

The Role of Teachers in Building Student Character Through Regular Morning Routine Activities at SD IT Al-Ihsan Patokbeusi Subang

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Abstract: This study aims to analyze the role of teachers in building student character through routine morning activities at SD IT Al-Ihsan Patokbeusi. This study uses a qualitative descriptive method with a field research approach. Data were collected through interviews, observations, and documentation, then analyzed using data reduction, data presentation, and conclusion drawing techniques. The results of the study indicate that teachers play a significant role in shaping student character by integrating religious and moral values into daily routines. Morning activities such as reciting prayers, reading short chapters of the Qur'an, performing the dhuha prayer, and delivering brief advice (tausiyah) have proven effective in fostering discipline, responsibility, religiosity, and cooperation among students. Teachers' consistent involvement and exemplary behavior contribute to creating a positive and spiritual learning environment. Therefore, the implementation of routine morning activities not only strengthens students' spirituality but also serves as an effective strategy in character education in Islamic-based elementary schools.

Keywords: Character Education, Morning Routine Activities, Teacher's Role, Responsibility, Religiosity.

Introduction

Character education is a systematic effort to shape students' personalities so that they have good moral, spiritual, and social values (Astuti et al., 2023). Character education is important to be provided from elementary school age because this stage is a period of personality and moral formation in children (Kamila, 2023). According to (Fajri Annur et al., 2021) character education is a system of instilling character values in school members that includes aspects of knowledge, awareness, and action in applying these values. Furthermore, (Suryaningtyas et al., 2022) explain that character education integrates the cognitive, affective, and psychomotor dimensions of students in their daily lives. Thus, character education can be interpreted as a continuous process of instilling values through habits, role models, and real

activities that are relevant to students' lives. In this context, routine morning activities at school become a structured platform for character building.

Several previous studies have confirmed that morning routines play a significant role in shaping students' character. The results of the study show that consistent habituation and role modeling, especially in activities such as praying together, reciting the Quran, and delivering moral messages, can instill values of discipline and religiosity (Saidiman et al., 2023). In addition, direct interaction between teachers and students during morning activities, such as giving directions and building emotional closeness, contributes to fostering a sense of responsibility and mutual respect (Khasanah & Marwanti, 2024). Morning activities also play a role in shaping a positive school culture and instilling values of nationalism

through activities such as reading the Qur'an and singing the national anthem (Bintang Maharani et al., 2023). Thus, morning routines are not merely administrative routines, but rather character learning strategies that involve role modeling, social interaction, and the instilling of moral values.

However, the implementation of morning routines in schools does not always run smoothly. Challenges that arise include a lack of variety in activities, minimal student enthusiasm, and limited facilities to support a conducive atmosphere. Teachers play an important role in overcoming these obstacles through internal guidance, time management, and the preparation of a regular schedule so that activities run effectively and meaningfully. With this strategy, teachers not only act as activity implementers but also as mentors and role models for students in applying character values in their daily lives.

Based on the above description, this study aims to analyze the role of teachers in building student character through routine morning activities at SD IT Al-Ihsan Patokbeusi. The focus of this study includes: (1) the role of teachers in implementing routine morning activities, (2) the process of character building in students through these activities, and (3) the implementation of routine morning activities in fostering student attitudes and behavior. This study is based on the assumption that the active involvement of teachers in morning activities that are carried out consistently and structurally can instill character values effectively and sustainably. The results of this study are expected to contribute to the development of relevant, inspiring, and applicable character education practices in Islamic-based elementary schools.

Materials And Methods

This study was conducted at SD IT Al-Ihsan Patokbeusi, focusing on the role of teachers in building student character through routine morning activities. The approach used was qualitative with a descriptive nature. Descriptive qualitative research allows researchers to provide

an in-depth depiction of phenomena in their natural context without manipulating the variables (Mubasyira et al., 2024). This approach is highly suitable for understanding how teachers instill character values in students through morning routines and for describing the reality of the school environment as it is.

The initial stage of the research included preparation, which involved coordination with the school and the development of research instruments. Instruments are tools used to collect data (Badriyah & Sa'diyah, 2025). In qualitative research, the researcher is considered the primary instrument because the success of data collection depends on the researcher's ability to understand the social environment and determine the aspects to be observed.

The implementation stage was carried out through direct observation of routine morning activities, interviews with teachers, the principal, and students, as well as documentation of relevant school programs and archives. The final stage involved clarifying and rechecking the findings with informants to ensure the accuracy and validity of the data.

