

Charting the Bibliometrics Landscape of Character, Building and School Research: Trends and Future Directions in Scopus Database (1923-2023)

Didy Fantofik^{1*}, Muh. Nur Rochim Maksum², Hakimuddin Salim³, Triono Ali Mustofa⁴, Muhamad Subhi Apriantoro⁵

^{1,2,3,4,5} Faculty of Islamic Religion, Universitas Muhammadiyah Surakarta, Surakarta, Indonesia

Abstract

The primary goal of this research is to assess the effectiveness of character education programs in schools in fostering positive attitudes, values, and behaviors among students. Additionally, it seeks to determine the impact, whether positive or negative, of character education on students' academic achievements. The study aims to evaluate how the school environment, encompassing school culture and the role of teachers, influences the development of students' character by examining the progression and orientation of character, building, and school research documented in publications indexed by Scopus. Employing bibliometric analysis techniques, the study delves into publications listed in the Scopus character, building, and school database spanning from 1923 to 2023. Data analysis was conducted using Excel and R/R-Studio, while VOSviewer visually analyzed the co-occurrence of keywords and document citations. The investigation identified 244 publications aligning with the predefined function, subject, and criteria. The findings revealed an annual growth rate of 2.52%, reaching its peak in 2021 with 25 publications on character, building, and school. The United States emerged as the leading contributor to publications, specifically affiliated with The George Washington University, which produced three documents. Notably, Hung, C.Y., emerged as the most relevant author, having authored two publications on character, building, and school. It is essential to note that the bibliometric analysis was confined to Scopus data, and the inclusion of other national and international databases should have been considered in the study. This research provides a concise overview of the literature available to researchers focusing on character, building, and school, offering recommendations for future research endeavors.

Keywords: Character, Building, School, Trends, Future

Introduction Section

Character education (Firdaus et al., 2020) research in schools (McIntyre et al., 2018) aims to understand, measure, or improve student (Yamamoto, 2015) character development in an educational environment (Capille & Psarra, 2013). Character in this context refers to aspects such as moral values (Kaliannan & Chandran, 2010; Ramlan et al., 2023), ethics (Antonites & Calvert, 2022), attitudes (Saputra et al., 2023), and positive behaviors (Bulut Ozsezer & Iflazoglu Saban, 2016) that are expected to appear in individuals (Nelson et al., 2018) as a result of formal Education in schools (Ramlan et al., 2023). Everything moved quickly and dynamically in the Industrial Revolution 4.0 era (Sator et al., 2019). Adequate access to technology (Lungu & Sun, 2016) makes many areas of life develop massively (Namatame et al., 2008). Technology can easily overcome distance and time barriers (Septinaningrum et al., 2021) (Boni & Thomas Emerson, 2005). This development can be seen especially during the COVID-19 pandemic (Videla et al., 2022), which forced the world community to innovate rapidly to create more efficiency (Wu et al., 2023) in vital sectors (Naseh et al., 2022). The inability to adapt (Kahts-Kramer & Wood, 2023) to the pace of development of this technology will result in staying caught up (Huang et al., 2016).

Character education (Silverman, 1985) is a variety of efforts made by various school personnel (Soeprijanto & Femalia, 2018), even those carried out together with parents and community members to help children and adolescents to become or have a caring (Clark, 2018), opinionated (Al-Mohaithef et al., 2020), and responsible nature (Abdulahi & Baba, 2021). Acknowledging the significance of character education ("2022 IEEE Integr. STEM Educ. Conf. ISEC 2022," 2022), it is imperative to implement such education in schools (Hudson et al., 2015) to contribute to the advancement of the nation's civilization through the provision of examples (Bates et al., 2019) and habitual practices (Harapan, 2019). This study will introduce the meaning of character education and the functions (Wibawa & Awaliah, 2023) and objectives of character

* Corresponding author: o100220029@student.ums.ac.id

education(Doan, 2005)(Dimitrov & Boyadjieva, 2009). Will discuss the values of character education(Bowman, 2016) and the importance of character education(Firdaus et al., 2020). Finally, the last part of this paper will explain the implementation of character education in schools(Maria Zulfiati et al., 2019) through example and habituation(Harapan, 2019).

Previous Research

(White & Warfa, 2011)(Arokiaraj et al., 2011). Journal of School Psychology. This research explores how character education can promote pro-social behavior among high school students(Yang & Gao, 2022). The results showed that effective character education can positively impact students' pro-social behavior(Petersen et al., 2019).

(Von Eckartsberg, 1992)(Mackert et al., 2014). The Journal of Psychology: Interdisciplinary and Applied(Carr et al., 2021). This study investigated the impact of character education(Sator et al., 2019) programs on students' self-esteem and bullying behavior(Roy, 2023). The results suggest that character education programs can improve students' self-esteem and reduce bullying behavior(Evans & Hurrell, 2016).

(Yusuf et al., 2021)(Hidayati et al., 2022). Journal of Research in Character Education(Zulfikar et al., 2023). This research focuses on the relationship(Brandišauskienė & Iurasova, 2022) between character education and students' academic achievement in primary school(Svobodová et al., 2019). Character education can have a positive impact on students' academic achievement(Choo et al., 2019).

(Doan, 2005)(“Islamic Values and Sasak Local Wisdoms: The Pattern of Educational Character at Nw Selaparang Pesantren, Lombok,” 2020). Character and Moral Education: A Reader(Connan-Pintado, 2021). This article examines the implementation of character education in classrooms using mixed methods(Burgermaster et al., 2017). This study provides insight into how the character of Education can be applied in daily practice in educational institutions(Omarov et al., 2023).

