

Social Studies Learning Management Model Based on Strengthening Character Education at SMP Negeri 2 Beduai, West Kalimantan

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Abstract : This study aims to develop a learning management model of Social Studies (IPS) based on character education reinforcement at SMP Negeri 2 Beduai, West Kalimantan. The background of this research is the importance of integrating character values into the learning process to shape students who are not only intellectually competent but also morally responsible, disciplined, and caring individuals. The research employed a qualitative approach with a case study design. Data were collected through observation, in-depth interviews, and documentation, and then analyzed descriptively using the stages of data reduction, data display, and conclusion drawing. The findings reveal that the learning management of Social Studies based on character education reinforcement at SMP Negeri 2 Beduai is implemented through three main stages: (1) learning planning that integrates character values such as religiosity, honesty, social care, and responsibility; (2) learning implementation using collaborative strategies, discussions, and contextual problem-solving aligned with the local socio-cultural environment; and (3) learning evaluation emphasizing authentic assessment that includes cognitive, skill, and affective aspects. This model has been proven to increase students' active participation, strengthen their sense of responsibility, and foster awareness of environmental sustainability and harmonious living in a multicultural society. Therefore, the Social Studies learning management model based on character education reinforcement can serve as a reference for teachers in creating a holistic, contextual, and relevant learning process in the era of globalization.

Keywords: Learning Management, Social Studies, Character Education

INTRODUCTION

Education is a conscious and planned effort to create a learning atmosphere and process that enables students to actively develop their potential. It includes the strengthening of spirituality, self-development, personality formation, intelligence enhancement, moral cultivation, and the acquisition of skills necessary for personal, societal, national, and state development. The primary goal of education is to shape character and skills holistically. It is not merely about delivering information but a deliberate process of creating a conducive learning environment. The purpose of this activity is for each student to actively develop spiritual strength, self-control, strong character, intelligence, and good morals. All these elements are crucial as provisions for life at various levels from the individual to the nation.

This is explained in the National Education System Law No. 20 of 2003, Article 1, Point 1, which states that education is a conscious effort by society and the nation to prepare future

generations for a better national and societal life. The government is responsible for organizing education to enhance the nation's intellectual capacity. However, with the changes in government policies, one of the main focuses of education character formation from an early age has not yet received significant attention.

The intelligence of a nation does not merely lie in intellectual ability but also in moral character, positive personality, and spiritual values in religion. Social Studies (IPS) education helps students acquire appropriate knowledge, skills, and attitudes, as well as sensitivity to face life's challenges. According to Government Regulation No. 19 of 2005 on National Education Standards (SNP), Article 7, Social Studies is a general subject expected to play an important role in shaping students' character. The subject aims to develop good citizens who are capable of critical thinking and solving social problems.

In implementing the learning management model for Social Studies, character education often encounters several challenges. First, character values are not yet well integrated into the Social Studies curriculum, resulting in learning that focuses more on cognitive understanding while neglecting emotional and skill aspects. Second, traditional teaching methods still dominate, offering few opportunities for active student participation. This is crucial for developing values such as: (1) faith and devotion to God Almighty and good morals; (2) tolerance toward differences; (3) cooperation and mutual assistance; (4) independence; (5) critical thinking; and (6) creativity. These values are reinforced in Presidential Regulation of the Republic of Indonesia No. 87 of 2017 concerning Character Education Strengthening, particularly in Articles 1 and 3.

Third, teachers often lack effective understanding of how to cultivate students' character through Social Studies learning whether in planning, implementation, or evaluation. The lack of training and mentoring makes it difficult for teachers to align Social Studies learning with character education goals. As a result, efforts to instill character through Social Studies have not been optimally realized.

