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*by* Alfauzan Alimni

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## IMPLEMENTATION OF LEARNING OF THE AKIDAH AKHLAK IN THE CHARACTER OF LOVING THE COUNTRY

ALIMNI<sup>1</sup>, ALFAUZAN AMIN<sup>2</sup>, MERI LESTARI<sup>3</sup>, MUHAMMAD FAARIS<sup>4</sup>

<sup>1</sup>alimni@iainbengkulu.ac.id, <sup>2</sup>alfauzan\_amin@iainbengkulu.ac.id, <sup>3</sup>meri.lestari@iainbengkulu.ac.id, <sup>4</sup>mfaaris2310@gmail.com

<sup>1,2,3,4</sup> Universitas Islam Negeri Fatmawati Sukarno Bengkulu

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### **Abstract: Implementation of Learning of The Akidah Akhlak In The Character of Loving The Country.**

The purpose of this research is to describe the implementation of Akidah Ahlak learning to form the character of love for the homeland at Madrasah Ibtidaiyah. This type of research is descriptive qualitative, because the primary data are 4<sup>th</sup> grade students, and secondary data are teachers of morals and the principal of the school. Methods of data collection using the method of observation, interviews, documentation. The results of this study indicate that Public Madrasah Ibtidaiyah 04 Seluma has introduced character education to love the homeland through the study of moral creed. Although there are several obstacles, the teacher provides solutions to minimize these obstacles. So that the implementation of Akidah Akhlak Learning in to form of the Character of Love for the Homeland goes well. The attitude of love for the homeland is reflected in how we defend our homeland, are ready to sacrifice for the nation and state, love customs, culture, language and preserve nature and the environment.

**Keywords:** Akidah Akhlak; Character Love the Homeland; Learning Implementation

### **Abstract: Penerapan Model Pembelajaran Mastery Learning (Belajar Tuntas) dalam Meningkatkan Prestasi Belajar Akidah Akhlak.**

Tujuan penelitian ini untuk mendeskripsikan Implementasi Pembelajaran Akidah Ahlak dalam membentuk karakter cinta tanah air pada Madrasah Ibtidaiyah. Jenis penelitian ini adalah deskriptif kualitatif, karena data primernya adalah siswa kelas IV, dan data sekundernya adalah guru mata pelajaran akidah akhlak dan kepala sekolah. Metode pengumpulan data menggunakan metode observasi, wawancara, dokumentasi. Hasil penelitian ini menunjukkan bahwa Madrasah Ibtidaiyah Negeri 04 Seluma telah memperkenalkan pendidikan karakter cinta tanah air melalui kajian akidah akhlak, walaupun terdapat beberapa kendala, namun guru memberikan solusi untuk meminimalisir kendala tersebut. Sehingga Implementasi Pembelajaran Akidah Akhlak Dalam Pembentukan Karakter Cinta Tanah Air berjalan dengan baik. Sikap cinta tanah air tercermin dari bagaimana kita mempertahankan tanah air kita, siap berkorban demi bangsa dan negara, mencintai adat istiadat, budaya, bahasa dan melestarikan alam dan lingkungan.

**Kata Kunci:** Akidah Akhlak; Karakter Cinta Tanah Air; Implementasi Pembelajaran

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## A. INTRODUCTION

The development of the times is becoming more modern in the current era of globalization. Cultural flows from abroad can enter Indonesian culture. Such a phenomenon that is currently happening in Indonesia is the Korean wave. Korean culture is so popular among teenagers all over the world, even in Indonesia. Korean culture is proliferating, even a large number of other cultures that have changed such as Western culture, Taiwan, Japan, and even Indonesian culture have also changed. Indonesian youth prefer the culture that exists in their own country while preserving it.

In fact, teenagers in Indonesia are less concerned about their own country. Teenagers are identical with unstable and tumultuous conditions, both good and bad, it just depends on their respective understandings (A Alimni, 2017). This shows that today's youth do not yet have a sense of patriotism towards their homeland.