(Jenkins et al., 1991)(Brown, 2013). Child Development. While not exclusively about character education, this study examines the effect of character education programs and social and emotional learning on adolescent positive development(Pennington et al., 2018). It provides important information about the long-term impact of character education efforts in educational institutions(Doan, 2005).

Research Methods

This study employed bibliometric analysis techniques. Data was acquired through a Boolean search engine to scrutinize the Scopus database from 1923 to 2023, with the search scheduled for August 5, 2023, at 09:30 W.I.B. The analysis involved the use of R and Rstudio, VosViewer, and Microsoft Excel tools to examine citations, document content, and networking. The researchers conducted three stages in processing the datasets.

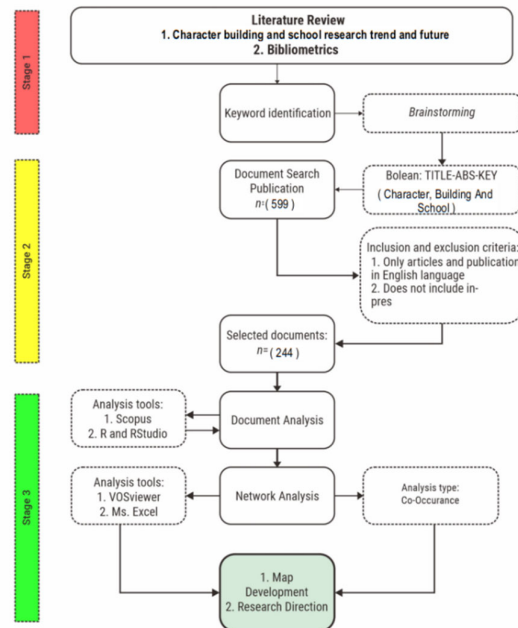


Figure 1. Flowchart of Bibliometric Character Building School

In the first stage, researchers will conduct a literature review on related themes to ensure relevant research is carried out with bibliometric topics. In addition, literature review is useful for obtaining appropriate keywords and can represent the scope of research.

During the initial phase, researchers will undertake a comprehensive review of literature related to pertinent themes to ensure that the bibliometric study aligns with relevant topics. Furthermore, the literature review serves the purpose of acquiring suitable keywords and effectively delineating the research scope.

In the second stage, researchers at this stage use the boolean operator TITLE-ABS-KEY (character, AND building AND school) to perform a search on Scopus that yielded 244 documents. Next filtration is done with boolean operators TITLE-ABS-KEY (character, AND building AND school) AND (LIMIT-TO (SUBJAREA, "soci") AND (LIMIT-TO(DOCTYPE, "A.R. ") AND (LIMIT-TO) (LANGUAGE, "English")) AND (LIMIT-TO(SRCTYPE, "J")) to LIMIT ARTICLES TO ONLY ARTICLE DOCUMENT TYPES, JOURNAL SOURCE DOCUMENTS AND ENGLISH ARTICLES ONLY, RESULTING IN 244 FINAL DOCUMENTS.

In the third phase, the analysis is executed on the conclusive document search employing Scopus analyzer, R, and Rstudio to identify the quantity of documents per year categorized by journal, author, affiliation, country, and subject/field. Subsequently, the examination extends to the document network level, visualized through VOSviewer and processed using Microsoft Excel for data analysis.

The detailed procedure of this study is illustrated in the figure 1.

Results and Discussion

Document Analysis

Key Information About Data (Take from Bib-Shy)

Table 1 provides an overview of the 244 documents collected over 100 years. Includes 599 authors, 95 single authors, 10.25% international authorship collaboration, and 10136 references with an average citation per document of 16,77.

Table 1. Main Information About Data (Retrieve from Bib-Shy)

Description	Results
MAIN INFORMATION ABOUT DATA	
Timespan	1923:2023
Sources (Journals, Books, etc)	199
Documents	244
Annual Growth Rate %	2,52
Document Average Age	10,5
Average citations per doc	16,77
References	10136
DOCUMENT CONTENTS	
Keywords Plus (ID)	391
Author's Keywords (DE)	819
AUTHORS	
Authors	599
Authors of single-authored docs	95
AUTHORS COLLABORATION	
Single-authored docs	96
Co-Authors per Doc	2,49
International co-authorships %	10,25
DOCUMENT TYPES	
Article	244

Documents by Year (taken from Scopus)

The picture below shows the development of publications on Character Education in School Institutions by Year. (1923 - 2023). Documents first appeared from 1923 to 2023; as many as 244 had stagnated from 1923 to 2009 and experienced a peak in 2021 of 25 documents.

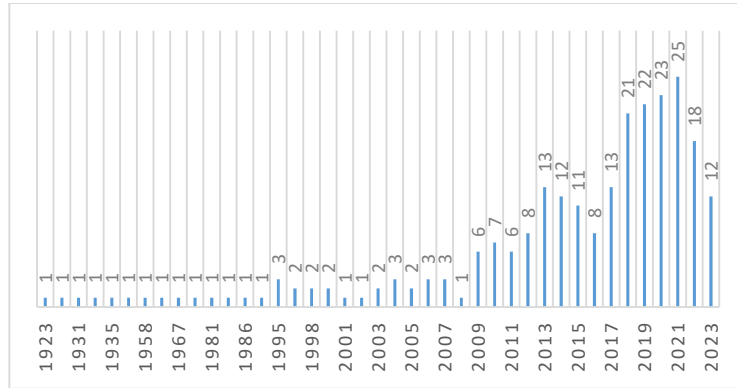


Figure 2. Character Building And School Publications by Year

Most Relevant Author

The picture below shows the ten most influential authors in publications on Character Education in Educational Institutions/Schools. Seven people have the same number of documents, namely Hung, C.Y., Lasha, V., Looi, C.K., Marini, A., Marsh, H.W, Muda, I., and Setiawan, B., with two documents each. Then followed by Aagard, H., Abdou, U.S.A. And Abduh, A 1 document each.