The data collection techniques used included observation, interviews, and documentation. Observation was conducted to see how routine morning activities were actually carried out at the school (Sari et al., 2025). Interviews were conducted with teachers, the principal, and students to obtain in-depth information regarding their experiences in the morning routine activities (Shidiq & Ramdani, 2024). Documentation was used to review and analyze activity schedules, daily evaluation notes, and other school documents to obtain secondary data (DEWI, 2021)

The data obtained were analyzed using the interactive model of Miles and Huberman, which includes data reduction, data display, and conclusion drawing. This analytical framework enables the study to provide a comprehensive overview of how teachers implement routine morning activities to shape student character at SD IT Al-Ihsan Patokbeusi. (Faradita et al., 2023)

Results And Discussion

The role of teachers in routine morning activities at SD IT Al-Ihsan Patokbeusi

Teachers at SD IT Al-Ihsan Patokbeusi play an active role in guiding morning routines. They direct students from the start of activities, organize lines, lead prayers, and teach memorization such as Asmaul Husna and the attributes of Allah and the Prophet. Teachers also deliver short lectures or advice containing moral messages and Islamic values relevant to students' lives. Meanwhile, the pledge is read by student representatives and recited together by all participants in the morning activities. In addition, teachers accompany students when performing the dhuha prayer in congregation. The teachers' exemplary behavior is reflected in their polite attitude, punctuality, and consistent attendance at activities. The teachers' involvement is not only instructive but also reflects their role as character builders. Through their presence and exemplary behavior, teachers become concrete examples for students in applying the positive values that are consistently instilled in the morning routine activities.

The role of teachers in morning routines reflects the view (Alfarid et al., 2023) that emphasizes the importance of teacher role models in shaping student character. Activities such as reciting prayers and memorizing together provide a space for consistent moral interaction between teachers and students. This is an effective means of internalizing character values into students' daily lives. Morning routines provide a special time for teachers to convey messages about values in an informal atmosphere, making them easier for students to accept. Through the example they set every morning, teachers become the main agents of character education. With an active and consistent role, teachers can create a learning atmosphere that not only emphasizes academic aspects but also strengthens students' morals and behavior that reflect moral values.

The results of this study indicate that teacher involvement in morning routines serves as a medium for character building through real examples. Teachers not only guide the activities but also display positive behaviors such as arriving

on time, speaking politely, and showing reverence in prayer. This is in line with the view (Wardani & Wahono, 2017) that character education is effective when students see values being applied in direct practice. Teachers' exemplary behavior has a strong influence on student behavior because they learn from what they see. Daily interactions in morning activities reinforce consistent moral habits. Activities such as reading prayers together, religious memorization, and giving advice become natural spaces for character learning. With this approach, values such as discipline, responsibility, and religiosity are more easily instilled because they are practiced directly, not just taught verbally.

The findings in this study reinforce the results of previous studies on the importance of teacher role modeling in morning activities. The role of teachers at SD IT Al-Ihsan is in line with (Saidiman et al., 2023), who emphasize consistent habituation and role modeling strategies. In addition, these results also support (Khomsinnudin, 2023), who states that teacher role modeling in religious activities such as communal prayer and tadarus greatly influences character formation. However, these findings also enrich the views of (Khasanah & Marwanti, 2024) by emphasizing that emotional closeness with teachers is created through morning advice and active involvement in every activity. This study also reinforces the view of (Suciana et al., 2025) that the morning atmosphere created by teachers forms the foundation of school culture. Therefore, the role of teachers in routine morning activities has been proven to be a consistent and relevant strategy in student character education.

The active role of teachers in routine morning activities has a positive impact on the development of students' attitudes. Students become more disciplined, polite, and responsible. Teachers who are present and involved every morning form an emotional bond with students, which has an impact on increasing learning motivation and concern for the school environment. Teachers' exemplary behavior also encourages the consistent formation of good habits. Students are accustomed to participating in activities in an orderly manner, arriving on time, and showing respect to teachers. In addition, morning activities also strengthen two-way communication between teachers and

students, as this moment provides space for relaxed but meaningful interaction. Thus, the role of teachers as role models in morning activities can create a positive and character-building school climate. Teachers are not only educators, but also moral mentors who play a major role in shaping students' personalities through consistent habituation.