The implementation of moral education in the formation of the character of students is achieved by focusing on the elements or values that must be developed by schools that determine the success of character education, namely: (1) religion (2) honesty (3) tolerance (4) discipline (5) Perseverance (6) Innovation (7) Independence (8) Democracy (9) Curiosity (10) National spirit (11) Love for the homeland (12) Appreciating achievement (13) Friendly / Social (14) Calm (15) Like reading (16) Caring for the environment (17) Caring for the community (18) Caring for. Judging from these indicators, it can be used as a reference to foster students' moral cultivation (Aji Bagus Priyambodo, 2017). Basically, humans are required to practice vertical morality in this life, and horizontal morality cannot be ignored. Be it your interactions with other people, or your ethics towards the environment. When humans submit morals to God, morality to others, and morals to the environment, bad things will happen in the form of disasters.

Thus, character education must receive special attention from the community and the government. Schools should implement character education plans more deeply as their core plans. Character education that is integrated into scientific disciplines is not only manifested in religious disciplines and civic education, but is also integrated into almost all disciplines. Currently, Indonesian students show many incidents, such as not reading the obligatory anthem, such as the obligatory song entitled Eid al-Fitr in Indonesia, this happens when the fourth grade MI students are asked. They do not memorize the national anthem of Eid al-Fitr, although they often sing this song during the flag ceremony every Monday. Apart from singing the national anthem, they often encounter difficulties in using the correct Indonesian language. Therefore, innovation and motivation are needed to prevent this behavior, namely the rejection of the national anthem itself. One of them is to instill character from an early age.

The role of the teacher here is more as a facilitator, mediator, motivator and learning partner. As a result, there is a suspicion that a democratic teaching approach or model can meet the demands of the learner's learning style (Alfauzan Amin, 2017). In the context of character education, the role of the teacher as a deified figure, as well as a source of inspiration and motivation is very important. The attitude and behavior of the teacher will be very imprinted in the water in the students, so that the character, statement, personality, teacher will be a reflection of the students.

Character education in Indonesia really needs to be developed considering the increasing number of fights between students, as well as other forms of juvenile delinquency, especially in big cities, extortion / violence (bullying), the tendency of parents to dominate the younger ones, drug use and others (Muchlas Samani, MS Hariyanto, 2011). The policies adopted by teachers at MIN 04 Seluma need to be followed in order to understand how the study of moral aqida affects the formation of the character of love for the homeland and the spirit of nationalism, to find out the obstacles to its realization.

knowledge of moral faith in the formation of the nature of love for the homeland and the spirit of nationalism, in order to find solutions to overcome obstacles in the implementation of learning morals towards the formation of the character of love for the homeland, nationalism and the spirit of nationalism.

Implementation according to the application language or implementation. Implementation is a process, innovation or policy in action that affects both knowledge, skills and values, as well as attitudes. The Oxford Advance Learner's Dictionary says that implementation is ("put something into action)", meaning application that produces effect or impact (Fitria Carli Waseza, 2017). In this case, for the implementation of moral *aqidah* learning towards the formation of the character of love for the homeland, an activity or method is used that is continuously carried out by the teacher in relation to students or students who have a good influence on the knowledge, values and attitudes used, in Public Madrasah Ibtidaiyah 04 Seluma .

As for teaching, according to Dahlan al-Bari, teaching comes from the word "teaching". Understanding learning is a transition that occurs in behavior that has potential and is considered the result of observation and guidance. Learning is a behavior change activity that is controlled by two points of view, namely education and students, so that two-way communication occurs.

According to Hanafi, learning does not happen instantly, but through certain stages of teacher learning to help students learn well. Through interaction and communication, this will lead to an effective learning process as expected (Vivi Irma, Azhae Haq, Adi Sudrajat, 2020). The first education that must be taught to children is faith education or *aqidah*. Faith education is education about belief in Allah SWT (Alfauzan Amin, S Zulkarnain, Sri Astuti, 2019). According to Wahyudin, *aqidah* literally means belief, belief.

According to the term, Islamic creed is something that is believed and believed to be true by the human heart, according to Islamic teachings with guidelines to the Qur'an and Hadith (Dewi Prasari Suryawati, 2016). According to Hanafi, learning does not happen instantly, but through certain stages of teacher training to help students learn well. Through interaction and communication, this will lead to an effective learning process as expected.