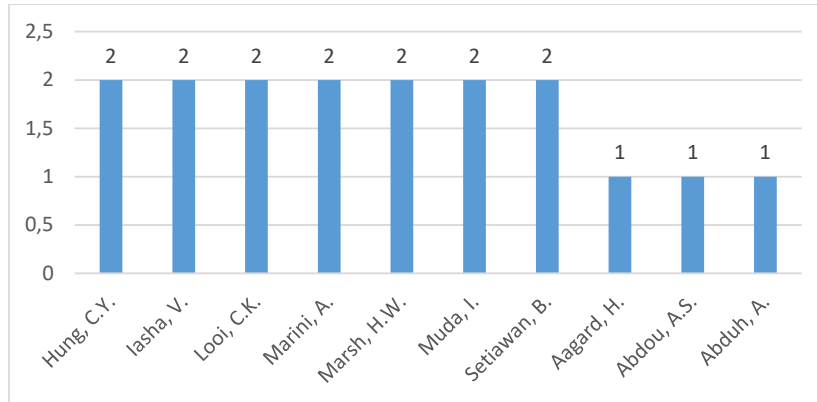


Figure 3. Most Important Authors on Character Building And School

Documents by Affiliation

The list below shows the ten most influential affiliations in publications on Character Education in Educational Institutions / Schools. The institution that issued the most articles was Jakarta State University, with seven documents, followed by Semarang State University and Indonesian Education University, with five documents each. The third place is Yogyakarta State University, with four documents. Then, the universities of George Washington University, the University of Pennsylvania, The University of Hong Kong, University College London, The University of Queensland, and the State University of Malang had three documents each.

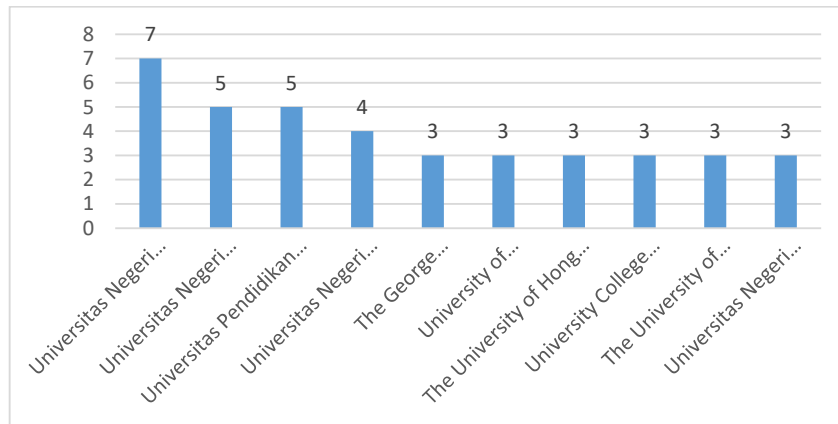


Figure 4. Affiliation of Publications on Character Building And School

Documents by Country

The figure below shows countries' publications with Character Education in Educational Institutions/Schools. The United States led the publication with 66 documents. Followed by Indonesia with 57 documents and the United Kingdom in third place with 24 documents.

Asian countries dominate with five countries, while European countries occupy the second dominance; this shows that countries in the Asian continent popularly carry out research with the theme of Character Education in Educational Institutions / Schools.

