture-based learning video, students are expected to learn independently by watching videos at home to understand the material.

After the Pandemic, Having Curiosity, after the pandemic there is an activity called "new normal" where people are allowed to carry out activities as usual but still have to comply with the Prokes; of course, students can make efforts to implement or implement culture-based learning in the surrounding environment by studying something to know more deeply and more broadly than previously learned, heard, and seen.

Strengthening the Roles of Principals, Teachers, School Committees and the Community

During the Pandemic, The principal plays an essential role in determining the direction, process,

and implementation of character education in schools. The part of the principal during a pandemic in learning is in the form of designing a learning curriculum that is appropriate to the emergency conditions of the COVID-19 disaster, for example, with an education based on the culture of the surrounding environment. as well as providing all components to ensure the implementation of learning in different situations and conditions, for example ensuring all teachers and students have to zoom or google meet accounts and providing assistance in the form of internet quotas. Then the principal also needs to communicate regarding the online system task report at the Education Officer and the Education unit.

The teacher's role in learning is to carry out teaching and learning activities and carry out their responsibilities properly. Management of subjects, classroom mastery, evaluating learning/guiding for students is also vital. With culture-based knowledge, it is hoped that teachers will give students assignments and be creative and innovative to make learning media. And the teacher is a role model for students. Therefore the teacher must provide an example of good and correct attitudes and behaviour to instil character education in students.

The role of the school committee in strengthening character education is to assist principals and teachers in preparing all aspects of school needs, support the programs that are being carried out, set an excellent example for students, and guide students always to be active. The role of the community in learning to strengthen character education during the pandemic, namely providing support to students in doing things related to learning in culture-based schools. For example, students are working on a project about cultural characteristics in the surrounding environment, and the people here are willing to be interviewed even though they are online.

After the Pandemic The role of the principal in instilling character education in schools is to ensure that when students enter school, they are disciplined to comply with health protocols such as carrying masks and carrying hand sanitisers as well as preventing crowds so that during the ceremony there must be the distance between students. The role of the teacher is to master the class as much as possible and monitor students during learning. Putting order in class is like arranging the seats between students so that they are not too close. Provide understanding that cannot be done online, for example, practicum in the laboratory. Teachers must take advantage of new typical situations for learning.

The role of the post-pandemic school committee is to discuss or hold meetings with teachers and parents about new regulations that will be implemented in schools. Since the situation was different from before, some things needed to be changed or renegotiated. The role of the community in strengthening character education after the pandemic is to provide broad space for students to develop their potential through literacy activities and extracurricular activities in the community around them. Then the community plays a role in empowering the potential of the environment as a source of student learning, such as the existence and support of art and cultural activists, community leaders, alumni, the business world, and the industrial world with various programs that exist within the scope of academia, education activists, non-governmental organizations, and information institutions.

Experience of teachers and principals

During a pandemic: Facing the challenges of the era that is currently entering the period of the industrial revolution 4.0, which is full of advances in digitalization technology, planting and strengthening the nation's character is very vital and urgent. Of course, during a pandemic like this, all activities are carried out online. Teaching and learning activities must also use FaceTime applications such as zoom, google meet, and others. The integration of character values and the development of learning materials demands teachers' creativity in carrying out learning. Therefore, teachers must have the ability and a lot of experience in the IT field because, in the learning process, several things are needed to prepare learning strategies, organize learning content (effects, images, audio, video, and simulations), provide a learning management system (google classroom, zoom). , Webex, etc.). Meanwhile, the experience that principals need to have is by participating in online training or webinars/seminars related to the formation of character education in schools so that principals can shape the character of students well at school. As well as webinars on school management.

After the Pandemic: The post-pandemic teacher's experience is participating in teaching pieces of training to improve the ability to carry out learning in the classroom. And read a lot or look for book references about ethnomathematics-based learning at the school so that the teacher can place some things according to their portions. The experience that post-pandemic principals need to have experience in preparing policies and innovations that will be applied to optimize learning activities. Because we know that learning is not

optimal during the pandemic, the principal must have sufficient experience after the pandemic.

