

CORRELATION BETWEEN SCHOOL CULTURE AND ISLAMIC RELIGIOUS EDUCATION (PAI) LEARNING ON STUDENT CHARACTER FORMATION.

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Abstrak

Pembangunan karakter bangsa dapat dilakukan melalui pengembangan karakter individu. Namun karena manusia hidup dalam lingkungan sosial dan budaya tertentu, maka pengembangan karakter individu seseorang hanya dapat dilakukan dalam lingkungan sosial dan budaya yang bersangkutan. Artinya, pengembangan budaya dan karakter dapat dilakukan dalam proses pendidikan yang tidak melepaskan peserta didik dari lingkungan sosial, budaya masyarakat, dan budaya nasional. Penelitian yang digunakan adalah *ex post facto*, dimana peneliti menghubungkan sebab dan akibat yang tidak dimanipulasi atau ditangani (dirancang dan dilaksanakan) oleh peneliti. Pembelajaran PAI berpengaruh signifikan terhadap karakter siswa, karena nilai $p = 0,000$ lebih kecil dari 5%. Kriteria korelasinya sangat kuat ($r_{1,2} = 0,886$). Dengan demikian, budaya sekolah dan pembelajaran PAI ada hubungannya secara mandiri atau tidak dengan karakter siswa Madrasah Aliyah Negeri Palopo. Variabel yang paling dominan mempengaruhi karakter siswa adalah variabel pembelajaran PAI. Berdasarkan uji hipotesis disimpulkan bahwa budaya sekolah dan pembelajaran PAI secara bersama-sama berpengaruh positif terhadap karakter siswa SMP. Terdapat pengaruh positif antara budaya sekolah dan pembelajaran PAI dengan karakter siswa, hal ini menunjukkan bahwa karakter siswa akan meningkat jika budaya sekolah dan pembelajaran PAI di Madrasah Aliyah Negeri Palopo.

Kata Kunci: Budaya, PAI, Pembentukan Karakter

Abstract

The development of national character can be done through the development of one's individual character. However, because humans live in a certain social and cultural environment, the development of a person's individual character can only be done in the relevant social and cultural environment. That is, the development of culture and character can be carried out in an educational process that does not release students from the social environment, community culture, and national culture. The research used is *ex post facto*, where the researcher connects causes and effects that are not manipulated or treated (designed and implemented) by the researcher. PAI learning is significantly

related to the character of students, because the value of $p = 0.000$ is smaller than 5%. The correlation criterion is very strong ($r_{y1.2} = 0.886$). Thus, school culture and PAI learning are related either independently or not with the character of the students of Madrasah Aliyah Negeri Palopo. The most dominant variable influencing the student's character is the PAI learning variable. Based on the hypothesis test, it was concluded that school culture and PAI learning together had a positive effect on the character of junior high school students. There is a positive influence between school culture and PAI learning with student character, this shows that student character will increase if school culture and PAI learning at Madrasah Aliyah Negeri Palopo. Based on the hypothesis test, it was concluded that school culture and PAI learning together had a positive effect on the character of junior high school students. There is a positive influence between school culture and PAI learning with student character, this shows that student character will increase if school culture and PAI learning at Madrasah Aliyah Negeri Palopo. Based on the hypothesis test, it was concluded that school culture and PAI learning together had a positive effect on the character of junior high school students. There is a positive influence between school culture and PAI learning with student character, this shows that student character will increase if school culture and PAI learning at Madrasah Aliyah Negeri Palopo.

Keywords: Culture, PAI, Character Building

INTRODUCTION

Character is a reflection of education obtained from the environment, especially parents. If parents don't take good care of it, then teenagers must have a bad personality. On the other hand, adolescents with good parents will develop a positive personality in dealing with uncertain times. This is clearly seen in the case of immoral videos of junior high school students that have recently shocked the public (Pantu & Luneto, 2014; Yunus, 2021a).

Character education is currently absolutely necessary not only at school, but at home and in social circles. Even now, character education participants are no longer small children to teenagers, but also adults (Lubis, 2019; Yunus, 2021b). This is absolutely necessary for the survival of this nation. Character education is a system of naming character values which includes components of knowledge, awareness or will, and actions to carry out these values, both towards God Almighty, oneself, others, the environment, and nationality.