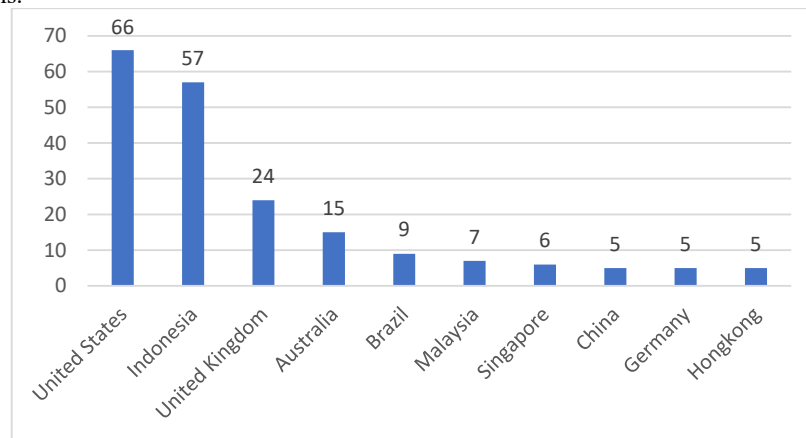


Figure 5. Countries with publications on Character Building And School

Three-Field Plot

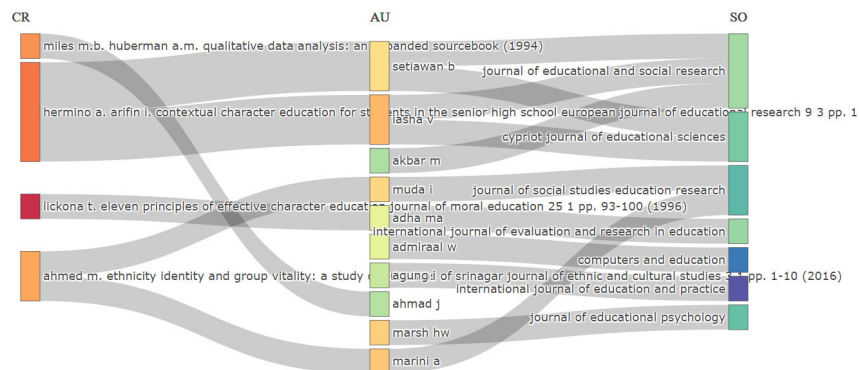


Figure 6. By Document Name, Author and Keyword

Figure 6. contains three observed elements: document name, author name, and the utilized keywords. Are then linked by gray lines in the plot, demonstrating their interrelatedness. Based on the journal name, each journal shows which authors most frequently contribute to its publications, especially those with the theme of Character Building And School.

In the third section, every research subject is associated with authors who have significantly contributed to the field of ethics. The analysis reveals 11 keywords, with action research and ethics being among the top, indicating a strong association with ethics-related research.

The table provided includes three observed components: Reference name, author name, and keyword. These three elements are then linked by gray lines in the plot, signifying their correlation. The journals, based on their names, indicate the authors who frequently contribute to their publications, particularly those focusing on the theme of Character Education in Educational Institutions/Schools.

The size of the plot indicates the extent to which the publication is associated with the theme. According to the illustration, there are 11 journals. Among them, the one that releases the highest number of research papers with the theme of Character Education in Educational Institutions/Schools is "Computer and Education," represented in dark red and linked to multiple authors, including Adha Ma and Admiraal W.

Referring to the provided image, there are 20 entities. The bar chart's magnitude illustrates the volume of published research attributed to each author. Among the top ten authors who have authored the most articles on the subject of Character Education in Educational Institutions/Schools are Adha Ma and Admiraal W.

Corresponding Author's Countries

Figure 7 displays that most countries from the S.C.P. side are the U.S.A., followed by Indonesia and the United Kingdom. In terms of M.C.P., the most is the United Kingdom, followed by Indonesia, then the U.S.A. The picture below shows Character Education in clustered educational institutions/schools on the Asian continent.

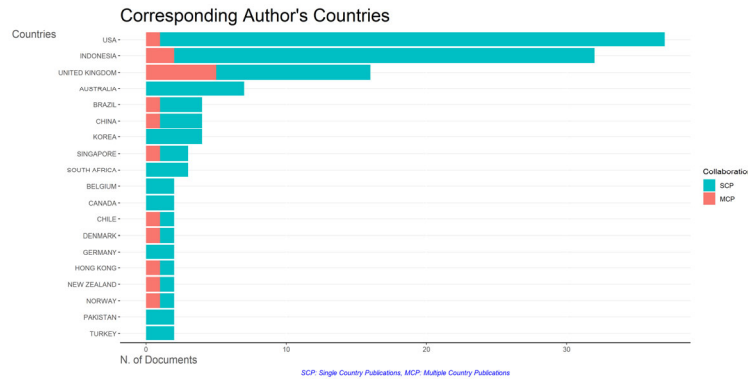


Figure 7. By Corresponding Author's Countries

Most Global Cited Document

Citation analysis with Vosviwer as in Table 2. This shows that Cohen J, 2009 has the largest total of 929 citations. Cohen J, 2009 is also the largest T.C. per Year with 61.93 TC. As for Ng W, 2010 Teach Teach Educ with 152 citations and a total T.C. per Year of 10.86 TC per Year. In this study, total citations do not always affect the total citations per Year (T.C. per Year), nor does the Year of publication always affect the number of documents cited each Year. As for the Year of publication, it does not affect the total Tc.

Table 2. Documents with the Most Cited Publications

Paper	Total Citations	T.C. per Year	Normalized TC
Cohen J, 2009, Teach Coll Rec	929	61,93	4,13
Paavola S, 2005, Sci Educ	378	19,89	1,64
Brenner N, 2009, City	267	17,80	1,19
Feltz DI, 1999, J Educ Psychol	181	7,24	2,00
Ng W, 2010, Teach Teach Educ	152	10,86	4,21
Akkerman S, 2009, Comput Educ	111	7,40	0,49
Shoshani A, 2013, J Happiness Stud	107	9,73	6,56
Gagen Ea, 2004, Cult Geogr	102	5,10	2,81
Campbell Ps, 2007, J Res Music Educ	102	6,00	1,91
Marsh Hw, 2005, Am Educ Res J	83	4,37	0,36

20; the cluster formed is 5. Each cluster is the number of Cluster 1 items (42). The dominating keyword (the keyword "Education") has a total of 126 strong links.

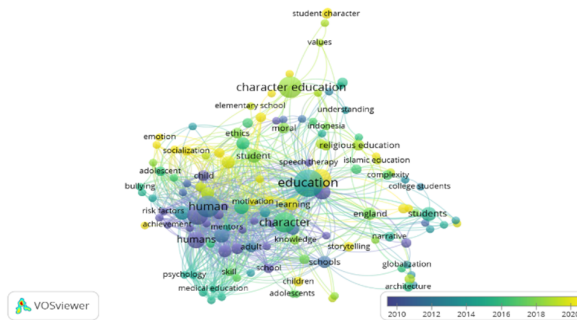


Figure 9. Mapping Based on Overlay Visualization of Character Building And School

The image above shows an analysis of keyword networks based on overlays. The keyword Character Education in Educational Institutions/Schools, Character Education in Educational Institutions/Schools is a keyword with usage in the current Year. At the same time, character building is a keyword with a relatively long usage around 2016.