Good Example and Behavior

During the Pandemic: Positive behaviour that needs to be carried out by school principals and teachers is to apply a disciplined attitude, discipline which refers to the obedience and orderliness of students in obeying the rules. The teacher always maintains communication with students, for example, with a reprimand or greeting every morning. This activity aims to keep the spirit and remind again that the teacher is continuously monitoring and showing that a friendly attitude is essential. Next is to increase the sense of discipline. This can be applied when the teacher is doing the learning. Usually, the learning time is scheduled, the teacher can do the teaching according to the specified time without reducing or increasing the hours of the subject. And the last is a sense of responsibility; a sense of responsibility will arise when teachers and students understand the task, the teacher teaches, and the students follow it. Thus they can complete their respective tasks independently.

While the behaviour that parents must carry out in educating children like a teacher at home, ensuring that children always follow KBM and study at home. Because parents and teachers must have the same goal so that the expected education can be achieved, parental monitoring of children in using technology is also essential. For example, how to manage time in using cellphones when studying and playing so that children don't focus on the wrong functions of cellphones for learning activities.

After the Pandemic: Positive behaviour that needs to be carried out by teachers and school principals post-pandemic is to be disciplined in complying with Health protocols to set an example for students always to maintain cleanliness. Then the teacher can also give an example of how to shake politely without having to touch, and this is intended so that the student's character is adequately maintained.

Parents can provide many guidelines for students when they are in the home environment. For example, when there is a beggar or busker on the street and then gives him money, this aims to teach students that being generous and sharing is necessary. Then another example is to invite students to go to the gallery or tour around to learn about the culture and ethnicity around us. Even though it is rare for people to visit, but this can add insight to students.

Learning Model

During a Pandemic: The learning model that will be used must, of course, be adapted to the situation and conditions during a pandemic like this. Several character-based learning methods can be used online, including Character-Loaded Active Learning, Character-Loaded Contextual Teaching and Learning (CTL), Character-Loaded Inquiry Learning Strategies, Character-Loaded Problem-Based Learning, Character-Loaded PAKEM, Innovative Learning Strategies Loaded with Character, Affective Learning Strategy Loaded with Character, and Quantum Learning Loaded with Character.

After the Pandemic: The learning model that can be used post-pandemic for learning can be done by using the curriculum before the pandemic, but aspects that are not possible must be changed.

Religiosity

During the pandemic, to strengthen the sense of religiosity of students, this can be done by conducting studies or events with a religious background (e.g., Isra Mi'raj) with online-based media (e.g., zoom). It aims to provide students with valuable knowledge. After the Pandemic: How to strengthen religious values can be done by being obedient individuals in carrying out the teachings of their religion, being tolerant of the implementation of worship of other religions, and living in harmony with adherents of other faiths. A daily example that can be applied is performing dhuha prayers and reading the Koran before starting lessons or other worship according to the students' trust.

Nationalist

During the Pandemic, We can show a nationalist attitude by acting and behaving that offers a sense of loyalty, concern, and high appreciation for the language, physical, social, cultural, economic, and political environment of the nation, such as by practising the values of Pancasila and the 1945 Constitution in everyday life. Day, and always obey the existing regulations. Another example is preserving the surrounding culture (e.g., traditional games) not to be easily forgotten even though there are modern games (such as online games). And can be reached by taking the theme of learning related to Indonesia.

After the Pandemic, After the pandemic in the new normal, of course, schools have been allowed to hold ceremonies to honour the heroes. But you must continue to implement the Health protocols and keep your

distance.

Independent

During a Pandemic, Independent nature can be applied by giving individual assignments instead of groups. Because they cannot do face-to-face learning, students have to work independently, which can train them to depend on others easily.

After the Pandemic, Ways to strengthen students' independent attitudes can be done by providing learning motivation to students, increasing students' self-confidence, giving guidance and direction on learning.

Cooperation

During the Pandemic, Cooperation maximizes technology during a pandemic. This means that we can innovate and be creative in this digital era to make programs from the government successful. Mutual Cooperation to make learning at home successful. The Ministry of Education and Culture has helped to provide a free internet quota per month during the KBM.

Mutual Cooperation helps students who are having difficulties. Limited quota and limited ownership of a smartphone or smartphone. This requires the active role of various elements of society to help students who are experiencing obstacles during the pandemic jointly. For example, donations to provide free wifi, purchasing smartphones, to volunteering to assist students while studying at home.

After the Pandemic, Because they have carried out new normal activities, students can learn at school by complying with the prokes. Therefore, students can work together to clean a class that has not been inhabited for a long time. Mutual Cooperation supports new programs from post-pandemic schools. For example, various competitions are held.