National character development can be done through the development of one's individual character. However, because humans live in a certain social and cultural environment, the development of a person's individual character can only be carried out in the social and cultural environment concerned. That is, the development of culture and character can be carried out in an educational process that does not separate students from the social environment, community culture, and national culture. The nation's social and cultural environment is Pancasila, so cultural and character education is to develop Pancasila values in

students through heart, brain and physical education(Mansyur, 2013; Mukhadis, 2013; Zuhdi, 2012).

Behind the progress of science and technology, the modern world actually has a potential that can destroy human dignity(Atok Miftachul Hudha, Mohamad Amin, Sutiman Bambang S., 2016; Helaluddin & Syawal, 2018; Mahsun, 2013). Humanity has succeeded in organizing the economy, organizing political structures, and building an advanced civilization for itself. Since humans entered the modern era, that is, humans have been able to develop their rational potentials, they have indeed freed themselves from the shackles of irrational mystical thought and the shackles of natural laws that tightly bind human freedom.(Hidayat, 2012; Jamhuri, 2018; Marbun, 2020). But it turns out that in the modern world humans cannot escape from another type of shackles, namely worship of themselves. In a general education institution such as SMPN, PAI subjects are only presented for 2 hours of lessons per week.(Alamrani, Alsobayel, Alnahdi, Moloney, & Mackey, 2016; Anam, 2016; Jamhuri, 2018; Supriyatno, 2017)However, even so, this is quite effective in instilling morals in students. Because the success of learning is not only in terms of cognitive, but also in terms of affective.

Likewise at the Palopo State Madrasah Aliyah, based on observations, character cultivation at the Palopo State Madrasah Aliyah is carried out through school culture which is carried out every day outside the classroom and in the classroom has a relationship with character education. The school culture carried out at Madrasah Aliyah Negeri Palopo is carried out through Islamic religious education. By implementing religious education in school culture, schools can shape student character. School culture at Madrasah Aliyah Negeri Palopo, such as the implementation of activities to greet teachers in the morning by shaking hands, praying dhuha, memorizing, TPQ and midday prayers in congregation and assisted with various extracurricular activities

METHOD

The method used is aimed at describing a situation or phenomena as they are and emphasizes objective phenomena and studied quantitatively. In this research, the researcher used an ex-post facto type of research "which is research on variables whose events have occurred before the research was carried out". In another sense, ex post facto research is examining cause-and-effect relationships that are not manipulated or treated (designed and implemented) by the researcher. The questionnaire used in this research is a closed questionnaire, namely a questionnaire that is equipped with answer choices so that students only mark the answers they have chosen. Each item has 5 alternative answers, namely: (SS) Strongly agree, given a score of 5. (S) Agree, given a score of 4. (RR) Undecided given a score of 3.

RESEARCH AND DISCUSSION

Simple linear regression analysis is used to determine the relationship between one independent variable and one dependent variable. This analysis is also to predict the value of the dependent variable if the independent value increases or decreases and to determine the direction of the relationship between the independent variable and the dependent variable, whether positive or negative.

Furthermore, to find out the relationship between one variable and another variable in a linear manner, a Pearson correlation analysis was carried out using the SPSS computer program. This analysis can be seen from the correlation value (r) that has been determined, namely 0 to 1 or 0 to -1 (for a negative relationship), the closer to 1/-1, the stronger the relationship. Conversely, the closer the value is to 0, the lower/weaker the relationship.

To interpret the results of the correlation coefficient Sugiyono provides guidelines for this analysis, namely the range 0.00 to 0.199 means very low, the range 0.20 to 0.399 means low, the range 0.40 to 0.599 means moderate, the range 0.60 to 0.799 means strong, the range 0.80 to 1.000 means very strong.

Furthermore, to see the relationship between school culture variables (X1) and student character (Y) and PAI learning (X2) and student character (Y) can be seen in the explanation of the tables below:

Pearson Correlation Analysis between School Culture Variable (X1) and Student Character Variable (Y).

Pearson Correlation Analysis between the School Culture Variable (X1) and the Student Character Variable (Y) can be seen in the table below:

Table 1 Pearson Correlation Analysis correlations

		School Culture	Student Character
School Culture	Pearson Correlation	1	.153
	Sig. (2-tailed)		.094
	N	120	120
Student Character	Pearson Correlation	.153	1
	Sig. (2-tailed)	.094	
	N	120	120

From the output above, it is known that the Pearson correlation value between the school culture variable (X1) and the student character variable (Y) is

0.153. Because the correlation value is in the range of 0.00 to 0.199, it can be concluded that the relationship between the school culture variable (X1) and the student character variable (Y) is very low. If the correlation value is positive, there is a positive relationship, meaning that if school culture improves, student character will also increase.