While morality according to Ibrahim Anis said that morality is a trait that is embedded in the soul, with which various kinds of good or bad deeds are born, without the need for thought or consideration (Lulianah Mahirotul Aisah, Victor Imaduddin Ahmad, Winarto Eka Wahyudi, 2020). Al-Jarjani defines morality as an expression of behavior for the soul that emerges from it all actions easily without taking a long time to think (Danang Dwi Basuki, Hari Febriansyah, 2020). According to Zainuddin, in Islamic religious education, morals, both good and bad, depend on the values that are used as the basis, although logically the word morality has good connotations, so people who have good morals mean people who have good morals (Muhammad Hidayat Ginanjar, Nia Kurniawati, 2017). In fact, faith and morality are closely related and cannot be separated. *Akida* is based on belief in Allah SWT, and morality will be formed on the basis of this belief. Strong faith in someone called faith will give that person faith and noble character. Noble *Akida* and morality give birth to good character.

a. The purpose of the subject of moral *aqidah*

The objectives of the moral *aqidah* subjects at Madrasah Ibtidaiyah are:

1) Grow and increase the faith of students which is manifested in their commendable morals

2) Students have the right knowledge, appreciation and belief in things that must be believed so that that belief is reflected in their daily attitudes and behavior in order to become human beings who believe and fear Allah SWT.

3) Students have knowledge, appreciation, and a strong will to practice good morals and leave bad morals in their relationship with God, with themselves, with themselves, with

fellow humans and with their environment, so that they become human beings with noble character in life. individual, community, nation and state.

The purpose of the Aqedah moral subject is to form good human beings or people with noble character who sincerely hope for the pleasure of Allah alone, who always stand in the way of Allah SWT and always believe that Allah will always provide help, support and enjoyment of life.

b. The function of the subjects of moral aqidah

The function of morality is to give humans noble character. This noble character is emphasized because it not only brings happiness to oneself (the individual), but also brings happiness to society. Akida Morals is a subject that provides students with information, guidance and understanding of values to improve students to become human beings with noble character, and encourage students to become people who believe and fear Allah SWT.

The definition of character according to the Big Indonesian Dictionary, character is psychological, moral or character traits that distinguish one person from another. Thus, character is the values that are imprinted in oneself and embodied in behavior. Meanwhile, according to Zubaedi in Muhammad Fadlilah and Lilif, character comes from Greek which means to mark or celebrate and focuses on how virtue values manifest themselves in the form of behavior, so dishonesty, irresponsible people, greed and other types of bad behavior say that someone has a bad character. Literally character means mental or moral qualities, moral strength, name or reputation.

According to the complete Indonesian dictionary, character is a psychological, moral or trait that distinguishes a person from others, character, character. Character means to have character, to have personality (Dewi Prasari Suryawati, 2016). While the word character comes from the Greek language which means "to carve a pattern, implement the values of goodness in an action according to moral rules, so that it is known as an individual with noble character" (Sofyan Mustoip, Muhammad Japar, Zulela MS, 2018). Based on the above understanding, it can be said that character is the nature, identity, personality, and character inherent in a person (Zubaedi, 2011).

## B. METHODS

This study uses a qualitative descriptive type of research, namely the data obtained such as observations, interviews, photo sessions, document analysis, field notes compiled by researchers at the research location, and not shown in the form of numbers (Endang Widi Winarni, 2018). Qualitative research is based on the desire to rely on their views, which are studied in detail and formulated in words. By examining these definitions, we can conclude that qualitative research is research that aims to understand what phenomena are experienced by research subjects, such as perceptions of behavior, motivation, action, and others (JM Lexy, 2020).

Data collection techniques used by researchers to obtain the necessary data are as follows:

1. Observation

Observation is a method of collecting data by means of observation and systematic recording of phenomena that are investigated either directly or indirectly (Sutrisno Hadi, 2004). In this case, the researcher made direct observations to MIN 04 Seluma for data collection regarding the implementation of moral aqidah learning in the formation of the character of love for the homeland.

2. Interview

Interview is a meeting of two people to exchange information and ideas through question and answer, so that it can be constructed on a particular topic, is

a process of obtaining information for research purposes through question and answer, while face to face between the interlocutors. the questioner or interviewer and the answerer or respondent use what is called an interview guide (Sudarwan Danim, 2002). The interview technique used in qualitative research is an in-depth interview. It is hoped that respondents will be more open and the data obtained by researchers will be more detailed.