This issue is reflected in preliminary observations conducted by the researcher at SMP Negeri 2 Beduai, one of the schools that has not yet implemented character education strengthening. Interviews with the Social Studies teacher revealed several problems related to students' character, especially among eighth graders. Many students lacked key character values such as religiosity, integrity, nationalism, cooperation, and independence. Instances of cheating during exams, failure to complete homework, littering, inappropriate language use, and absenteeism during lessons were observed.

Based on data from Kemendikbud (2023), SMP Negeri 2 Beduai is a B-accredited school located about three kilometers from the main road in Sei Ilai Village. The school's access road is difficult, especially during the rainy season. It is unfortunate that the only school in the village with potentially good human resources still demonstrates low character values, even though it is far from urban influences.

Learning management plays a vital role in strengthening character education. Both are interrelated and influence each other in shaping students' moral character. Good learning management can effectively instill character values by selecting appropriate teaching methods, creating a positive learning environment, and integrating moral values into learning materials. Learning management refers to the process of planning, implementing, evaluating, and controlling the teaching and learning activities including choosing strategies, using media, and organizing the classroom.

According to Radinal Tamrin (2023:4), learning is a deliberate process aimed at achieving change, distinguishing it from other activities. Learning involves active mental engagement with the environment, resulting in altered understanding. Therefore, teachers must design effective learning management that includes planning, organizing, implementation, evaluation, and follow-up.

Learning management is a complex and dynamic process that encompasses planning, implementation, and evaluation of teaching and learning activities. In modern education, effective management has become crucial for improving quality. Khozinatul Asror (2023:1) emphasizes that improving education quality requires direct improvement and refinement of learning management.

Comprehensive efforts to enhance the education system are essential to achieve learning objectives. Better management leads to more effective teaching and, consequently, better learning outcomes.

In the educational process, especially in formal education, teachers play a crucial role in creating an effective learning environment. Education is not only about learning theory but also about character building. At all levels from elementary to higher education teaching should be designed and implemented systematically to achieve national education goals. The Journal of Educational Social Studies (2023:2) explains that through Social Studies, students are taught to become democratic and responsible Indonesian citizens, as well as peace-loving global citizens. Character education must be instilled to create responsible citizens. Social Studies helps students understand and analyze social conditions, preparing them for life in an ever-changing society.

The government, through the Ministry of National Education, has planned to implement character education at all levels, from elementary to higher education. One way to achieve this is by integrating character education into every learning process. Teachers must prepare for character education from the planning, implementation, to evaluation stages. Learning models emphasizing Pancasila values, traditions, and nationalism should be incorporated through activities such as flag ceremonies and national song performances.

On January 19, 2024, the Education and Culture Journalists Forum (Fortadik) held a working meeting in Jakarta to discuss learning approaches involving direct activities, collaboration, and technology-art integration to support the understanding of abstract kinematic concepts. This meeting, conducted in collaboration with the Ministry of Education, Culture, Research, and Technology, produced seven critical notes on current educational issues—especially the gap between students' character development and the ideals of the *Merdeka Curriculum*.

A study by Atik Maisaro (2018:79) explains that to achieve optimal character-based learning, four main stages are necessary: planning, organizing, implementing, and controlling. The final stage is program evaluation and follow-up to assess success levels.

Based on this background, the researcher is interested in studying the learning management model as a means to address the low level of character values among eighth-grade students. This study also explores the challenges faced and solutions applied by Social Studies teachers in implementing a character education-based learning model.

SMP Negeri 2 Beduai has not yet applied a character education-based learning management model in its Social Studies classes. Therefore, this study titled "*Learning Management Model of Social Studies Based on Character Education Strengthening at SMP Negeri 2 Beduai, West Kalimantan*" aims to create a generation that excels academically while possessing strong moral character.