Pearson Correlation Analysis between the PAI Learning Variable (X2) and the Student Character Variable (Y).

Pearson Correlation Analysis between the PAI Learning Variable (X2) and the Student Character Variable (Y) can be seen in the table below:

Table 2. Pearson Correlation Analysis

		PAI learning	Student Character
PAI learning	Pearson Correlation	1	-.047
	Sig. (2-tailed)		.609
	N	120	120
Student Character	Pearson Correlation	-.047	1
	Sig. (2-tailed)	.609	
	N	120	120

From the output above, it is known that the Pearson correlation value between the PAI learning variable (X2) and the student character variable (Y) is -0.047. Because the correlation value is in the range of 0.00 to 0.199, it can be concluded that the relationship between the PAI learning variable (X2) and the student character variable (Y) is very low.

Simple Linear Regression Equation School Culture Correlation (X1) Against Student Character (Y)

The first hypothesis tested in this study states that there is an influence of school culture (X1) on student character (Y). Simple linear regression analysis of research data on the influence of school culture on student character can be seen in the table below:

Table 3. Simple Linear Regression Correlation

Model	Unstandardized Coefficients		Standardized Coefficients	Q	Sig.
	B	std. Error	Beta		
1 (Constant)	132,327	10,758		12,300	,000
School Culture	.116	.069	.153	1.687	.094

a. Dependent Variable: Student Character

From the table above, the direction coefficient b is 0.116 and the constant a is 132.327, the t-value is 1.687, the significance value is 0.094. Thus the form of the relationship between the two variables can be presented by the regression equation $\hat{Y} = 132.327 + 0.116 X_1$. This equation can be interpreted as meaning that if the school culture score (X_1) increases by one point or one score, this will be followed by an increase in student character (Y) of 0.116 points.

Furthermore, hypothesis testing was carried out with the t test to determine the effect of the significance of the school culture variable (X_1) on the student character variable (Y). that is by comparing t count with t table where t table can be seen in the appendix of this study. As for the t count < t table (1.738 < 1.984), then H_0 is accepted because H_0 is accepted, it can be concluded that school culture does not affect student character.

Furthermore, comparing the significance of the significance value of 0.085 > 0.05, then H_0 is accepted because H_0 is accepted, it can be concluded that school culture has no effect on student character. Therefore, it can be concluded that the relationship between school culture and student character has a significant direction. To determine the degree of significance, the regression equation is then tested using the F-test. as stated in the variance analysis table below:

Table 4. ANOVA for Simple Linear Regression

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	323,628	1	323,628	3,022	.085a
Residual	12637.497	118	107,097		
Total	12961.125	119			

a. Predictors: (Constant), School Culture (X_1)

b. Dependent Variable: Student Character (Y)

Based on the variance analysis table above, it turns out that the p value (sig.) = 0.085, this value is greater than 5%, so the null hypothesis is accepted, this means that the regression coefficient above is significant. There for it can be concluded that school culture has no effect on student character.

PAI Learning Correlation (X2) Against Student Character (Y)

The second hypothesis tested in this study was to determine the magnitude of the influence of PAI learning (X2) on student character (Y). and presented in the table below:

**Table 5. Correlation of X2 to Y
Coefficientsa**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	std. Error	Beta		
1 (Constant)	168,774	13,049		12,934	,000
PAI Learning (X2)	-.021	.074	-.026	-.280	,780

a. Dependent Variable: Student Character

From the simple linear regression analysis table the PAI learning variable (X2) on student character (Y) it can be seen that the direction coefficient b is 0.021 and the constant a is 168.774, with a t-count value of -0.280, a significance value of 0.780 thus the form of the relationship between the two variables can be presented by the regression equation $\hat{Y} = 168.774 + - 0.021 X_2$. This equation can be interpreted that if the PAI learning score (X2) increases by one point or one score, it will be followed by an increase in student character (Y) of 0.021 points.

Then a hypothesis test was carried out with the t test to determine the effect of the significance of the PAI learning variable (X2) on the student character variable (Y). that is, by comparing t count with t table where t table can be seen in the appendix of this study. As for the value of t count < t table (-0.280 < 1.984), then Ho is accepted because Ho is accepted, it can be concluded that PAI learning does not affect student character.