Integrity

During the Pandemic, Integrity is essential for students, primarily when learning is carried out online. The notion of independent learning is a learning activity that is more driven by one's ability, self-choice, and responsibility for learning. This means that each student must be able to take responsibility for the results of their respective work. Because all learning is carried out online in the pandemic period, students can train themselves to create and prepare all media that will be used for learning. After a Pandemic, Post-pandemic integrity can be done by applying the material/learning obtained to make direct observations and learn about the culture in the surrounding environment that is more widespread.

One of the focuses of character education is to direct an independent and critical attitude. Of course, the teacher becomes a prominent role in improving the mentality of these students [16]. Of course, the synergy between teachers, in schools and parents, in strengthening character education needs to be done during a pandemic like this because in learning activities during a pandemic, there needs to be special treatment [17], especially in character strengthening. This synergy can work well if teachers and schools have experience [18] in dealing with problems like this, which is not only during the pandemic but will also be experienced in synergizing each role after the pandemic ends. Good example and behaviour are also essential items that students can observe and imitate directly, and this can also be demonstrated through appropriate learning models, which of course also adapt to the current pandemic period and the post-pandemic period because learning models that can adapt to the pandemic are inappropriate learning model [19].

Strengthening character education does need to be carried out following the explanation above, considering the strengthening of character education needs to be maintained during the pandemic; under these circumstances, it is necessary to cultivate the central values of character education, namely religion, Cooperation, nationalism, independence and integrity [20] of course to survive in the current pandemic and need to be addressed wisely, because the benefits of strengthening character education will be great if this strengthening can run well and will, of course, produce students who are tough and can overcome all kinds of problems with ease. The right solution, because strengthening character education is one of the efforts to improve the nation's quality.

DISCUSSION

The initial goal of character education was to set an excellent example of character for students and among them found positive results from implementing character education programs in schools, including higher academic achievement, fewer suspensions and dropouts, and fewer student risk behaviours [5]. The

overall good development of students shows that character education programs must be one of the essential components embedded in the current curriculum. [21] Through interview techniques and questionnaire responses, the participants of the character education program claimed that the learning experiences they gained were beneficial in developing the ethical, experiential, and intellectual foundations of character and those experiences. , continues to expand throughout their lives. One alternative to promote character education is to use literature studies because stories serve as role models that connect knowledge and morals [22]. This is also part of the learning video about cultural contexts. A promising foundation for carrying a character education framework is to "make a critical connection between the lessons of greater social sympathy in the classroom and acts of benevolence in community life" [10],

Constraints and Controversies in the Implementation of Character Education During the Pandemic and Post-Pandemic

We live where there is currently a pandemic going on, and of course, it affects the pattern of character education of students, which is also with a democratic government system. Children's freedom in learning is limited due to the lack of direct interaction between teachers and students. Through the independent learning program, it is hoped that obstacles in applying character education can be minimized. With the independent learning program, it is expected that strengthening character education can be carried out correctly. It is considering that students can have good character during this pandemic period even though face-to-face learning is still limited. The strengthening of post-pandemic character education can be followed by continuing the program to strengthen culture-based character education.

CONCLUSION

Culture-based learning media, in this case using ethnomathematical learning videos, is one alternative that can be done to strengthen character education during the pandemic. Innovative teachers will be able to instil character values in their students. Several central character values need to be maintained, including religion, independence, Cooperation, nationalism, and integrity, which come from the dimensions of taste, thought, heart, and sport. Supporting character education with ethnomathematical learning videos is one of the breakthroughs that implies supporting character education in all aspects.

SUGGESTION FOR FUTURE RESEARCH

Further research can be done to strengthen culture-based learning media by using a learning management system that can be integrated with character education. Considering that the digitalization era has entered several aspects, supporting character education can also be done digitally. Access to information and telecommunications has become increasingly sophisticated. Therefore this has both positive and negative impacts. Of course, future research can take advantage of the sophistication of information and communication technology to strengthen character education

CO-AUTHOR CONTRIBUTION

Rully Charitas Indra Prahmana (ethnomathematical analysis and scientific article writing)

Puguh Wahyu Prasetyo (mathematical modeling analysis)

Abdul Aziz (video analysis of learning and character education)

Iswahyudi Joko S (Mathematics content analysis)

ACKNOWLEDGEMENTS

We want to express our gratitude to the Ministry of Research, Technology, and Higher Education, which has provided financial support in implementing this research. We would also like to thank Ahmad Dahlan University for cooperating with the Muhammadiyah University of Semarang in a collaborative

research program for universities. Thank you to the Institute for Research and Community Service, University of Muhammadiyah Semarang, which facilitated this research activity with the number 9/E1/KPT/2021.