METHODS

This research employed a qualitative descriptive approach, aiming to provide an in-depth description of the implementation of a Social Studies learning management model based on character education strengthening at SMP Negeri 2 Beduai, West Kalimantan. The study was conducted in a natural setting without manipulating variables, with the researcher acting as the primary instrument for data collection. Data were obtained through in-depth interviews, direct observation, and documentation. The participants included the principal, Social Studies teacher, Civics teacher, Islamic Education teacher, and eighth-grade students, selected using a purposive sampling technique, which involves selecting subjects who possess in-depth knowledge about the research topic. Data analysis followed the stages of data reduction, data display, and conclusion drawing/verification, supported by SWOT analysis (Strengths, Weaknesses, Opportunities, Threats) to identify the internal and external factors influencing the learning management model. The research process consisted of three main stages: preliminary study, implementation stage, and model validation stage. Data validity was ensured through source and method triangulation. The findings are expected to present an accurate picture of the actual conditions and offer practical recommendations for improving character education through Social Studies learning.

RESULTS AND DISCUSSION

Data Analysis

Based on the data presented above, data analysis in this study was conducted through data reduction, data presentation, and conclusion drawing, all of which were derived from findings obtained through observation, interviews, and documentation at SMP Negeri 2 Beduai. The main focus of the analysis is to reveal how the Social Studies learning management model based on character education strengthening is implemented in practice.

Observation Analysis

Based on classroom observations conducted during Grade VIII Social Studies lessons at SMP Negeri 2 Beduai, it was found that teachers played a dual role as both academic facilitators and character educators. The learning process was not solely directed toward achieving cognitive objectives but was also designed to foster students' character development through various classroom activities. Teachers consistently integrated character values such as cooperation, responsibility, tolerance, discipline, and respect into the learning process. These values were reflected in the implementation of group discussions, collaborative learning activities, and classroom interactions that encouraged students to participate actively and work together in solving learning tasks.

The observations further revealed that teacher–student interactions were characterized by positive and dialogical communication. Teachers encouraged students to express their opinions, listen to the perspectives of others, and engage in constructive discussions. Such interactions created a supportive learning environment that promoted empathy, mutual respect, and collaboration among students. In addition, classroom rules were implemented consistently through educational approaches that emphasized self-discipline and responsibility rather than punitive measures. As a result, students demonstrated greater awareness of their responsibilities and showed more positive attitudes toward learning activities.

From a learning management perspective, the observed instructional practices reflected the integration of planning, implementation, and evaluation processes that supported both academic achievement and character formation. Learning activities were systematically organized to ensure that character values were embedded throughout the instructional process rather than treated as separate learning components. The incorporation of participatory learning strategies, including group discussions, case studies, and reflective activities, provided students with opportunities to practice and internalize positive values in authentic social contexts.

The findings suggest that the Social Studies learning management model implemented at SMP Negeri 2 Beduai has successfully integrated character education into classroom instruction. This approach aligns with the theory of character education proposed by Thomas Lickona, which emphasizes that character values should be embedded within everyday learning experiences and consistently reinforced throughout the educational process. Furthermore, the observed instructional practices reflect the principles of Vygotsky's constructivist theory, which highlights the importance of social interaction in developing both cognitive understanding and social behavior. Through collaborative and reflective learning experiences, students are encouraged not only to acquire knowledge but also to develop positive attitudes and behaviors.

The validity of these findings was strengthened through triangulation with interview and documentation data. Information obtained from interviews with school leaders, teachers, and students confirmed that character education had become an integral part of the learning process. Documentation such as teaching modules, lesson plans, and evaluation reports also demonstrated the inclusion of character indicators and learning activities designed to promote character development. The consistency among observational, interview, and documentary evidence indicates that character-based Social Studies learning management has been systematically implemented and has contributed positively to both students' academic engagement and character formation.

Interview Analysis

Interviews conducted with the principal, Social Studies teacher, Religion teacher, Civics teacher, and several students at SMP Negeri 2 Beduai revealed strong support for the integration of character education into the Social Studies learning process. The findings indicated that character development has become a shared commitment among members of the school community and is considered an essential component of the educational process. The principal emphasized the

school's commitment to promoting character education by encouraging teachers to integrate character values into all subjects, including Social Studies. This institutional support demonstrates that character education is not viewed as a separate program but as an integral part of teaching and learning activities.