Character building for students through regular morning activities at SD IT Al-Ihsan Patokbeusi

Everyone has their own personality and is certainly different from one another (Mansir, 2021). In instilling character values, there are several important aspects that must be considered, namely understanding knowledge, the existence of awareness or willingness from individuals, and the manifestation of these values through concrete actions (Nurdiyanto et al., 2023). Education has the main objective of humanizing humans. Through culture that is born from the thoughts and efforts of individuals and groups, education serves as a means to improve life. Furthermore, education can be understood as a process of study that helps students understand, assess, and apply the knowledge they have acquired at school and in their daily activities (Turmuzi, 2021). According to (Zuriah et al., 2016) Education has a very important role in shaping and strengthening the character of the nation. The Indonesian nation has long been known for its friendliness, cooperative attitude, resilience, and politeness. If these values are consistently rebuilt, they will become the nation's provision in facing various crises in the future. The term "character" itself comes from the Greek word *charassein*, which means to carve or draw, like someone painting on paper or a hard material. From this definition, personality can be understood as a sign or special trait that is reflected in behavior patterns and reflects a person's moral condition. This is the predictable relationship between a person's personality and their behavior in their environment.

Morning routine activities are a school program that serves as an introduction to learning in an effort to prepare students who will carry out the learning process. These activities are general in nature and are not related to the material that will

be studied in the core activity, namely the teaching and learning process. Teachers use various methods to prepare students to be able to receive lesson material to the maximum extent possible, but it is better if these activities are programmed and carried out every day so that all students are involved in the implementation of the program (Rahmawati & Suradji, 2020). Routine morning activities at school play an important role in shaping students' character. The word "habituation" in morning activities is clearly related to students, because habituation is a process that is carried out continuously and consistently. Through routines such as praying together, reading the Qur'an, and performing the dhuha prayer, students are trained to have discipline, responsibility, and a religious attitude that is inherent in their daily lives (Efendi, 2022). This habit formation is not just a formal routine, but a form of internalization of moral and spiritual values that are the foundation for the formation of Islamic character.

Interviews with teachers at SD IT Al-Ihsan Patokbeusi revealed that these morning routines are designed to accustom students to behaving in accordance with Islamic values from an early age. According to Mrs. Rahmawati, S.Pd, "Every morning, we guide the children to pray together before studying. That way, they realize that every activity must begin with prayer in order to receive blessings. In addition, reading the Qur'an every morning is also our way of instilling a love for the holy book from an early age." This opinion shows that morning routines not only prepare students physically for learning, but also shape an important spiritual aspect of Islamic character education. Mrs. Kokom Komariah, S.Pd, added that morning routines also train students' discipline. She stated, "Students who are accustomed to arriving on time to participate in communal prayer or the dhuha prayer become more disciplined. This has an impact on their study habits in class, because the discipline instilled at the beginning of the day will carry over into their learning." According to her, discipline is one of the important characteristics that children need to have from an early age so that they are able to take responsibility for their obligations, both at school and at home.

In addition to religious and disciplinary aspects, morning routines also encourage togetherness and social awareness among students. For example, when performing the dhuha prayer in congregation or reciting prayers together, students learn about the importance of togetherness in worship. Another teacher, Mrs. Nia Ariska, S.Pd, emphasized that "Children learn to respect each other and work together for the good. Even when there are students who have not memorized the prayers, their friends usually help them. From this, we can see the growth of caring and mutual support among them." The principal of SD IT Al-Ihsan Patokbeusi, Mrs. Ipat Patmadewi, S.Pd, highlighted that the morning routine is the school's strategy in shaping students who excel academically and have Islamic character. She stated that, "We strive to get children used to good habits from an early age. Through prayer, the Qur'an, and the dhuha prayer, we hope to develop students who are not only intellectually smart but also have noble character." This demonstrates the school's commitment to balancing academic achievement with character building, so that SDIT graduates are able to face life's challenges with a strong foundation of knowledge and Islamic values.

Implementation of routine morning activities at SD IT Al-Ihsan Patokbeusi

The implementation of routine morning activities at Al-Ihsan Patokbeusi Integrated Islamic Elementary School is a program designed to prepare students before they begin their core lessons. Although not directly related to the subject matter, these activities are very important as an initial step in preparing students physically, mentally, and spiritually. Teachers play a central role in guiding and instilling positive habits through these activities. The routine serves as a bridge between activities at home and school activities, as well as a means of character building that is carried out consistently every day.

