

# DIDAKTIKA

## Jurnal Pendidikan Sekolah Dasar

Volume 4, Nomor 2, 63–72, 2021

Journal homepage: <https://journal.uny.ac.id/index.php/didaktika>



## The Character Education Strategy of Elementary School Students of Broken Home Victims by Maximizing the Role of Families and Teachers

Ahmad Nur Rohim<sup>1,✉</sup>, Evi Kurniawati<sup>2</sup>

<sup>1</sup>Universitas Pembangunan Nasional "Veteran" Yogyakarta, Yogyakarta

### Abstract

This study aims to describe the observations about how the strategies of SD N Butuh Temanggung in developing the character of students who are victims of broken homes through collaboration between families and teachers. The social behavior of students who are victims of broken home in SD N Butuh Temanggung is interesting to explore because of the social behavior of students such as violating school rules, opposing, being lazy to go to school or skipping school, lazy to study, lacking of enthusiasm for learning, harsh talk, and likes to disturb friends and teachers. The data analysis technique is the triangulation technique, where the data that has been collected is summarized and reduced then its validity is checked. This study uses a qualitative descriptive approach. Data collection techniques by means of interviews and observations. The results showed that in implementing character education for children of broken home victims at SD N Butuh Temanggung, it was carried out through (1) instilling the values of the school's vision and mission in their daily activities; (2) creating a character education program; (3) establishing school rules and class rules; (4) applying religious and ethical values; (5) monitoring the disciplinary behavior of students at home through a daily activity log; (6) involving families and parents in children's character education activities; dan (7) involving the school committee.

**Keywords:** Character education, elementary school, Broken home

## Strategi Pendidikan Karakter Siswa Sekolah Dasar Korban *Broken Home* dengan Memaksimalkan Peran Keluarga dan Guru

### Abstrak

Penelitian ini bertujuan mendeskripsikan hasil pengamatan tentang bagaimana strategi SD N Butuh Temanggung dalam mengembangkan karakter siswa korban *broken home* melalui kolaborasi antara keluarga dan guru. Perilaku sosial siswa korban *broken home* dalam lingkungan SD N Butuh Temanggung menarik untuk ditelusuri karena perilaku sosial siswa seperti melanggar aturan sekolah, menentang, malas ke sekolah atau bolos, malas belajar, hilang semangat belajar, bicara kasar, dan suka mengganggu teman serta guru. Teknik analisis data dengan teknik *triangulasi*, dimana data yang telah terkumpul dirangkum dan direduksi kemudian dipemeriksaan keabsahannya. Penelitian ini menggunakan pendekatan diskriptif kualitatif. Teknik pengumpulan data dengan cara wawancara dan observasi. Hasil penelitian menunjukkan bahwa dalam melaksanakan pendidikan karakter anak korban *broken home* di SD N Butuh Temanggung dilakukan melalui (1) menanamkan nilai-nilai visi dan misi sekolah dalam kegiatan sehari-hari; (2) membuat program pendidikan karakter; (3) menetapkan aturan sekolah dan aturan kelas; (4) melakukan penerapan nilai agamis dan budi pekerti; (5) memantau perilaku kedisiplinan siswa di rumah melalui buku catatan kegiatan harian; (6) melibatkan keluarga dan orang tua dalam kegiatan pendidikan karakter anak; dan (7) melibatkan komite sekolah.

**Kata kunci:** Pendidikan karakter, Sekolah dasar, *Broken home*

✉ Corresponding Author:  
Affiliation Address: UPN "Veteran" Yogyakarta  
E-mail: [ahmad.nur.rohim.41@gmail.com](mailto:ahmad.nur.rohim.41@gmail.com)

## INTRODUCTION

The family is the first place of education received by the child so that the family greatly influences the formation of the child's personality and behavior. The development of a child from birth to adulthood is greatly influenced by the role of the family. Family is the main environment in children's character development because children start life and develop from family relationships, namely from the relationship between parents and children, father and mother and the relationship between children and other family members who live together (Savitri et al., 2016).

Internal problems in families, such as broken home families, result in children becoming victims which will affect the child's psychology and personality. The term broken home can be used to describe a family that is less harmonious and does not work like a harmonious and prosperous family because of a problem that results in frequent conflicts that lead to separation (divorce) between husband and wife (Amalia & Pahrul, 2019).