The interviews also showed that teachers were aware of the need to balance academic achievement with character development. Social Studies teachers reported consciously designing lesson plans and learning activities that incorporated character indicators such as responsibility, integrity, nationalism, cooperation, and social awareness. Character values were integrated into classroom instruction through various learning strategies intended to engage students actively in the learning process. Teachers explained that discussions, case studies, collaborative activities, and reflective exercises were frequently used to encourage students to develop not only academic understanding but also positive attitudes and behaviors.

Students provided similar perspectives regarding their learning experiences. They reported that Social Studies lessons helped them develop critical thinking skills and a deeper understanding of moral values that could be applied in everyday life. According to the students, learning activities became more meaningful when teachers connected lesson content with real-life situations and social issues. They also indicated that character education was not delivered merely through verbal explanations but was practiced through active participation in discussions, teamwork, problem-solving activities, and reflective learning experiences. These approaches enabled students to experience and internalize character values directly within authentic learning contexts.

The interview findings further suggest that character strengthening has been embedded within the overall learning management process. Teachers were not only responsible for delivering instructional content but also for facilitating students' personal and social development. The emphasis on participatory and reflective learning approaches created opportunities for students to practice responsibility, cooperation, respect, and critical reflection while engaging with Social Studies content.

The credibility of these findings was reinforced through triangulation with observation and documentation data. Classroom observations confirmed that teachers implemented collaborative learning activities, encouraged student participation, and integrated character values into instructional practices. Documentation, including lesson plans, teaching modules, and school policy documents, provided additional evidence that character indicators were systematically incorporated into learning objectives and classroom activities. The consistency among interview, observation, and documentary evidence indicates that character education has been intentionally and systematically integrated into Social Studies learning at SMP Negeri 2 Beduai, reflecting a shared commitment among school leaders, teachers, and students to support both academic achievement and character development.

Documentation Analysis

The analysis of documents collected from SMP Negeri 2 Beduai provided substantial evidence supporting the findings obtained through observations and interviews regarding the implementation of character-based Social Studies learning management. The documents examined included Social Studies teaching modules, lesson plans, annual and semester programs, school organizational documents, evaluation reports, and records of supporting school activities. These documents demonstrated a consistent and systematic effort to integrate character education into both instructional planning and implementation.

The reviewed lesson modules and instructional plans showed that character values were deliberately incorporated into learning objectives, learning activities, and assessment procedures. Character indicators such as responsibility, cooperation, social awareness, discipline, integrity, and teamwork were consistently included in instructional documents, indicating that character development was considered an essential component of the learning process. The integration of these indicators suggests that teachers were not only concerned with students' academic achievement but also with the development of positive attitudes and behaviors that support holistic growth.

The annual and semester programs further demonstrated that character education was embedded within the school's broader educational planning. These programs reflected a

continuous and structured approach to character development, ensuring that character values were reinforced throughout the academic year. In addition, the school's organizational structure formally assigned teachers responsibilities related to character building, indicating institutional support for integrating character education into everyday learning activities.

Documentation also revealed that evaluation and reflection formed important components of the learning management process. Teacher evaluation reports recorded improvements in students' participation, discipline, responsibility, and engagement during Social Studies lessons. These reports provided evidence that character-based learning activities contributed positively to students' behavioral development alongside their academic progress. Furthermore, documentation of school activities showed that character education was reinforced through non-academic programs such as community service activities, reflective sessions, and collaborative projects. These activities complemented classroom instruction by providing students with authentic opportunities to practice character values in real-life contexts.

The credibility of these documentary findings was strengthened through triangulation with observation and interview data. Classroom observations demonstrated that teachers implemented collaborative learning strategies, encouraged student participation, and integrated character values into instructional activities. Similarly, interviews with school leaders, teachers, and students confirmed the importance of character education and described various efforts undertaken to promote character development within Social Studies learning. The consistency among documentary evidence, classroom observations, and interview responses indicates that character education has been systematically planned, implemented, and evaluated within the school.