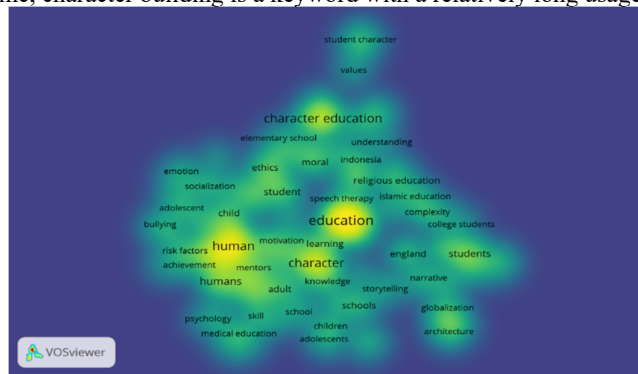


Figure 10. Mapping Based on Density Visualization of Adult Value Reflection

Figure 10. above shows the network analysis with keywords that have the highest density or are most frequently researched: "Education," "Human," "Character," "Character education," and "Students." The keywords "Emotion," "Bullying," and "Values" are keywords that are rarely researched.

Table 3. Network analysis document

keyword	occurrences	cluster
1. Education	16	1
2. Speech Therapy	14	
3. Learning	12	
4. Motivation	10	
5. Islamic Education	5	
1. Human	16	2
2. Risk Factor	13	
3. Mentor	8	
4. Child	7	
5. Achievement	4	
1. Character	10	3
2. Knowledge	7	
3. Learning	6	
1. Character Education	8	4
2. Elementary School	5	
3. Understanding	3	
4. Indonesia	1	

The presented table illustrates the frequency within each cluster, symbolizing the primary themes in the realm of Character Education research in Educational Institutions/Schools. The first cluster encompasses themes such as Education,

Speech Therapy, Learning, Education, and Islamic Education. In the second cluster, the themes include Human, Risk Factors, Mentor, Child, and Achievement.

The third cluster is centered around themes like Character, Knowledge, and Learning. Lastly, the fourth cluster revolves around Character Education, Elementary School, Understanding, and Indonesia.

Conclusion

Publications with the theme of Character Education in Educational Institutions/Schools experienced a peak in 2022. The most relevant author is Hung, C.Y., with two published documents. Most publications have seven documents affiliated with the State University of Jakarta. The country with the most publications is the Chinese Academy of Sciences, with 15 documents. The largest M.C.P. is Malaysia.

Cohen J, 2009 is the document with the largest total of 929 citations. Cohen J, 2009 is also the largest T.C. per Year with 61.93 TC. As for Ng W, 2010 Teach Teach Educ with 152 citations and a total T.C. per Year of 10.86 TC per Year. In this study, total citations do not always affect the total citations per Year (T.C. per Year), nor does the Year of publication always affect the number of documents cited each Year. As for the Year of publication, it does not affect the total Tc.

Character Education in Educational Institutions / Schools, with a minimum cluster size of 20, the cluster formed is 5. Each cluster is the number of Cluster 1 items (42). The dominating keyword (the keyword "Education") has a total of 126 strong links.

Limitations This study only explores data sets indexed by Scopus and only analyzes documents with English-language journal article types without considering the global indexation of other languages and document types other than articles.

Acknowledgement

The acknowledgements should be typed here to gratitude those supporting the research.

References

- 2022 IEEE Integrated STEM Education Conference, ISEC 2022. (2022). 2022 IEEE Integrated STEM Education Conference, ISEC 2022. <https://www.scopus.com/inward/record.uri?eid=2-s2.0-85148358631&partnerID=40&md5=a29926cfd723025774a4228d66db5696>
- Abdulahi, A., & Baba, Y. T. (2021). Nationalism and national integration in Nigeria. In *Advances in African Economic, Social and Political Development* (pp. 305–319). Springer Nature. https://doi.org/10.1007/978-3-030-50509-7_16
- Al-Mohaithef, M., Javed, N. B., Elkhailifa, A. M. E., Tahash, M., Chandramohan, S., Hazazi, A., & Elhadi, F. E. M. (2020). Evaluation of public health education and workforce needs in the Kingdom of Saudi Arabia. *Journal of Epidemiology and Global Health*, 10(1), 96–106. <https://doi.org/10.2991/JEGH.K.191123.001>
- Antonites, A., & Calvert, J. (2022). WALKING SOUTH AFRICA'S BUSINESS ETHICS TALK: HOW HIGHER EDUCATION AND COMMERCIAL ENTERPRISES CAN CO-CREATE A THRIVING COHESIVE SOCIETY. In *Research in Ethical Issues in Organizations* (Vol. 25, pp. 137–143). Emerald Group Holdings Ltd. <https://doi.org/10.1108/S1529-209620220000025010>
- Arokiaraj, A. S., Nasir, R., & wan Shahrazad, W. S. (2011). Correlates of resilience development among juvenile delinquents. *World Applied Sciences Journal*, 12(SPL ISS.), 68–73. <https://www.scopus.com/inward/record.uri?eid=2-s2.0-84864794560&partnerID=40&md5=2d8939fc468f2e1a859b40a7f8a03bd1>
- Bates, J., Schrewe, B., Ellaway, R. H., Teunissen, P. W., & Watling, C. (2019). Embracing standardisation and contextualisation in medical education. *Medical Education*, 53(1), 15–24. <https://doi.org/10.1111/medu.13740>
- Boni, A. A., & Thomas Emerson, S. (2005). An Integrated Model of University Technology Commercialization and Entrepreneurship Education. *Advances in the Study of Entrepreneurship, Innovation, and Economic Growth*, 16, 241–274. [https://doi.org/10.1016/S1048-4736\(05\)16009-3](https://doi.org/10.1016/S1048-4736(05)16009-3)
- Bowman, R. F. (2016). Why school rules fail: Causes and consequences. *Kappa Delta Pi Record*, 52(3), 100–105. <https://doi.org/10.1080/00228958.2016.1191891>
- Brandišauskienė, A., & Iurasova, O. (2022). The Relationship Between Students' Math Achievements and Teacher's Behaviour Managing the Classroom: What Does the Primary Analysis of Learning Data Show. *Pedagogika*, 146(2), 60–79. <https://doi.org/10.15823/p.2022.146.3>