Children as victims of divorce or broken homes will feel emotional and behavioral reactions due to loss or lack of attention and affection from the family or one of the parents, thus making the child mentally frustrated, brutal, and unruly (Zain, Prastika and Sholihatin, 2018). According to (Aziz, 2015), the condition of children in broken households often experiences depression or mental pressure, so it is not uncommon for children who live in these families to usually have bad social behavior.

Broken home families will have a negative influence on children, especially behavior related to self-esteem. The negative impact is that children feel they have low self-esteem which results in excessive anxiety, individuals are afraid of being rejected in an environment, and are afraid of failing to make a decision. This is in line with the research of Sheykhjan (in Amalia & Pahrul, 2019), which shows that there is a very high positive correlation and relationship between academic achievement and self-esteem. This study shows that self-esteem will be related to academic achievement. Academic achievement is

supported by a person's physical and mental health which reflects high self-esteem.

According to Amalia and Pahrul (2019), the existence of a broken home will have an impact on the psychological condition and behavior of children, one of which is that children have low self-esteem. Therefore, children who come from separate families often fail and have the risk of being emotionally unstable. However, this may not fully apply to all cases of child victims of broken home. Many children from this background are able to rise up, work hard and become successful in life. Therefore, the role of parents from the family and teachers as educators is very much needed in educating child victims of broken home to rise up and have the spirit to live. As explained by Hill and Luckey (in Savitri et al., 2016), which states that developing student talents requires the roles of parents and teachers. Parents and teachers are the two most important elements in a student's first education. Not only students who are broken homes, normal students can also become problem students if there is an imbalance in the roles of parents and teachers. On the other hand, not only normal students, students who come from broken home families can also achieve and develop self-concept if they get a balance of roles from teachers and their parents.

Character education is chosen as an effort to manifest the character building of students or the nation's generation with noble morals. Through education, it will increase knowledge, change behavior that functions to develop attitudes, character and behavior abilities, and increase life experiences so that students become more mature in the process of living life. Education should produce a generation with superior personalities as well as nurture science and technology.

Character education is a very important thing in the midst of today's technological modernization considering that there are many events that show moral erosion both among children, adolescents, and the elderly. Strengthening character education is carried out with cooperation and synergy starting from the family, school and community environment. Character education aims so that

students as the nation's successor have good characters and morals, to create a nation life that is just, safe, and prosperous (Palupi Putri, 2018). Character education is everything a teacher does to influence the character of students. The formation of the character of students is done by instilling the values of goodness in a habit so that students understand what is good and what is bad to do. Character education in schools is carried out repeatedly. During the period of elementary school children, namely applying values that can be explored such as religious values, honesty, hard work, discipline, a sense of responsibility, love for the country, caring for the environment, and social spirit (Palupi Putri, 2018).

In addition, the implementation of character education is one thing that is absolutely necessary at any education level. This is very reasonable because education is the main foundation for the growth and development of Indonesia's young generation. Character education is a system of applying moral values to students through knowledge, awareness or willingness, and the implementation of these values (Dalimunthe, 2015). In the opinion of Johansson et al. (2011), stated that schools as formal educational institutions need to pay special attention to character education. Character education is currently being prepared for students as a provision for life, both academically in a formal environment and as a moral agent in social life.

In the learning process in schools, currently the government is very supportive of efforts to cultivate character education through the Strengthening Character Education or Penguatan Pendidikan Karakter (PPK). This program aims to encourage quality and moral education throughout the country. Presidential Regulation Number 87 Article 2 of 2017 concerning Strengthening Character Education or Penguatan Pendidikan Karakter (PPK), PPK has the following objectives:

- 1 Build and equip students as Indonesia's golden generation in 2045 with the spirit of Pancasila and good character education

in order to face the dynamics of change in the future.

- 2 Developing a national education platform that places character education as the main soul in the provision of education for students with the support of public involvement through formal, non-formal, and informal education by paying attention to cultural diversity.
- 3 Revitalizing and strengthening the potential and competence of educators, education staff, students, the community, and the family environment in implementing PPK.

## METHODS

This research is a descriptive study using a qualitative approach conducted at SD N Butuh Temanggung. In data collection, researchers used several techniques, namely through interviews with respondents while still implementing the COVID-19 pandemic health protocol. Interviews are used to collect data or information related to various policies implemented by schools in implementing character education.

Data collection was carried out by observation in accordance with the facts in the field. The data obtained from the field is very large, therefore any data that has been recorded in a thorough and detailed manner needs to be taken the next step, namely reducing all the data obtained. Data reduction is done by summarizing, selecting the main things, focusing on the things that are important so that it provides a clearer picture, and makes it easier to analyze.