Researchers conducted free direct interviews with teachers, namely interviews with informants who were conducted freely, referring to a list of questions that had been prepared by researchers, researchers interviewed the directors and teachers of MIN 04 Seluma regarding the Implementation of Akidah Akhlak Learning in Formation of Love for the Motherland Character.

### 3. Documentation

Documents are records of events that have passed. Documents can be in the form of writing, pictures or monumental works of someone. The results of the research will also be more credible if they are supported by photographs or existing academic and artistic writings (Sugiyono, 2008).

Triangulation was used to ensure the validity of the data in this study. Triangulation is a data validation technique that uses something other than data for validation purposes or comparisons with data (JM Lexy, 2020).

The triangulation used in this research is triangulation of data sources. This data triangulation assumes that the researcher uses multiple data sources to collect data. Triangulation with sources means comparing and re-checking the reliability of information obtained at different times and instruments with qualitative methods.

In analyzing the data, the data were validated through interviews with principals, teachers, students and other related parties. In addition, the results of the interviews were then analyzed with the results of observations made during the research period to find out how the process of introducing the teachings of akida morals in the formation of the character of love for the homeland took place at MIN 04 selum. After all the data has been collected, the next step is to explain the object of the problem systematically and analyze the object of research.

In providing an explanation of the data obtained, qualitative descriptive methods are used, namely research methods to make journals, descriptions or paintings in a systematic, factual, and accurate manner regarding the facts, properties and relationships between the phenomena being investigated (Rulam Ahmadi, 2014).

## C. RESULTS AND DISCUSSIONS

### Results

Before discussing further research on the implementation of Akidah Akhlak learning in the formation of the character of love for the country, the researcher provides an overview of the state madrasah ibtidaiyah 04 Seluma MIN 04 seluma which was established in 2003 which is located in Bunga Mas Village, Seluma Timur District, Seluma Regency, geographically MIN Bunga Mas located in a position in the urban area of the Seluma Timur sub-district, roads and electricity are smooth so that the development of progress in facilities and infrastructure and information is very smooth. With this condition, the number of students each year can increase by 10-20 students who enter the MIN Bunga Mas as long as the total number of students is 271 people.

The results of the author's interviews with classroom teachers and students at MIN 04 Seluma regarding the introduction of the teachings of akida morality in the formation of the

character of love for the homeland in MIN 04 Seluma. According to the results of the study, in forming the character of students, especially the character of love for the homeland, they rely on educational activities in the moral discipline of Akydy in accordance with the exemplary methodology used by the teacher. In its implementation, it is carried out both inside and outside the classroom which is done repeatedly to get used to it. Therefore, to introduce the study of morality into the formation of the character of love for the homeland in students, teachers must be able to use quality and interesting methods so that students have the motivation to act positively.

Based on the results of research observations, it is possible to obtain data on the preparation of the teaching of moral aqidah conducted at MIN 04 Seluma, namely the preparation of the training implementation plan (RPP), the definition of objectives to be achieved, the definition of appropriate methods and media. It is hoped that with this preparation, the implementation of Akida's moral education regarding the formation of the character of love for the homeland will be successful. Through the study of Akida and morality in shaping the character of love for the homeland at MIN 04 Seluma, using the imitation and addiction method, there is an addictive hope that children absorb both the teaching material presented and the behavior shown by everyday examples. In this expression, the nature of love for the homeland does not only depend on the teaching material of moral aqeedah, but can also be formed through the habituation and methods provided by the teacher in the process of teaching moral aqidah.

The implementation of moral aqidah learning to shape the character of love for the homeland which is carried out at MIN 04 Seluma does not only rely on the delivery of material, but by being an example and direct example in attitudes that show love for the homeland to students. The Akidah Akhlak training strategy has been implemented starting from the preliminary, core and final activities. The strategies used vary depending on the context and the material to be studied, for example the strategy used is a question and answer model and discussion, then the use of media related to the material presented, for example using pictures to help students understand the material presented. faster learning process.

#### **Discussions**

##### **1. Implementation of moral aqidah learning in the formation of the character of love for the homeland at MIN 04 Seluma**

Implementation of Akidah Akhlak Learning to form of the Love of the Motherland Character. Based on the statements and observations of the researchers, it can be concluded that the character building of love for the homeland through the knowledge of faith is carried out by imitation and addiction methods. According to the results of the study, in the formation of the character of students, especially the character of love for the homeland, it is not only based on educational activities in the subject of moral aqidah, but also requires direct learning about teacher attitudes through the exemplary method used by teachers.