- Brown, E. (2013). No Child Left Behind and the teaching of character education. *The ABNF Journal : Official Journal of the Association of Black Nursing Faculty in Higher Education, Inc*, 24(3), 77–82. <https://www.scopus.com/inward/record.uri?eid=2-s2.0-84887138894&partnerID=40&md5=4c8d4b1b8e2149a20e968c15c2f07336>
- Bulut Ozsezer, M. S., & Iflazoglu Saban, A. (2016). An investigation on teacher candidates' perspectives about behaviors positively affecting classroom atmosphere. *Egitim Arastirmalari - Eurasian Journal of Educational Research*, 2016(66), 139–158. <https://doi.org/10.14689/ejer.2016.66.8>
- Burgermaster, M., Koroly, J., Contento, I., Koch, P., & Gray, H. L. (2017). A Mixed-Methods Comparison of Classroom Context During Food, Health & Choices, a Childhood Obesity Prevention Intervention. *Journal of School Health*, 87(11), 811–822. <https://doi.org/10.1111/josh.12556>
- Capille, C., & Psarra, S. (2013). Space and planned informality: Strong and weak programme categorisation in public learning environments. In K. Y.O., P. H.T., & S. K.W. (Eds.), 2013 International Space Syntax Symposium. Sejong University Press. <https://www.scopus.com/inward/record.uri?eid=2-s2.0-85006325302&partnerID=40&md5=db391b4318e413466db83bfa8a32b10>
- Carr, V. A., Smith, M. C., Wei, B., & Jones, M. E. (2021). Learning Experiences of Social Science Students in an Interdisciplinary Computing Minor. *ASEE Annual Conference and Exposition, Conference Proceedings*. <https://www.scopus.com/inward/record.uri?eid=2-s2.0-85124571534&partnerID=40&md5=35df8bfe22a0ec1deb2be6077272f926>
- Choo, C. C., Devakaran, B., Chew, P. K. H., & Zhang, M. W. B. (2019). Smartphone application in postgraduate clinical psychology training: Trainees' perspectives. *International Journal of Environmental Research and Public Health*, 16(21). <https://doi.org/10.3390/ijerph16214206>
- Clark, C. S. (2018). A Radical RN- BS Nursing Class: Outcomes from an Integrative Yoga Elective. *International Journal of Nursing Education Scholarship*, 15(1). <https://doi.org/10.1515/ijnes-2017-0073>
- Connan-Pintado, C. (2021). Children's literature and language skills. A turbulent marriage: literary reading and metalinguistic reflection. *Strenae*, 19. <https://doi.org/10.4000/strenae.8852>
- Dimitrov, G., & Boyadjieva, P. (2009). Citizenship education as an instrument for strengthening the state's supremacy: An apparent paradox? *Citizenship Studies*, 13(2), 153–169. <https://doi.org/10.1080/13621020902731165>
- Doan, D. H. (2005). Moral education or political education in the Vietnamese educational system? *Journal of Moral Education*, 34(4), 451–463. <https://doi.org/10.1080/03057240500414733>
- Evans, R., & Hurrell, C. (2016). The role of schools in children and young people's self-harm and suicide: Systematic review and meta-ethnography of qualitative research. *BMC Public Health*, 16(1). <https://doi.org/10.1186/s12889-016-3065-2>
- Firdaus, W., Eliya, I., & Sodik, A. J. (2020). The importance of character education in higher education (University) in building the quality students. *Proceedings of the International Conference on Industrial Engineering and Operations Management*, 59, 2602–2606. <https://www.scopus.com/inward/record.uri?eid=2-s2.0-8510555172&partnerID=40&md5=5b5de8ca33a2e6fcdb3644f1f0939b94>
- Harapan, E. (2019). The principal leadership in building the students' character. *International Journal of Scientific and Technology Research*, 8(8), 1177–1183. <https://www.scopus.com/inward/record.uri?eid=2-s2.0-85073348491&partnerID=40&md5=d1d6b5f751cbe87cb57a3f2d0a8ccee09>
- Hidayati, R., Rahman, A., & Nuryana, Z. (2022). Character education and the rise of mental health in Muhammadiyah Boarding School. *International Journal of Public Health Science*, 11(1), 170–178. <https://doi.org/10.11591/ijphs.v11i1.20889>
- Huang, Y., Xiong, H., Leach, K., Zhang, Y., Chow, P., Fua, K., Teachman, B. A., & Barnes, L. E. (2016). Assessing social anxiety using GPS trajectories and point-of-interest data. *UbiComp 2016 - Proceedings of the 2016 ACM International Joint Conference on Pervasive and Ubiquitous Computing*, 898–903. <https://doi.org/10.1145/2971648.2971761>
- Hudson, J. N., Farmer, E. A., Weston, K. M., & Bushnell, J. A. (2015). Using a framework to implement large-scale innovation in medical education with the intent of achieving sustainability. *BMC Medical Education*, 15(1). <https://doi.org/10.1186/s12909-014-0282-1>
- Islamic values and sasak local wisdoms: The pattern of educational character at nw selaparang pesantren, lombok. (2020). *Ulumuna*, 24(1), 155–182. <https://doi.org/10.20414/ujs.v24i1.392>