The data that has been reduced is then processed by checking its validity in order to obtain data that can be scientifically accounted for. In this study, the technique of checking the validity of the data was the triangulation technique. Triangulation technique is a technique of crossing information obtained from sources so that in the end only valid data is used to achieve the research results. The data analysis technique used in this study is the inductive analysis technique, namely

analysis that starts from data and leads to general conclusions.

## FINDINGS AND DISCUSSION

Primary school education is the initial level of formal education which will determine the direction of potential development in students. Wuryandani et al. (2014) explained that elementary schools need to develop character optimally so that it is hoped that at the next level students have strong behavior and character provisions. SD N Butuh Temanggung as a formal education institution needs to pay special attention to character education to prepare students for life, both academically and as social beings in society. As for the values of character education applied at SD N Butuh Temanggung, they come from the application of Pancasila, religion, culture, and the goals of national education. According to Fadlillah et al. (2012), character education taken from religious elements and basic ideology contains values: (1) religious, (2) honest, (3) tolerance, (4) discipline, (5) hard work, (6) creative, (7) independent, (8) democratic, (9) curiosity, (10) national spirit, (11) love the country, (12) respect achievement, (13) friendly / communicative, (14) peace-loving, (15) likes reading, (16) cares about the environment, (17) cares about socially, and (18) is responsible.

The character education does not only teach something that is right and wrong, but also instills repetitive habits about good things. Thus, students will become cognitively understanding about what is good and what is not good, able to feel good values (loving the good / moral feeling), and good behavior (moral action), and usually do (psychomotor). The implementation of character education for students at SD N Butuh Temanggung applies the basic concept of character in line with the objectives contained in Permendikbud No. 23 concerning the Growth of Character in 2015 contains the basic concept of character education. Character Development aims to:

- 1 Making the school a fun learning park for students, teachers and education personnel.

- 2 Fostering good habits as a form of character education from the family, school and community.
- 3 Making education a movement that involves the government, local government, communities and families.
- 4 Fostering a harmonious learning environment and culture between the family, school and community.

The values of character education that come from religious, ideological, social, and cultural values have a function (Zubaedi, 2011):

- 1 Establishment and development of potential.  
Character education functions to form and develop potential in students so that they think well, have good hearts, and education must be able to provide freedom to students in developing their potential and talents in accordance with applicable norms.
- 2 Improvement and strengthening of the character of students.  
Character education functions to improve the existing character of students. These characters can be in the form of negative and unfavorable traits by strengthening the role of the family, educational unit, community, and government to participate and be responsible in developing human or citizen potential. Through character education, it will bring the nation to a nation with character, advanced, independent, prosperous and prosperous.
- 3 Filter of a culture.  
National character education functions to sort and filter the cultural values of other nations. Good or positive characters that come from outside can be used by society to make human characters and Indonesian citizens to become a dignified nation.

Hadisi (2015) explains that the implementation of character education includes at least the transformation of virtue



values that are developed in students, and eventually will become an inherent personality, character, and habit of behavior. SD N Butuh Temanggung carries out character education repeatedly and continuously in its application. The character education carried out is in accordance with what is expected by the Kementerian Pendidikan Nasional, including:

- 1 Developing the potential of the heart / conscience / affective of students as humans and citizens who have cultural values and national character.
- 2 Developing the habits and behavior of students that are commendable and in line with the universal values and religious traditions of the nation's culture.
- 3 Instill the spirit of leadership and responsibility of students as the nation's next generation.
- 4 Developing the ability of students to become independent, creative, nationalistic people.
- 5 Developing the school life environment as a learning environment that is safe, honest, full of creativity and friendship, as well as with a high sense of nationality and dignity.

The social behavior of children who tend to be naughty and deviant due to the broken home factor, in the school environment in general and at SD N Butuh Temanggung in particular, is not something new. However, it becomes interesting to discuss how to build character education. The children who are victims of broken home have bad social behavior, even they have made the teachers nervous, so they become problem children at school. Based on the results of interviews with all informants, the results of the research actually found that the strategy of SD N Butuh Temanggung in developing the character of students who were victims of broken home through collaboration between family and teachers, there are seven important things about the pattern of implementing character education.