Next, compare the significance of the significance value of 0.780 > 0.05, then Ho is accepted because Ho is accepted, it can be concluded that PAI learning does not affect student character. Therefore it can be concluded that the relationship between school culture and student character has a significant

direction. To determine the degree of significance, the regression equation is then tested using the F-test. as shown in the analysis of variance table below:

Table 6. ANOVA for Simple Linear Regression

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	8,628	1	8,628	,079	.780a
Residual	12952.497	118	109,767		
Total	12961.125	119			

a. Predictors: (Constant), PAI Learning

b. Dependent Variable: Student Character

Based on the variance analysis table above, it turns out that the p value (sig.) = 0.085, this value is greater than 5%, so the null hypothesis is accepted, this means that the regression coefficient above is significant. Therefore it can be concluded that school culture has no effect on student character.

No effect in this case can be interpreted as having only a small or low effect, while the influence of factors other than school culture is likely to dominate the student's character.

Correlation of School Culture (X1) and PAI Learning (X2) to Student Character (Y)

The third hypothesis tested in this study states that there is a relationship between school culture (X1) and PAI learning (X2) on student character (Y). Multiple linear regression analysis of research data on the influence of school culture (X1) and PAI learning (X2) on student character (Y) Madrasah Aliyah Negeri Palopo can be seen in the following table:

Table 7 Correlation X1 and X2 to Y Coefficientsa

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	std. Error	Beta		
1 (Constant)	147,486	17,902		8,238	,000
School Culture (X1)	.118	.068	,157	1,721	,088
PAI Learning (X2)	-.016	.074	-.019	-.211	,834

a. Dependent Variable: Student Character (Y)

From the coefficient table above it can be seen that the results of the multiple regression equation are b_1X_1 of 0.118, b_2X_2 of -0.016 and the constant b_0 of 147.486. Thus forms the relationship between the three variables can be presented by the regression equation: $\hat{Y} = 147.486 + 0.118 X_1 + -0.016 X_2$.

The explanation of the equation above is a constant of 147.486 if the value of school culture and PAI learning has a value of 0, then the student character has a value of 147.486 then the regression coefficient of the school culture variable is 0.118, meaning that if the school culture experiences one unit, then the student's character will experience an increase of 0.118 units assuming the PAI learning variable has a fixed value and the regression coefficient of the PAI learning variable is -0.016 meaning that if PAI learning experiences one unit, then the student's character will experience an increase of -0.016 units assuming the school culture variable has a fixed value

After knowing the regression equation, then an analysis of the coefficient of determination is carried out in order to find out the percentage of the influence of school culture variables and PAI learning on student character by looking at the table below

Table 8. Model Summary

Summary model

Model	R	R Square	Adjusted R Square	std. Error of the Estimate
1	.159a	.025	.009	10,391

a. Predictors: (Constant), PAI Learning (X2), School Culture (X1)

b. Dependent Variable: Student Character (Y)

From the model summary table above, it can be seen that the R Square figure is 0.025 or 2.5%. This shows that the percentage contribution of the influence of school culture and PAI learning variables on student character is 2.5%, or the variation in student character variables used in the model is able to explain 2.5% of the variation in school culture and Islamic Islamic learning variables. Meanwhile, students are influenced by other variables that are not included in this research model. Then a hypothesis test t test (partially multiple regression coefficient test) is carried out which aims to determine the extent to which school culture and PAI learning variables partially influence student character variables with an explanation of each independent variable as follows:

- a. Testing the regression coefficient for the school culture variable (X1).

From the explanation of the coefficient table, it can be seen that the t value for the school culture variable is 1.721 and when compared with the t table value of 1.984 (see attachment), the comparison is $1.721 < 1.984$, so H_0 is accepted. Because H_0 is accepted, it can be concluded that school culture partially has no effect or has little effect on student character and the t value is positive, meaning that the relationship that occurs is positive, or it can be interpreted that the higher or better the school culture, the more student character increases.

- b. Testing the regression coefficient of the PAI learning variable (X2)

From the explanation of the coefficient table, it can be seen that the t value of the PAI learning variable is -0.211 and when compared with the t table value of 1.984 (see attachment), the comparison is $-0.211 < 1.984$ then H_0 is accepted. Because H_0 is accepted, it can be concluded that PAI learning partially has no effect or has little effect on student character and the t-value is negative, meaning that the influence that occurs is negative, or it can be interpreted that the higher or better the learning, the less the student's character increases.