- Jenkins, J. R., Jewell, M., Leicester, N., Jenkins, L., & Troutner, N. M. (1991). Development of a school building model for educating students with handicaps and at-risk students in general education classrooms. *Journal of Learning Disabilities, 24*(5), 311–320. <https://doi.org/10.1177/002221949102400508>
- Kahts-Kramer, S., & Wood, L. (2023). Professional development for physical education teachers: A participatory approach to identifying learning needs. *South African Journal of Education, 43*(2). <https://doi.org/10.15700/saje.v43n2a2213>
- Kaliannan, M., & Chandran, S. D. (2010). Education in human values (EHV): Alternative approach for a holistic teaching. *Educational Research and Reviews, 5*(12), 802–807. <https://www.scopus.com/inward/record.uri?eid=2-s2.0-78751635850&partnerID=40&md5=627f1386527a4258fbdf39df12c27dc9>
- Lungu, A., & Sun, M. (2016). Time for a Change: College Students' Preference for Technology-Mediated Versus Face-to-Face Help for Emotional Distress. *Telemedicine and E-Health, 22*(12), 991–1000. <https://doi.org/10.1089/tmj.2015.0214>
- Mackert, M., Lazard, A., Guadagno, M., & Wagner, J. H. (2014). The role of implied motion in engaging audiences for health promotion: Encouraging naps on a college campus. *Journal of American College Health, 62*(8), 542–551. <https://doi.org/10.1080/07448481.2014.944534>
- Maria Zulfiati, H., Suyanto, S., & Pamadhi, H. (2019). Building the elementary school students' character in 4.0 era by implementing TriNga and TriN concepts in thematic learning. *International Journal of Recent Technology and Engineering, 8*(1C2), 770–775. <https://www.scopus.com/inward/record.uri?eid=2-s2.0-85073793479&partnerID=40&md5=bf4963b0ea16e2f826f2fb17a8f0473d>
- McIntyre Miller, W., & Abdou, A. S. (2018). Cultivating a Professional Culture of Peace and Inclusion: Conceptualizing Practical Applications of Peace Leadership in Schools. *Frontiers in Education, 3*. <https://doi.org/10.3389/educ.2018.00056>
- Namatame, M., Kusunoki, F., Yamada, T., Kuroda, H., Inagaki, S., & Terano, T. (2008). Evaluating a classroom design with Web-based learning for the Japanese manual alphabet system. *Proceedings - ICCE 2008: 16th International Conference on Computers in Education, 433–437*. <https://www.scopus.com/inward/record.uri?eid=2-s2.0-84856951418&partnerID=40&md5=acc1575b2ccb4ae8cdab635db54caed9>
- Naseh, A. H., Kistoro, H. C. A., Latipah, E., & Putranta, H. (2022). IMPLEMENTATION OF RELIGIOUS LEARNING FOR STUDENTS WITH SPECIAL EDUCATION NEEDS THROUGH ONLINE APPLICATIONS DURING THE COVID-19 PANDEMIC. *Journal of Theoretical and Applied Information Technology, 100*(3), 690–704. <https://www.scopus.com/inward/record.uri?eid=2-s2.0-85125426151&partnerID=40&md5=ca32703b295c14b56bac94b426840f73>
- Nelson, K. E., Wright, R., Abshire, M., & Davidson, P. M. (2018). All things death and dying: Health professional students participating in the death café model. *Journal of Palliative Medicine, 21*(6), 850–852. <https://doi.org/10.1089/jpm.2017.0440>
- Omarov, B., Karkulova, A., Ukubassova, G., & Abzhan, Z. (2023). Innovative approaches in the management of an educational institution. *Management in Education*. <https://doi.org/10.1177/08920206231198631>
- Pennington, R., Yeung, A. S., Dillon, A., & Noble, T. (2018). Positive education: Theory, practice, and challenges. In *Teachers and Teaching: Global Practices, Challenges and Prospects* (pp. 139–156). Nova Science Publishers, Inc. <https://www.scopus.com/inward/record.uri?eid=2-s2.0-85048400743&partnerID=40&md5=d44c8f03523c8bb7d06b1ed47509d0ad>
- Petersen, M., Keller, M., Weibler, J., & Hariskos, W. (2019). Business education: Does a focus on prosocial values increase students' pro-social behavior? *Mind and Society, 18*(2), 181–190. <https://doi.org/10.1007/s11299-019-00220-5>
- Ramlan, R., Iskandar, D., Permana, J., & Husin, M. R. (2023). Character Values of Elementary School Education from the Perspective of Local Wisdom of Sundanese Culture. *Journal of Educational and Social Research, 13*(3), 119–129. <https://doi.org/10.36941/jesr-2023-0062>
- Roy, S. A. W. (2023). Creating connected schools. In *The Interdisciplinary Handbook of Perceptual Control Theory, Volume II: Living in the Loop* (pp. 257–274). Elsevier. <https://doi.org/10.1016/B978-0-323-91165-8.00001-9>
- Saputra, B. D., Murdino, M., & Tohani, E. (2023). Nationalism education in elementary school: A systematic literature review. *International Journal of Evaluation and Research in Education, 12*(2), 739–749. <https://doi.org/10.11591/ijere.v12i2.24609>