According to [Maunah \(2015\)](#), character education can be explained that (1) the

management of character education can be divided into two strategies, namely internal and external schools; (2) the school's internal strategy can be pursued through four pillars, namely teaching and learning activities in class, daily activities in the form of school culture, habituation activities, co-curricular and extra-curricular activities; and (3) external strategies can be pursued in collaboration with parents and the community. Character education carried out at SD N Butuh Temanggung includes: (1) instilling the values of the school's vision and mission in daily activities; (2) creating a character education program; (2) establishing school rules and class rules; (3) applying religious values and manners; (4) monitoring the disciplinary behavior of students at home through a daily activity log; (5) involving families and parents in children's character education activities; (6) involving the school committee; and (7) creating conducive class conditions.

The first pattern is to instill the values of the school's vision and mission in daily activities. Activities at SD N Butuh Temanggung which are related to the teaching and learning process and in other academic matters always realize and implement the school's vision and mission. The school, strives through everything so that all school stakeholders participate in the success of the character education program that has been formulated in the vision and mission of the school.

The second pattern is creating a character education program. The school makes a program that is judged to be implemented in accordance with the conditions of human resources, funds, and school facilities. In this character education program, one that is developed is religious character, honesty, tolerance, discipline, hard work, creativity, independence, and love for the country. The preparation of a character education program for students will produce a maximum educational program involving the school, teachers, parents, and students. This is because to support the success of the character education program, it is necessary to integrate various parties, from schools, parents, and the outside community. The school can collaborate

with the community around SD N Butuh Temanggung to send their children to SD N Butuh Temanggung by making visits to the homes of prospective students. The visit process also explained and asked for input on the character education program that will be developed at SD N Butuh Temanggung. The community is also encouraged to participate in the success of character building for students at SD N Butuh Temanggung by sending their children to SD N Butuh Temanggung. The involvement of these various parties will be better in line with the opinion of [Wuryandani et al. \(2014\)](#), that all parties need to be actively involved in supporting the success of character education programs made by schools.

The third pattern is to set school rules and class rules. Making class and school rules is certainly very good for character education for students. School rules are designed to be obeyed by all school members. School rules are made and socialized and applied in classroom learning. The making of class rules is based on school rules and deliberation in class by considering all situations and conditions. This is in line with [Ansori \(2020\)](#) opinion, teachers help students develop behavior patterns, improve behavior standards, and implement rules as a tool to enforce disciplinary values. In accordance with the objectives of national education, namely a democratic attitude, regulations to increase the value of discipline need to be guided by deliberation, which is made from, by, and for students. School rules serve to regulate the timing of its implementation and assess the behavior of the school community. School rules aim to provide guidance to school members about the limitations of an act that should and is not allowed in everyday life in the school environment. The implementation of character values is manifested through the process of implementing learning in the classroom, school conditioning, habits, and character culture to instill positive character values in students. According to [Wuryandani et al. \(2014\)](#), in order to better understand why certain behaviors are prohibited or not allowed in the school environment, it is necessary to carry out a communication that

involves healthy emotions between students and teachers.

The fourth pattern is implementing religious values and character. In general, all schools have integrated religious values in character education with subjects. Religious activities and manners carried out at SD N Butuh Temanggung have been integrated with religious education subjects such as policies in the implementation of congregational prayers. These congregational prayer activities include Duha prayers and Dhuhr prayers. This congregational prayer activity begins with a ritual of worship. Through these congregational prayer activities students are trained to be on time in upholding worship and increasing religious values. Another activity carried out to increase faith and piety in God Almighty is by reading Asmaulhusna together when starting a learning activity. This is done in order to become a habit when starting something. Through religious learning it will make students have the characters of openness, caring, togetherness, and cooperation.

The fifth pattern is monitoring the disciplinary behavior of students at home through a daily activity log. Discipline of students at home can be observed by evaluating character both in a sentence through daily habits such as religious activities, studying, and helping parents. Good habits are written in this daily activity notebook containing notes of student activities that can be used by the teacher to assess students' personalities. This book contains good disciplinary habits such as helping parents, studying, and other positive activities. Parental involvement in character education can be done by monitoring children's activities so that it can prevent children's personality problems from arising. According to [Wuryandani et al. \(2014\)](#), by carrying out character education involving parents as a very meaningful component, deviant behavior or undisciplined behavior of children can be minimized. This will be achieved if parents take part in children's education and act as parents even though they are separated ([Savitri et al., 2016](#)).