At SD IT Al-Ihsan Patokbeusi, morning routines are carried out in various forms, such as praying together, reading short surahs, reciting daily prayers, and performing the dhuha prayer in congregation. The entire routine usually lasts for

30-45 minutes before classes begin. For example, the first 15 minutes are used for reading short surahs, the next 15 minutes for reading daily prayers, followed by educational games, and then continuing with congregational dhuha prayers. This structured time management trains students to be disciplined and able to manage their time effectively. Teachers emphasize that consistency in implementation is far more important than duration, so even though it is simple, this activity still has a positive impact on character building. In addition to the religious aspect, this morning routine also fosters reflective awareness in students. Teachers often ask light questions related to worship habits at home, prayer discipline, attitudes towards parents, and daily behavior. In this way, students not only carry out activities as school formalities, but also understand the values that need to be applied in real life. This aims to foster spiritual awareness, personal responsibility, and concern for the family and community environment.

The morning routine program at SDIT Al-Ihsan has been implemented for quite some time and has become part of the school culture. The impact can be seen in the change in students' attitudes, who are now more disciplined in arriving on time, more enthusiastic in learning, and show politeness towards teachers and peers. Teachers assess that this routine has succeeded in creating a religious, conducive school atmosphere that is in line with Islamic values. Thus, students not only gain academic intelligence, but are also guided to become religious, disciplined individuals with noble character in accordance with the vision of integrated Islamic education.

Discussion

Based on the results of the study, the implementation of routine morning activities at SD IT Al-Ihsan Patokbeusi has been effective in supporting students' solitude before the teaching and learning process begins. This program consists of a series of habitual activities, such as praying together, reading short letters, reading daily prayers, and praying dhuha in congregation. Although simple, these activities play a strategic role in shaping students' discipline, religiosity, and

motivation. Teachers consistently serve as the main facilitators who guide and instill positive habits, so that students are accustomed to arriving early and starting the day with a high enthusiasm for learning.

Findings in the field show that these activities have become a school culture that not only has an impact on religious aspects but also on overall character development. Reciting the Qur'an every morning, for example, helps students improve their reading while instilling a love for the holy book. Congregational dhuha prayers train students in devotion and regularity of worship, while literacy activities foster an interest in reading and broaden students' horizons. The combination of these activities shows that the school strives to balance academic strengthening with spiritual and moral guidance.

In addition, interviews with teachers and the principal indicate that consistency in carrying out routines is more important than the duration of the activities. Although only about 30-45 minutes each morning, this program has a significant impact on student behavior. Teachers also add a reflection session by asking students about their experiences at home, such as performing prayers, time discipline, and respect for parents. This approach shows that morning routines are not just a formality, but a medium for instilling values that can be applied in everyday life.

Previous studies also confirm that religious habits in elementary school have a strong influence on the formation of Islamic character and student discipline. This is in line with the integrated Islamic education vision implemented at SD IT Al-Ihsan Patokbeusi. With the Merdeka Curriculum approach that emphasizes contextual learning, morning routines can be considered a form of real and continuous character education. Teachers act as facilitators who connect school habits with students' lives at home and in their social environment.

Overall, the results of this study prove that the morning routine at SD IT Al-Ihsan Patokbeusi has succeeded in creating a religious, disciplined, and conducive learning climate. These activities not only support academic achievement but also shape students with noble character in accordance with

Islamic values. The success of this program is also supported by teacher support, student involvement, and parent cooperation. Thus, morning routines can be seen as one of the good practices in character building that is worth implementing continuously in primary education institutions.

Conclusions

The findings of this study indicate that the implementation of morning routine activities at SDIT Al-Ihsan Patokbeusi plays an important role in shaping students' character. Routines such as communal prayers, Qur'an recitation, dhuha prayer, and literacy activities have been shown to instill religious values, discipline, and responsibility, which serve as the foundation for students' personal development. Although these activities are simple and do not require significant costs, the consistency of teachers in guiding and accompanying students makes the program effective as part of character education. This demonstrates that successful learning is not solely determined by the academic curriculum but also by positive habits that are continuously cultivated.

On the other hand, this study found several challenges that still need to be addressed, such as differences in students' levels of discipline in participating in the activities, limited variety in teachers' methods of conducting the routines, and insufficient parental involvement in supporting similar habits at home. These conditions indicate that the success of morning routines depends not only on the school but also on the synergy among teachers, students, and families.

Based on these findings, this study opens opportunities for further research on strategies to develop morning routine activities to be more varied, engaging, and sustainable. Future studies could examine the relationship between parental involvement, teachers' creativity, and students' consistency in carrying out routines with their academic and non-academic outcomes. Additionally, more in-depth research could explore how these routines can serve as a model for other

schools in building a character-based educational ecosystem.

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