REFERENCES

1. Pike MA. Christianity and character education: Faith in core values? *J Beliefs Values*. 2010;31(3):311–21.
2. Berkowitz MW, Hoppe MA. Character education and gifted children. *High Abil Stud*. 2009;20(2):131–42.
3. Katılmış A, Ekşi H, Öztürk C. Efficiency of social studies integrated character education program. *Kuram ve Uygulamada Egit Bilim*. 2011;11(2):854–9.
4. Indriya I. Konsep Tafakkur Dalam Alquran Dalam Menyikapi Coronavirus Covid-19. *SALAM J Sos dan Budaya Syar-i*. 2020;7(3).
5. Skaggs, G .& Bodenborn N. Relationship Between Implementing Character Education, Students Behavior, and Students Achievement. 2006;18(1):82–114.
6. Pramono SE, Wijaya A, Melati IS, Sahudin Z, Abdullah H. COVID-Driven Innovation in Higher Education : Analysing the Collaboration of Leadership and Digital Technology during the Pandemic in UiTM Malaysia and UNNES Indonesia. 2021;(May 2020):1–15.
7. Siddiky R. Association between Students ' Inattentiveness to Study and their Psychological Conditions during the COVID-19 Pandemic. 2021;
8. Milliren & Messer, M. H. (2009) A. “ Invitations” To Character. *J Invite Theory Pract*. 2009;15:19–31.
9. Khalid SA, Rahman NA, Darus NA. L ecturers ' Organizational Citizenship Behaviours During COVID- 19 Pandemic. 2020;
10. Cooley A. Legislating Character: Moral Education in North Carolina's Public Schools. *Educ Stud*. 2008;43(3):188–205.
11. Sufanti M, Nuryatin A, Rohman F, Waluyo HJ. The Content of Tolerance Education in Short Story Learning in High Schools. *Asian J Univ Educ*. 2021;17(1):112–23.
12. Ayu Suciartini NN. Urgensi Pendidikan Toleransi Dalam Wajah Pembelajaran Sebagai Upaya Meningkatkan Kualitas Pendidikan. *J Penjaminan Mutu*. 2017;3(1):12.
13. Şahin Ç. Perceptions of prospective teachers about tolerance education. *Educ Res Rev*. 2011;6(1):77–86.
14. Skill CT. International Journal of Educational Methodology Testing the Effectiveness of Interdisciplinary Curriculum-Based Multicultural Education on Tolerance and Critical Thinking Skill. 2019;6(1):43–55.
15. Wekke IS, Mokodenseho S, Firdaus F. Religious Education and Tolerance: Learning Process in High School of Minority Muslim Indonesia. 2017;137–41.
16. Go MB, Jr RAG, Velos SP, Bate GP. Filipino Teachers ' Compartmentalization Ability , Emotional Intelligence , and Teaching Performance. 2020;
17. Rahiem MDH. Indonesian University Students' Likes and Dislikes about Emergency Remote Learning during the COVID-19 Pandemic. *Asian J Univ Educ*. 2021;17(1):1–18.
18. Loleka BY. Descriptive Modeling of Intergenerational Persistence in Education and the Influence of Family Lineage Descent Systems in The Democratic Republic of Congo. *Asian J Univ Educ*. 2021;17(1):74–90.
19. Sim SP-L, Sim HP-K, Quah C-S. Online Learning: A Post Covid-19 Alternative Pedagogy For University Students. *Asian J Univ Educ*. 2021;16(4):137.
20. Muhtar T, Dallyono R. Character education from the perspectives of elementary school physical education teachers. *Cakrawala Pendidik*. 2020;39(2):395–408.
21. Williams DD, Yanchar SC, Jensen LC, Lewis C. Character education in a public high school: A multi-year inquiry into unified studies. *J Moral Educ*. 2003;32(1):3–33.
22. Sanchez TR, Stewart V. The Remarkable Abigail: Story-Telling for Character Education. *High Sch J*. 2006;89(4):14–21.