In addition to the t table t test (partial multiple regression coefficient test), the F test (simultaneous regression coefficient test) is also carried out which aims to test the extent of the simultaneous influence of school culture variables and PAI learning variables on student character variables. To get the F value in this regression equation, it can be seen in the Anava analysis of variance table below:

Table 9. ANOVA for Multiple Linear Regression
ANOVA b

Model	Sum of Squares	Df	MeanSquare	F	Sig.
1 Regression	328,417	2	164,209	1,521	.223a
Residual	12632708	117	107,972		
Total	12961.125	119			

a. Predictors: (Constant), PAI Learning, School Culture

b. Dependent Variable: Student Character

To find out whether the theory of student character (Y) that has been put forward can be influenced by school culture or not, it can be seen from the following research results, from the hypothesis test it was found that there was no positive influence on school culture on the character of Madrasah Aliyah Negeri Palopo students. This relationship is expressed by the equation: $\hat{Y} = 114.661 + 0.118 X_1$

Examining the significance of the correlation coefficient value, it was found that the value of $p = 0.000$. Because the p value $< 5\%$ means the null hypothesis is rejected, this shows that the value of the correlation coefficient between school culture and student character is significant. This means that there is a positive influence of school culture on the character of Madrasah Aliyah Negeri Palopo students. Furthermore, because the correlation coefficient is $r = 0.184$, it can be obtained that the coefficient of determination is $R^2 = 0.025$, which means that 25% of the student character variance is influenced by school culture at Madrasah Aliyah Negeri Palopo through the regression equation: $\hat{Y} = 114.661 + 0.118 X_1$.

In other words, the contribution of school culture to the character of Madrasah Aliyah Negeri Palopo students is 2.5%, while the rest is due to other factors such as the home environment, family, peer association. The second hypothesis test found that there was a positive influence between PAI learning on the character of Madrasah Aliyah Negeri Palopo students. This effect is expressed by the equation: $\hat{Y} = 168.774 + 0.021 X_2$.

Based on this equation, the regression coefficient for the PAI learning variable is 0.021. The value of the regression coefficient which is positive indicates that the influence of PAI learning on student character is positive, which means that every time there is an increase in one PAI learning score, it will be followed by an increase in student character by 0.021.

Examining the significance of the correlation coefficient value, it was found that the value of $p = 0.000$. Because the p value $< 5\%$ means the null hypothesis is rejected, this shows that the value of the correlation coefficient between PAI learning and student character is significant. This means that there is a positive influence between learning PAI on the character of MADRASAH ALIYAH NEGERI PALOPO students.

The magnitude of the contribution of the influence of PAI learning on student character was obtained $R^2 = 0.003$ which means that 30% of the student character variance was influenced by PAI learning at Madrasah Aliyah Negeri Palopo through the regression equation: $\hat{Y} = 168.774 + 0.021 X_2$. In other words, the contribution of PAI learning to the character of Madrasah Aliyah Negeri Palopo students is 30% while the remaining 70% is due to other factors.

Based on the analysis of variance table above, it turns out that the value of p (sig.) = 0.000, this value is less than 5%, then the null hypothesis is rejected, this means that the regression coefficient above is very significant. Furthermore, the analysis of school culture and PAI learning on the character of junior high school students, obtained the following results:

Correlation analysis of pairs of data from these two variables produces an r product-moment correlation coefficient of 0.159. This means that there is a positive relationship between school culture and PAI learning on the character of Palopo State Madrasah Aliyah students. Furthermore, because the correlation coefficient is $r = 0.159$, it can be obtained that the coefficient of determination is $R^2 = 0.025$, which means that 2.5% of the student character variance is influenced by school culture and PAI learning at Madrasah Aliyah Negeri Palopo through the regression equation $\hat{Y} = 91.876 + 0.631 X_1 + -0.944 X_2$.

In other words, the contribution of school culture and PAI learning to student character is 2.5%, while the rest is due to other factors.

CONCLUSION

Analysis of the relationship between PAI learning and student character shows that by controlling (allowing for the influence of) school culture, it turns out PAI learning is significantly related to student character, because the p value = 0.000 is smaller than 5%. The relationship criteria are very strong ($r_{y1.2} = 0.886$). Thus, school culture and PAI learning are related both independently and indirectly to the character of Palopo State Madrasah Aliyah students. The most dominant variable affecting student character is the PAI learning variable. Based on hypothesis testing, it was concluded that school culture and PAI learning together had a positive effect on the character of junior high school students. There is a positive influence between school culture and PAI learning and student character, this shows that student character will improve if the school culture and PAI learning are at Madrasah Aliyah Negeri Palopo.

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