Overall, the documentation analysis demonstrates that character education in Social Studies learning at SMP Negeri 2 Beduai has been institutionally supported and structurally integrated into learning management practices. The alignment among instructional documents, school programs, evaluation reports, and stakeholder perspectives provides strong evidence that character values have become an integral component of the educational process. This consistency reflects the school's commitment to fostering students' academic achievement while simultaneously promoting their moral, social, and personal development through a holistic approach to education.

DISCUSSION

The implementation of the Social Studies learning management model based on character education strengthening at SMP Negeri 2 Beduai began with a well-structured and systematic planning process. Teachers integrated character values such as responsibility, cooperation, and integrity into the learning objectives, materials, and evaluations. The planning components included the preparation of annual and semester programs, allocation of effective learning time, and formulation of learning outcomes in line with the principles of the *Merdeka Curriculum*. Teachers also designed lesson modules that balanced cognitive and affective aspects to foster both intellectual and moral growth. This stage shows that character education is not treated as a separate program but embedded within the overall learning design, encouraging students to internalize character values during the learning process.

The organization of the learning management model was carried out through the arrangement of clear roles and responsibilities among teachers, school leaders, and students. Coordination occurred through internal teacher meetings, curriculum forums, and collaborative discussions to ensure that character education was implemented across subjects. The school also created a supportive learning environment both physically and culturally by promoting discipline, responsibility, and cooperation through class rules and extracurricular activities such as scouting and student council programs. However, the absence of a dedicated character education development team and limited teacher coordination remain challenges. Furthermore, constraints in facilities and teachers' varying understanding of character-based learning have hindered optimal implementation, highlighting the need for professional development and improved collaboration with parents and the community.

The implementation, evaluation, and follow-up of the model demonstrated tangible positive outcomes. Learning activities were designed to be interactive, contextual, and reflective, enabling students to develop not only knowledge but also moral awareness and social responsibility. Students

showed improved attitudes in terms of discipline, teamwork, and empathy. Evaluation was conducted through reflective journals, attitude assessments, and direct observation, though standardized instruments for character measurement are still lacking. Follow-up actions included revising lesson modules, organizing teacher workshops, and introducing “Character Journals” to sustain moral reflection. Collaboration between schools, parents, and the community was also strengthened to ensure that character education continued beyond the classroom. Overall, the model effectively supports the goals of the *Merdeka Curriculum*, fostering students who are not only intellectually competent but also possess strong moral integrity and social values.

CONCLUSION

Based on the research findings, it can be concluded that the Social Studies learning management model based on character education strengthening at SMP Negeri 2 Beduai has been systematically planned, organized, implemented, and evaluated, although continuous improvement is still needed in several aspects. The planning process has integrated character education values into school programs and Social Studies teaching modules, with teachers increasingly incorporating values such as integrity, cooperation, and social responsibility into learning activities. In terms of organization, the school has strengthened coordination, clarified the roles of teachers, and promoted collaboration between intracurricular and extracurricular programs to support character development. The implementation of learning has evolved from a predominantly content-oriented approach to a more participatory and reflective process through the use of discussions, case studies, and collaborative projects that encourage responsibility, tolerance, and teamwork among students. The model has also generated positive outcomes, as evidenced by greater student participation, enthusiasm, respect, responsibility, and cooperation during classroom activities. Furthermore, evaluation has been conducted through observation, reflection, and assessment of students’ attitudes and participation, with the results serving as a basis for continuous improvement through the revision of teaching materials, teacher professional development, and stronger integration between classroom learning and character-building activities. Overall, the implementation of the model has contributed positively to both students’ academic engagement and character development while providing a foundation for sustainable improvement in the learning process.

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