The sixth pattern is to involve families and parents in children's character education activities. According to [Maunah \(2015\)](#), parents must have a very important role and be able to help children to shape and develop their character. Therefore, schools must be able to take advantage of the very central role of parents in fostering student character. Schools are able to create integrated collaborations with families, especially parents in fostering children's character. In maximizing the role of parents as an effort to strengthen character education for students, strategies and steps are needed that can maximize the role of parents in efforts to strengthen character education.

[Sandrawati \(2016\)](#), argues that the family environment is the initial environment that is very influential on the development of students' personalities. There the child will experience interaction either directly or indirectly with family members. The child's personality will develop and be influenced by the family atmosphere in the form of how parents educate their children, relationships between family members and others, home atmosphere, and family socio-economic conditions. The family environment will shape and build character in children through positive experiences and activities that children receive in the family. This can help children to train their moral and personality potentials.

Family counseling is a counseling that focuses on problems related to the family situation and its administration. Teachers of SD N Butuh Temanggung carry out family counseling activities for all students, including students who are victims of broken home. This family counseling activity is carried out at the time of taking learning outcomes at the end of each semester and also through visits to students' homes. Family counseling steps or processes that can be taken include ([Cappuzzi & Gross, 2011](#)):

- 1 Intake interview and building working alliance, which aims to explore the dynamics of the development of children and other family members. In this activity the teacher digs up information to reveal his strengths and weaknesses, patterns of

interpersonal relationships, adjustment behavior, and problem areas.

- 2 Case conceptualization and treatment planning, the teacher will recognize the problem / clarify a problem, then focus on the intervention plan and solutions that will be carried out for handling the problem.
- 3 Implementation, implementing interventions accompanied by tasks carried out jointly between the teacher and the family.
- 4 Evaluation termination, conducts assessment activities whether the counseling activities that have been carried out lead to and achieve results in accordance with the counseling objectives that have been planned since the beginning.
- 5 Feedback, analyze and provide feedback to improve and improve the counseling process and procedures in the hope that when there is a similar problem all information can be extracted properly.

The seventh pattern involves the school committee. In the development of student character education, an important role is needed from the involvement of the outside community which in this scope can be exemplified, namely the school committee. The school committee will support the success of student character education. The involvement of the school committee will be able to realize good cooperation in designing character development programs and supporting program implementation. The school committee can also play an active role either directly or indirectly in the implementation process, evaluating program implementation and monitoring character development program activities. The school committee is very aware of the importance of the quality of character learning in schools, through suggestions and input in order to improve the quality of the quality of human resources for the better. The school committee can carry out its functions well in accordance with the opinion of [Laminsar \(2016\)](#), which is to provide assessment input for the development of education implementation, both intracurricular, character and extracurricular

activities, and its implementation by schools, principals, teachers, students and employees.

The behavior of students who are victims of broken home has different family backgrounds, but the effect that befalls on students is almost the same, namely in the form of mental depression. All students (victims of broken home and normal) can have the opportunity to become students with problems and achievement in both academic and non-academic terms. According to Savitri et al. (2016), it is not only normal students who are able to excel, but students who come from broken home families can also excel and do not rule out the opposite. Student character education will run well if developing concepts there is a balance between the roles of teachers and their parents.

Emphasis and empowerment of the application of character education at SD N Butuh Temanggung is expected to be able to answer various challenges and complex problems experienced by students. Students are expected to be able to become the nation's future generations who have a strong character where this character is a reflection of the character and becomes the identity of the Indonesian nation. Character education is an effort to help the development of a person's soul both physically and mentally, from their nature to a better civilization. As stated by Frye (in Zuchdi, 2009), character education is an effort to help someone understand, maintain, and behave in accordance with noble character values.

## CONCLUSION

The strategy of SD N Butuh Temanggung in an effort to develop the character of students who are victims of broken home can be maximized through the collaborative role of parents and teachers. In supporting the success of character education, seven main points of character education development are made including planting the values of the vision and mission of the school in daily activities, making character education programs, establishing school rules and class rules, implementing religious values and character, implementing student disciplinary

behavior in a house with a daily activity log, improving children's character education through the role of families and parents in activities, and implementation that involves outsiders such as school committees.

The application of character education will lead students to cognitive value recognition, affective appreciation of values, and finally to real value practice. Thus, the purpose of character education will lead students to have the personality and values of noble character, such as being religious, honest, tolerant, disciplined, hard work, creative, independent, democratic, curiosity, national spirit, love for the country, respect for achievement, friendly or communicative, peace-loving, fond of reading, caring for the environment, social care, and responsibility that reflects the character and identity of the Indonesian nation.

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