- Sator, D., Komariah, A., & Suryana, A. (2019). Character education in the era of industrial revolution 4.0 and its relevance to the high school learning transformation process. *Utopia y Praxis Latinoamericana*, 24(Extra5), 327–340. <https://www.scopus.com/inward/record.uri?eid=2-s2.0-85077031872&partnerID=40&md5=5b359422bdbfb3071c7fe369a92880>
- Septinaningrum, S., Hakam, K. A., Setiawan, W., Agustin, M., Sopandi, W., & Surur, A. S. (2021). Technology of Holobox Augmented Reality Grebeg Pancasila rite for Mathematics learning in Elementary School. In A. A.G., L. A., & H. M.N. (Eds.), *Journal of Physics: Conference Series* (Vol. 1869, Issue 1). IOP Publishing Ltd. <https://doi.org/10.1088/1742-6596/1869/1/012119>
- Silverman, J. (1985). Chomsky revisited: Emotional training and the building of character in the Jewish school. *Journal of Jewish Education*, 53(2), 40–43. <https://doi.org/10.1080/0021642850530211>
- Soeprijanto, S., & Femalia, G. (2018). Evaluation of nature school in Indonesia using illuminative evaluation model. In S. D., M. R., H. F.Z.B., & T. C. (Eds.), *AIP Conference Proceedings* (Vol. 2019). American Institute of Physics Inc. <https://doi.org/10.1063/1.5061858>
- Svobodová, H., Durna, R., Mísařová, D., & Hofmann, E. (2019). Comparison between formal anchoring of outdoor education in school curriculum and its conception on model elementary schools. *Orbis Scholae*, 13(2), 95–116. <https://doi.org/10.14712/23363177.2019.25>
- Videla, R., Rossel, S., Muñoz, C., & Aguayo, C. (2022). Online Mathematics Education during the COVID-19 Pandemic: Didactic Strategies, Educational Resources, and Educational Contexts. *Education Sciences*, 12(7). <https://doi.org/10.3390/educsci12070492>
- Von Eckartsberg, R. (1992). Plurality in social psychology. *Journal of Theoretical and Philosophical Psychology*, 12(2), 79–102. <https://doi.org/10.1037/h0091116>
- White, R., & Warfa, N. (2011). Building Schools of Character: A Case-Study Investigation of Character Education's Impact on School Climate, Pupil Behavior, and Curriculum Delivery. *Journal of Applied Social Psychology*, 41(1), 45–60. <https://doi.org/10.1111/j.1559-1816.2010.00701.x>
- Wibawa, S., & Awaliah, Y. R. (2023). Building characters using local wisdom in ngaras and siraman traditions of Sundanese weddings. *Cakrawala Pendidikan*, 42(1), 136–148. <https://doi.org/10.21831/cp.v42i1.52113>
- Wu, W., Chen, Y. L., & Du, X. (2023). The Application of Cross-Cultural Context Fusion Virtual Reality Technology in the Course of Film Art Creation. In R. P.-L.P. (Ed.), *Lecture Notes in Computer Science* (including subseries Lecture Notes in Artificial Intelligence and Lecture Notes in Bioinformatics): Vol. 14024 LNCS (pp. 50–60). Springer Science and Business Media Deutschland GmbH. https://doi.org/10.1007/978-3-031-35946-0_5
- Yamamoto, N. (2015). New functions for an active learning system to improve students self-learning and concentration. In B. L., T. M., X. F., H. H.-H., & E. T. (Eds.), *Proceedings - 2015 18th International Conference on Network-Based Information Systems, NBIS 2015* (pp. 573–576). Institute of Electrical and Electronics Engineers Inc. <https://doi.org/10.1109/NBIS.2015.84>
- Yang, Y., & Gao, W. (2022). A Cross-lagged Panel Model on Smartphone Addiction of Middle School Students Based on Mplus8.0 Software. *Proceedings - 2022 3rd International Conference on Education, Knowledge and Information Management, ICEKIM 2022*, 186–190. <https://doi.org/10.1109/ICEKIM55072.2022.00048>
- Yusuf, A., Kusaeri, K., Hidayatullah, A., Novitasari, D. C. R., & Asyhar, A. H. (2021). Detection of potential errors in measurement results of madrasa admission instruments in Indonesia. *International Journal of Evaluation and Research in Education*, 10(4), 1334–1343. <https://doi.org/10.11591/IJERE.V10I4.21412>
- Zulfikar, T., Muhammad, M., Al-Fairusy, M., & Ikhwan, M. (2023). TAGHYIR WITHIN THE CHARACTER BUILDING OF ISLAMIC TRADITIONAL SCHOOL STUDENTS IN ACEH BESAR. *Jurnal Ilmiah Islam Futura*, 23(2), 327–346. <https://doi.org/10.22373/jiif.v23i2.17167>