In its implementation, it is carried out both in the classroom and outside, which is done repeatedly to get used to it. With the help of the method of dependence and exemplary character education, a sense of love for the homeland arises, namely the habit of using the Indonesian language. The habit of speaking Indonesian can instill the value of unity and integrity, because Indonesian is the language of Indonesian unity. While the habit of communicating can instill the value of unity and integrity, because this class process teaches students to face the differences that exist around them while maintaining unity and integrity.

The analysis above is in accordance with the theory stated by Mulyasa, namely habituation activities in programmed learning can be carried out with special planning within a certain period of time. To develop personal learners individually and in groups.

The habituation activities of students who are not programmed can be done in the following ways (Abdul Majid, Anang Solihin Wardan, Dian Andayani, 2011):

- a. Routine activities, namely habituation carried out on a scheduled basis, such as morning apples, flag ceremonies, singing the national anthem, reciting Pancasila, and carrying out other national activities.
- b. Activities that are carried out spontaneously, such as the formation of greeting behavior, throwing garbage in its place, lining up and so on.
- c. Exemplary activities, namely habituation in the form of daily behavior such as dressing neatly, speaking well and correctly, diligently reading, and coming to school on time.

So, the results of the analysis state that the introduction of the teaching of akida morals in the formation of the character of love for the homeland is carried out by the teacher on the trip. The implementation is done not only through the material presented, but also through direct examples. You seem to be well behaved. Cultivating a sense of love for the homeland in students can motivate students to learn, because when students understand the importance of love for the homeland, they will study seriously, be disciplined, obey the laws and regulations that apply at school, at home, and at home. and in the environment.

## **2. Inhibiting factors for the implementation of Akidah Akhlak Learning in Formation of Love for the Motherland Character**

In the implementation of moral aqidah learning in the formation of the character of love for the homeland there is the role of the principal and teacher. The inhibiting factor is the lack of self-awareness of each student to understand the importance of love for the homeland. In addition to the lack of time to understand about love for the homeland through learning and attitudes shown directly by the teacher, another obstacle is the lack of technology in this area, not many students can use it and some even don't have technological tools such as cellphones. , where with this technology children can find out for themselves what and how important love for the homeland is. Lack of support from the developmental environment of students and the school environment that does not motivate students to recognize and shape the character of love for the homeland in students, for example in the use of the Indonesian language which has not been implemented properly. In this environment, students are accustomed to using their own local language or mother tongue, because of this habit they have difficulty in using good and correct Indonesian as a means of communication at school. Another inhibiting factor is the lack of parental support to introduce and teach about patriotic behavior, thus institutions to achieve learning goals, institutions should have good relations with parents so that the growth and development of children can be observed properly with a good relationship between schools and parents, in carrying out the learning program will be good, and learning objectives will be achieved. Parents who do not motivate children in learning child development will not be good. So it will hinder the cognitive aspects and habituation of good behavior.

The explanation above is in accordance with the theory which states that the learning process in elementary schools carried out by a teacher will not be able to run smoothly without the support of several other components. For this reason, in carrying out learning in elementary schools, a teacher requires several components that are able to support the smooth running of the process. Those components are (Wuri Wuryandani, Bunyamin Maftuh, Dasim Budimansyah, 2014):

- a. Vision, mission and goals of education
- b. Education and education personnel
- c. Curriculum or educational materials
- d. Teaching and learning process
- e. Educational facilities and infrastructure
- f. Education management in schools, and



- g. Educational external environment

#### D. CONCLUSION

Based on the results of research on the Implementation of Akidah Akhlak Learning in Formation of Love for the Motherland Character, it is concluded that Learning morals in shaping the character of love for the land has been implemented, namely in the form of ways of thinking, acting, and high appreciation for the language, physical, social, cultural, economic, and political environment of the nation. The formation of the character of love for the homeland has been implemented in the learning of the moral creed, this can be seen in the preparation, implementation, and evaluation of the learning of the moral creed. The inhibiting factor is the lack of self-awareness of each student to understand the importance of love for the homeland. As well as the school environment that does not motivate students to recognize and shape the character of love for the homeland in students, for example in the use of the Indonesian language which has not been implemented properly.

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